

TECHNICAL COMPETENCIES

for Canada's Substance
Use Workforce v. 3

CRISIS INTERVENTION



Canadian Centre
on Substance Use
and Addiction

Evidence. Engagement. Impact.



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and Addiction

All behavioural indicators across proficiency levels are examples only and can be adapted or tailored to meet individual organizational needs and mandates.

For CCSA's competencies, substance use is inclusive of situations where professionals are working with individuals who use or have used substances, are diagnosed with a medically recognized substance use disorder or are experiencing harms as a result of using substances. For more information, please refer to the criteria for substance use disorders in the *Diagnostic and Statistical Manual of Mental Disorders*, 5th edition (DSM-5).

For more information on sex- and gender-based analysis (SGBA+), please visit www.ccsa.ca/sex-and-gender-based-analysis

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CRISIS INTERVENTION

Recognizing and responding in a timely and evidence-informed manner when people affected by substance use are in a risky or dangerous situation, such as a physical, sexual, emotional, psychosocial or financial crisis.

EXAMPLES

1 = Foundational	2 = Developing	3 = Proficient	4 = Advanced
<ol style="list-style-type: none"> 1. Defines “crisis” and explains the principles of evidence-informed crisis intervention 2. Develops and maintains a network of resources and supports available for people in crisis 3. Explains the risk factors and signs and symptoms associated with various crises, such as suicidality, self-harm and harm to others, harms related to substance use (including drug poisoning or overdose), and psychosocial crises (e.g., loss of housing or income, child apprehension, intimate partner violence, etc.) 4. Identifies the essential components of evidence-informed models of crisis prevention action plans 5. Notifies more senior professionals or relevant services and support systems if risk factors, signs or symptoms appear to be present 6. Describes the subtle and overt signs of crisis 7. Knows and applies safety screening, as appropriate 	<ol style="list-style-type: none"> 1. Establishes a gender- and trauma-informed (physically and emotionally safe) environment for people in crisis, based on their unique needs 2. Discusses risks associated with substance use with people and refers people in crisis to appropriate resources and supports 3. Collaborates with people and their families to create plans for crisis prevention and intervention 4. Collaborates with people and their families to assess and improve the skills they can use to cope during times of crisis 5. Monitors peoples’ emotional state and responds in a timely manner 6. Calms escalating and potentially volatile situations, using a range of verbal and non-verbal communication skills 7. Supports people in crisis, promoting safety and stability for them, alone or with their partners, children, families or communities 8. Implements crisis prevention plans, where required 	<ol style="list-style-type: none"> 1. Responds quickly to people in crisis, intervening as appropriate at each stage of crisis 2. Monitors factors, such as medications, that might contribute to individual crisis and takes appropriate actions, such as referring the individual to a practitioner who is knowledgeable in addictions and can prescribe medications, to attend to these factors 3. Assesses and monitors people at risk of suicidality and other harms related to substance use, and initiates appropriate interventions or referral, as required 4. Re-assesses and revises an individual’s treatment plan, supports and services following a crisis, as necessary 	<ol style="list-style-type: none"> 1. Employs clinical expertise to work with people to identify underlying factors that contribute to a crisis and to develop strategies to cope with those factors 2. Employs a range of tailored intervention strategies and creative solutions to stabilize complex crisis situations 3. Demonstrates increased understanding of structural, gendered factors contributing to crises, such as child apprehension, intimate partner violence or homelessness 4. Supervises or coaches other professionals to enhance their gender- and trauma-informed practice and crisis intervention skills 5. Monitors research and introduces new evidence-informed crisis management approaches and techniques, as appropriate