
COURSE NAME: MHA236 Crisis Intervention

Credit Value: 2
Total Course Hours: 21
Prerequisite Course(s): MHA 213
Corequisite Course(s): None

COURSE DESCRIPTION

This course introduces students to crisis intervention, primarily through case studies. The course includes a review of evidence-based practices for suicide risk assessment and intervention. Students will learn effective crisis intervention skills and receive additional certification in Non-Violent Crisis Intervention training.

PLAR INFORMATION

This course is eligible for Prior Learning Assessment and Recognition. Students are advised to discuss options with their program coordinator.

COURSE LEARNING OUTCOMES

Upon completion of this course, the student will have reliably demonstrated the ability to:

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| <p>1.0 Define what constitutes a crisis, and explore the historical background and theoretical basis of crisis intervention.</p> <ul style="list-style-type: none">1.1 Identify the types of crises in the human experience.1.2 Describe a range of symptoms and needs manifested by persons in crisis, including those with mental health and substance use issues1.3 Describe common characteristics of a crisis prone person, and factors that increase the risk of crisis events, including treatment amenability, substance use, and the potential for violence1.4 Describe the stages of crisis Intervention.1.5 Differentiate between crisis intervention and other psychotherapeutic interventions <p>2.0 Describe the role of social service agencies in crisis intervention.</p> <ul style="list-style-type: none">2.1 Identify social service agencies that are involved in crisis intervention.2.2 Describe crisis intervention protocol used by social service agencies and recognize effective strategies2.3 Define the role of Assertive Community Treatment Teams (ACTT) in crisis intervention2.4 Practice the skills necessary to conduct an effective initial interview of a person in crisis2.5 Define what is meant by the term critical | <ul style="list-style-type: none">incident stress debriefing and explain its importance2.6 Describe the predictable sequence of reactions of individuals following traumatic events <p>3.0 Demonstrate knowledge and skills for effective incident stress debriefing.</p> <ul style="list-style-type: none">3.1 Define what is meant by the term critical incident stress debriefing and explain its importance.3.2 Evaluate one's own stress management strategies.3.3 Delineate the key elements of critical incident stress debriefing.3.4 Describe the predictable sequence of reactions of individuals following traumatic events. <p>4.0 Delineate self-care and safety precautions for mental health and addiction workers exposed to violence.</p> <ul style="list-style-type: none">4.1 Analyze the need for helper self-awareness and management of self when dealing with critical events.4.2 Explore the related phenomena of vicarious trauma and compassion fatigue.4.3 Review safety protocols for out-of-office and in-office scenarios |
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- 4.4 Review protocols for preventing violence.
- 5.0 Demonstrate knowledge and skills for suicide risk assessment.
 - 5.1 Explore attitudes and myths related to suicide.
 - 5.2 Recognize the demographics of depression and suicide in Canada.
 - 5.3 Identify persons at heightened risk of suicide.
 - 5.4 Prepare a suicide risk-assessment.
 - 5.5 Examine the relationships between suicide and mental health problems and addiction.

GENERAL EDUCATION

This is not a General Education course.

PROGRAM VOCATIONAL OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved program vocational learning outcomes (PVLO):

Mental Health And Addiction Worker

1. Promote the optimal functioning of individuals and families in communities through the application of knowledge, skills, and attitudes relevant to mental health and addiction.
2. Advocate on behalf of individuals and families with mental health and addiction issues by using awareness of community resources.
3. Apply effective oral and written communication skills to enhance the quality of services.
4. Collaborate as a member of a multidisciplinary team in the implementation of individual-centred intervention strategies based on current mental health and addiction models of recovery and relapse prevention.
5. Establish effective relationships with individuals, families, and community services that adhere to professional, legal, and ethical standards and workplace policies and procedures.
6. Use effective counselling skills to promote self-efficacy and positive change with individuals and families who are experiencing mental health and addiction issues.
8. Use appropriate evaluation- and evidence-based research methods to enhance the effectiveness and quality of mental health and addiction service delivery.

ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

This course contributes to the following Ministry of Training, Colleges and Universities approved essential employability skills (EES) outcomes:

1. Communicate clearly, concisely, and correctly in the written, spoken, and visual form that fulfils the purpose and meets the needs of the audience.
2. Respond to written, spoken, or visual messages in a manner that ensures effective communication
4. Apply a systematic approach to solve problems
5. Use a variety of thinking skills to anticipate and solve problems

7. Analyse, evaluate, and apply relevant information from a variety of sources.
8. Show respect for the diverse opinions, values, belief systems, and contributions of others
9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
11. Take responsibility for one's own actions, decisions, and consequences.

EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

COURSE EVALUATION

Quizzes and Tests 40%

Role Playing and/ Group Work 30%

Written Assignment 30%

No element of this course is optional. To receive a passing grade, all course work, tests/exams, and assignments must be completed satisfactorily.

PROGRAM SPECIFIC GRADING

Per College Grading System

GRADING SYSTEM

A+:	90-100%	B+:	77-79%	C+:	65-69%	D:	50-54%	S - Satisfactory
A:	85-89%	B:	73-76%	C:	60-64%	F:	0-49%	I - Incomplete
A-:	80-84%	B-:	70-72%	D+:	55-59%			F - Repeat course

*For a complete detailed description please refer to the College website.

LEARNING RESOURCES

Required:

Greenstone J. L., Leviton S.C., (2011). Elements of Crisis Intervention. (3rd ed.). Belmont, CA: Brooks/Cole, Cengage Learning

James, R., & Gilliland, B. (2017). Crisis Intervention Strategies. Eight edition. Boston, MA: Cengage Learning.
ISBN: 978-1-305-27147-0 (Student Edition)

Resources listed on the course outline support the achievement of learning outcomes, and may be used throughout the course to varying degrees depending on the instructor's teaching methodology and the nature of the resource.

LEARNING ACTIVITIES

Lecture, assigned reading, in-class discussion, role playing, crisis intervention written assignment

DELIVERY MODE

3 hours a week in class

ACADEMIC POLICIES

- Academic Integrity
- Academic Appeal
- Academic Attendance
- Grading and Assessment

For academic policies please see: <http://www.canadorecollege.ca/about-us/corporate-policy-manual>.

COLLEGE POLICIES

- Protecting human rights in support of a respectful college community

For college policies please see: <http://www.canadorecollege.ca/about-us/college-policies>.

STUDENT SUCCESS SERVICES

YOUR SUCCESS MATTERS!

We offer comprehensive, student-focused services designed to help you succeed. Canadore is committed to Student Success and offers CONFIDENTIAL services to help you in your studies. We offer:

- Study skills workshops
- Peer tutoring
- Career guidance
- Mental health and wellness tips and strategies
- Resource centre
- Assistive devices

The ultimate goal of Student Success Services is to support students so they can achieve success academically, in their career aspirations, and in their personal lives. Please don't hesitate to drop by C262 or to book an appointment please call 1-705-474-7600 ext. 5205.

FIRST PEOPLES' CENTRE:

We offer a culturally safe environment where our student focused services provide you with the following

CONFIDENTIAL services:

- One on one counselling
- Elder in residence
- Peer tutoring
- Peer mentorship
- Lunch & learn workshops on study skills, self-care, life skills
- Resource Centre

Drop by our offices at C254 College Drive, E101 Commerce Court or call 705 474 7600 Ext. 5961 College Drive / 5647 Commerce Court.

WAIVER OF RESPONSIBILITY

Every attempt is made to ensure the accuracy of this information as of the date of publication. The college reserves the right to modify, change, add, or delete content.

HISTORICAL COURSE OUTLINES

Students use course outlines to support their learning. Students are responsible for retaining course outlines for future use in applications for transfer of credit to other educational institutions.