

**COURSE NAME:** SSW290 Trauma Informed Practice and Crisis Intervention

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Credit Value: 3  
Total Course Hours: 42  
Prerequisite Course(s): HSP105  
Corequisite Course(s): None

## COURSE DESCRIPTION

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This course introduces students to a variety of concepts related to trauma, trauma informed practice, crisis and crisis intervention. Students will adopt a trauma informed perspective as part of their social service worker practice. They will learn crisis intervention skills in a culturally appropriate manner through case studies and role plays. The course will build upon the microskills that students have acquired in Interviewing I and II and students will apply these in different crisis situations.

## PLAR INFORMATION

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

## COURSE LEARNING OUTCOMES

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

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| <p>1.0 Recognize the dynamics of trauma by understanding the types, incidence and impact of various kinds of trauma.</p> <ul style="list-style-type: none"><li>1.1 Discuss the various types and incidence of trauma.</li><li>1.2 Describe the impact of traumatic events</li><li>1.3 Articulate the general responses to traumatic events including post-traumatic stress disorder.</li><li>1.4 Describe the importance of gender, cultural and social context in understanding the consequences of abuse and trauma.</li></ul> <p>2.0 Examine a trauma informed perspective and how to integrate it into social service work practice.</p> <ul style="list-style-type: none"><li>2.1 Discuss the components of trauma informed practice.</li><li>2.2 Compare trauma informed practice to non-trauma informed practice.</li><li>2.3 Experiment with guidelines for working with people affected by trauma.</li><li>2.4 Incorporate trauma recovery, resilience and post traumatic growth within the strength based perspective.</li></ul> <p>3.0 Review the historical background and theoretical basis of crisis intervention.</p> | <ul style="list-style-type: none"><li>3.1 Describe how crisis intervention approaches have developed over time.</li><li>3.2 Review theoretical models of crisis intervention.</li><li>3.3 Differentiate between crisis intervention and other interventions.</li></ul> <p>4.0 Define what constitutes a crisis in the social services field.</p> <ul style="list-style-type: none"><li>4.1 Recognize the types of crises in the human experience and the wide range of reactions experienced by individuals in crisis.</li><li>4.2 Identify specific services and social service agencies that are involved in crisis intervention in the community.</li><li>4.3 Evaluate one's personal experience of crisis to develop a profile of the needs of individuals in crisis.</li><li>4.4 Recognize common characteristics of the crisis-prone individual.</li></ul> <p>5.0 Delineate procedures and strategies for effective crisis intervention.</p> <ul style="list-style-type: none"><li>5.1 Discuss specific safety precautions for social service workers both in and out of the office.</li><li>5.2 Identify adults at risk of violent behaviour.</li><li>5.3 Examine a cognitive model of crisis intervention and apply the model to a variety of</li></ul> |
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scenarios.

5.4 Evaluate one's own mastery of the microskills in light of the demands of crisis intervention.

5.5 Incorporate additional skills necessary to conduct an effective initial interview of a person in crisis.

5.6 Demonstrate effective crisis intervention skills in a role play.

6.0 Demonstrate knowledge and skills for suicide risk assessment.

6.1 Explore attitudes and myths related to suicide.

6.2 Investigate the link between depression and suicide.

6.3 Evaluate suicide risk factors.

6.4 Define the social service worker's role and limits in performing suicide risk assessments.

## GENERAL EDUCATION

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This is not a General Education course.

## ESSENTIAL EMPLOYABILITY SKILLS OUTCOMES

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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
6. Locate, select, organize, and document information using appropriate technology and information systems.
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.
10. Manage the use of time and other resources to complete projects.
11. Take responsibility for one's own actions, decisions, and consequences.

## EXTERNAL COURSE ACCREDITATIONS AND CONDITIONS

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## COURSE EVALUATION

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Assignment 20%

Tests and quizzes 40%

Role Play 30%

In class activities 10%

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

## PROGRAM SPECIFIC GRADING

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80% in-class attendance is required to pass this course.

### GRADING SYSTEM

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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

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Required: Kanel, K. 2015. A guide to crisis intervention. (5th edition). Belmont, CA: Brooks-Cole, Cengage Learning.

Recommended: Greenstone, J.L. and Leviton, S.C. 2011. Elements of crisis intervention. (3rd edition). Belmont, CA: Brooks-Cole, Cengage Learning.

Recommended: Electronic resource: Klinik Community Health Centre (2013) Trauma-Informed. The Trauma Toolkit. (2nd 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

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Lectures, assigned reading, discussion, role-plays, assignments.

## DELIVERY MODE

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3 hours in class X 14 weeks

## ACADEMIC POLICIES

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- 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

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- 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

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### 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

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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

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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.