

UNIT 8 CRISIS INTERVENTION

8.1 Lead-in

Chinese for “crisis”:



danger

opportunity

What do you think the Chinese wanted to express by this sign about the course of a crisis?

8.2 Reading

Read the text and translate it.

Erikson’s Stages of Development

1. Basic Trust vs. Mistrust (Birth – 18 Months)

During the first or second year of life, the major emphasis is on the mother and father’s nurturing ability and care for a child. The child will develop trust and security if properly cared for. If a child does not experience trust, he or she may develop insecurity and general mistrust of the world.

2. Autonomy vs. Shame (18 Months to 3 Years)

At this point, the child has an opportunity to build self-esteem and autonomy as he or she learns new skills and right from wrong. Children tend to be vulnerable during this stage, sometimes feeling shame and low self-esteem during an inability to learn certain skills.

3. Initiative vs. Guilt (3 to 5 Years)

During this period we experience a desire to copy the adults around us and take the initiative in creating play situations. We also begin to use that wonderful word for exploring the world – “WHY”? If we’re frustrated over natural desires and goals, we may easily experience guilt.

4. Competence vs. Inferiority (6 to 12 Years)

During this stage we are capable of learning, creating and accomplishing numerous new skills and knowledge. This is also a very social stage of development and if we experience unresolved feelings of inferiority among our peers, we can have serious problems in terms of competence and self-esteem.

5. Identity vs. Role Confusion (12 to 20 Years)

An adolescent must struggle to discover and find his or her own identity, while negotiating and struggling with social interactions and “fitting in”, and developing a sense of morality. Those unsuccessful with this stage tend to experience role confusion and upheaval.

6. Intimacy vs. Isolation (20 to 35 Years)

At the young adult stage, people tend to seek companionship and love. Some also begin to “settle down” and start families, although this seems to have been pushed back farther in recent years. Young adults seek deep intimacy and satisfying relationships, but if unsuccessful, isolation may occur.

7. Generativity vs. Stagnation (35 to 65 Years)

Career and work are the most important things at this stage, along with family. People work to establish stability and generativity – produce something that makes a difference to society. Inactivity and meaninglessness are common fears during this stage.

8. Integrity vs. Despair (65 Years to Death)

As older adults, some can look back with a feeling of integrity – that is, fulfillment, having led a meaningful life and made valuable contribution to society. Others may fear death as they struggle to find a purpose to their lives, wondering “What was the point of life?” “Was it worth it?”

(www.learning-theories.com/eriksons-stages-of-development.html)

Topics for discussion:

- Which stage(s) did you like the most and why?
- Which life stage(s) are you looking forward to?
- Would you like to return to a certain life stage? What would you do differently?

crisis	krize
crisis intervention	krizová intervence
stage	stádium, stupeň
development	vývoj, rozvoj
trust	důvěra
mistrust	nedůvěra
emphasis	důraz
nurture	pečovat, starat se
ability	schopnost
care for	pečovat, starat se
develop	rozvíjet, rozvinout
confidence	důvěra
security	bezpečí, jistota
worthlessness	neschopnost, bezcennost

competence	kompotence
inferiority	méněcennost
accomplish	dosáhnout, uskutečnit
experience	zažít, zakusit
unresolved	nevyřešený
inadequacy	neschopnost, nedostatečnost
peer	vrstevník
confusion	zmatek
adolescent	dospívající
struggle	snažit se, usilovat
discover	objevit
negotiate	zdat, vypořádat se
morality	morálka
upheaval	zmatek, nepokoj

shame	hanba, ostuda
self-esteem	sebeúcta, hodnota sama sebe
skill	dovednost
vulnerable	zranitelný
inability	neschopnost
initiative	iniciativa
guilt	vina
desire	touha, toužit
adult	dospělý
explore	zkoumat
frustrate	frustrovat
goal	cíl

intimacy	intimita
tend	mít sklon/ tendenci
companionship	společnost, společenství
settle down	usadit se
relationship	vztah
career	povolání, životní dráha
meaningless	nesmyslný, bezvýznamný
despair	zoufalství
contentment	spokojenost
fulfillment	naplnění
contribution	příspěvek
purpose	účel, smysl

8.3 Use of English

Look up in the dictionary at least four words that describe characteristic features of a person if they complete the task of the respective stage successfully or they fail to manage it.

Stage	Success	Failure
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

8.4 Speaking

Watch the film about Erikson's theory and write down words you do not know.

Explain the meaning of the sentences from the film:

- We care, we share.
- Mission accomplished.
- Satisfaction guaranteed.
- Mistrust spins the world.
- It's always darkest just before it goes pitch black.

Topics for discussion:

1. Do you agree with the last two sentences? Why? Why not?
2. Do we need to care for other people?
3. What do we share with others?
4. What is, in your opinion, the mission of human life?
5. What makes you be satisfied with your life and yourself?

8.5 Ideas for Homework

John Fitzgerald Kennedy: "One person can make a difference and every person should try."

Do you agree with this quotation from the film? Why? Why not? (Write an essay).

8.6 Reading

Read the text and translate it.

Crisis

A crisis refers not necessarily to a traumatic situation or event, but to a person's reaction to an event. One person might be deeply affected by an event, while another individual suffers little or no ill effects. A crisis presents an obstacle, trauma, or threat, but it also presents an opportunity for either growth or decline.

The following signs, symptoms, and reactions are common psychological responses to a crisis or traumatic event:

1. Disbelief.
2. Emotional numbing.
3. Nightmares.
4. Anger, moodiness, and irritability.
5. Forgetfulness.
6. Flashbacks.
7. Increased use of alcohol and drugs.
8. Isolation from others.

Explain the meaning of 8 responses to a crisis event in English.

event	událost
affect	ovlivnit, účinkovat
individual	jednotlivec, osoba
suffer	trpět
obstacle	překážka
trauma	trauma
threat	hrozba
growth	růst
decline	úpadek

disbelief	nevíra, neochota uvěřit
numb	necitlivý, ochromený, otupělý
nightmare	noční můra
anger	hněv
moodiness	náladovost
irritability	podrážděnost
forgetfulness	zapomnětlivost
flashback	záblesk minulé události

8.7 Listening

Listen to the text and complete the sentences:

- The primary purpose of crisis intervention is
- Assesing the situation involves.....
- People in crisis need.....
- It can be very beneficial for individuals.....
- Developing coping skills means helping the client.....

Crisis intervention

The primary purpose of crisis intervention is to help an individual to restore some sense of control and mastery after a crisis event or disaster.

1. Assessing the Situation

The first element of crisis intervention involves assessing the client's current situation. This involves listening to the client, asking questions and determining what the individual needs to cope with the crisis. It is also essential to ensure the client's safety, both physical and psychological.

2. Education

People who are experiencing a crisis need information about their current condition and the steps they can take to minimize the damage. Crisis counsellors often help the client understand that their reactions are normal.

3. Offering Support

One of the most important elements of crisis intervention involves offering support, stabilization and resources. Active listening is critical, as well as offering unconditional acceptance and reassurance. During the crisis, it can be very beneficial for individuals to

develop a brief dependency on supportive people, these relationships help the individual become stronger and more independent.

4. Developing Coping Skills

In addition to providing support, crisis counsellors also help clients develop coping skills to deal with the crisis. This might involve helping the client explore different solutions to the problem, practicing stress reduction techniques and encouraging positive thinking.

(www.ncss.org.sg/social_service/family_services_crisis_intervention.asp)

Explain the following terms from the text in English:

- to restore control and mastery
- to cope with the crisis
- to ensure client's safety
- to minimize the damage
- to develop coping skills
- to offer unconditional acceptance and reassurance
- to develop a dependency on supportive people
- to encourage positive thinking

restore	obnovit
control	řízení, kontrola
mastery	zvládnutí, výborná znalost
disaster	katastrofa
assess	(o)hodnotit, posoudit
element	prvek, součást
determine	určit, rozhodnout
cope	zvládnout, vypořádat se
essential	nezbytný, podstatný
safety	bezpečí
education	vzdělání
damage	škoda, poškodit

counsellor	poradce
support	podpora
offer	nabízet, nabídka
resource	zdroj
unconditional	bezpodmínečný
acceptance	přijetí
reassurance	ujištění
beneficial	prospěšný
dependency	závislost
supportive	podporující
coping skills	dovednosti nutné ke zvládnutí těžké situace

8.8 Reading

Read the text and summarize its main points.

Prejudices about crisis:

1. Everybody has to cope with troubles and difficulties on his/her own.
NO – It is important to recognize if we don't have the strength to deal with something difficult in our lives and we should be able to ask for help.
2. It is a sign of our own incompetence when we look up professional help.
NO – It can be a sign of our courage and readiness to face our problems.
3. It isn't appropriate to burden somebody else with our problems.

NO – Telling somebody about our problems can bring relief. In a crisis we are not able to realize many things. Therefore another person can help us see our situation from another point of view.

4. If somebody gets into a difficult situation it is their fault and so they don't deserve any help.

NO – Even though some people contribute to their crisis situation, the most important thing is that they want to solve it and need to get professional help.

5. If we have bad and powerful feelings such as anger, grief, jealousy or hatred, it is better to ignore them and to behave as if we felt good.

NO – Our feelings don't disappear by themselves and they always influence our behaviour. It can be useful to analyze them – where they come from, who they are aimed at and what they want to tell us.

(www.ncss.org.sg/social_service/family_services_crisis_intervention.asp)

Discuss the points of the text in pairs or in groups – one (group) gives reasons why it is a good idea to look for help in a difficult situation and the other (group) arguments against it.

prejudice	předsudek
recognize	rozeznat, zjistit
deal	jednat, zacházet
courage	odvaha
foresight	prozíravost, obezřetnost
face	čelit
burden	břemeno, zatěžovat
relief	úleva
fault	chyba, vina

deserve	zasloužit si
nasty	hrozný, hnusný
feeling	pocit
powerful	silný, mocný
grief	zármutek, žal
jealousy	žárliivost
hatred	nenáivist
behaviour	chování
refer	odvolávat se, odkazovat

8.9 Speaking

Read the stories and answer the questions:

- *What makes this situation a crisis?*
- *Who are the main participants in the crisis?*
- *What factors need to be dealt with in a crisis intervention?*
- *Who or what are possible sources to provide help?*

1. My partner had been suffering from clinical depression and yesterday he took his own life. I came home from work to find him hanging in our garage. I am 5 months pregnant and I am feeling so alone and wondering how I am going to cope without the love of my life. I am going through so many emotions today, mostly what-ifs and what I could have done better or differently to make him feel like he wanted to live for me and the baby. All I feel is guilt and love for the father of my child.

2. It has been 8 weeks since my daughter was brought into the hospital and 2 days since her life support was turned off and we watched as her heart gradually stopped beating and she stopped breathing. All of this came out of the blue, she was at the zoo having a great day with her sister and only that night after a sudden vomiting spell I was rushing her to the hospital in a coma from which she never fully awoke.
3. At 11 P.M. I had just left the health sciences library at the university and was walking the three long blocks to the parking lot where my car was parked when I was assaulted. The man held a knife to my throat and raped me. I was sort of in shock and numb. It was a terrifying, painful, and degrading experience. It was something you don't expect to happen.
4. I was returning to my apartment following an afternoon appointment with my physician when I was robbed. A guy came up to me and pressed the cold barrel of his gun on my neck, he must have thought it easy as I am blind. He said if I don't give him what I got he would shoot me and the dog. I gave him all I had. About a week after the robbery, I woke up sweating and had a serious asthma attack.
5. The last year or so I have watched my mother become a woman I don't recognise anymore. She's lost her personality due to alcohol, she'd become a shell of the woman who I remember as my mother. At first it started with phone calls about her not having any money, and not wanting to bother my dad with it all. She confided in me, and as the eldest daughter I did all that I could. Things didn't get any better, instead they got a million times worse. Suddenly I was faced with the reality of debt mounting up to over £ 50,000 and ninety days to pay something before my parents lost their house.
6. I recently fled to a women's refuge to escape domestic violence from my husband and his family. I applied to a local council as homeless but despite the information from the police they have decided I am not homeless and should return to my previous address. I can't return to where I came from as the violence will start again the minute I return and I will never escape again. I am tired, stressed and very scared that he will demand I return my daughter back. She is frightened of her father and suffers from anxiety as a result.
7. In 2012 I began to work for an electronics company. The job was really varied and the work was exciting. Little did I know I was going to receive endless abuse from my manager. She soon began to haul me into a side room regularly, for what I thought would be appraisal sessions, but what really turned out to be systematic bullying. I entered the job as a confident MA graduate and she squashed me down into a gibbering, self-conscious wreck with absolutely no self-esteem or self-worth or belief in my ability to do anything right at all.
8. Only minutes away from home my friend who unbeknown to me was drunk, decided to pass another car on the wrong side. We went up and over, rolling three or four times, smashing into a tree. I had injured three vertebrae, which meant I am paralyzed from the chest down. At the age of 24, my so called "normal" life became anything but normal. Why did I survive that horrible night? What is my purpose in this world now? Could I ever be the same person I was prior this day?

Role play. Work in pairs – one of you is a person in crisis and the other a crisis counsellor who provides crisis intervention.

depression	deprese
pregnant	těhotná
emotion	cit, emoce
breathe	dýchat
vomit	zvracet
health sciences	medicína, lékařské vědy
assault	napadnout, zaútočit
rape	znásilnit
degrade	ponížit, znehodnotit
physician	lékař
rob	oloupit, okrást
bother	obtěžovat, rušit
confide	svěřit (se)
flee, fled, fled	utéci, uprchnout
refuge	útočiště, útulek

escape	uniknout, uprchnout
local council	místní úřad
homeless	bez přístřeší
demand	požadovat, požadavek
anxiety	úzkost
abuse	zneužívat, týrat
appraisal	posouzení, zhodnocení
bullying	šikana
self-conscious	bázlivý, úzkostně se pozorující
self-worth	pocit vlastní hodnoty
belief	víra, důvěra
injure	zranit
paralyze	ochrnout
survive	přežít

8.10 Writing

Choose one of the cases and describe how you would work with this client – including a process of assessment, intervention, and social services needed.

8.11 Listening

Listen to the song “All you need is love” by the Beatles and complete the lyrics.

8.12 Follow up

How Resilient Are You?

How would you fare in a crisis situation? Would you be able to stay calm, look for solutions and manage your emotions? Test your coping skills by answering the following questions. Score: a) 2 points, b) 1 point, c) 0 points:

Do you have strong social connections? a) Yes b) Somewhat c) No	Do you find it easy to adapt to changing situations? a) Yes b) Somewhat c) No
Are you generally optimistic, even when things are difficult? a) Yes	Are you usually calm in high stress situations? a) Yes

b) Most of the time c) No	b) Somewhat c) No
When something terrible happens, which of the following statements best reflects your feelings? a) "Things are bad, but hopefully I'll be able to learn from the experience." b) "Why does this always happen to me!" c) "Things will never get better and I'll never recover from this."	During a crisis, do you: a) Focus on steps you can take to resolve the problem. b) Try to solve the problem, but become overwhelmed. c) Blame external events or other people for creating the situation.
Are you able to laugh at yourself or find humor in a situation, even during difficult events? a) Yes, most of the time. b) Occasionally c) No	Do you take the time to take care of yourself, such as eating a healthy diet, exercising and getting plenty of sleep? a) Yes b) Somewhat c) No
Are you able to identify the emotions you are feeling and understand what caused them? a) Yes, most of the time b) Sometimes c) Rarely	Are you able to deal with situations that are ambiguous or unclear? a) Yes, most of the time b) Sometimes c) Rarely

14 – 20 points: Your resilience is strong enough. Continue to practise coping skills you use.

7 – 13 points: Your resilience is about average. Focus on developing your existing strengths and work on cultivating new skills that will help you become more resilient.

0 – 6 points: Your resilience is quite weak. In order to effectively deal with a crisis, it is important to work on developing your hardiness and resourcefulness.

Discuss the result of the test:

- *Do you agree with it?*
- *In which situations have you felt that your resilience is strong or weak?*
- *In which areas do you need to strengthen your resilience?*

8.13 Reading

Fill in the gaps with the following expressions:

- taking a quiet walk
- feeling overburdened
- a caring friend
- too much alcohol
- stressful matters
- the task at hand
- the unpleasant events
- seven hours of sleep
- two days a week
- what we say to ourselves
- beyond your limits
- those around you
- shortcomings
- a sense of control

Coping Strategies:

1. Use your support system – You may feel better sharing your feelings with or family member.
2. Talk it over with yourself – We often have no control over that happen in our lives, but we can change what we say to ourselves about these events. All our feelings are greatly affected by
3. Don't demand perfection – Ease up on yourself and – accept that everyone has both strengths and
4. Just say NO – You can avoid by setting realistic goals and priorities. Remember, it's OK to say NO to requests that push you.....
5. Take one thing at a time – Instead of thinking of other things you should be doing, focus on and do it well. You'll enjoy the sense of accomplishment and regain
6. Strive for balance in your life – Make time for activities and people you enjoy. Taking your mind off for a while can help you keep a healthy perspective.
7. Be active – Walk your dog, go dancing or join a gym. At least, do some muscle-strengthening activity.
8. Avoid unhealthy behaviour – Some people drink or over-eat to cope with stress.
9. Practice rest and relaxation – Get at least nightly. Even losing yourself in a good book or can help you unwind.
10. Learn to laugh.

(www.uhc.com/health_topics/stress/coping_strategies.htm)

Topics for discussion:

- Which of the coping strategies have you tried?
- Which of them have you found useful?
- Which of them did not work for you?
- Which of them would you like to try?
- Which strategies not mentioned in the text would you recommend to your fellow students?

coping strategy	strategie zvládání obtížných situací
caring	pečující, starostlivý
accept	přijmout
strength	silná stránka, přednost
shortcoming	nedostatek, chyba
overburden	přetížit, zatížit příliš
set, set, set	uložit, nastavit, stanovit

request	požadavek
focus	soustředit se
task	úkol
accomplishment	výkon, úspěch
sense	smysl
balance	rovnováha
avoid	vyhnout se