

Crisis Intervention

1 credit

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HUMS 250: Current Issues in Human Services

Crisis Management

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Course description: This course is designed to examine crisis intervention from the individualized experience of crises, dynamics of the experience both for the individual and family and techniques for effective resolution. The need for practicing self care by the provider to successfully assist others in psychiatric crisis is discussed and integrated into the course.

Course Objectives:

- To understand how individuals experience crises differently from one another
- To learn a general approach to crises resolution
- To understand the importance of self care for the provider in order to provide the best support
- To review the professional ethics as related to crises intervention and treatment

Course format: This course is offered weekly by audio conference, with course text readings and assignments required.

Textbook:

Crisis and Trauma: Developmental-Ecological Intervention. 2004. Barbara Collins and Thomas Collins. New York: Wadsworth.

Matrix of Competencies to be Demonstrated by Learner by Completion of Course

Sec. 2.40.515 Foundational Knowledge to Be Applied in All Activities. A BHA/P must apply the fundamental knowledge and skills in all activities as described below:
(1) community culture, language, history, and demographics, and stages of acculturation;
(2) inter-generational losses and trauma (e.g. flu epidemic, boarding schools, suicide), with emphasis on experience in Alaska, and their application to individuals and communities and risk and experience of substance use and mental health disorders and other disruptive or traumatic experiences (e.g. child abuse, domestic violence);
(C) effect of family disruption due to illness, separation and divorce, death, abuse, legal interventions and other causes;
Sec. 2.40.560 Crisis Management.
(1) recognize behavioral health crisis events;

(2) identify the crisis and report to a licensed behavioral health clinician or behavioral health professional regarding crisis events;
(3) conduct assessment of risk of harm to self or others;
(4) conduct assessment of risk associated with acute intoxication, overdose, detoxification, and withdrawal;
(5) obtain assistance from supervisors and other community resources (e.g. CHA/P, Village Public Safety Officer) to respond;
(6) follow clinical instructions;
(7) communicate with family and others regarding existence of and response to crisis;
(8) assist with necessary steps to achieve and follow-up involuntary treatment, when required;
(9) refer to and cooperate with authorities after deaths (including suicide and homicide), child neglect or abuse, elder abuse, and other reportable events;
(10) assist client to report violence (e.g. domestic violence or sexual assault);
(11) assist client to obtain immediate services after a critical event (e.g. domestic violence shelter, foster care) and provide support for others immediately affected, such as family members and close friends;
(12) assist individuals who have experienced critical event (directly or as a family member, friend or community member) to consider behavioral health services; and

Note: Clinical Mentor decides which level learner is practicing at given the following guide:

- Demonstrating the skill and applying it as directed, routinely seeking assistance (BHA I)
- Using the knowledge or skill consistently and recognizing where to seek assistance (BHA II)

In lieu of competency demonstration the following is required for course completion:

1. Interview a clinician about how work with someone in crises. Your interview questions will be developed in class as a group; and I will then review your interview questions and approve them. Use this as an opportunity to ask those really difficult questions that you have always wondered about, such as ‘what if you don’t like the person in crises?’.
2. Write up tip sheet that you could use, for yourself, that reminds you of the important things to remember to do or to be in a crises situation. You will present this in class and will have the chance to review your sheet before submitting it. This should be no longer than one or two pages; with lots of white space so it is easy to read and to use.
3. Share a case you have worked on with a clinician, in which someone was in crises. Explain the entire process from the initial contact through discharge. As always what did you learn? What seemed to work, what did not? What would you do differently next time. Present the case in class as if you were in a clinical staff. That is summarize the key characteristics of the person, then the situation and how it unfolded.