

SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

Course Title: CRISIS INTERVENTION

Code No.: LAS 212

Program: LAW & SECURITY ADMINISTRATION

Semester: THREE

Date: SEPTEMBER 1995

Instructor: A. PLUSS

New: _____ Revision: X

APPROVED: -A pS>f£ JV/N^
Kitty DeRosario, Dean
Human Sciences and
Teacher Education

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****NOTE:** Do not discard this outline. It will be required by other educational institutions if you are attempting to obtain credit for this course.

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COURSE PHILOSOPHY

A course that examines the psychological and physiological impact of stress brought about in a crisis situation. The predominant underlying thrust of the course will centre towards recognizing the individuality of a crisis, particularly so as it relates to Emergency Services Personnel in their dual predicament of being both a victim and/or the initial emergency care giver.

COURSE GOALS

To provide the student with a high degree of recognition and sensitivity to personal and impersonal crisis and to further provide the student with the ability to function effectively and efficiently in a crisis situation.

STUDENT PERFORMANCE OBJECTIVES

I. Stress Orientation

Upon successful completion the student will be able to:

- a) discuss the "Nature of Stress"
- b) identify the "Types of Stress"
- c) compare the "Pile-up Effect" versus the "Comfort Zone"
- d) explain the biochemical reaction of Stress
- e) differentiate between "Chronic" and "Acute" stressors

II. Emergency Services Stress

Upon successful completion the student will be able to:

- a) cite personality traits common among emergency services personnel
- b) identify "chronic" work stressors
- c) explain the "cumulative" stress process
- d) recognize "interpersonal stress"
- e) identify "acute" (critical incident) work stressors
- f) define "Delayed" stress and recognize the signs
- g) define "Post Traumatic Stress Disorder", the implications and the signs

III. Stress Survival Skills - Individual & Organization Sponsored

Upon successful completion the student will be able to:

- a) identify the tact to "Survive the Short Response"
- b) identify the tact to "Survive the Long Response"
- c) develop stress recognition/reduction policy
- d) develop on-site procedure for Critical Incidents
- e) recognize "Lifelong Stress Management" strategies
- f) define the "Spiraling Effect" common to emergency service personnel

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IV. Critical Incident Stress Management

Upon successful completion the student will be able to:

- a) define Critical Incident Stress Debriefing (CISD)
- b) list core concepts of Critical Incident Stress Debriefing
- c) itemize essential elements in trauma recovery
- d) conduct a mock Critical Incident Stress Debriefing
- e) recognize "levels of readiness" for debriefing
- f) develop Critical Incident Stress Management policy

V. Use of Force Continuum

Upon successful completion the student will be able to:

- a) list the components of the "Use of Force" model
- b) identify response appropriate to behaviour encountered
- c) profile behaviours
- d) recognize pre-incident factors
- e) list communication patterns in crisis situation
- f) list communication response strategies
- g) demonstrate appropriate response strategies in given situations
- h) identify the concepts of "Critical Thinking"

VI. Domestic Violence

Upon successful completion the student will be able to:

- a) cite the confounding variables unique to domestic crisis
- b) detail contemporary views on domestic violence, particularly as they relate to women, children and the elderly
- c) identify and apply "Defusing techniques" appropriate to a given situation
- d) list the five courses of action (possible outcomes) in a domestic crisis
- e) demonstrate "Interview techniques" appropriate to a given situation

VII. Psychological Emergencies

Upon successful completion the student will be able to:

- a) distinguish between the myths and realities of suicide
- b) identify suicidal patterns
- c) identify pre-suicide behaviours
- d) demonstrate response strategies (pre and post)
- e) list indicators of death
- f) differentiate and list the psychological impact of "Sudden" death versus "Anticipated" death
- g) identify components of the "Hospice Movement"
- h) identify coping strategies relative to death and dying
- i) categorize types of sexual assault (rape)
- j) list the three specific interaction stages of rape
- k) identify the myths associated with rape
- l) discuss "Rape Trauma Syndrome"
- m) profile the "abusive parent"
- n) profile the "abused child"
- o) identify various types of abuse

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TEXT

There will be no required text for the course. Extensive reference will be made to the following supplemental texts.

Human Elements Training; J. Mitchell, G. Everly, (1994) Chevron Publishing, Ellicott City, Maryland

Emergency Services Stress; G. Bray, J. Mitchell (1990) Prentice Hall, Englewood Cliffs, New Jersey

Crisis Intervention; B. Hafen, J. Frandsen (1985) Prentice Hall, Englewood Cliffs, New Jersey

EVALUATION

Midterm Test	30%
Final Exam	40%
Assignments/Quizzes	30%

GRADING SYSTEM

90 - 100 = A+

80 - 89 = A

70 - 79 = B

60 - 69 = C

Below 60= R (repeat Course)

SPECIAL NEEDS NOTE

Students with special needs (eg. Physical limitations, visual impairments, hearing impairments, learning disabilities) are encouraged to discuss required accommodations confidentially with the instructor.

Your instructor reserves the right to modify the course as he/she deems necessary to meet the needs of students.

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