



## DEPARTMENT OF SOCIAL WORK

### **SW2225 Crisis Theory and Crisis Intervention, 7.5 credits**

Kristeori och krisinterventioner, 7,5 högskolepoäng

*Second Cycle*

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#### **Confirmation**

This course syllabus was confirmed by Department of Social Work on 2020-06-11 and was last revised on 2022-10-04 to be valid from 2023-01-16, spring semester of 2023.

*Field of education:* Nursing Science 40% and Social Sciences 60%

*Department:* Department of Social Work

#### **Position in the educational system**

The course is at the second cycle level. The course may be included in a Degree of Master (60 credits) in social work Degree of Master (120 credits) in social work, or be included as elective course in Master of Science in Health Care Counselling (60 credits).

#### *Main field of studies*

Social Work

#### *Specialization*

A1N, Second cycle, has only first-cycle course/s as entry requirements

#### **Entry requirements**

To be eligible for the course, a 210 credit Degree of Bachelor of Science in Social Work, a 180 credit Degree of Bachelor in social work, or a Bachelor Degree in another closely related field is required.

#### **Learning outcomes**

On successful completion of the course the student will be able to:

##### *Knowledge and understanding*

- at the advanced level give an account of socio-- psychological theories regarding crisis and trauma

- at the advanced level give an account of and problematise both short-term and long-term effects of mourning, and different crisis and trauma
- at the advanced level give an account of different established working methods in crisis -, trauma, and mourning

#### *Competence and skills*

- independently apply knowledge of stressors, crisis trauma- and mourning and social factors that have importance for recovery in relevant situations
- independently identify, analyse and assess clients and their relatives and their needs in different situations related to mourning, crisis and trauma in a life span perspective while considering individuals' function level and current research in the area
- independently evaluate and apply relevant psychosocial crisis interventions on individual family and group level

#### *Judgement and approach*

- independently identify, analyse and assess clients and their relative and their needs in different situations of related to mourning, crisis and trauma in a life span perspective while considering individuals' function level and current research in the area.

### **Course content**

The course has a socio-psychological perspective and consists of two overarching themes.

A theme gives theoretical perspectives on crisis and trauma and mourning processes during the life span. Effects and consequences of crises and traumas are treated. For example, life as a refugee, as well as illness, exposure to violence, disabilities and death are considered. Social factors with importance for recovery are treated, and consideration is taken to questions about ethnicity and gender.

A second theme treat, on the basis of theoretical perspectives, research and different psychosocial interventions aimed at crisis, mourning and trauma. Interventions are related to the importance of social networks and relationships.

### **Form of teaching**

Lectures and different forms of seminars are the main elements.

The course structure is based on dialogue and interaction between the course participants through learning activities in groups. Several of the course components have therefore compulsory attendance. The activities are related to the intended learning outcomes of the course and intend to support the work with course content and learning

process.

*Language of instruction:* Swedish

### **Assessment**

The learning outcomes are examined through:

- attendance at four compulsory seminars
- two shorter written assignments that are related to two of these compulsory seminars
- a longer independent advanced assignment where the student advanced her/himself in some field of crisis -, trauma -, or mourning. This advanced assignment should be based in the reading list and in own chosen research articles.

If a student has failed the same examined element on two occasions and wishes to change examiner before the next examination session, such a request must be submitted to the department in writing, and it will be granted unless there are special reasons to the contrary (Chapter 6, Section 22 of Higher Education Ordinance).

Students with a recommendation for special educational support from the University of Gothenburg may receive an adapted examination or alternative examination form provided that the examiner decides it is compatible with the course objectives and unreasonable resources are not required.

In cases where a course has been discontinued or has undergone major changes, the student should normally be guaranteed access to at least three examination sessions (including the regular examination session) during a period of at least one year, but at the most two years after the course has been discontinued/changed. In regards to internships/placements, the equivalent applies but limited to only one additional examination session.

### **Grades**

The grading scale comprises: Pass with Distinction (VG), Pass (G) and Fail (U).

To pass (Pass) it is required that all examination parts have been carried out and have passed. To pass with distinction (Pass with distinction) is required furthermore this grade on the independent advanced assignment.

### **Course evaluation**

Course evaluation takes place continuously during the course, through a dialogue with the students, at a compulsory workplace meeting as well as through a special evaluation protocol at the end of the course.

Evaluation results and any changes in the course structure should be communicated to

both the students who completed the evaluation and to the students who will start the course.