

SWRK 4070 Social Problem and Social Work Practice Seminar: Crisis Intervention.



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Welcome to SWRK 4070—Social Problem and Social Work Practice Seminar: Crisis Intervention. This is a senior level elective that has been developed to give you a solid understanding of why crisis can happen in people’s lives as well as the skills needed to accurately assess and effectively intervene. It is not a question of whether one of our clients might go into to crisis. Instead, we need to recognize that crises do occur and ask ourselves are we sufficiently competent to assist our clients effectively weather the storm? This practiced-based course will help students be better prepared to knowledgeably navigate in this important, and at times life-altering, clinical area.

I hope you will enjoy the course!

Course description

The University of Manitoba Undergraduate Calendar describes a SWRK 4070 Social Problem and Social Work Practice Seminar (3 Cr. Hrs.) course as follows:

In-depth study of the problem area, exploration of the ways other disciplines relate to the problem, and strengthening of interventive abilities of the student. Pre-requisite: SWRK3140, SWRK4200, SWRK3150 or written consent of instructor.

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Course Goals

The Crisis Intervention offering of the SWRK 4070 course is...

“[a]n examination of the origins and theoretical foundations of crisis theory that creates a base from which students can then further develop their abilities to effectively assess, and appropriately intervene, in a number of critical clinical areas. There is recognition of the importance of sound theoretical understanding combined with an opportunity to practice and receive feedback in a variety of simulated crisis situations.”

Upon completion of this course you should be:

- familiar with the basis of contemporary crisis theory;
- operating from a value base that is most effective for working with individuals in crisis;
- effectively identifying, assessing and intervening with individuals who may be in crisis;
- able to appropriately assess risk and lethality;
- utilizing the theory and skills presented in the course and role plays;
- more familiar with your local crisis-related social service network;
- adapting the information to a variety of clinical areas.

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Course materials

Required Resources

Bookstore

The following required materials are available for purchase from the [University of Manitoba Bookstore](#). Please order your materials immediately, if you have not already done so.

Jackson-Cherry, Lisa R. and Bradley T. Erford, *Crisis Intervention and Prevention*, 2nd Edition (Upper Saddle River, NJ: Pearson Education, 2014) and

Roberts, Albert R. and Kenneth R. Yeager, *Pocket Guide to Crisis Intervention* (New York, NY: Oxford University Press, 2009).

Richard K. James and Burl E. Gilliland, *Crisis Intervention in Action*, a DVD to accompany *Crisis Intervention Strategies* (Belmont, CA: Brooks/Cole, Cengage Learning, 2013, 7th edition).

A fourth required resource is available on-line. Please see: http://trauma-informed.ca/wp-content/uploads/2013/10/Trauma-informed_Toolkit.pdf

Optional Resources

Students may find the following supplementary books useful.

- Adler, Ronald B., Judith A. Rolls, Russell F. Proctor III, *Look: Looking Out, Looking In* (Toronto, ON: Nelson Education, 2012).
- Burns, David D., *The Feeling Good Handbook: Using the New Mood Therapy in Everyday Life* (New York, NY: William Morrow, 1989)
- Egan, Gerard, *The Skilled Helper: A Problem-Management Approach to Helping* (Pacific Grove, CA: Brooks/Cole Publishing Company, 2009, 9th edition).
- James, Richard K., and Burl E. Gilliland, *Crisis Intervention Strategies* (Belmont, CA: Brooks/Cole, Cengage Learning, 2013, 7th edition).
- Martin, David, *Counselling and Therapy Skills* (Long Grove, Ill.: Waveland Press, 2010, 3rd edition).
- Prochaska, James O., John C. Norcross, and Carlo C. Diclemente, *Changing for Good: A Revolutionary Six-Stage Program for Overcoming Bad Habits and Moving Your Life Positively Forward* (New York, NY: Harper Collins Publishers, 1994, 2004).
- Roberts, Albert A., *Crisis Intervention Handbook: Assessment, Treatment, and Research* (New York, NY: Oxford University Press, 2005).
- Rosengren, David, *Building Motivational Interviewing Skills: A Practitioners Workbook* (New York, NY: The Guilford Press, 2009).
- Shebib, Bob, *Choices: Interviewing and Counselling Skills for Canadians* (Toronto, ON: Pearson Canada 2011).

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Course overview

Crisis is a part of life. While there is the potential for positive growth following a significant life event, that outcome is far from certain. In fact, some crises can have a disastrous effect on the lives of some individuals, families and communities. As there can be both danger and opportunity inherent in crisis, skillfully navigating the challenging personal waters in the immediate aftermath of a crisis can be quite challenging. Very often, it is the support and insightful assistance of others that can play a significant role in helping shape a positive outcome to many life crises. As social workers we have a responsibility to our clients to be able to effectively assess and assist as needed in a manner that helps maximize the safety of the individual while simultaneously recognizing their dignity, autonomy and basic human rights within the context of pertinent ethical, clinical and legal parameters.

This course has been structured to provide students with the following: the theoretical foundations of crisis theory; an examination of personal values and clinical skills that can be constructive, essential and helpful (as well as how to avoid skills that could be counterproductive or unhelpful); the necessary tools for accurate assessment and application; numerous practice and feedback opportunities; and opportunities to investigate the application of the material with a variety of selected clinical populations or settings.

We will work to establish a solid appreciation and recognition of the importance of sound clinical theory in order to build a strong base from which to maximize the opportunities within the time of the course to practice—and receive feedback on—the application of the theory in a wide variety of clinical settings and situations.

For a more detailed examination of the course, please see the [Course Overview—Week by Week Breakdown](#) document.

Learning activities

People learn in a number of different ways. Some of us have our preferred methods and sometimes we can be surprised by the effectiveness of other opportunities. During the course we will provide a variety of opportunities to develop, extend, and practice your intellectual, analytical, interpersonal and clinical skills through self-assessments, online activities, practice role plays, discussions and a specialized investigative assignment. These activities are aimed to guide you as you work your way through the following learning events: recalling your prior knowledge; learning new concepts; practicing newly learned skills and knowledge; and applying these new skills and knowledge in real-world situations.

Reading the assigned chapters is mandatory. The other learning activities of this course consist of a variety of other assignments (see the course Web site Assignments in Detail) that are supplemented with an array of relevant on-line resources to enhance your learning experience.

It is important to set up a regular study schedule for yourself, just as if you were attending a regularly scheduled classroom lecture. The "Course at a Glance" will assist you in organizing your time to complete the units and assignments in the time allowed.

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Evaluation and grading

In order to be eligible to be graded for the course, all assignments must be completed and submitted.

For a detailed description of the course assignments please see the “Assignments in Detail” in the course site.

Below is chart summarizing the breakdown of the marks in the course.

Distribution of marks

	ASSIGNMENT TITLE	TASK	DUE DATE	
1	Attendance	10%		Throughout the course
2	Who am I as a Crisis Counsellor?	5%	Values & Skill Self-Analysis	Submitted right after Web 3
3	Crisis Quiz	5%	Short answer, fill-in-the-blank, true or false questions based on Unit 1 & 2 readings to this point Web 3	Submitted right after Web 3
4	5 Crisis Role Play Scenarios	5%	Posted for all students to read	Done after Web 4
5	Peer-Reviewed Crisis Role Play	15%	15 minute role play recorded on YouTube plus a 3-4 minute YouTube video summarizing your skill analysis	Done after Web 5 & before Web 7

6	Outline of Final Project	5%		Posted before Web 6
7	Mapping Your Local Crisis Service Network	15%	A list naming and explaining the crisis related agencies and services in your neighbourhood	Submitted right after Web 6
8	Instructor Graded Crisis Role Play	20%	15 minute role play recorded on YouTube plus a 3-4 minute YouTube video summarizing your skill analysis	Viewed in Web 7 & Web 8
9	Student Selected Topics— Web Presentation (20 min.)with PowerPoint Presentation	10% 10%	(PowerPoint 10%) (Presentation 10%)	5 Groups present in Web 9 & 5 Groups present in Web 10
	Total	100%		

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Grading scale

Letter grade	Percentage range	Description
A+	> 93	Exceptional
A	86 – < 93	Excellent
B+	79 – < 86	Very good
B	72 – < 79	Good
C+	65 – < 72	Satisfactory
C	58 – < 65	Adequate
D	50 – < 58	Unacceptable
F	< 50	Failure

Note: All final grades are subject to departmental review.

Plagiarism, cheating, and examination impersonation

You should acquaint yourself with the University's policy on plagiarism, cheating, and examination impersonation as detailed in the General Academic Regulations and Policy section of the University of Manitoba *Undergraduate Calendar*. Note: These policies are also located in your *Distance and Online Education Student Handbook* or you may refer to Student Affairs at <http://www.umanitoba.ca/student>.

Professional Unsuitability

The Faculty of Social Work may require any student to withdraw from the Faculty pursuant to the procedures set out in this By-Law when the student has been found unsuited, on considerations of competence or professional fitness, for the practice of Social Work. For further information please refer to the undergraduate handbook:

http://umanitoba.ca/faculties/social_work/media/BSW_Handbook_2012-2013_Final_updates_April_26_12.docx

Or, the graduate handbook:

http://umanitoba.ca/social_work/media/Pre-MSW_MSU_Handbook_2011-2012.pdf

Maintaining Confidentiality

The maintenance of confidentiality is a cornerstone of our professional practice. Throughout all aspect of this course students are required to keep information confidential. No identifying client information is to be used in the case study

scenarios, role plays or discussions. The requirement of the maintenance of confidentiality exists in the Web Conferences as well as any additional forum associated with this course.

For the comfort and confidentiality of all participants, our Web Conferences will not be recorded.

General Expectations

As students and adult learners with experience and knowledge it is expected that you contribute to the course learning and teaching through attendance (online if necessary) and participation. Written assignments are expected to meet usual requirements of scholarship at the undergraduate level. In addition to the presence of content relevant to the course objectives, these will be among the criteria used in assigning the grade and include: appropriate use of the literature, coherence in the organization between and within sections, presentation of available evidence for your arguments and a logic to the steps taken towards conclusions. Assignments must use the APA reference style as outlined in the text:

American Psychological Association. (2001). [Publication manual of the American Psychological Association](#) (5th ed.). Washington, DC: Author.

Examples of this reference style can also be found online (copy and enter the URL once you have accessed the internet): <http://www.cws.illinois.edu/workshop/writers/citation/apa/index.html>

Attendance Policy

Your presence, punctuality, preparation, and involvement are very important components to the success of your individual, and the group's collective, learning. Hopefully students will be able to attend all Web Conferences. If not, please note the following:

- Attendance is graded throughout the course and worth 10% of your final grade.
- Students are able to miss up to one Web Conference without forfeiting the full 10 marks.
- If a student misses any time in excess of the equivalency of one Web Conference they will have forfeited the 10 marks and will need to undertake an additional and longer role play assignment complete with a line-by-line clinical skills analysis of their work.
- If a student misses 1/3 of the classes, they will fail the course.
- For more information, please see Appendix IX, Attendance Policy, BSW Student Handbook (p. 44) http://umanitoba.ca/faculties/social_work/media/BSW_Handbook_2012-2013_Final_updates_April_26_12.docx

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Assignment due dates

Consult your course schedule for the assignment due dates.

Policy on Extensions, Late Assignment and Resubmissions

It is important to have your assignments in on time. Since much of the learning in the course is sequential and cumulative, you want to have feedback in a timely manner. For a late assignment to be eligible for grading students need to have submitted—at least two weeks prior to the original assignment due date—a typed, detailed request outlining the reasons for the delay and the proposed alternate date of submission. Any requests for exceptions to this rule will require your instructor to determine, and assign, an additional assignment requirement that you will need to successfully complete in order to be eligible to be graded for the course. Late assignments are best avoided as they complicate the process of you receiving feedback in a timely manner which typically is most helpful in our learning. There will be no opportunity for resubmissions.

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Distance and Online Education (DE) Student Resources

In your course website there are links for the following:

- Contacting Distance and Online Education Staff
- Distance and Online Student Handbook
- Distance and Online Education Website

Acknowledgements

Content specialist:

Ron Thorne-Finch, M.A., M.S.W., R.S.W.
Faculty of Social Work
The University of Manitoba

I have worked in the social services for nearly thirty years in various areas that have included the following: child welfare, community development, individual and group counselling, training and staff development, and program and policy development. I have worked in crisis centres, hospitals, community clinics. I have run various community, task and therapy groups and provided counselling in-person, over the phone, and on-the street. I have provided education to students of varying ages and skills levels as well as specialized training seminars with, among others, Health and Welfare Canada, NAV Canada, Indian and Northern Affairs, various First Nation and Inuit Communities, police hostage negotiators and various health and education authorities in several provinces and territories in Canada.

Over the years, as well as being a direct service provider, I have enjoyed working in a teaching capacity with various departments and faculties at the University of Manitoba. These include several programs within the Extended Education Division, the Aboriginal Focus Program, the Inner City Social Work Program, the Faculty of Social Work, in addition to Distance and On-Line Education.

I have a B.A. (U of M, 1980), M.A. in History (U of M, 1984), and M.A. in Social Work (U of M, 1990); have published two academic books; and have been a Registered Social Worker (R.S.W.) since 1998.

Listing these various direct service and teaching experiences feels a little like a social worker's version of Johnny Cash's famous song *I've Been Everywhere*. Like the song, I recognize that such experiences change, challenge and enrich us. I like to think that I bring some of what I have gained to my teaching and hope that it is of benefit in the development of your learning and skill development. Unlike the song, I know I have not been everywhere or learned it all and remain open to learning from my clients, students, colleagues and life. Despite having been around the block a few times, I still view crisis counselling as challenging, compelling and needing us to be at our clinical best as social workers.

Instructional designer:

Cheikh Ould Moulaye, Ph. D.
Distance and Online Education
The University of Manitoba

Web publisher:

Joanne Laval
Distance and Online Education
The University of Manitoba

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