

SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE, ONTARIO



Sault College

COURSE OUTLINE

COURSE TITLE: Crisis Intervention & Resolution
CODE NO. : SSW222 **SEMESTER:** 4
PROGRAM: Social Services Worker Program
AUTHOR: Leanne Murray, MSW, RSW
DATE: January 2009 **PREVIOUS OUTLINE DATED:** January 2008
APPROVED: "Angelique Lemay"

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	CHAIR, COMMUNITY SERVICES	DATE
TOTAL CREDITS:	3	
PREREQUISITE(S):	SSW204	
HOURS/WEEK:	3	

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For additional information, please contact the Chair, Community Services
School of Health and Community Services
(705) 759-2554, Ext. 2603

I. COURSE DESCRIPTION:

The course is designed for Social Services Worker Students to increase knowledge and skills for crisis intervention practice with individuals, families, groups and communities. Students will study evidence-based applications of theory to practice with identified at-risk populations. Recent research supports a resiliency-based approach to promote crisis resolution particularly in a multi-cultural society. Application, analyses and discussion will centre on crisis intervention and resolution as it applies to social work practice.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

Upon successful completion of this course, the student will demonstrate the ability to:

1. Demonstrate knowledge of theoretical approaches for crisis intervention.
Potential Elements of the Performance:
 - (a) Identify and understand theoretical foundation of crisis work
 - (b) Familiarize with concepts of resiliency research and it's application to crisis intervention
 - (c) Integrate and apply the selected model(s) of crisis intervention studied
 - (d) Recognize the historical roots of crisis work and future directions
 - (e) List and describe the goals and skills of crisis intervention
2. Demonstrate understanding of crisis response of individuals, families, groups and communities.
Potential Elements of the Performance:
 - (a) Define crisis from multiple perspectives
 - (b) Understand the facets of the crisis experience (behaviourial, affective, somatic, interpersonal, cognitive, and spiritual)
 - (c) List and describe the stages (process) of crisis resolution
 - (d) Recognize situational, developmental, environmental, and existential crisis and the common associated responses
 - (f) Knowledgeable and skilled in the crisis process & resolution of individuals, families, groups and communities
3. Demonstrate ability to incorporate resiliency factors in crisis assessment & intervention.
Potential Elements of the Performance:
 - (a) Recognize crisis as both a "threat" & an "opportunity" for enhanced growth and functioning
 - (b) Identify and amplify strengths, capacities and resources that promote crisis resolution
 - (c) Appreciate the ability of people to survive and transcend crisis experiences
 - (d) Formulate effective assessment and intervention questions that facilitate the change process

4. Demonstrate skill in the application of selected crisis model(s)
Potential Elements of the Performance:
 - (a) Develop and maintain professional, collaborative helping relationships that adhere to SSW Code of Ethics & Standards of Practice
 - (b) Apply effective rapport building, validation, listening and empathetic skills to facilitate the client sharing the “crisis” story
 - (c) Appreciate the value of the relationship as a fundamental tool to intervention
 - (d) Appreciate and assess the contributing aspects of the “crisis” and promote the protective factors for resolution from an individual, environmental and interpersonal perspective
 - (e) Follow the steps of resolution-focused crisis intervention with individuals, families and groups
 - (f) Identify and maintain current knowledge of community resources
 - (g) Make effective suggestions and referrals
 - (h) Describe community-wide approaches to crisis intervention

5. Demonstrate knowledge of intervention with specific areas of crisis.
Potential Elements of the Performance:
 - (a) Describe “common” crisis responses in specific areas of crises studied in accordance with current research & knowledge
 - (b) Integrate crisis theory, concepts and techniques appropriate to the needs of the client
 - (c) Demonstrate ability to skillfully implement, develop and evaluate crisis model(s) to address specific area of crisis.
 - (d) Develop a complete crisis intervention plan

6. Demonstrate ability to adapt crisis model(s) and strategies to diverse populations
Potential Elements of the Performance:
 - (a) Responsive and respectful to diverse groups including (but not limited to) race, ethnicity, culture, income, gender, sexual orientation, developmental & physical ability, age
 - (b) Awareness of personal values and attitudes with respect to diversity and assumes personal/professional responsibility to not impose on client(s)
 - (c) Demonstrates knowledge of multi-cultural approaches to crisis intervention
 - (d) Identifies and adopts culturally competent strategies to reflect the diverse needs of clientele

7. Demonstrates knowledge of self and professional care practices critical to crisis intervention.

Potential Elements of the Performance:

- (a) Describes and identifies signs of vicarious traumatization, burn-out and stress and adopts self-care prevention strategies
- (b) Critically examines professional use of self and personal limits involved in Crisis Intervention
- (c) Understands own psychological, emotional, and cognitive processes and dynamics related to crisis work
- (d) Maintains appropriate and professional boundaries
- (e) Familiar with and applies professional ethic responsibilities in crisis work

III. TOPICS:

1. Theoretical and historical roots of crisis intervention
2. Resiliency Research & application to the crisis process
4. Ethical, legal and professional issues involved in crisis work
5. Overview of selected crisis model(s)
6. Application of SSW crisis skills with individuals, families, groups, communities
7. Self and professional care (stress, burn-out, vicarious trauma)

IV. REQUIRED RESOURCES/TEXTS/MATERIALS:

Kanel, Kristi. (2007) *A Guide to Crisis Intervention*. 3rd Ed. Belmont, California:

Thomson Higher Education

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V. EVALUATION PROCESS/GRADING SYSTEM:

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|------------------------------------|-----|
| 1. Mid-term Exam | 25% |
| 2. Individual Video assignment | 25% |
| 3. Participation/Skill Development | 25% |
| 4. Final Exam | 25% |

Students must receive a 60% grade or higher on the video assignment and in-class skill development to be successful overall in this course. Students may be requested to show video in class to gain constructive feedback from peers.

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

Note: For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

VI. SPECIAL NOTES:

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

Retention of Course Outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. Students who engage in academic dishonesty will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

Course Outline Amendments:

The professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

VII. PRIOR LEARNING ASSESSMENT:

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

Additional Notes:

1. This course requires in-class application of the skills learned. Students must complete readings and demonstrate evidence of this prior to topic explored in class. Students will be expected to participate in role plays, fish bowl exercises, in-class application of skills through case studies, reflections, chapter summaries.
2. All submissions must be in word processing format and follow APA guidelines, unless otherwise indicated by the professor.
3. Students are expected to be familiar with and abide by the College's Student Code of Conduct.
4. Students are expected to act in accordance with the SSW Code of Ethics and ensure respectful participation within class.
5. Punctual completion of assignments is required. Acceptance of late assignment submissions is at the discretion of the professor and is subject to a 10% grade reduction per day (including weekends). **No late assignments will be accepted or graded after one week following the due date unless negotiated in advance.** Students are encouraged to proactively discuss with the Professor any serious circumstances that might interfere with the timely completion of their assignment.
6. Students are responsible to contact the professor directly and immediately when substantial and substantiated reasons create the need for missing an exam. Students must **email** the professor immediately at leanne.murray@saultcollege.ca requesting a make-up test and state the reasons why this is needed. Consideration and determination of the opportunity to make up a missed exam is at the professor's discretion. Generally, this is granted only for exceptional circumstances.
7. Grades assigned for attendance and participation will reflect the student's knowledge and application of the content discussed, willingness to share thoughts about the material, and ability to entertain views different from their own. Grade will reflect student participation at graduating level and ability to demonstrate evidence of crisis skills, familiarity with readings and **active participation in class**. Final grade is at the discretion of the professor and in accordance with the Class Participation and Professional Development Guidelines described in this course outline.
8. Cell phones, pagers, and watches that 'beep' must be off or on vibrate mode. Students may respond to calls/pages after class time.
9. Beverages/food is allowed in class on the condition that students' dispose of garbage and it does not interrupt learning of others. This privilege will be rescinded if these conditions are not followed.
10. Laptop use in class is in accordance with College policy. Privilege will be rescinded if conditions are not followed. Laptops are permitted for note-taking purposes only.
11. Students are encouraged to discuss their learning needs and assignments with the Professor. If a student has a particular concern about the grade of a particular assignment, they must email the professor and request an appointment to discuss this issue. Students are expected to come prepared to the meeting with a written summary of their concerns, comments, etc.
12. All attempts are made by the Professor to start and end classes on time. Students who arrive late for class may not be permitted entry, and those who chronically arrive late will be asked to meet with the Professor. Marks will be deducted for chronic lateness and will be reflected in the class participation mark.

Course Assignments:**1. Mid-term Exam**

Date: Friday, February 20, 2009

Grade: 25%

4. Video Assignment:

Each student will submit a DVD interview demonstrating crisis intervention skills based upon the approach studied in class. The taped interview will be 10 to 15 minutes. Students may be requested to present video in class. Students must complete a two page analysis of their skills, strengths and areas to work on.

Date: Friday, March 20, 2009

Grade: 25%

6. Attendance & Skill Development

Evaluation of participation and skill development is at the professor's discretion and in accordance with the guidelines described on page 10 of the course outline. Students are expected to practice crisis assessment and intervention skills in class through role-play demonstrations, case studies and in class exercises. Additionally, students may be required to complete summaries of assigned readings.

Grade: 25% of final grade

7. Final Exam

Date: Friday, April 23, 2009

Grade: 25%

Note: Students must receive a 60% grade or higher on the video assignment and in-class skill development to be successful overall in this course.

CLASS PARTICIPATION & PROFESSIONAL DEVELOPMENT GUIDELINES:**ALL EXPECTATIONS MET****25 points**

- Demonstrates excellent preparation for class: has read assigned material and references this in class
- Analyzes and applies readings to other course material and personal/professional experience
- Actively participates in role plays in a professional and centred manner
- Contributes in a very significant way to ongoing discussions, keeps analysis focused
- Responds thoughtfully and respectfully to other students' comments
- Takes the risk of verbalizing questions, concerns, disagreements
- Demonstrates consistent, active, on-going involvement in all aspects of the course
- Demonstrates good level of self-understanding and commitment to personal and professional development
- Clearly demonstrates entry level crisis intervention skills
- Attends all scheduled classes

MOST EXPECTATIONS MET 20-24 points

- Demonstrates good preparation for class, knows some of the material
- Is prepared with questions and insights from course material
- Contributes regularly to ongoing discussions, generates discussion with questions or insights, responds thoughtfully and respectfully to others' comments
- Participates in role plays in a professional and meaningful manner
- Takes responsibility for asking questions/seeking clarification
- Demonstrates consistent involvement in most aspects of course
- Demonstrates adequate level of self-understanding and commitment to personal and professional development
- Demonstrates most crisis intervention skills effectively
- Attendance rate of 80% or better

SOME EXPECTATIONS MET, SOME CONCERNS NOTED 14-19 points

- Demonstrates adequate preparation, knows basic material
- Appears interested in content of course material
- Initiates and contributes occasionally to class to class discussions, usually respectful of others' opinions and views,
- Participates in role plays, however, has difficulty remaining centered and/or demonstrating skill development
- Usually takes responsibility for asking questions/seeking clarification
- Demonstrates involvement in some aspects of the course
- Demonstrates a low level of self-understanding and may lack commitment to personal and professional development
- Occasionally disruptive, (involved in side discussions and reading other material during class etc.)
- Experiences some difficulty integrating and demonstrating crisis intervention skills
- Attendance rate above 70%

FEW EXPECTATIONS MET, SERIOUS CONCERNS NOTED 0-14 points

- Demonstrates minimal preparation, lack of knowledge of material
- Body language has given the impression of disinterest in content of class
- Participates usually only when called on
- Can be disrespectful of others opinions, can display tendency to dominate discussions or intimidate in ways that may discourage others from participating
- Displays difficulty engaging in role plays and skill development
- Does not take responsibility for asking questions/seeking clarification, and/or projects blame on others
- Demonstrates minimal involvement in most aspects of the course
- Demonstrates a noticeable lack of self-understanding and lack of commitment to personal and professional development
- Is disruptive (frequent side discussions, reading other materials during class, etc.)
- Significant difficulties noted with applying crisis intervention skills
- Attendance rate below 70%