

Course Module II: Interpersonal Competencies and Crisis Intervention/De-escalation

WORK-BASED LESSONS 1 -13

**Prepared by: District 1199C Training & Upgrading Fund
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Course Module II: Interpersonal Competencies and Crisis Intervention/De-escalation

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LESSON 1: Attending Skills

Course Module II: Interpersonal Competencies and Crisis Intervention/De-escalation

WORK-BASED LESSON 1: Attending Skills

Desired Job Role Behavior

Uses attending skills to involve the person in formal and informal program activities.

Learning Objectives

1. Acquires attending skills of being squared, having eye contact, and leaning.
2. Applies attending skills when meeting with others.

Seminar Overview

Time Frame	Pre-Requisite Knowledge	Method of Evaluation
1 seminar: 2-3 hours	<ul style="list-style-type: none">• No pre-requisite knowledge is required for these lessons.	<ul style="list-style-type: none">• No method of evaluation.

Tools/Resources/Materials

- PowerPoint presentation: *Lesson 1: Attending Skills*
- Carkuff, R.R. (2000). *The Art of Helping in the 21st Century - Student Workbook*. Amherst, MA: Human Resources Development Press, Inc.

Workplace Seminar

Discussion I

Ask the class to describe their meetings with service recipients focusing on the following questions (40 – 75 minutes):

- How do they approach individuals?
- When listening to others how do they position their body?
- Do they have eye contact?
- Are they aware of involuntary body movements they may be making such as fidgeting?
- How do they let individuals know they are listening to what is being said?

Lecture and Discussion II

Present the concept of Attending by using the *Lesson 1: Attending Skills* PowerPoint slide. Tell the students that squaring consists of facing the individual completely, feet firmly on the ground and if sitting, legs are not crossed. Emphasize that the student should not be fidgeting or having excessive hand movements that can be distracting to the individual speaking. Suggest to students who fidget, that they can use alternative methods of fidgeting such as moving toes in their shoes, or moving thigh or knee muscles that are not obvious to others. Next ask the class about why having eye contact is important when listening to others. Emphasize how eye contact shows the individual that the student is listening and paying attention. Finally, talk about leaning when the individual is discussing something important as a way to acknowledge the student is concerned and interested in what is being said. (30 – 45 minutes)

Demonstration and Discussion III

The instructor will demonstrate attending skills by asking for a student volunteer. Ask the student to talk about their week or past weekend activities. The instructor will first demonstrate bad attending skills by not being squared, avoiding eye contact and not leaning. The instructor may also fidget, drop things on the floor and pay little attention to the student. The instructor will then stop the demonstration and ask for feedback from the student and the class about what they observed. The instructor will then ask the student to discuss the same topic this time the instructor will utilize all of the attending skills. Afterwards discuss the differences between the first demonstration and the second. Emphasize that having good attending skills lets the individual know that you are listening and paying attention to their conversation. (30 – 60 minutes)

**1199 Project: Course Module II:
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**Lesson 1:
Attending Skills**

Attending Skills (Carkuff, 2000)

- Squaring
- Leaning
- Eye contact
- No fidgeting

LESSON 2: Observation Skills

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WORK-BASED LESSON 2: Observation Skills

Desired Job Role Behavior

Uses observation skills to determine behavior of service recipients.

Learning Objectives

1. Observes behaviors of others including posture, tone of voice, body movements, facial expressions and grooming.
2. Identifies incongruence in behavioral observations.
3. Infers behavior of others by determining mood, affect, and energy level based on observations.

Seminar Overview

Time Frame	Pre-Requisite Knowledge	Method of Evaluation
1 seminar: 2-3 hours	<ul style="list-style-type: none">• No pre-requisite knowledge is required for these lessons.	<ul style="list-style-type: none">• Seminar faculty ratings• On-site supervisor ratings• Self-evaluation

Tools/Resources/Materials

- PowerPoint presentation: *Lesson 2: Observation Skills*
- Carkuff, R.R. (2000). *The Art of Helping in the 21st Century - Student Workbook*. Amherst, MA: Human Resources Development Press, Inc.

Workplace Seminars

Lecture and Discussion I

Explain to students the importance of using observation skills to evaluate the behaviors of others. Note that when observing behaviors it is important to notice any inconsistency or incongruence as these may give clues to determine mood, affect, and energy level. In addition, observing posture, tone of voice, body movements, facial expressions and grooming allows the staff member to make inferences about the behavior they are seeing.

Use the PowerPoint slide: *Lesson 2: Observation Skills*. Tell the students how observing behavior can help the practitioner to infer physical energy, emotional feelings, and intellectual readiness for helping. (40 – 70 minutes)

Exercise I

The instructor will scan the students seated in the classroom and pick one student who will be asked to freeze in their current position. Try to choose a student who is exhibiting facial expressions or posture where the group can evaluate their behavior. Ask the other students to describe what they are seeing. Ask them about the student's posture, body movements, facial expressions and grooming. Then ask the class to make an inference of the student's physical energy, emotional feelings, and intellectual readiness. Note any incongruence present. When they are done evaluating the student's behavior, then check with the student to see how the class did in determining his/her behaviors. (20 minutes)

Discussion II

Discuss with the class how well they were able to match their observations with the student's behaviors. Differences between what they saw and what the student said he/she was experiencing should be noted. Get the class to discuss why their observations may have differed from what the student said they experienced. Also discuss the matches between the class and the student and why they were able to have a correct evaluation. (20 minutes)

Exercise I

Do the exercises on pages 27-30 in Carkhuff (2001) to have the class practice observing skills. (20 minutes)

Following the exercise, discuss the experience with the class. (20 – 30 minutes)

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**Lesson 2:
Observation Skills**

Observation Skills (Carkuff, 2000)

- Observe appearance and behavior: body movements, facial expressions, grooming, body build, posture
- Infer physical energy: grooming, body build, posture
- Infer emotional feeling state: facial expressions, posture, body movement
- Infer intellectual readiness for helping; posture, body movement, facial expression
- Observe incongruence

LESSON 3: Listening Skills

Course Module II: Interpersonal Competencies and Crisis Intervention/De-escalation

WORK-BASED LESSON 3: Listening Skills

Desired Job Role Behavior

Using listening skills to ensure understanding of the conversations of service recipients.

Learning Objectives

1. Uses attending skills when listening to others.
2. Listens to others by suspending personal judgments, values and solutions.
3. Identifies content from conversations.
4. Identifies feeling category and intensity from conversations.
5. Listens to others by not interrupting.
6. Listens to others with respect.
7. Analyzes conversations with others for gaps, themes and intensity.

Seminar Overview

Time Frame	Pre-Requisite Knowledge	Method of Evaluation
1 seminar: 2-3 hours	<ul style="list-style-type: none">• Attending skills• Observation skills	<ul style="list-style-type: none">• Seminar faculty ratings• On-site supervisor ratings• Self-evaluation

Tools/Resources/Materials

- PowerPoint presentation: *Lesson 3: Listening Skills*
- Carkuff, R.R. (2000). *The Art of Helping in the 21st Century - Student Workbook*. Amherst, MA: Human Resources Development Press, Inc.

Workplace Seminars

Lecture and Discussion I

PowerPoint slides: *Lesson 3: Listening Skills*. Discuss each slide and give examples when needed. (45 – 90 minutes)

Exercise I

Do the Listening Exercises on page 35-37 in Carkhuff (2001). (30 minutes)

Exercise and Discussion II

Have students pair off and take turns being a “helper” and a “helped.” The helped will talk about something that has happened to them during the past week. The helper will practice their attending skills, observation skills and listening skills. They will just listen to the helped without making any comments, or asking any questions. The instructor will observe the students and provide feedback. After everyone is finished, discuss with the group their experience with using attending, observation, and listening skills. Note that most people have difficulty at first with just listening, suspending their judgments and solutions, while not being able to ask a question. Also ask how students who fidget were able to use attending skills. (45 – 60 minutes)

Action Learning Assignment I

Instructions to Students

Meet with your supervisor to choose a service recipient to practice attending, observing, and listening skills.

Evaluation Mechanism

Self-Evaluation

After meeting with the service recipient, the student will use the Self-Evaluation Checklist found at the end of this section.

Individual Supervision

The supervisor will observe the staff member in an interaction with a service recipient and will utilize the Attending, Observing, and Listening Checklist found at the end of this section. The supervisor will meet with the staff member to compare ratings and to discuss results and provide feedback.

Self-Evaluation Checklist: Attending, Observing, and Listening

Learning Objective	Yes	No	Partially	Comments
Attending skills:				
• Was squared				
• Maintained eye contact				
• Leaned when needed				
Observing Skills:				
• Observed behavior including posture, tone of voice, body movements, facial expressions, and grooming				
• Identified incongruence in behavioral observations				
• Inferred behavior by determining mood, affect, & energy level based on observations				
Listening Skills:				
• Used attending skills when listening				
• Listened by suspending personal judgments, values and solutions				
• Identified content from conversations				
• Identified feeling category and intensity from conversations				
• Listened by not interrupting				
• Listens with respect				
• Analyzed conversations for gaps, themes, and intensity				

Staff: _____

Date: _____

Service Recipient: _____

Supervisor Evaluation Checklist: Attending, Observing, and Listening

Learning Objective	Yes	No	Partially	Comments
Attending skills:				
• Was squared				
• Maintained eye contact				
• Leaned when needed				
Observing Skills:				
• Observed behavior including posture, tone of voice, body movements, facial expressions, and grooming				
• Identified incongruence in behavioral observations				
• Inferred behavior by determining mood, affect, & energy level based on observations				
Listening Skills:				
• Used attending skills when listening				
• Listened by suspending personal judgments, values and solutions				
• Identified content from conversations				
• Identified feeling category and intensity from conversations				
• Listened by not interrupting				
• Listens with respect				
• Analyzed conversations for gaps, themes, and intensity				

Supervisor: _____

Date: _____

Staff Member: _____

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**Lesson 3:
Listening Skills**

Listening Skills

- Have a reason for listening
- Suspend personal judgment
- Focus upon the content
- Focus on feelings
- Valuing others
- Presentation style

Listening (Carkuff, 2000) : Have Reason for Listening:

- Manner of presentation
- Tone of voice
- Helpee words

Listening: Suspend Personal Judgment

- Suspend premature solutions
- Suspend personal attitudes
- Suspend personal values

Listening: Focusing Upon the Content

- Who?
- What?
- Why?
- When?
- Where?
- How?

Listening: Focus on Feelings

- Listen for feeling words
- How would I feel if I were the person speaking
- Identify feeling words
- Identify intensity of feelings (High, medium, low)

Listening: Valuing Others

- Listen to others without interrupting
- Be respectful at all times

Listening: Presentation Style

- Gaps
- Common themes
- Intensity
- Repetition

LESSON 4: Responding Skills

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WORK-BASED LESSON 4: Responding Skills

Desired Job Role Behavior

Uses reflective responses when interacting with service recipients.

Learning Objectives

1. Acquires reflective responding skills, including: summarizing the content of conversations, identifying the feelings experienced by individuals, explaining the feelings of individuals, and identifying the individual's role in a situation.
2. Distinguishes when to use reflective responding skills in the work setting.
3. Discriminates accurately between the different types of reflective responding techniques.
4. Paraphrases the content of conversations by being brief, specific, non-judgmental and using fresh words.
5. Identifies the feelings conveyed by others.
6. Paraphrases the feelings of others by selecting an appropriate feeling word category and level of intensity.
7. Demonstrates empathy and understanding of others.
8. Identifies affirmation and supporting techniques such as nodding, smiling, looking sad, showing concern, and thanking others for participating.
9. Applies affirmation and supporting techniques when meeting with others.
10. Applies reflective responding and other communication skills to service recipients, team members, families, and outside agency staff.

Seminar Overview

Time Frame	Pre-Requisite Knowledge	Method of Evaluation
1 seminar: 8-12 hours	<ul style="list-style-type: none">• Attending skills• Observation skills• Listening skills	<ul style="list-style-type: none">• Seminar faculty ratings• On-site supervisor ratings• Self-evaluation

Tools/Resources/Materials

- PowerPoint presentation: *Lesson 4: Responding Skills*

- Carkuff, R.R. (2000). *The Art of Helping in the 21st Century - Student Workbook*. Amherst, MA: Human Resources Development Press, Inc.

Workplace Seminars

Lecture and Discussion I

Use the *Lesson 4: Responding Skills* PowerPoint slides: *The Skill of Responding, Reflective Responses Accomplish, and the Steps Involved in Reflective Responding*. Discuss each slide with the class and how the information contributes to being an effective responder. Then use the slide from Lesson 4: *Using OARS When Responding*. Introduce the OARS method as presented in Miller, W. R. and Rollnick, S. (2002). *Motivational Interviewing Preparing People for Change*. New York, NY: Guilford Press. Then present the slide from Lesson 4: *Responding to Content* as the first responding technique students will learn. (20 – 35 minutes)

Exercise I

Do the exercises on page 42-54 in Carkuff (2000). It is up to the instructor to determine how much of the exercises are done in class. These exercises will help the students to: understand and be able to discriminate between specific and vague responses, parroting and paraphrasing, too long, brief and specific, judgmental and non-judgmental, good and bad content responses, and provide practice opportunities for responding to content. (30 – 50 minutes)

Demonstration I

The instructor will ask for a student volunteer who will talk about something that has happened during the past week. Inform the student that the instructor will respond to them by using content responses and that they should continue to speak after each response until the instructor has made 3-4 responses. The instructor will use attending, listening, and observing skills, along with an open-ended statement to get the student to speak. The instructor will also demonstrate affirmations and use only content responses to the student. When completed, the instructor will ask for feedback from the student volunteer as to their experience and will ask the class for their feedback and observations. (20 – 40 minutes)

Exercise II

Have the class practice writing content responses. Have student's take turns speaking about something that happened to them during the past week. After speaking about the issue, the other students will write down a content response. When completed, the instructor will ask each student to say their content response to the student. When everyone has made their response, the instructor will ask the student to pick the best response. The instructor will ask other students if the response meets the criteria for a content response. Feedback will be provided to each student by the instructor regarding their responses. Repeat this exercise until the instructor determines that most students are making content responses. (30 – 50 minutes)

Exercise III

The students will pair off and will take turns being the helper and the helpee. The helper will use attending, listening, and observing skills, along with an open-ended statement to get the helpee to speak. The helper will also use affirmations and at least three content responses. The helpee will discuss something about their past week. The instructor will observe and provide feedback to the helpers regarding using the above techniques. Afterwards the instructor will lead a discussion about the student's experiences being the helper and the helpee. The instructor will also discuss observations and suggestions for improving techniques. (30 – 50 minutes)

Action Learning Assignment I

Instructions to Students

Do any exercises from the workbook not completed in class. During the next class the instructor will review these with the students.

Lecture and Discussion II

Show the PowerPoint slide from Lesson 4: *Responding to Feelings*. Discuss with the class each point of the slide. Emphasize that while the helper may not have experienced the behaviors and experiences of the helpee, if the helper can say to themselves “How would I feel if I were the helper,” they may be able to identify the feelings the helpee is experiencing. (10 – 40 minutes)

Exercise IV

Do the exercises on page 55-69 in Carkhuff (2000). It is up to the instructor to determine how much of the exercises are done in class. These will help the students to: understand and be able to discriminate between good and bad feeling responses, pick correct feeling words including category and intensity, practice expanding their feeling word vocabulary, and practice using the response to feeling technique. (30 – 40 minutes)

Demonstration II

The instructor will ask for a student volunteer who will talk about something that has happened during the past week. Tell the student that the instructor will respond to them by using content and feeling responses and that they should continue to speak after each response until the instructor has made 5-6 responses. The instructor will use: attending, listening, observing, along with an open-ended statement to get the student to speak, affirmations, and, content and feeling responses. When completed, the instructor will ask for feedback from the student volunteer as to their experience and will ask the class for their feedback and observations. (20 – 30 minutes)

Exercise V

Have the class practice writing feeling responses. Have student's take turns speaking about something that happened to them during the past week. After speaking about the issue, the other students will write down a feeling response. When completed, the instructor will ask each student to say their feeling response to the student. When everyone has made their

response, the instructor will ask the student to pick the best response. The instructor will ask other students if the response meets the criteria for a feeling response. Feedback will be provided to each student by the instructor regarding their responses. Repeat this exercise until the instructor determines that most students are making correct feeling responses. (30 – 40 minutes)

Exercise VI

The students will pair off and will take turns being the helper and the helpee. The helper will use attending, listening, observing, along with an open-ended statement to get the student to speak, affirmations, and 5-6 content and feeling responses. The helpee will discuss something about their past week. The instructor will observe and provide feedback to the helpers regarding using the above techniques. Afterwards the instructor will lead a discussion about the student's experiences as being the helper and the helpee. The instructor will also discuss observations and suggestions for improving techniques. (30 – 40 minutes)

Action Learning Assignment II

Instructions to Students

Do any exercises from the workbook not completed in class. During the next class the instructor will review these with the students.

In addition, the instructor will discuss the first Audio Tape Project by handing out the instructions located at the end of this section. Students will use an audio tape to record a meeting with a friend, or colleague where they will practice the communication skills learned so far. The instructor should set a due date for the project in 2-3 weeks. Students are discouraged from using a spouse, partner, child or other family members as they may know too much about the individual that could cause the responses to be scripted and inaccurate. While the student at this point is not proficient enough in the techniques to audio tape a service recipient, they should be encouraged to start using the techniques at work.

Evaluation Mechanism I

Supervisor Ratings

The instructor will utilize the grading sheet for the Audio Tape Projects located at the end of this section.

Lecture and Discussion III

Use the PowerPoint slide from Lesson 4: *Responding to Meaning*. Discuss each slide with the class and how the information contributes to response to meaning. (10 – 20 minutes)

Exercise VII

Do the exercises on page 70-80 in Carkhuff (2000). It is up to the instructor to determine how much of the exercises should be done in class. These exercises will help the students to understand and be able to discriminate between good and bad responses to meaning along with practice opportunities. (30 – 45 minutes)

Demonstration III

The instructor will ask for a student volunteer who will talk about something that has happened during the past week. Tell the student that the instructor will respond to them by using content, feeling, and meaning responses and that they should continue to speak after each response until the instructor has made 6-8 responses. The instructor will use attending, listening, and observing skills, along with OARS, and content, feeling and meaning responses to the student. When completed, the instructor will ask for feedback from the student volunteer as to their experience and will ask the class for their feedback and observations. (15 – 30 minutes)

Exercise VIII

Have the class practice writing response to meaning responses. Have student's take turns speaking about something that happened to them during the past week. After speaking about the issue, the other students will write down a meaning response. When completed, the instructor will ask each student to say their meaning response to the student. When everyone has made their response, the instructor will ask the student to pick the best response. The instructor will ask other students if the response meets the criteria for a meaning response. Feedback will be provided to each student by the instructor regarding their responses. Repeat this exercise until the instructor determines that most students are making meaning responses. (30 – 40 minutes)

Exercise IX

The students will pair off and will take turns being the helper and the helpee. The helper will use attending, listening, observing, and OARS, using at least 6-8 content, feeling, and meaning responses. The helpee will discuss something about their past week. The instructor will observe and provide feedback to the helpers regarding using the above techniques. Afterwards the instructor will lead a discussion about the student's experiences as being the helper and the helpee. The instructor will also discuss observations and suggestions for improving techniques. (30 – 40 minutes)

Action Learning Assignment IIIInstructions to Students

Do any exercises from the workbook not completed in class. During the next class the instructor will review these with the students.

Lecture and Discussion IV

Use the PowerPoint slides from Lesson 4: *Personalizing*. Discuss each slide with the class and how the information contributes to a personalized response. (10 – 20 minutes)

Exercise X

Do the exercises on page 81-110 in Carkhuff (2000). It is up to the instructor to determine how much of the exercises are done in class. These exercises will help the students to understand how to build up to a personalized response, discriminate between the different personalized responses, and provide practice opportunities. (45 – 60 minutes)

Exercise XI

Have the class practice writing responses to personalized responses. Note that any of the three types of personalized responses are acceptable. Have student's take turns speaking about something that happened to them during the past week. After speaking about the issue, the other students will write down a personalized response. When completed, the instructor will ask each student to say their personalized response to the student. When everyone has made their response, the instructor will ask the student to pick the best response. The instructor will ask other students if the response meets the criteria for a personalized response. Feedback will be provided to each student by the instructor regarding their responses. Repeat this exercise until the instructor determines that most students are making personalized responses. (20 – 30 minutes)

Exercise XII

The students will pair off and will take turns being the helper and the helpee. The helper will use attending, listening, observing, and OARS, using at least 7-9 content, feeling, meaning, and personalized responses. The helpee will discuss something about their past week. The instructor will observe and provide feedback to the helpers regarding using the above techniques. Afterwards the instructor will lead a discussion about the student's experiences as being the helper and the helpee. The instructor will also discuss observations and suggestions for improving techniques. (20 – 30 minutes)

Action Learning Assignment IVInstructions to Students

Do any exercises from the workbook not completed in class. During the next class the instructor will review these with the students.

In addition, the instructor will discuss the second Audio Tape Project by handing out the instructions located at the end of this section. Students will audio tape a meeting with a friend, or colleague where they will practice the communication skills learned so far. The instructor should set a date due for the project in 2-3 weeks. Students are discouraged from using a spouse, partner, child or other family members as they may know too much about the individual which could cause the responses to be scripted and inaccurate. In addition, while the student at this point is not proficient enough in using the techniques to audio tape a service recipient, they should begin to start using the techniques at work with service recipients, team members, families, and outside agency staff.

Finally, once the students has successfully completed the two audio tape assignments, they will meet with their supervisor who will help them pick a service recipient who they will meet with to demonstrate to the supervisor they are competent in using all of the communication techniques learned.

Evaluation Mechanism II

Supervisor Ratings

The instructor will utilize the grading sheet for the Audio Tape Projects located at the end of this section.

The supervisor will observe the meeting between the student and a service recipient and utilize the Supervisor Communication Skills Evaluation Form located at the end of this section. The staff member will conduct a self-evaluation of the meeting by using the Self-Evaluation Communication Skills Form found at the end of this section. After the meeting, the supervisor will meet with the staff member. They will share the results of the evaluation and the supervisor will provide feedback to the staff member.

Audio Tape Project Instructions

First Assignment

Taping

- Purchase a micro cassette recorder.
- Purchase micro cassettes of 90 minutes total, with 45 minutes of recording on each side.
- Choose a quiet place as background noise distracts from your focus.
- Choose a friend/colleague to tape. Pick someone who you are not extremely close too so you don't know everything about them otherwise, it will be difficult to complete the assignment.
- Test the recorder to make sure it works and that the voices are audible and clear.
- Use your attending skills.
- Stick to the responding skills practiced in class. Focus on the techniques as it will guide you through the session:

Tape #1

- Responding to Content (Paraphrasing) = You're saying _____
- Responding to Feeling = You feel _____

Notes

- Do not ask any questions!
- Do not give your opinion, advice or try to talk the helpee out of their feelings. You are trying to facilitate the helpee's process of finding his or her own solution.
- Do not change the subject to one that might give you a better counseling topic.
- Do not jump in too fast with the next response. Give the helpee a chance to think.
- Responding comes from and after the helpee's statement. Do not project what you think they mean.
- Tape about 30 minutes of exchanges.

Transcribing

- Use the transcription form provided by the instructor.
- Fast-forward the tape to the best section on the tape.
- Use 6 continuous responses from your tape.
- Your responses must follow each other from the same section of tape.
- Start with the client's words and then transcribe your response.

- Print clearly, typing is preferred, and allow space between each exchange for the instructor's comments.
- Transcribe exactly what was said, word for word, including uh ha's and um. These are counted as a response so try to avoid using them.
- Rate whether your response to the helpee's feeling is correct (+) or incorrect (-) and **explain briefly underneath each response the reasons why your response is correct or incorrect.**
- For every response **you will write an alternate response**, even if your initial response is correct. All sections of the form will be filled out for each response.
- Make sure to use different feeling words in your alternate responses than were used in the original response.
- Number the helpee's statements with your corresponding responses and alternatives.
- See the example transcription form.

Communication Skills: Audiotape Assignment Example

Student Name: Patrice Russell

Date: 1/23/08

Helpee Statement	Response	On/ Off	Alternate Response
<p>1. I went to work yesterday at the self-help center and when I er, got there, Frank the other facilitator was there too. Before I could say anything, he started yelling and screaming at me, I didn't know what had happened.</p>	<p>1. So, ah, you're saying you went to work yesterday and Frank the other facilitator was there and he started screaming at you. Parroting</p>	-	<p>1. Your saying when you went to work yesterday, your co-worker started shouting at you and you did not know why.</p>
<p>2. Yes, right, he was so angry.</p>	<p>2. Wow, ah Not a formula</p>		<p>2. You feel threatened.</p>
<p>3. I felt scared.</p>	<p>3. You feel frightened Correct feeling word</p>	-	<p>3. You feel terrified</p>
<p>4. I didn't know what happened. Then I heard him accusing me of not checking to make sure the place was cleaned when I closed up the day before. Imagine that.</p>	<p>4. So he was mad because you didn't clean up. Not a formula, not specific, not a paraphrase</p>	+	<p>4. You feel hurt.</p>
<p>5. Yea, I cleaned the place and he was falsely accusing me of not doing my job. I always clean and check the place before I lock up. It was fine when I er, ah, left.</p>	<p>5. So your saying you checked the self-help center and it was in order when you left. Paraphrase, brief and specific, nonjudgmental</p>	-	<p>5. You feel perplexed</p>
<p>6. Yea, uhm, that's right. I was er, I thought he was going to hit me as he was so mad. I heard someone come into the center, boy was I glad to see Carlos. He saw what was going on and came to my rescue.</p>	<p>6. You feel fearful of Frank. Wrong feeling word</p>	+	<p>6. You feel relieved</p>
		-	

Communication Skills: Audiotape Assignment

Student Name

Date:

Helpee Statement	Response	On/ Off	Alternate Response

Audio Tape Grading Rubric
For Audio Tape Assignments I and II

The instructor will listen to the section of the tape cued up by the student and grade the transcription form. The following grading rubric will be used for each of the student responses and each of the alternate responses.

Points	Response/Alternate Response Grading
3.0	Used the techniques correctly and accurately
2.5	Almost used the techniques accurately: Feeling word slightly wrong intensity, content just a bit vague
2.0	Used the correct technique but vague, wrong feeling word category or intensity
1.5	Used the correct technique but very vague, wrong feeling word and intensity
1.0	Used the correct technique but it does not meet the requirement for any of the techniques
0	Did not use the techniques
	Assignment Grading
18	Total maximum score for student responses (3 points per each response)
18	Total maximum score for student alternate responses (3 points per each response)
7	Transcription form completed correctly and handed in on time
7	Audio tape done correctly and tape cued up to the correct section
50	Total points: multiply by 2 to obtain student's number grade

Audio Tape Project Instructions Second Assignment

Taping

- Choose a quiet place as background noise distracts from your focus.
- Choose a friend/family member/colleague to tape.
- Test the recorder to make sure it works and that the voices are audible and clear.
- Use your attending skills.
- Stick to the skills practiced in class. Focus on the techniques as it will guide you through the session.

Techniques

- Responding to content (Paraphrasing):
 - You're saying _____
- Responding to feeling:
 - You feel _____
- Responding to meaning:
 - You feel ____ because _____
- Responding to personalized meaning:
 - You feel ____ because you (you've)
- Responding to personalized problem:
 - You feel ____ because you cannot _____
- Responding to personalized goal
 - You feel ____ because you cannot _____ and you want to _____

Notes

- When completing this assignment, you will focus your responses on the response to feeling, response to meaning, and at least one type of personalized response.
- The easiest to use is the response to personalized meaning.
- Do not ask questions unless there is no way you can get the information by responding.
- Do not give your opinion, advice, or try to talk the helpee out of their feelings. You are trying to facilitate the helpee's process of finding his or her own solution.
- Do not change the subject to one that might give you a better counseling topic.
- Do not jump in too fast with the next response. Give the helpee a chance to think.

- Responding comes from and after the helpee's statement. Do not project what you think they mean.
- Tape about 30 minutes of exchanges.

Transcribing

- Use the transcription form provided by the instructor.
- Fast-forward the tape to the best section on the tape.
- Pick 6 consecutive responses from your tape.
- Start with the client's words and then transcribe your response.
- Print clearly, and allow space between each exchange for the instructor's comments.
- Transcribe exactly what was said, word for word, including uh ha's and um. These are counted as a response so try to avoid using them.
- Rate whether your response to the helpee's feeling is on (+) or off (-) and **explain briefly underneath each response.**
- For every response **you will write an alternate response**, even if your initial response is correct.
- **Use a response to personalized meaning for all of your alternate responses.**
- All sections of the form will be filled out for each response.
- Make sure to use different feeling words in your alternate responses than were used in the original response.
- Number the helpee's statements with your corresponding responses and alternatives.

Supervisor Communication Skills Evaluation Form

Staff Member: _____

Supervisor: _____

Date: _____

Check YES, NO, or PC (Partially Completed) for the following:

- 1. Open ended questions used YES___NO___PC___

- 2. Responded when opportunity was presented
 - a. Content? YES___NO___PC___

 - b. Feeling? YES___NO___PC___

 - c. Meaning? YES___NO___PC___

 - d. Personalizing? YES___NO___PC___

- 3. Attending skills were used consistently YES___NO___PC___

- 4. Affirmations were used throughout YES___NO___PC___

- 5. Key points of the interview were summarized? YES___NO___PC___

Self-Evaluation Communication Skills Form

Staff Member: _____

Supervisor: _____

Date: _____

Check YES, NO, or PC (Partially Completed) for the following:

- | | |
|---|------------------|
| 1. Open ended questions used | YES___NO___PC___ |
| 2. Responded when opportunity was presented | |
| a. Content? | YES___NO___PC___ |
| b. Feeling? | YES___NO___PC___ |
| c. Meaning? | YES___NO___PC___ |
| d. Personalizing? | YES___NO___PC___ |
| 3. Attending skills were used consistently | YES___NO___PC___ |
| 4. Affirmations were used throughout | YES___NO___PC___ |
| 5. Key points of the interview were summarized? | YES___NO___PC___ |

**1199 Project: Course Module II:
Interpersonal Competencies
and
Crisis Intervention/
De-escalation**

**Lesson 4:
Responding Skills**

The Skill of Responding (Carkuff, 2000)

- Also called reflective responding
- Involves paraphrasing, but not parroting
- 4 types:
 - Content responses
 - Feeling responses
 - Meaning responses
 - Personalizing

Reflective Responses Accomplish:

- Ensures understanding of what the helpee is saying
- Communicates that you are listening
- Encourages helpee to talk about things they feel are important

Steps Involved in Reflective Responding

- Discriminating accurately what the helpee is saying in terms of content, feeling, and meaning
- Using listening and observing to determine the 5WH's
- Paraphrasing what they have said to show we have heard them

Using OARS When Responding (Miller and Rollnick, 2002)

- Use open ended questions to start
 - Tell me___
 - Describe to me _____
- Use affirming & supporting techniques
 - Nod
 - Smile/laugh
 - Look sad
 - Show concern
 - Thank them
- Reflectively respond
 - Response to content
 - Response to feeling
 - Response to meaning
 - Personalizing
- Summarize meeting
 - Be brief
 - Affirm again

Responding to Content (Carkuff, 2000)

- You're saying _____
- Paraphrase using fresh but accurate words
- Do not parrot
- Be brief but specific
- Be non judgmental
- Do not interpret

Responding to Feeling

- Observe behaviors, especially taking note of tone of voice, posture, and facial expressions
- Listen carefully to the helpee's words
- Ask yourself "How would I feel if I were the helpee"
- Select a feeling category and level of intensity that you think best reflects what the helpee is expressing and respond by saying "You feel _____"

Responding to Meaning:

- Communicates how the helpee feels
- Demonstrates empathy and understanding of how the helpee is feeling about their experience
- Helps helpee explore and identify the reasons why they feel about life experiences the way they do.
- Describes the content or reason for the feeling.
- Feelings are about content

Response to Meaning Steps:

- Listen for the feeling category and level of intensity
- Listen to the words of the helpee and summarize the content of what they are saying as it relates to the feeling they are expressing
- Respond using “You feel ____ because_____”

Personalizing

- Sustained exploration of the situation for about 6 responses using content, feeling & meaning
- Personalizing the Meaning: Identify how the person feels about themselves in the situation
- Personalizing the Problem: Identify what the person cannot do that is contributing to the situation
- Personalizing the Goal: Establishing where the person wants to be in relation to the situation

Personalizing Involves:

- Helping the person gain control of the situation so they can take action
- Refocus the feeling to the self (internalizing)
- Determining their role in the situation
- Goes beyond what the person has said
- Becoming agents of change (helper)

Personalized Meaning

- Focus on the internal by exploring the consequences of the person's behavior and/or their beliefs about the behavior
- You feel _____ because you _____

Personalizing Problems

- Identify what the person cannot do that is contributing to the problem
- You feel _____ because you cannot _____ (problem)

Personalizing Goals

- Establishes where the person wants to be in relation to where they are
- Goal must be consistent with and appropriate for the problem
- Personalized goal is the opposite of the problem and does not introduce new behavior
- You feel ____ because you cannot ____ and you want to _____

LESSON 5: Interviewing Skills

Course Module II: Interpersonal Competencies and Crisis Intervention/De-escalation

WORK-BASED LESSON 5: Interviewing Skills

Desired Job Role Behavior

During interviews, uses facilitative questioning, and communication skills.

Learning Objectives

1. Distinguishes between closed-ended and open-ended questions.
2. Uses open-ended questions during interviews.
3. Uses reflective responding skills when interviewing.
4. Uses attending skills when interviewing.
5. Uses listening skills when interviewing.
6. Uses observation skills when interviewing.
7. Summarizes information obtained from interviews to participants by being brief.
8. Uses affirmations and supporting techniques during interviews.

Seminar Overview

Time Frame	Pre-Requisite Knowledge	Method of Evaluation
1 seminars: 2-3 hours	<ul style="list-style-type: none">• Attending skills• Observing skills• Listening skills• Responding skills• OARS	<ul style="list-style-type: none">• Seminar faculty ratings• On-site supervisor ratings• Self-evaluation

Tools/Resources/Materials

- PowerPoint presentation *Lesson 5: Interviewing Skills*

Workplace Seminars

Lecture I

The instructor will use the PowerPoint slides: *Lesson 5: Interviewing Skills*. This will be a review of skills already learned by the students. Emphasize the application of these skills to

interview others in order to obtain information. Examples are: intake interviews, assessments, evaluations, meetings, etc. The instructor should discuss how using response to content can be modified to help refocus the interviewee by saying: earlier you said_____, or before you stated_____ (10 – 20 minutes)

Exercise and Discussion I

Students will interview each other to obtain information for the Background Information Form found at the end of this section. One student at a time will be interviewed by the class. The instructor will facilitate the process by guiding the students in the process and providing responses only if they lose focus or are unable to respond. The students should use reflective responding and open-ended questions to obtain the information. Having the students do these as a group will allow them to see the process and to learn from peers the best way to respond. Interviews should last about 30-45 minutes. The class will evaluate each interview to see the types of information obtained, along with the reaction of the person interviewed. The instructor will also provide feedback to the group. (110 – 160 minutes)

Action Learning Assignment I

Instructions to Students

Meet with your supervisor who will help you pick a service recipient who you will meet with. You will demonstrate to the supervisor you can conduct an interview where you obtain information about the individual.

Evaluation Mechanism

Individual Supervision.

The supervisor will observe the meeting between the student and a service recipient and utilize the Supervisor Interview Observation Form located at the end of this section. The staff member will conduct a self-evaluation of the meeting by using the Self-Evaluation Interview Form found at the end of this section. After the meeting, the supervisor will meet with the staff member. They will share the results of the evaluation and the supervisor will provide feedback to the staff member.

Background Information Form

1. Current Social Information:
 - A. Describe the present living arrangements including with whom they are living with, and a brief description of these relationships.
 - B. Are there any significant others? Include how long they been dating, married, living together. Describe the relationship including occupation and age of significant other.
 - C. Are there any children? Provide detail on name, sex, and age.
 - D. Are there any significant problems with any of these children? Describe.
 - E. Give details of previous relationships/marriages.

2. Family History
 - A. Describe their childhood and adolescence including home atmosphere, and relationship to parents.
 - B. List mother and father by age, and include occupation.
 - C. List siblings by age and describe their relationship with them past and present

3. Educational History: Describe all school experiences, including high school, and college. Were there any problems with truancy, suspensions, special education, vocational training, etc?

4. Employment History: Present employment status and where they are working. Include positive and negative aspects of what is going on at work.

5. Socialization Skills:
 - A. List clubs and organizations they belong to.
 - B. What do they do for leisure and relaxation?

Supervisor Interview Observation Form

Interviewer: _____

Interviewee: _____

Date: _____

Supervisor: _____

For each interview step or skill listed check YES, NO, or PC (Partially Completed)

1. Open-ended question asked to get the interview started? YES___NO___PC___
2. Attending skills were used consistently? YES___NO___PC___
3. Affirmations were used throughout? YES___NO___PC___
4. Used reflective responding when needed?
 - a. Content? YES___NO___PC___
 - b. Feeling? YES___NO___PC___
 - c. Meaning? YES___NO___PC___
 - d. Personalizing? YES___NO___PC___
5. Maintained focus of the interview? YES___NO___PC___
6. Obtained social information? YES___NO___PC___
7. Obtained family history? YES___NO___PC___
8. Obtained educational history? YES___NO___PC___
9. Obtained employment history? YES___NO___PC___
10. Obtained information on social skills? YES___NO___PC___
11. Key points of the interview were summarized? YES___NO___PC___

Self-Evaluation Interview Form

Interviewer: _____

Interviewee: _____

Date: _____

Supervisor: _____

For each interview step or skill listed check YES, NO, or PC (Partially Completed)

- 1. Open-ended question asked to get the interview started? YES___NO___PC___
- 2. Attending skills were used consistently? YES___NO___PC___
- 3. Affirmations were used throughout? YES___NO___PC___
- 4. Used reflective responding when needed?
 - a. Content? YES___NO___PC___
 - b. Feeling? YES___NO___PC___
 - c. Meaning? YES___NO___PC___
 - d. Personalizing? YES___NO___PC___
- 5. Maintained focus of the interview? YES___NO___PC___
- 6. Obtained social information? YES___NO___PC___
- 7. Obtained family history? YES___NO___PC___
- 8. Obtained educational history? YES___NO___PC___
- 9. Obtained employment history? YES___NO___PC___
- 10. Obtained information on social skills? YES___NO___PC___
- 11. Key points of the interview were summarized? YES___NO___PC___

**1199 Project: Course Module II:
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De-escalation**

**Lesson 5:
Interviewing Skills**

Apply OARS (Miller & Rollnick, 2002)

- Uses open ended questions
- Uses affirmations and attending
- Uses reflective responses
- Summarizes information

Uses Open Ended Questions

- Describe to me:
- Tell me:

Uses Attending Skills & Affirmations

- Squared
- Eye contact
- Leans
- Nods
- Smiles/laughs
- Looks sad
- Shows concern

Uses Reflective Responding

- Response to content
- Response to feeling
- Response to meaning
- Personalized responses:
 - Meaning
 - Problem
 - Goal

Uses Listening Skills

- Tone of voice & presentation style
- Suspend: judgment, values, attitudes, premature solutions
- Focus on content: 5W's & H
- Listen for feelings
- Don't interrupt
- Be respectful
- Listen for: common themes, intensity, & gaps

Uses Observation Skills

- Observe appearance and behavior:
 - Body movements
 - Facial expressions
 - Grooming
 - Body build
 - Posture

Summarizes Interview

- Briefly provide a summary of what you learned about the individual

LESSON 6: Self-Disclosure

Course Module II: Interpersonal Competencies and Crisis Intervention/De-escalation

WORK-BASED LESSON 6: Self-Disclosure

Desired Job Role Behavior

Uses self-disclosure of personal information selectively and only for the benefit of service recipients.

Learning Objectives

1. Determines the purpose for self-disclosing.
2. Examines what the benefits to others will be when self-disclosing.
3. Analyzes when to self-disclose.
4. Differentiates between appropriate and inappropriate information to self-disclose.
5. Knows the four types of statements to use when self-disclosing: describing a belief you have, disclosing a similar experience you have had, discussing your opinion of how you see the person being able to accomplish something, and disagreeing with the service recipient.
6. Uses the appropriate type of self-disclosure statement when choosing to self-disclose.
7. Understands the difference between own experience and that of the service recipient

Seminar Overview

Time Frame	Pre-Requisite Knowledge	Method of Evaluation
1 seminar: 2-3 hours	<ul style="list-style-type: none">• Attending skills• Observing skills• Listening skills• Responding skills• OARS	<ul style="list-style-type: none">• Seminar faculty ratings• On-site supervisor ratings• Self-evaluation

Tools/Resources/Materials

- PowerPoint presentation: *Lesson 6: Self-Disclosure*

Workplace Seminars

Lecture and Discussion I

Discuss each of the slides from the PowerPoint: *Lesson 6: Self-Disclosure* based on Cohen, M and Nemeck Patricia (1988). *Case management: Connecting with clients*. Center for Psychiatric Rehabilitation, Boston University. (10 – 15 minutes)

Exercise I

Have the class develop a list of acceptable and unacceptable information to self-disclose. Write these on the board and discuss the reasons for these being acceptable and unacceptable. Emphasize that students should never over self-disclose as this shifts the focus away from the individual. (20 – 30 minutes)

Demonstration I

The instructor will ask for a student volunteer who will talk about something that has happened during the past week. Tell the student that the instructor will respond to them by using content, feeling, meaning, and personalizing. In addition, the instructor will use at least one of the self-disclosing statements from the class lecture. The student should continue to speak after each response until the instructor ends the demonstration by summarizing. When completed, the instructor will ask for feedback from the student volunteer as to their experience and will ask the class for their feedback and observations. (20 – 30 minutes)

Exercise II

Have the class practice writing self-disclosure responses. Note that any of the four types of self-disclosure responses are acceptable. Have students take turns speaking about something that happened to them during the past week. After speaking about the issue, the other students will write down a self-disclosure response. When completed, the instructor will ask each student to say their self-disclosure response to the student. When everyone has made their response, the instructor will ask the student to pick the best response. The instructor will ask other students if the response meets the criteria for a self-disclosure response. Feedback will be provided to each student by the instructor regarding their responses. Repeat this exercise until the instructor determines that most students are making self-disclosure responses. (40 – 50 minutes)

Exercise III

The students will pair off and will take turns being the helper and the helpee. The helper will use attending, listening, observing, OARS and at least one self-disclosure response. The helpee will discuss something about their past week. The instructor will observe and provide feedback to the helpers regarding using the above techniques. Afterwards the instructor will lead a discussion about the student's experiences as being the helper and the helpee. The instructor will also discuss observations and suggestions for improving techniques. (30 – 55 minutes)

Action Learning Assignment I

Instructions to Students

Look for opportunities when you would make a self-disclosing statement to a service recipient at work. Determine whether to make the statement or not based on whether it would be beneficial to the individual.

Evaluation Mechanism

Self-Evaluation

The student will complete the Self-Evaluation Self-Disclosure Checklist found at the end of this section. During individual supervision, they will bring in the checklist and discuss the results with their supervisor and obtain feedback.

**Self-Evaluation Checklist:
Self-Disclosure**

Learning Objective	Yes	No	Partially	Comments
1. Determines the purpose for self-disclosing.				
2. Examines what the benefits to others will be when self-disclosing.				
3. Analyzes when to self-disclose.				
4. Differentiates between appropriate and inappropriate information to self-disclose.				
5. Knows the four types of statements to use when self-disclosing: Describing a belief you have, disclosing a similar experience you have had, discussing your opinion of how you see the person being able to accomplish something, & disagreeing with the service recipient.				
6. Uses the appropriate type of self-disclosure statement when choosing to self-disclose.				
7. Understands the difference between own experience and that of the service recipient.				

Staff: _____

Date: _____

Service Recipient: _____

**1199 Project: Course Module II:
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**Lesson 6:
Self-Disclosure**

Purpose for Self Disclosure (Cohen & Nemec, 1988)

- Is it relevant to the situation? Is the client concerned or curious about the subject matter?
- Is the individual ready? Are they prepared to hear this now?
- What will the probable impact be? Will the individual feel closer to you?
- How will it benefit the individual?

Self Disclosure Issues

- Ethical
 - What is appropriate?
 - How much detail?
 - For what purpose?
- Too much sharing of your experiences gets tiresome
- Personal comfort level
 - Caution if client “attracted” to you
 - Don’t do it if you feel uncomfortable
 - Avoid sharing painful or difficult issues as this can shift focus to you

Self Disclosing Statements

- Describing
 - Ideas or beliefs that are important to you
 - I believe ____
 - In my opinion ____
- Genuineness
 - Relate your own personal experiences
 - I remember when ____
 - When I did ____
- Immediacy
 - Share how you currently feel about client or relationship
 - Client name I feel __ about (action) because based on our relationship ____
- Disagreeing
 - Sharing that you don't agree and why
 - You said ____ but I disagree because _____
 - You think __ but I think ____

How to Self Disclose

- Formulate your disclosure
- Select best type of self disclosure statement to share
- Choose whether to share the disclosure

LESSON 7: Cultural Competence

Course Module II: Interpersonal Competencies and Crisis Intervention/De-escalation

WORK-BASED LESSON 7: Cultural Competence

Desired Job Role Behavior

Demonstrate cultural competence when communicating with service recipients.

Learning Objectives

1. Recognizes one's own fears, misperceptions and prejudices towards others from different cultural and diversity groups.
2. Demonstrates respect to people from different cultures and diverse backgrounds.
3. Recognizes communication and word usage difficulties in others.
4. Uses concrete word usage when communicating with others who have language difficulties.
5. Demonstrates understanding of others who have language difficulties through summarizing.
6. Uses interpreters when working with people who do not speak a common language.
7. Uses self-disclosure techniques to equalize relationships.
8. Recognizes differences in how other cultures view directness, assertiveness, trusting relationships, self-actualization, time issues, family values, and nonverbal behavior.

Seminar Overview

Time Frame	Pre-Requisite Knowledge	Method of Evaluation
1 seminar: 2-3 hours	<ul style="list-style-type: none">• Attending skills• Observing skills• Listening skills• Responding skills• OARS• Self-disclosure	<ul style="list-style-type: none">• Seminar faculty ratings• On-site supervisor ratings• Self-evaluation

Tools/Resources/Materials

- PowerPoint presentation: *Lesson 7: Cultural Competence*

Workplace Seminars

Lecture and Discussion I

Discuss each of the slides from the PowerPoint: *Lesson 7: Cultural Competence* based on Corrigan, P. W., Muesser, K. T., Bond, G. R., Drake, R. E., and Solomon, P. (2008). *Principles and practice of psychiatric rehabilitation*. New York, NY: Guilford Press, and Corey, G. (2000). *Theory and practice of group counseling* (5th ed.) and *Manual*. Pacific Grove, CA: Brooks-Cole/Wadsworth.

Ask the class to provide examples of the different types of variables and affiliations described under the slide: Broad View of Multiculturalism. The instructor should provide examples of the material presented by keeping the focus on how it can affect communication with others. Emphasize with the class that they should not jump to negative conclusions about individuals as their observation may be related to some aspects of multiculturalism or diversity issues. (60 – 90 minutes)

Exercise I

Have the students complete the Multiculturalism Self-Evaluation Form (Corey, 2000) found at the end of this section. When completed the students will pair off and share each of their ratings for every item. They should explain their ratings by providing examples. Afterwards the instructor will facilitate a discussion about the process and what the students have learned about themselves. (60 – 90 minutes)

Action Learning Assignment I

Instructions to Students

You will expand your multicultural knowledge over the next week by engaging in any activity that exposes you to a new and different cultural/diversity experience. Some suggestions for you are to: go out and eat at a restaurant featuring cuisine you have never eaten before, attend a multicultural festival, read something about diversity, attend a religious service you are unfamiliar with, etc.

Over the next week, you will track the contact you have with multicultural and diverse individuals at work using the Multicultural Diversity Tracking Form found at the end of this section.

Evaluation Mechanism

Supervisory Review and Self-Evaluation

During the next class the instructor will review with the students the results of their multicultural experience.

At the end of the week, the students will complete the Multicultural Diversity Self-Evaluation form found at the end of this section. They will then meet with their supervisor to discuss the results. The supervisor will provide feedback and input to the staff member.

Multicultural Counseling Competencies: A Self-Examination (Corey, 2000)

Please use the following scale: 4 = always, 3 = often, 2 = sometimes, 1 = seldom, 0 = never

- _____ 1. I actively work on becoming more aware of my own cultural worldviews.
- _____ 2. I constantly seek to become more aware of different cultural worldviews.
- _____ 3. I strive to understand and value cultural worldviews that differ from my own.
- _____ 4. I work at understanding how my cultural background influences my beliefs, values, attitudes, and biases about psychological process.
- _____ 5. I regularly evaluate the limits of my competencies and expertise in my knowledge of persons from different backgrounds.
- _____ 6. I question my comfortableness with differences that exist between me and others in regard to race, ethnicity, culture, beliefs, and sexual orientation.
- _____ 7. I strive to understand how my own racial & cultural worldviews affects my personal and professional definitions and biases about what is normal and abnormal.
- _____ 8. I seek to understand how oppression, racism, sexism, discrimination, and stereotyping affect me personally.
- _____ 9. I regularly question how I may have benefited or been adversely affected directly or indirectly by individual, institutional, or cultural racism.
- _____ 10. I diligently work at uncovering my own beliefs, attitudes, and feelings regarding racism, sexism, discrimination, and stereotyping.
- _____ 11. I seek to gain greater knowledge about how I socially impact others.
- _____ 12. I strive to become ever more knowledgeable about my communication style and how it may facilitate or hinder working with clients who are different than me.
- _____ 13. I regularly seek out educational, consultative, and training experiences that enrich my understanding of different populations.
- _____ 14. I constantly engage in the process of understanding myself as a racial and cultural being.
- _____ 15. I actively strive to achieve a non-discriminatory identity.

Adapted from: Corey, G. (2000). *Theory and practice of group counseling* (5th ed.) and *Manual*. Pacific Grove, CA: Brooks-Cole/Wadsworth.

Multicultural Diversity Tracking Form

Instructions: Look at the first column and identify any of the variables and affiliations you have encountered with the individuals at your worksite by putting a check mark in the second column. These can include service recipients, family members, and co-workers. In the third column provide any comments. For example, if you ran a gender specific group such as a men’s or women’s group, explain that under the comment section.

	Encountered	Comments
Nationalities		
Ethnicities		
Languages		
Religions		
Age		
Gender		
Sexual orientation		
Place of residence		
Education		
Socio economic		
Gender groups		
Occupational groups		
Sexual orientation groups		

**Multicultural Diversity
Self-Evaluation Form**

Learning Objective	Yes	No	Partially	Comments
1. Recognizes one's own fears, misperceptions and prejudices towards others from different cultural and diversity groups.				
2. Demonstrates respect to people from different cultural and diverse backgrounds.				
3. Recognizes communication and word usage difficulties in others.				
4. Uses concrete word usage when communicating with others who have language difficulties.				
5. Demonstrates understanding of others who have language difficulties through summarizing.				
6. Uses interpreters when working with people who do not speak a common language.				
7. Uses self-disclosure techniques to equalize relationships.				
8. Recognizes differences in how other cultures view directness, assertiveness, trusting relationships, self-actualization, time issues, family values, and nonverbal behavior.				

Staff: _____

Date: _____

**1199 Project: Course Module II:
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**Lesson 7:
Cultural Competence
and
Communication**

Effective Multiculturalism Corrigan et al. (2008)

- Become aware of one's own cultural biases
- Seek to understand others worldviews without judgment
- Develop intervention and skills for people from different backgrounds

Broad View of Multiculturalism Corey and Corey (2000)

- **Ethnographic Variables:**
 - Nationality
 - Ethnicity
 - Language
 - Religion
- **Demographic Variables:**
 - Age
 - Gender
 - Sexual orientation
 - Place of residence
- **Status Variables:**
 - Education
 - Socioeconomic background
- **Formal & Informal Affiliations:**
 - Occupation groups
 - Gender organizations
 - Sexual orientation groups

Characteristics of Common Culture: Corrigan et al. (2008)

- Shared set of beliefs
- Shared norms
- Shared values
- Common perception of the world
- Have a group identity

Acculturation

- Adapting to the majority culture
- Learning the language
- Learning the customs
- Stages of acculturation

Beware: Cultural Tunnel Vision Corey and Corey (2000)

- Have limited cultural experiences
- View role to transmit own values to clients
- Unaware of others who have different cultural backgrounds
- Have inappropriate generalizations about others
- Misinterpret individuals behaviors who are culturally different
- Unintentional racism

Challenge Your Cultural Assumptions

- Time issues
- Self-disclosure
- Family values
- Nonverbal behavior
- Trusting relationships
- Self-actualization
- Directness
- Assertiveness

Cultural Issues

- Don't ignore culture or diversity issues
- Don't overemphasize them either
- Focus on commonalities
- Be genuine

Strategies For Working Within A Multicultural Context

- Recognize transportation & monetary difficulties
- Recognize communication & word usage differences
- Recognize your own reaction to working with different groups
- Convey respect
- Ensure understanding
- More active stance by doing than talking
- Less abstract & more concrete
- Recognize class status differences so consider disclosing things that equalize relationships
- Trust may take longer

Expanding Practitioner Worldviews

- Learn about your own cultural traditions and behaviors
- Learn about other cultures
- Examine your interactions & relationships with people from other cultures
- Examine your view about multiculturalism
- Challenge yourself through exposure to other cultures

LESSON 8: Family Involvement

Course Module II: Interpersonal Competencies and Crisis Intervention/De-escalation

WORK-BASED LESSON 8: Family Involvement

Desired Job Role Behavior

Involves family in the treatment and rehabilitation of service recipients.

Learning Objectives

1. Uses reflective responding techniques when meeting with families.
2. Utilizes attending skills when meeting with families.
3. Applies listening skills when meeting with families.
4. Demonstrates cultural and diversity competence when meeting with families.
5. Uses release of information forms to include families in treatment.
6. Tells families about obtaining release of information forms so they can be included in treatment.
7. Distinguishes between appropriate and inappropriate information to share with families to avoid violating the confidentiality of service recipients.
8. Provides information to families who do not have a signed release of information form without violating service recipient confidentiality.
9. Provides information to families specified in release of information forms.
10. Uses respect and empathy when meeting with families.
11. Identifies what families need from the service system (e.g. accurate information, involvement, support).
12. Demonstrates family collaboration.

Seminar Overview

Time Frame	Pre-Requisite Knowledge	Method of Evaluation
1 seminar: 2-3 hours	<ul style="list-style-type: none"> ● Attending skills ● Observing skills ● Listening skills ● Responding skills ● OARS ● Self-disclosure ● Multicultural competence 	<ul style="list-style-type: none"> ● Seminar faculty ratings ● On-site supervisor ratings ● Self-evaluation

Tools/Resources/Materials

- PowerPoint presentation: *Lesson 8: Family Involvement*

Workplace Seminars

Lecture and Discussion I

Use the PowerPoint slides: *Lesson 8: Family Involvement* based on Power, P. W., & Dell Orto, A. E. (2004). *Families Living with Chronic Illness and Disability, Interventions, Challenges, and Opportunities*. New York, NY: Springer Publishing Co., and Spaniol, L., Zipple, A. M., Marsh, D. T., & Yinley, L. Y. (Eds.), (2000). *The role of the family in psychiatric rehabilitation*. Boston, MA: Center for Psychiatric Rehabilitation.

Discuss each slide with the class. The instructor should provide examples when appropriate to enhance learning. Ask the students to talk about barriers they have seen for family collaboration. Then ask the class to discuss successful strategies for family collaboration. Emphasize the role that confidentiality plays in engaging families. Tell the students that sometimes a service recipient may say they do not want their family involved in their treatment. When this occurs the practitioner should respect their wishes and check with the service recipient periodically to determine if they have changed their mind. (60 – 90 minutes)

Exercise I

Have the students discuss what is appropriate and what is inappropriate to share with family members when a release of information form is not obtained from the service recipient. (60 – 90 minutes)

Action Learning Assignment I

Instructions to Students

Meet with your supervisors to obtain the agency or program policy and procedures regarding confidentiality and family members.

Evaluation Mechanism

Individual Supervision

The instructor will ask the class to report back on their findings. Differences and similarities regarding the policy will be discussed.

If students have contact with service recipient family members, they will complete the Family Self-Evaluation form located at the end of this section.

Supervisors will observe a staff member who is meeting with a family member and conduct the Supervisor Family Observation Form located at the end of this section. The staff member and supervisor will meet to compare evaluations. The supervisor will provide observations and feedback.

**Family
Self-Evaluation Form**

Learning Objective	Yes	No	Partially	Comments
1. Uses reflective responding techniques when meeting with families.				
2. Utilizes attending skills when meeting with families.				
3. Applies listening skills when meeting with families.				
4. Demonstrates cultural and diversity competence when meeting with families.				
5. Uses release of information forms to include families in treatment.				
6. Tells families about obtaining release of information forms so they can be included in treatment.				
7. Distinguishes between appropriate and inappropriate information to share with families to avoid violating the confidentiality of service recipients.				
8. Provides information to families who do not have a signed release of information form without violating service recipient confidentiality.				
9. Provides information to families specified in release of information forms.				
10. Uses respect and empathy when meeting with families.				
11. Identifies what families need from the service system (e.g. accurate information, involvement, support).				
12. Demonstrates family collaboration.				

Staff: _____

Date: _____

Family Member: _____

**Supervisor Family
Evaluation Form**

Learning Objective	Yes	No	Partially	Comments
13. Uses reflective responding techniques when meeting with families.				
14. Utilizes attending skills when meeting with families.				
15. Applies listening skills when meeting with families.				
16. Demonstrates cultural and diversity competence when meeting with families.				
17. Uses release of information forms to include families in treatment.				
18. Tells families about obtaining release of information forms so they can be included in treatment.				
19. Distinguishes between appropriate and inappropriate information to share with families to avoid violating the confidentiality of service recipients.				
20. Provides information to families who do not have a signed release of information form without violating service recipient confidentiality.				
21. Provides information to families specified in release of information forms.				
22. Uses respect and empathy when meeting with families.				
23. Identifies what families need from the service system (e.g. accurate information, involvement, support).				
24. Demonstrates family collaboration.				

Staff: _____

Date: _____

Family Member: _____

**1199 Project: Course Module II:
Interpersonal Competencies
and
Crisis Intervention/
De-escalation**

**Lesson 8:
Family Involvement**

Techniques

- Uses attending skills
- Uses listening skills
- Use reflective responding
- Uses cultural diversity competencies

Barriers to Professional Family Collaboration (Power & Dell Orto, 2004)

- Emotional reaction of family: shock, denial, anger
- Expectations of family members: miracle of medicine
- Professional attitudes: blaming, helpless
- Professional communication: jargon

Family Needs

- Respect: listen with sensitivity & respect
- Support: see family as an ally
- Strengths: encouragement
- Flexibility: willingness to incorporate family feedback
- Choice: suggestions & resources
- Empowerment: include as a partner
- Information: on illness, resources, self-help, etc.

Suggestions for Families to Establish Collaboration

- Prepare for meetings by having questions & concerns
- Clarify confusing information
- Full disclosure during service planning
- Follow service plan & report any problems
- Ask & get information on illness
- Discuss positive & negative treatment

Suggestions for Professionals to Establish Collaboration

- Use communication skills
- Accept family view of care management problems
- Understand family reaction to the illness
- Respect cultural issues
- Maintain family focused approach
- Encourage empowerment
- Give responsibility to family
- Identify strengths
- Welcome differences of opinion

Providing Non-Confidential Information (Spaniol, 2000)

- Discuss treatment & prognosis in general terms
- Provide written information: brochures, fact sheets, agency polices, etc.
- Refer families to educational groups: agency psychoeducational groups, NAMI Family to Family training, conferences, etc.

Providing Confidential Information

- Use release of information forms
- Tell families to obtain release of information forms
- Understand HIPPA regulations
- Understand agency & program regulations
- Understand state regulations

LESSON 9: Observation Skills in Crisis Situations

Course Module II: Interpersonal Competencies and Crisis Intervention/De-escalation

WORK-BASED LESSON 9: Observation Skills in Crisis Situations

Desired Job Role Behavior

Uses observation skills to recognize symptoms, emerging crises, and potential safety risks.

Learning Objectives

1. Distinguishes between usual behavior and unusual behavior in others.
2. Evaluates behaviors of others including posture, tone of voice, body movements, facial expressions and grooming.
3. Recognizes signs that a crisis situation is developing.
4. Distinguishes the difference between acceptable and unacceptable behavior in service recipients.
5. Analyzes situations to determine whether to handle the situation alone or to get help.

Seminar Overview

Time Frame	Pre-Requisite Knowledge	Method of Evaluation
1 seminar: 2-3 hours	<ul style="list-style-type: none"> • Observation skills • Work units policy and procedures manual 	<ul style="list-style-type: none"> • Supervisor observation • Individual supervision • Self- Evaluation Checklist • Supervisor Evaluation Checklist • Behavioral Evaluation Form • Crisis Monitoring Form

Tools/Resources/Materials

- PowerPoint presentation: *Lesson 9: Using Observation Skills in Crisis Situations*
- White board/chalk board
- Unusual behavior scenarios

Workplace Seminars

Readings

- Students will read the policy and procedure manual for the program where they work and focus on the section that describes unit rules and regulations for service recipients.

Lecture and Discussion I

Use the PowerPoint slides: *Lesson 9: Using Observation Skills in Crisis Situations*.

Explain to the students that when they meet a new service recipient, they must use their observation skills to establish the usual behavior of someone versus their unusual behavior. They will observe posture, tone of voice, body movements, facial expressions, and grooming to establish a baseline of behaviors. This way when someone starts to become symptomatic, agitated or upset, they will recognize that the individual's behavior is changing in order to possibly prevent the behavior from escalating to a crisis situation.

Explain to students about the importance of using observation skills to evaluate the behaviors of others. Noting that posture, tone of voice, body movements, facial expressions and grooming of service recipients allows the staff member to make inferences about the behavior they are seeing. These behaviors can be critical to determine whether someone is becoming symptomatic or whether a potential crisis is about to occur.

The instructor will explain to students the importance of using their observation skills to determine unusual behaviors, and to evaluate behaviors to determine if a person is becoming symptomatic, or that an emerging crisis, or potential safety risk may be occurring.

The instructor will talk about acceptable and unacceptable behaviors in service recipients and the importance of being able to distinguish between them. Certain program norms are written down while others are implied. For example, most programs have a written policy that says service recipients will not have physical contact with anyone, while an implied program rule may be that the only physical contact allowed is shaking hands. Also, different programs may have differences in what is considered acceptable and unacceptable behaviors. For example, an acute care unit usually is much more tolerant of very symptomatic behaviors such as hallucinations, and delusions, along with pacing, and sleeping, than a program that is less restrictive.

The instructor will explain to the class how being able to distinguish between usual and unusual behaviors, being able to evaluate the behaviors of others, recognizing that a crisis is occurring, and distinguishing between acceptable and unacceptable behaviors will help the students to lessen the development of crisis situations in the program where they work. When situations start to become crisis situations, students need to analyze what is occurring to determine whether they are able to handle the situation alone or to get help. (10 – 30 minutes)

Exercise I

Ask the students to brainstorm a list of usual behaviors that they have observed in service recipients. Write these on the board and discuss these usual behaviors. Then have students brainstorm a list of unusual behaviors. Write these on the board and discuss. (10 minutes)

Demonstration I

The instructor will demonstrate or ask for a volunteer to demonstrate usual and unusual behaviors by service recipients by using several of the usual behaviors listed. Then introduce some of the unusual behaviors. For example, demonstrate speaking in a calm voice while smiling and walking calmly across the room. Continue walking, and introduce some unusual behaviors such as clenching one hand into a fist and hitting the other hand while increasing tone of voice and frowning or scowling. (5 – 10 minutes)

Discussion II

Ask the students to describe the usual and unusual behaviors they observed during the demonstration. Write on the board the posture, tone of voice, body movements, facial expressions, and grooming they observed during the demonstration. Discuss how each of these can help the students to be able to distinguish the difference between usual and unusual behaviors in individuals. (5 – 10 minutes)

Exercise II

Break the group into smaller groups with a minimum of two groups and a maximum of four. Utilize the Unusual Scenarios located at the end of this section. Give each group a scenario of a service recipient who will begin to exhibit unusual behaviors. The group will pick out posture, tone of voice, body movements, facial expressions, and grooming that indicate the person is beginning to exhibit unusual behaviors. Each group will assign a spokesperson who will read the scenario and present their results to the class. The instructor will facilitate discussion about results and encourage groups to provide feedback to each other regarding their findings. The instructor will point out any observations missed by the groups. (10 – 15 minutes)

Exercise III

The instructor will scan the students seated in the classroom and pick one student who will be asked to freeze in their current position. Try to choose a student who is exhibiting facial expressions or posture where the group can evaluate their behavior. Ask the other students to describe what they are seeing. Ask them about the student's posture, body movements, facial expressions and grooming. When they are done evaluating the student's behavior, then check with the student to see how the class did in determining his/her behaviors. (10 minutes)

Discussion III

Discuss with the class how well they were able to match their observations with the student's behaviors. Differences between what they saw and what the student said he/she was experiencing should be noted. Get the class to discuss why their observations may have differed from what the student said they experienced. Also discuss the matches between the class and the student and why they were able to have a correct evaluation. (5 – 10 minutes)

Demonstration II

The instructor will demonstrate and/or use volunteers from the class to show different behaviors that they will have to evaluate. After each demonstration, have the class determine the behaviors that were exhibited. For example: Someone will sit in a chair hunched over, looking at the floor and in a very low voice say “I really don’t want to go to group.” In another role-play, begin to pace and in an agitated loud voice say, “I REALLY DON’T WANT TO GO TO GROUP.” In another role play, look directly at the class, smiling and laughing saying “I really don’t want to go to group.” (5 – 10 minutes)

Discussion IV

Discuss with the class how they were able to evaluate the behaviors from the role plays. Note similarities and differences in evaluations and ask the class the reasons for their evaluations. (5 minutes)

Exercise IV

The instructor will ask the class to identify signs from service recipients that a crisis situation may be developing. These will be written on the board and each one will be discussed. Signs such as: pacing, difficulty remaining still, speaking in a loud voice, refusing to do something, withdrawal, isolation, being non-verbal, altercation with others, etc. should be included. (5 – 10 minutes)

Role-play I

The instructor or a volunteer will role-play a service recipient who is exhibiting some of the signs from the list on the board from the exercise. Role-play behaviors that are examples of a developing crisis. (5 – 10 minutes)

Discussion V

The class will be asked what they observed and what signs did they notice that indicated that a crisis may be occurring. The instructor will emphasize that being able to identify the early signs of a crisis may allow interventions to occur that will prevent the situation from becoming worse. (5 minutes)

Discussion VI

The instructor will ask students to discuss the readings they did to find out what the written policy is about acceptable and unacceptable behaviors in the programs where they work. These will be listed on the board under the two headings: Acceptable and Unacceptable behaviors. Behaviors that are acceptable or unacceptable to certain programs will be noted by writing the program name next to the behavior. A discussion about these differences will occur. The class will then be asked to discuss implied behaviors that are not written down. These will also be listed on the board and discussed. (5 minutes)

Demonstration III

The instructor will demonstrate some of the behaviors listed on the board to see if the class can distinguish between acceptable and unacceptable behaviors. The demonstration can include for unacceptable behaviors: cursing, shoving a desk, turning his/her back to the class while speaking to them, leaving the room, etc. Acceptable behaviors can include: speaking respectfully while asking for a piece of paper, asking permission to leave the room, complimenting someone's hairstyle, etc. (5 – 10 minutes)

Discussion VII

Ask the class to discuss situations they have experienced while working when they felt they needed help in handling a situation that was becoming a crisis. Were they able to analyze the situation to determine if they could handle the situation or not? (5 minutes)

Exercise V

Have the students identify behaviors that they are not comfortable with handling by themselves in crisis situations. Write these on the board. These could include: physical altercation among service recipients, violence, aggression, anger, etc. (10 – 15 minutes)

Role-play II

The instructor or a volunteer will role-play some of the behaviors identified by the class. Vary the examples so students can indicate whether they would ask for help or handle the situation alone. For example: Role-play someone who is angry, cursing, and yelling, and then get student's reactions. Next yell and shout and start pushing a desk or chair around. Then get student's reaction. Then yell and shout and knock the chair or desk over. Then get student's reaction. (5 – 10 minutes)

Discussion VIII

The class will discuss their reactions to the role-play and identify the behaviors they saw that indicated to them that they could either handle the situation alone or needed help to handle the situation. Always maintaining personal safety and the safety of others should be emphasized. (5 minutes)

Action Learning Assignment I

Instructions to Students

Use your observation skills to recognize symptoms, emerging crises, and potential safety risks.

The next time you are working and are in a developing crisis situation analyze the situation to determine whether you can handle the situation or whether you need help. Keep in mind your observations and issues discussed in class where you indicated whether you could handle a crisis situation or not. You also need to consider safety issues to minimize risk to yourself and others. Once the situation is over, you will review your decision and meet with your supervisor to discuss the situation.

Evaluation Mechanism I

Students will use the Self-Evaluation form: *Using Observation Skills in Crisis Situations* to evaluate whether they are able to apply observation skills to recognize symptoms, emerging crises, and potential safety risks.

The supervisor will observe students at work to determine whether they use observation skills to recognize symptoms, emerging crises, and potential safety risks. They will utilize the Supervisor Evaluation form: *Using Observation Skills in Crisis Situations* found at the end of this section to record their observations. The supervisor will discuss the results of the Supervisor Evaluation Checklist with staff and provide feedback on the staff member's self-evaluation noting differences and similarities in scoring.

The supervisor will meet with staff after a crisis situation to determine whether or not they were able to ask for help if needed.

Supervisors will collect data on unit crisis situations before the training and then after the training to determine the number of crisis situations that occur. Since most agencies and programs keep this data it should be readily accessible. Supervisors should look at data from the past year before the training occurred. Examining month by month data will allow for comparisons between the time frames before and after staff completed the training program. If staff are able to recognize that a crisis is developing there should be less crisis situations occurring. See end of section for Crisis Monitoring Form.

Unusual Behavior Scenarios

Raul

On an inpatient unit, Raul is sitting in the day room watching TV with several other service recipients. Viola changes the channel and Raul shouts at her “Turn it back I was watching the show!” Viola turns the channel back to the one the group was watching. She apologizes saying, “I didn’t think anyone was watching it.” In a few more minutes, Raul shouts at Bob saying, “Bob, you’re sitting too close to me.” Raul then stands up and starts pacing in the day room. He begins to mumble repeating several times, “I wish everyone would just leave me alone.” He then abruptly rushes toward the hallway toward his room. In the process he accidentally bumps into Terri and scowls at her in a loud voice, “Get out of my way!” Raul then goes into his room and slams the door.

Patrice

In a residential setting, Patrice has just returned from attending a partial care program. She walks into the house, and doesn’t say anything to the staff or other residents who are all in the living room. She walks upstairs into her room and closes the door. Keshawn one of the staff members, goes upstairs to ask Patrice to join them in the living room for a house meeting. She refuses saying in a low quiet voice, “I just want to be alone.” Later she comes downstairs but sits by herself and does not talk to anyone. At dinner time, she comes to the table but does not eat very much. Patrice helps clean up but does so very slowly with minimal interactions with others.

Melanie

Melanie returned from a day pass to the inpatient unit. She sat in the day room and was laughing and mumbling to herself. She was approached by another service recipient who asked her how her pass went. Melanie replied in a loud boisterous laughing voice, “It went great! I had such a good time with my family!” Melanie continued to laugh at anything that was going on in the unit. She also started to turn her head off to the distance where no one was and would say something as if she was talking to someone. Melanie was wearing lots of make-up and a brightly colored blouse which she said her mom had bought her. Her eyes were bloodshot, and her pupils were dilated.

Keisha

Keisha was awakened by the house staff in the residential program where she lives as she did not hear her alarm. She had a very difficult time waking up and did not bother showering. She put on the clothes she wore yesterday and tried to fix her hair but gave up. Keisha went downstairs as Ramon, a staff member was calling her saying she would be late for work. Ramon saw her as she came down the stairs and asked if she had clean clothes. Keisha just stared past him not really hearing what he was saying. Instead she thought she saw someone looking at her through the front window and she ran back up the stairs. Ramon followed her shouting “You’re going to be late for work.”

Self-Evaluation Checklist:

Using Observation Skills in Crisis Situations

Directions: After being involved in a crisis situation, use the self-evaluation checklist to determine whether you were able to use observation skills. Then meet with your supervisor to discuss the results.

Learning Objective	Yes	No	Partially	Comments
1. Distinguishes between usual behavior and unusual behavior in others.				
2. Evaluates behaviors of others including posture, tone of voice, body movements, facial expressions & grooming.				
3. Recognizes signs that a crisis situation is developing.				
4. Distinguishes the difference between acceptable and unacceptable behavior in service recipients.				
5. Analyzes situations to determine whether to handle the situation alone or to get help.				

Supervisor: _____ **Date:** _____

Staff: _____

Supervisor Evaluation Checklist:
Using Observation Skills in Crisis Situations

Directions: After observing staff involved in a crisis situation, the supervisor will complete the evaluation checklist to determine whether they were able to use observation skills in the situation. Then meet with the staff member to discuss the results

Learning Objective	Yes	No	Partially	Comments
6. Distinguishes between usual behavior and unusual behavior in others.				
7. Evaluates behaviors of others including posture, tone of voice, body movements, facial expressions & grooming.				
8. Recognizes signs that a crisis situation is developing.				
9. Distinguishes the difference between acceptable and unacceptable behavior in service recipients.				
10. Analyzes situations to determine whether to handle the situation alone or to get help.				

Supervisor: _____ **Date:** _____

Staff: _____

Crisis Monitoring Form

Directions: Gather data on crisis's from your program for the year before staff members completed the training. Break out according to month. Then track monthly data after the training is completed. Compare data to determine whether there is an increase, decrease, or no change in the number of crisis's occurring.

Month	#Crisis, Year 1 (pre-training)	#Crisis, Year 2 (post training)
January		
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		
Total		

**1199 Project: Course Module II:
Interpersonal Competencies
and
Crisis Intervention/
De-escalation**

**Lesson 9:
Using Observation Skills
in
Crisis Situations**

Using Observation Skills in Crisis Situations

- Usual & unusual behaviors
- Evaluating behaviors
- Recognizes signs that a crisis is developing
- Distinguishes between acceptable & unacceptable behavior
- Handling situations: When to ask for help

Usual & Unusual Behaviors

- Establish usual behavior of service recipients through using observation skills:
 - Posture
 - Tone of voice
 - Body movements
 - Facial expressions
 - Grooming

Evaluating Behaviors

- Use observation skills to evaluate
 - Posture
 - Tone of voice
 - Body movements
 - Facial expression
 - Grooming
- Make inference of behaviors based on observation
- Determine whether relapse occurring and/or there is a potential crisis developing

Recognizes Signs that a Crisis is Developing

- Determine usual & unusual behaviors
- Evaluate behaviors
- Determine whether someone is becoming symptomatic
- Determine whether an emerging crisis is occurring
- Determine potential safety risk

Distinguishes Between Acceptable & Unacceptable Behavior

- Know program policies and procedures for acceptable & unacceptable behaviors:
 - Implied
 - Written
- Different programs have different norms
 - Example: Inpatient more tolerant of symptoms than less restrictive settings

Handling Situations: When To Ask For Help

- Analyze situation based on:
 - Distinguishing between usual & unusual behaviors
 - Evaluating behaviors
 - Recognizing a crisis is occurring
 - Distinguishing between acceptable & unacceptable behaviors

LESSON 10: Uses Communication Skills to De-escalate Crisis

Course Module II: Interpersonal Competencies and Crisis Intervention/De-escalation

WORK-BASED LESSON 10: Uses Communication Skills to De-escalate Crisis

Desired Job Role Behavior

Uses effective communication skills to de-escalate crisis situations.

Learning Objectives

1. Uses an even tone of voice when responding to a person in crisis.
2. Assists the person in crisis to focus on the present.
3. Uses attending skills when communicating to a person in crisis.
4. Uses listening skills when communicating to a person in crisis.
5. Responds to a person in crisis with respect.
6. Responds to a person in crisis by being non-judgmental.
7. Uses reflective responses to let a person in crisis know you understand what he/she is saying, feeling, and meaning.
8. Uses open-ended questions to get the person to identify the issue(s) causing the crisis.
9. Assists the person in crisis to ventilate their feelings.
10. Summarizes a service recipient's statements to validate concerns.
11. Creates clear choices for a person in crisis so he/she can regain control.

Seminar Overview

Time Frame	Pre-Requisite Knowledge	Method of Evaluation
1 seminar: 2-3 hours	<ul style="list-style-type: none">• Communication skills• Attending skills• Listening skills• Reflective responding skills• Open-ended vs. closed-ended questions	<ul style="list-style-type: none">• Supervisor observation• Individual supervision• Self-Evaluation Checklist• Supervisor Evaluation Checklist

Tools/Resources/Materials

- PowerPoint presentation: *Lesson 10: Uses Communication Skills to De-escalate Crisis*
- White board/chalk board
- Communication Skills Checklist

Workplace Seminars

Lecture and Discussion I

Use the PowerPoint slides: *Lesson 10: Uses Communication Skills to De-escalate Crisis*

The instructor will explain to students that when they respond to someone who is experiencing a crisis they should keep an even tone of voice in order to help the person to regain control. Keeping an even tone of voice will help the person to begin to de-escalate. If the student raises their tone of voice to match that of the person in crisis, they can have the effect of pushing the service recipient to escalate their behavior even more instead of less.

The instructor will explain to students that when a service recipient is experiencing a crisis, a technique to use to help them to regain control is to help the person to focus on the present. Asking some questions to help focus the person is helpful. Things like: “I know you are upset about _____, Tell me what is making you upset, Describe to me what you experiencing, seeing or hearing.” Also, asking the person to stay still, or to look at you when they speak, will help them to focus on the present.

The instructor will discuss how students should use their attending skills when communicating with someone who is in a crisis. Using attending skills will show the person that you are interested in hearing what they have to say. Being squared, having eye contact, and leaning to show interest are all steps to use in attending.

The instructor will discuss how students should use their listening skills when communicating with someone who is in a crisis. Using listening skills will let the person know that you are interested in hearing what they are saying and will help you to understand what the person is in crisis is upset about.

The instructor will discuss how students should respond to a person in crisis with respect. Being respectful may help the person to understand that you are there to help them with their crisis. Being disrespectful can have the effect of helping to agitate the service recipient further thus helping to escalate the crisis.

The instructor will tell the students that when they are responding to a crisis situation, they should respond to service recipients by being non-judgmental. It should be emphasized that when a person is experiencing a crisis, if the student responds by judging the persons behavior or experiences, they may have the effect of making the person more upset. The student wants to avoid saying things like: “That’s no reason to be upset, You think you have problems, Shut up and calm down as you have nothing to be upset about, You don’t want to hurt yourself, your just seeking attention.” (25 – 30 minutes)

Role-play I

The instructor will ask for a volunteer who will role-play a service recipient who does not want to attend group. They will yell, curse and continue saying they won't go to group. The instructor will respond to the student in an even tone of voice and respond by using techniques to refocus the person to the present. They will say things like: "Tell me why you don't want to go to group, Let's talk about what is making you angry that you don't want to go to group, When you yell and shout I have a difficult time hearing what you are saying, please slow down and speak slower about what you are upset about." The instructor will also use attending, and listening, skills along with being respectful and non-judgmental.

The instructor will ask the class to comment about the role-play including getting feedback from the student who participated as the service recipient. The instructor should emphasize that using the above techniques are more likely to help a person to de-escalate their behavior than not using them. (10 – 20 minutes)

Lecture II

The instructor will tell the students that using response to content, feeling, and meaning during a crisis will help them to clarify what the service recipient is saying. It will also check with the person to make sure the student understands what they are upset about. Review the following formats: you are saying____, you feel ____, and you feel ____ because____. (5 minutes)

Role-play II

The instructor will ask for a volunteer from the class. The instructor will ask the volunteer to role-play a service recipient who is experiencing a crisis. For example they can role-play someone who is angry because they believe someone stole their money. The instructor will respond to them by saying: "Your saying another member stole your money, You feel furious because someone took your cash. You feel pissed-off because your money was taken by someone." The instructor should tailor their responses to the statements made by the student.

The instructor will ask for feedback from the class as to their comments on what they observed in the role-play. The instructor should emphasize how using responding skills will help to clarify for the student what the person in crisis is experiencing while also letting the person know the student is interested in hearing what the crisis is about. (10 – 20 minutes)

Lecture III

The instructor will discuss with students how using open-ended questions during a crisis situation can help the person to identify what may be causing the crisis. By using open-ended questions, the student will guide the service recipient to talk about what is causing the crisis. Open-ended questions will get the person to talk more about a topic versus closed-ended questions that will usually elicit a yes or no response or just a few words. (5 minutes)

Exercise I

The instructor will ask students to come up with an open-ended question from the previous role-play about a service recipient who thinks someone stole his/her money. The instructor will respond to the questions only talking more about the situation for open-ended questions. For example, students may ask “Where do you keep your money?” The instructor’s response: “My wallet,” versus, “Tell me what makes you think someone stole your money.” The response: “I went into my wallet and I couldn’t find the \$10.00 I had in there.” The instructor will provide feedback to each student regarding whether they are using open or closed-ended questions.

The instructor will ask the class for feedback about using open-ended questions to get the person to talk more about the crisis situation. The instructor will emphasize to students that an easy way to form an open-ended question is to use tell me____, describe to me____, talk to me about____, in front of: who, what, why, where, when, and how. (15 – 20 minutes)

Lecture and Discussion IV

The instructor will tell students that when a person is in crisis they should help the service recipient to ventilate their feelings. Helping a person to ventilate their feelings will get them to express themselves so they can begin to process the crisis in a productive way in order to regain control. The student’s role is to facilitate the process by encouraging the service recipient to identify their feelings about the crisis situation. Using reflective responding, observation skills, and open-ended questions are tools to use to help the service recipient to ventilate their feelings. For example, someone who is withdrawn, avoids eye contact by looking away from others, and doesn’t talk to others may be severely depressed. The student would approach the person and say, “From the way you are seated you look depressed to me, tell me what you are feeling.” Another example is for someone who is upset, they may be yelling, pacing, or kicking things. The student could say, “You look angry to me, tell me what is going on with you,” or “Instead of kicking the wall, describe to me what you are angry about.”

The instructor will lead a discussion with the class about using this technique. Ask questions such as: “Has anyone used or seen this technique before? If so, describe how it went. Tell me what you think about using this technique. Describe how you can incorporate this technique into practice.” (10 – 15 minutes)

Lecture V

Explain to the students that once a service recipient begins to ventilate their feelings about the crisis they are experiencing, they should summarize the person's statements to validate their concerns. Validating the service recipients concerns, will let them know that you understand what they are telling you and may focus them onto the issues that are causing the crisis. This can have the effect of helping the person to calm down and regain control. Using the responding technique of response to content is very helpful in summarizing the service recipient's statements. For example, someone who is in crisis and has been yelling, and cursing, and saying things like, "I'm really pissed-off because my money is gone. Someone stole it and when I find out who stole it I'm going to smash their face!" A reply to this could be: Hold on a second I want to understand what you are telling me, your saying that you had some cash with you today and now it is missing and you think someone took it." (5 minutes)

Lecture and Discussion VI

The instructor will tell the students that it is important to create clear choices for a person in crisis so he/she can regain control. When people are in crisis they have a sense of loss of control so by providing options, it helps them to start the process of regaining control. For example, someone who is in crisis can be told, "you have two choices, continue yelling and screaming or, you can calm down so we can talk about what is making you upset." Or for someone who is feeling suicidal: "Promise me that if you feel you want to hurt yourself, you will tell me or another staff member".

Encourage the students to discuss what they think about using the technique of giving service recipients clear choices when experiencing a crisis. Ask them if they have every used this technique or observed another staff member using it. Have them describe their experiences. Discuss the differences from saying to a service recipient: "You need to regain control" versus, "You can stop yelling or shouting and stay here so we can talk or, if you continue yelling and screaming you will have to leave." (10 – 20 minutes)

Role-play III

Students will pair off and take turns role-playing a service recipient who is experiencing a crisis. They should be encouraged to role-play service recipients they have observed or seen in a crisis situation. The other student will then use all of the techniques of effective communication skills to de-escalate the crisis situation. When each student has completed de-escalating a crisis, they will fill out the Communication Skills Checklist (see end of section) with input from the student role-playing a service recipient. The instructor will observe the dyads and provide feedback to the student in the staff role in applying and improving techniques.

After everyone has had a chance to practice the techniques, the instructor will lead a discussion about the results of the role-play. Asking questions such as: “Describe how the techniques worked,” “Talk about if you were able to use all of the techniques or only some of the techniques,” “Discuss how you were able to de-escalate the situation or not.” For the person who was experiencing the crisis: “Describe what it was like for you to have these techniques used on you,” “Talk about whether you felt more in control or not,” “Discuss which technique worked the best and worst for you.” The instructor will emphasize how using these techniques are more likely to result in the de-escalation of a crisis with a service recipient. (30 – 50 minutes)

Action Learning Assignment I

Instructions to Students

Apply your communication skills to de-escalate the next crisis situation you encounter while at work.

Evaluation Mechanism

Self-Evaluation

Staff will complete the *Self-Evaluation form Checklist: Using Communication Skills to De-escalate Crisis* found at the end of this section to record if they were able to use these techniques.

Individual Supervision

The supervisor will observe students at work to determine whether they use communication skills to de-escalate crisis situations. They will utilize the *Supervisor Evaluation Checklist: Using Communication Skills to De-escalate Crisis* found at the end of this section to record their observations. The supervisor will discuss the results of the Supervisor Evaluation Checklist compared to the staff member’s self-evaluation and will provide feedback.

Communication Skills Checklist for Crisis Situations

Directions: After the role-play is complete, assess yourself with input from the other person in the role-play as to how well you were able to use your communication skills.

Communication Skill	Yes	No	Partially	Comments
Uses an even tone of voice.				
Focuses the person on the present.				
Uses attending skills.				
Uses listening skills.				
Responds with respect.				
Responds by being non-judgmental.				
Uses reflective responses.				
Uses open ended questions.				
Helps to ventilate feelings.				
Summarizes statements to validate concerns.				
Creates clear choices so he/she can regain control.				

Self-Evaluation Checklist

Using Communication Skills to De-escalate Crisis Situations

Directions: After being involved in a crisis situation, use the evaluation checklist to determine whether you were able to use effective communication skills to help de-escalate crisis situation. Then meet with your supervisor to discuss the results.

Communication Skill	Yes	No	Partially	Comments
Uses an even tone of voice.				
Focuses the person on the present.				
Uses attending skills.				
Uses listening skills.				
Responds with respect.				
Responds by being non-judgmental.				
Uses reflective responses.				
Uses open ended questions.				
Helps to ventilate feelings.				
Summarizes statements to validate concerns.				
Creates clear choices so he/she can regain control.				

Supervisor: _____ **Date:** _____

Staff: _____

Supervisor Evaluation Checklist:

Using Communication Skills to De-escalate Crisis Situations

Directions: After observing staff involved in a crisis situation, the supervisor will complete the evaluation checklist to determine whether they were able to use effective communication skills to help de-escalate the crisis situation. Then meet individually with staff to discuss the results.

Communication Skill	Yes	No	Partially	Comments
Uses an even tone of voice.				
Focuses the person on the present.				
Uses attending skills.				
Uses listening skills.				
Responds with respect.				
Responds by being non-judgmental.				
Uses reflective responses.				
Uses open ended questions.				
Helps to ventilate feelings.				
Summarizes statements to validate concerns.				
Creates clear choices so he/she can regain control.				

Supervisor: _____ **Date:** _____

Staff: _____

**1199 Project: Course Module II:
Interpersonal Competencies
and
Crisis Intervention/
De-escalation**

**Lesson 10:
Using Communication Skills to
Deescalate Crisis**

Using Communication Skills to Deescalate Crisis

- Even tone of voice
- Focus on the present
- Attending skills
- Listening skills
- Respect
- Non-judgmental
- Reflective responses
- Open-ended questions
- Ventilate feelings
- Summarize statements
- Create choices

Even Tone Of Voice

- Helps the person to regain control
- Can start the process of deescalating
- Being excited or as loud as the service recipients may push the person's behavior to become worse

FOCUS ON THE PRESENT

- Ask questions
 - I know you are upset about _____
 - Tell me what is making you upset
 - Describe to me what you're experiencing, seeing or hearing.
- Ask the person to stay still, or to look at you when they speak

Attending Skills

- Shows you are interested in what they are saying
- Shows you are paying attention to them
- Be squared in front of the person
- Have eye contact
- Lean to show interest

Listening Skills

- Shows you are hearing what they are saying
- Helps you understand what the crisis is about

Respect

- Always show respect to service recipients especially during crisis situations
- Conveys you are there to help them
- Being disrespectful may agitate the service recipient and make the situation worse

Non-Judgmental

- Being judgmental may get the service recipient mad and worsen the crisis
- Avoid saying:
 - That's no reason to be upset
 - You think you have problems!
 - Shut up and calm down as you have nothing to be upset about
 - You don't want to hurt yourself, you just want attention

Reflective Responses

- Clarifies what the crisis is about
- Creates understanding of what is happening
- Reflects back what they are saying
- Use:
 - You are saying _____
 - You feel ____
 - You feel ____ because

Open-Ended Questions

- Helps identify what may be causing the crisis
- Gets the service recipient to discuss the crisis
- Creates discussion
- Can not be answered with a yes or no

Open-Ended Question Format

- Tell me____
- Describe to me ____
- Talk to me about ____
- Use these in front of:
 - Who, what, why, where, when, & how

Ventilate Feelings

- Gets the person to express themselves in an acceptable way
- May help them to regain control
- Facilitate the process through using:
 - Reflective responding
 - Observation skills
 - Open-ended questions

Ventilate Feelings: Examples of Questions

- From the way you are seated you look depressed, tell me what you are feeling
- You look angry to me, tell me what is going on with you
- Instead of kicking the wall describe to me what you are angry about

Summarizes Statements

- Validates concerns
- May focus them on the issues causing the crisis
- Helps them to calm down and regain control
- Response to content helpful : You are saying ____

Creates Choices

- Helps the person to regain control
- Provide options so they can begin to have control
- Examples:
 - You have two choices, continue yelling and screaming or you can calm down so we can talk about what is making you upset
 - Promise me that if you feel you want to hurt yourself, you will tell me or another staff member

LESSON 11: Using Crisis Prevention Techniques

Course Module II: Interpersonal Competencies and Crisis Intervention/De-escalation

WORK-BASED LESSON 11: Using Crisis Prevention Techniques

Desired Job Role Behavior

Uses prevention techniques to minimize the number of crises that occur.

Learning Objectives

1. Knows unit/program policies and procedures for dealing with crisis situations.
2. Participates in crisis intervention training on a regular basis.
3. Applies program norms that foster respect and safety.
4. Maintains an arms' length distance from a person in crisis or a person who may be at risk.
5. Identifies and describes the common causes of crisis situations.
6. Attends to the safety of other service recipients who are witnessing a crisis situation.

Seminar Overview

Time Frame	Pre-Requisite Knowledge	Method of Evaluation
1 seminar: 2-3 hours	<ul style="list-style-type: none">• Work units policies and procedures	<ul style="list-style-type: none">• Supervisor observation• Individual supervision• Self- Evaluation Checklist• Supervisor Evaluation Checklist

Tools/Resources/Materials

- PowerPoint presentation: *Lesson 11: Using Crisis Prevention Techniques*
- White board/chalk board

Workplace Seminars

Readings

- The student will read the unit/program policies and procedures for dealing with a crisis situation.

Lecture and Discussion I

The instructor will use the PowerPoint slides: *Lesson 11: Using Crisis Prevention Techniques*

The instructor will ask students to discuss the unit/program policies and procedures for dealing with a crisis situation. Ask questions such as: “Discuss if you were familiar with these policies and procedures before being asked to read these,” “Describe if these policies and procedures are known by all staff,” “Talk about whether these policies and procedures are implemented during crisis situations,” “Discuss any policies or procedures that staff use during a crisis situation that are not written down.”

The instructor will lead a discussion with the students about the types of crisis intervention training they have received at work. Ask questions such as: “Describe the types of crisis intervention training you have received,” “Tell me how often you receive training,” and “Discuss if the training is required on a regular basis.” It will be emphasized that students should regularly participate in crisis intervention training to make sure their crisis response skills are up-to-date.

The instructor will ask the students to discuss the program norms that foster respect and safety on their work sites. These can be written on the board and individually talked about in terms of how they foster respect and safety. It should be emphasized that having program norms that foster respect and safety are more likely to have less crisis situations than places that do not have these in place. (40 – 60 minutes)

Lecture II

The instructor will explain to the students about the importance of maintaining an arms length distance from a person in crisis or a person who may be at risk. Since people who are experiencing a crisis may be volatile, it is important to maintain a safe distance such as an arms length away in order to avoid injury from the service recipient. If the student is greater than an arms length away, they can’t get hit. If they are less than an arms length distance then they are at risk of being injured by the service recipient who is in crisis. (10 – 20 minutes)

Demonstration I

The instructor will ask for a student volunteer. The instructor will then stand greater than an arms distance away from the student and ask him/her to try to touch the instructor with their hand. It will be shown that being greater than an arms length distance will prevent the student from touching the instructor.

The instructor will discuss with the students using the technique of keeping an arms length distance from a person in crisis or a person who may be at risk. Ask the students for examples from work where either they or other staff members were injured by a service recipient in a crisis or at risk of a crisis. Discuss how maintaining an arms length distance may have prevented the injury from occurring. (15 – 20 minutes)

Lecture and Discussion III

The instructor will describe some of the common causes of crisis situations for service recipients. These include psychiatric symptoms, substance use, the combination of symptoms and substance use, and outside influences.

Psychiatric symptoms such as for someone who has schizophrenia could include hallucinations or delusions which can get the person to experience a crisis. For example, having paranoid delusions that someone is chasing you can have the effect of creating fear in the person. For someone who has bi-polar illness they may experience mania or depression which can cause a crisis. Some of the crisis that students see at work could be then caused by symptoms.

Another cause of crisis situations is substance abuse. Sometimes when people abuse illicit drugs, they may have a reaction that can create a crisis for them. Some illicit drugs cause hallucinations, paranoia, mania, and depression.

When someone who has a psychiatric illness also uses illicit drugs, it can have the effect of causing a crisis to develop. Using illicit drugs has been shown to make symptoms of mental illness worse, which could lead to a crisis developing.

The last common cause of a crisis situation is when events occur around the service recipient where they have no control over. For example having pressure put on them from a family member or significant other about something they are not ready to undertake, can cause stress and lead to a crisis. Programs can also do this when it is time to move people to the next level of service but the service recipient does not feel they are ready to do this.

Students will be asked to identify crisis situations they have observed with service recipients. The instructor will encourage the class to analyze the situations and to provide feedback to determine if the situation described were caused by symptoms, substance use, a combination of symptoms and substance abuse, or outside influences. (30 – 40 minutes)

Lecture and Discussion IV

The instructor will tell the students about the importance of attending to the safety of other service recipients who are witnessing a crisis situation. Having some type of procedure developed beforehand will help to facilitate this process. For example, designating which staff member will be responsible for the safety of other service recipients during a crisis, and designating a “safety” area in the unit or program will ensure that others will be safe during crisis situations. It is important to note that just because one person is in crisis, staff need to be aware that others need to be attended to also so that they are safe and not pulled into the crisis.

The instructor will ask students to describe crisis situations at work where others were witnessing the event. Ask them to describe how the safety of others was ensured. Also ask if the safety of others was not ensured and have them describe what happened. The instructor will emphasize how attending to the safety of others who are witnessing a crisis situation may help the person in crisis to de-escalate and it prevents others from getting involved in the situation. (25 – 40 minutes)

Action Learning Assignment I

Instructions to Students

The next time you are in a crisis situation with a service recipient or with a person who may be at risk of a crisis, apply prevention techniques.

Evaluation Mechanism

Self-Evaluation

Staff will ask co-workers who observed them during the situation for feedback as to whether they used prevention techniques.

Afterwards staff will use the *Self-Evaluation: Using Crisis Prevention Techniques* found at the end of this section.

Individual Supervision

The supervisor will observe students at work to determine whether they use prevention techniques to minimize the number of crises that occur. They will utilize the *Supervisor Evaluation Checklist: Using Crisis Prevention Techniques* found at the end of this section to record their observations. The supervisor will discuss the results of the Supervisor Evaluation Checklist compared with the staff member's self-evaluation to provide feedback.

Self-Evaluation Checklist

Uses Crisis Prevention Techniques

Directions: The next time students are in a crisis situation with a service recipient or with a person who may be at risk of a crisis they will apply prevention techniques. Afterwards fill out this form and meet with your supervisor to discuss the results.

Learning Objective	Yes	No	Partial	Comments
1. Knows unit/program policies and procedures for dealing with crisis situations.				
2. Participates in crisis intervention training on a regular basis.				
3. Applies program norms that foster respect and safety.				
4. Maintains an arms' length distance from a person in crisis or a person who may be at risk.				
5. Identifies and describes the common causes of crisis situations.				
6. Attends to the safety of other service recipients who are witnessing a crisis situation.				
7. Asks co-workers for feedback regarding using crisis prevention techniques.				

Supervisor: _____ **Date:** _____

Staff: _____

Supervisor Evaluation Checklist

Uses Crisis Prevention Techniques

Directions: After observing and meeting with staff the supervisor will complete the evaluation checklist on each staff to determine whether they were able to use prevention techniques in order to minimize the number of crisis that occur. They will then meet with staff to discuss the results.

Learning Objective	Yes	No	Partial	Comments
1. Knows unit/program policies and procedures for dealing with crisis situations.				
2. Participates in crisis intervention training on a regular basis.				
3. Applies program norms that foster respect and safety.				
4. Maintains an arms' length distance from a person in crisis or a person who may be at risk.				
5. Identifies and describes the common causes of crisis situations.				
6. Attends to the safety of other service recipients who are witnessing a crisis situation.				
7. Asks co-workers for feedback regarding using crisis prevention techniques.				

Supervisor: _____ **Date:** _____

Staff: _____

**1199 Project: Course Module II:
Interpersonal Competencies
and
Crisis Intervention/
De-escalation**

**Lesson 11:
Using Crisis Prevention
Techniques**

Using Crisis Prevention Techniques

- Knows crisis policies & procedures
- Utilizes crisis intervention training
- Applies norms that foster respect & safety
- Keep an arms length distance
- Identifies common causes of crisis
- Attends to the safety of others

Knows Crisis Policies & Procedures

- Read unit/program policy and procedures for dealing with crisis situations
- Are staff aware of these?
- Are these policies & procedures used?
- Are there policy & procedures that are not written down?

Utilizes Crisis Intervention Training

- Regularly participate in crisis intervention training

Applies Norms That Foster Respect & Safety

- Gather information on the program norms that foster respect and safety
- Programs with these norms are less likely to have crisis situations

Keep An Arms Length Distance

- Avoids injury if the person can't reach you
- Less than an arms length then at risk of being injured

Identifies Common Causes Of Crisis

- Psychiatric symptoms: hallucinations, delusions, mania, depression
- Substance use can cause: hallucinations, paranoia, mania, depression
- Combination of psychiatric symptoms & substance use: substance use can make symptoms worse
- Outside influences: environmental factors

Attends To The Safety Of Others

- Develop procedure to attend to the safety of other service recipients
- Designate staff member to attend to others
- Designate “safety area” in program
- Keep others away from the crisis; may prevent them from being involved in the situation and will keep them safe

LESSON 12: Working as Part of a Team in Crisis Situations

Course Module II: Interpersonal Competencies and Crisis Intervention/De-escalation

WORK-BASED LESSON 12: Working as Part of a Team in Crisis Situations

Desired Job Role Behavior

Works as part of a team when responding to a crisis situation.

Learning Objectives

1. Knows procedures for asking for help from others.
2. Assists co-workers during crisis situations.
3. Describes the crisis plan for the work environment.
4. Recognizes one's role during a crisis situation.
5. Demonstrates teamwork during crisis situations.

Seminar Overview

Time Frame	Pre-Requisite Knowledge	Method of Evaluation
1 seminar: 2-3 hours	<ul style="list-style-type: none">• Work units crisis plans	<ul style="list-style-type: none">• Supervisor observation• Individual supervision• Self- Evaluation Checklist• Supervisor Evaluation Checklist

Tools/Resources/Materials

- PowerPoint presentation: *Lesson 12: Working as Part of a Team in Crisis Situations*
- White board/chalk board
- The student will read the policy and procedures for crisis situations that specifies how to ask for help from others.
- The student will read the policy and procedures for crisis situations that specifies the crisis plan that has been developed for their work environment.

Workplace Seminars

Lecture and Discussion I

The instructor will use the PowerPoint slides: *Lesson 12: Working as Part of a Team in Crisis Situations*

The instructor will tell students that they should be aware of the policy and procedures for asking help from others during crisis situations. Sometimes the student may find themselves in situations in which they feel they cannot handle it alone. They should then ask other staff for help but they need to know how to do this.

The instructor will ask the students to discuss the policy and procedures for asking for help on the unit/program where they work. The differences and similarities will be discussed. Some units/programs may have code words to use while others may just have to yell for help. Ask the class to discuss how to ask for help when no staff is around. Get students to discuss situations when they felt they needed help. Ask them to describe what they did to get help, and whether they have ever been in situations when no one was around to help. Discuss what they did and how did the situation turned out. (25 – 50 minutes)

Lecture and Discussion II

The instructor will discuss assisting co-workers during a crisis situation. It is important to help co-workers during a crisis because it may help to prevent the crisis from escalating further. When additional staff members are present, it can have the effect of calming the service recipient. If a situation is getting out of control, and a staff member can't handle it alone, additional staff may help to regain control of the situation. Sometimes when other staff members arrive to assist a co-worker, it can have the effect of pushing the service recipient further into crisis. It is therefore important as to how other staff members present themselves and how they are perceived by the service recipient. Staff should defer to the co-worker who they are assisting as to the type of help that may be required. It is also important for the student to be able to assess situations to determine whether they should assist a co-worker during a crisis situation.

The instructor will ask students to describe situations when they assisted a co-worker during a crisis situation. Note on the board the observations that students identify as indicating that a crisis was developing and that they knew they needed to assist a co-worker to manage the crisis. Some clues that students should identify include: shouting, cursing, crying, pacing, and staff asking for help.

The instructor will ask each student to describe the crisis plan for their work environment. It is helpful to group the students according to the unit/program where they work so they can report on the same work environment as a group. It should be emphasized that knowing the crisis plan is helpful for the student so that they know what to do when a crisis develops. The instructor will then ask the class to describe a situation when they didn't know the crisis plan at work when a crisis developed. They will talk about what that was like for them and how the crisis got resolved. (30 – 55 minutes)

Lecture and Discussion III

The instructor will tell the students that they need to be able to recognize their role during a crisis situation. Some of the roles that a staff member can take include, being in charge of the crisis, assisting co-workers, taking care of others who are not part of the crisis, and getting additional help. These roles may change depending on the crisis. For example, a crisis where only one or two staff members are needed to help control the situation is very different from a situation where all available staff are needed to help the service recipient regain control. It should be emphasized that knowing who is in charge of the situation when a crisis develops on the unit/program will help the staff member know who to look to for instruction.

The instructor will ask students to discuss crisis situations they have been a part of at work and the different roles they assumed along with how they knew to assume those roles. (40 – 45 minutes)

Lecture and Discussion IV

The instructor will discuss how during a crisis, staff should work together as part of a team. Working as a team will help the service recipient to be able to regain control sooner than if staff members don't work as a team. If everyone is on the same page, it will be easier to help regain control of the situation. Sometimes when staff members don't work as a team, it can have the effect of causing the crisis situation to escalate and get out of control.

The instructor will ask the class to describe crisis situations they have experienced at work where the staff did not work as a team. Have the students discuss what the experience was like. Then ask the students to talk about a crisis situation where the staff worked as a team. Have them describe what the experience was like. Get the class to focus on the positive aspects of working as a team during crisis situations through summarizing their experiences, and providing feedback and obtaining comments from other students. (25 – 30 minutes)

Action Learning Assignment I

Instructions to Students

The next time you are in a crisis situation with a service recipient or with a person who may be at risk of a crisis, you will work as part of a team during crisis situations.

Evaluation Mechanism

Staff will ask co-workers who observed them during a crisis situation for feedback as to whether they were able to work as part of a team.

After the crisis, staff will use the *Self-Evaluation: Working as Part of a Team in Crisis Situations* found at the end of this section.

The supervisor will observe students at work to determine whether they work as a team in crisis situations. They will utilize the *Supervisor Evaluation Checklist: Working as Part of a Team in Crisis Situations* found at the end of this section to record their observations. The supervisor will discuss the results of the Supervisor Evaluation Checklist compared with the staff member's self-evaluation and provide feedback.

Self-Evaluation Checklist:

Working as Part of a Team in Crisis Situations

Directions: The next time you are in a crisis situation with a service recipient or with a person who may be at risk of a crisis you will work as part of the team. Afterwards fill out this form and meet with your supervisor to discuss the results.

Learning Objective	Yes	No	Partial	Comments
1. Knows procedures for asking for help from others.				
2. Assists co-workers during crisis situations.				
3. Describes the crisis plan for the work environment.				
4. Recognizes one's role during a crisis situation.				
5. Demonstrates teamwork during crisis situations.				
6. Asks co-workers for feedback regarding working as part of the team during crisis situations.				

Supervisor: _____ **Date:** _____

Staff: _____

Supervisor Evaluation Checklist:

Working as Part of a Team in Crisis Situations

Directions: After observing and meeting with staff, the supervisor will complete the evaluation checklist on each staff to determine whether they are able to work as part of a team when responding to crisis situations. They will then meet with staff to discuss the results.

Learning Objective	Yes	No	Partial	Comments
1. Knows procedures for asking for help from others.				
2. Assists co-workers during crisis situations.				
3. Describes the crisis plan for the work environment.				
4. Recognizes one's role during a crisis situation.				
5. Demonstrates teamwork during crisis situations.				
6. Asks co-workers for feedback regarding working as part of the team during crisis situations.				

Supervisor: _____ **Date:** _____

Staff: _____

**1199 Project: Course Module II:
Interpersonal Competencies
and
Crisis Intervention/
De-escalation**

**Lesson 12:
Working As Part Of A Team In
Crisis Situations**

Working As Part Of A Team In Crisis Situations

- Knows procedures for asking for help
- Assists co-workers during crisis
- Knows the crisis plan
- Recognizes their role during crisis
- Demonstrates teamwork during crisis

Knows Procedures For Asking For Help

- Read the policy and procedures that specifies how to ask for help when in a crisis situation
- Sometimes staff may not be able to handle a situation alone
- They should know how to get help when needed:
 - Are code words used?
 - Do you just yell “help”?

Assists Co-workers During Crisis

- May prevent situation from escalating further
- Additional staff may have effect of calming person
- Or more staff may push the person further, so know how the person views staff
- Check with the staff you are helping as the type of help needed
- Assess situations to see if your help is needed

Knows The Crisis Plan

- Read the unit/program crisis plan
- Prepares you to be knowledgeable about how to respond when a crisis develops

Recognizes Their Role During Crisis

- Different roles:
 - Being in charge of crisis
 - Assisting co-workers
 - Taking care of others
 - Getting additional help
- Your role may change depending on the circumstances
- Knowing who is in charge will help you to ask what your role should be

Demonstrates Teamwork During Crisis

- All staff should work as a team during a crisis
- Helps service recipient regain control sooner
- If they don't work as a team, things can get worse

LESSON 13: Participates in Crisis Follow-up Procedures

Course Module II: Interpersonal Competencies and Crisis Intervention/De-escalation

WORK-BASED LESSON 13: Participates in Crisis Follow-up Procedures

Desired Job Role Behavior

Participates in follow-up procedures once a crisis situation is over.

Learning Objectives

1. Knows documentation process for crisis situations.
2. Utilizes documentation process after crisis situations.
3. Evaluates the crisis event with co-workers to determine what worked and what didn't work.
4. Assists in follow-up discussions with clients who may have witnessed the crisis.
5. Assists in follow-up discussions with the person(s) involved in the crisis.

Seminar Overview

Time Frame	Pre-Requisite Knowledge	Method of Evaluation
1 seminar: 2-3 hours	<ul style="list-style-type: none">• Listening skills• Responding skills• Work units policy and procedures	<ul style="list-style-type: none">• Supervisor observation• Individual supervision• Self- Evaluation Checklist• Supervisor Evaluation Checklist

Tools/Resources/Materials

- PowerPoint presentation: *Lesson 13 Participates in Crisis Follow-up Procedures*
- White board/chalk board

Workplace Seminars

Readings

- The student will read the policy and procedures for their worksite for how to document crisis situations.

Lecture and Discussion I

The instructor will use the PowerPoint slides: *Lesson 13: Participates in Crisis Follow-up Procedures*

The instructor will tell students that when a crisis situation develops, once it is over, the event must be documented. Usually, the documentation will occur in the service recipient's chart. Sometimes an incident report may need to be completed. The crisis needs to be documented so that other members of the treatment team will know what occurred. It also can be used as a diagnostic tool, along with a record of the service recipient's actions while in the unit/program. If the crisis is not documented, then there is no record that it ever occurred. If it wasn't documented, then it never happened.

The instructor will ask the students to discuss the documentation process for crisis situations on the unit/program where they work. Similarities and differences between work-sites should be pointed out. Some units/programs may have different requirements based on the type of services they provide. In addition not everyone involved in a crisis situation will document it. Usually one person is designated as the documenter based on who is assigned to work with the service recipient. (45 – 65 minutes)

Lecture and Discussion II

The instructor will tell the students that once a crisis event is over, staff should meet to process what worked, and what didn't work. They should look at their response and discuss positives and negatives including how to do things differently the next time. By doing this, they will proactively exam ways to work together more efficiently and to be better prepared for the next crisis. These meetings can be informal such as occurring right after a crisis, or formally a day or two later. It should occur soon after the crisis before people can forget the details of the situation.

The instructor will ask students to describe whether they have participated in any post crisis meetings to process the event. They should discuss what the meeting was like, where and when it occurred, and what the end result was. (20 – 35 minutes)

Lecture and Discussion III

The instructor will tell students that it is important to provide follow-up discussions with clients who may have witnessed a crisis in the unit/program where they attend. Helping to process what occurred with service recipients will ensure that they get to talk about the event, discuss their feelings, and to understand what happened. In many situations, this has the effect of preventing other service recipients from going into their own crisis, and will help them with closure in terms of the crisis they witnessed. In order to do this, the people who saw the event should be brought together right after the crisis has been resolved. Staff should ask open-ended questions about the event such as: "Tell me what it was like for you to see what happened," "Describe what you are feeling about the event that just happened." Providing reassurance can also be done such as: "As you can see, we have policy and procedures in place for dealing with crisis situations," and "Having co-workers that work as a team helped us to get the crisis under control." Staff should also use listening and responding skills during the follow-up meeting.

The instructor will ask students if they or other staff members at work have processed crisis situations with service recipients who have witnessed crisis with others. They should describe what happened and how the meeting worked. If this has not occurred in some units/programs, the instructor will lead a discussion on why this hasn't happened emphasizing the benefits of using this technique. (30 – 40 minutes)

Lecture and Discussion IV

The instructor will tell the students that it is important to assist in follow-up discussions with the person(s) involved in the crisis situation on the unit/program where they work. The service recipient who was involved in the crisis may need to process what happened. Staff members should talk with the service recipient to help with negative and positive feelings regarding the crisis. By providing follow-up discussions, it may help to prevent the service recipient from having another crisis. The staff member should use listening and responding skills along with open-ended questions in talking to the service recipient about the crisis.

The instructor will ask students if they have ever assisted in follow-up discussions with the person(s) involved in the crisis situation while at work. They should describe what that was like, and to talk about the reaction of the service recipient. If a student has not had an opportunity to use this technique, they will be asked to describe why this does not occur. A discussion on the benefits of using this technique should be done by the instructor. (25 – 40 minutes)

Action Learning Assignment I

Instructions to Students

The next time you are in a crisis situation with a service recipient you will participate in follow-up procedures.

Evaluation Mechanism

Self-Evaluation

Afterwards staff will use the *Self-Evaluation: Participates in Crisis Follow-up Procedures* found at the end of this section.

Individual Supervision

The supervisor will observe students at work to determine whether they work as a team in crisis situations. They will utilize the *Supervisor Evaluation Checklist: Participates in Crisis Follow-up Procedures* found at the end of this section to record their observations. The supervisor will discuss the results of the Supervisor Evaluation Checklist compared with the staff member's self-evaluation and provide feedback.

Self-Evaluation Checklist

Participates In Crisis Follow-Up Procedures

Directions: Once a crisis situation is over, you will participate in crisis follow-up procedures. Fill out this form and meet with your supervisor to discuss the results.

Learning Objective	Yes	No	Partial	Comments
1. Knows documentation process for crisis situations.				
2. Utilizes documentation process after crisis situations.				
3. Evaluates the crisis event with co-workers to determine what worked and what didn't work.				
4. Assists in follow-up discussions with clients who may have witnessed the crisis.				
5. Assists in follow-up discussions with the person(s) involved in the crisis.				

Supervisor: _____ **Date:** _____

Staff: _____

Supervisor Evaluation Checklist

Participates In Crisis Follow-Up Procedures

Directions: After observing and meeting with staff, the supervisor will complete the evaluation checklist on each staff to determine whether they are able to participate in follow when responding to crisis situations. They will then meet with staff to discuss the results.

Learning Objective	Yes	No	Partial	Comments
1. Knows documentation process for crisis situations.				
2. Utilizes documentation process after crisis situations.				
3. Evaluates the crisis event with co-workers to determine what worked and what didn't work.				
4. Assists in follow-up discussions with clients who may have witnessed the crisis.				
5. Assists in follow-up discussions with the person(s) involved in the crisis.				

Supervisor: _____ Date: _____

Staff: _____

**1199 Project: Course Module II:
PARTICIPATES IN FOLLOW-UP**

**Interpersonal Competencies
and
Crisis Intervention/
De-escalation**

**Lesson 13:
Participates in Crisis Follow-
up Procedures**

Participates in Crisis Follow-up Procedures

- Knows documentation process
- Uses documentation process
- Evaluates crisis afterwards with co-workers
- Follow-up with service recipients who witnessed the crisis
- Follow-up with the person involved in the crisis

Knows Documentation Process

- Reads policy and procedures for documenting crisis situations
- Usually documented in client's chart
- Sometimes an incident report may be needed
- Documentation needed because:
 - Informs the rest of team who may not be present
 - Used as a diagnostic tool
 - It is a record of the person's actions
 - If not documented, it never happened

Uses Documentation Process

- Some units/programs may have different procedures
- Not every staff involved has to document what happened
- Usually, one person is assigned to document the event

Evaluates Crisis Afterwards With Co-workers

- Allows staff to discuss what worked and what didn't work during the crisis intervention
- Staff should review their own response including positives and negatives
- Discuss how to do things differently next time so they can be better prepared
- Can be formal or informal
- Needs to occur soon after the crisis

Follow-up With Service Recipients Who Witnessed The Crisis

- Processing what happened will help to:
 - Get people to talk about the event
 - Have them discuss their feelings
 - Help them understand what happened
- Can prevent other crisis from developing
- Can help with closure of the event
- Bring them together right after event is resolved
- Staff should use listening and responding skills

Follow-up With Person Involved In The Crisis

- Help the person to process what happened
- Discuss positive and negative feelings regarding the crisis
- Follow-up may prevent another crisis from occurring
- Staff should use listening & responding skills
- Use open-ended questions



District 1199C Training & Upgrading Fund

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