

Crisis Intervention for the Helping Professions

College/Division: Northern Illinois University, Department of Counseling, Adult and Higher Education

Course Designator/Number: CAHC 493/593

Credit Hours: 3.0

Instructor Name/Originator: Deb Pender, Ph.D., LCPC, NCC, ACS

Course Description: Discuss the role and responsibilities of human service professionals in crisis intervention. Topics include pre-incident program development, individual group and community risk assessment and comprehensive case management and treatment for crisis situations.

Pre-requisites: None

Restrictions/Suggestions: None

Course Objectives:

Upon completion of this course, participants will be able to:

- 1) Recognize the philosophy, goals and basic principles of crisis intervention.
- 2) Understand the national Incident Command system and the role of human services/mental health within the broad context of response.
- 3) Understand the concepts of three phases of crisis response interventions.
- 4) Demonstrate understanding of and the ability to apply the standards of care for crisis intervention planning and service delivery.
- 5) Recognize the major models of human service intervention (e.g., Federal Emergency Management Agency, American Red Cross, International Critical Incident Stress Management, Citizen Corp, Green Cross, National Organization for Victim Assistance).
- 6) Learn and apply the human stress response continuum (e.g., post-traumatic stress disorder, acute stress reactions, post-traumatic growth).
- 7) Identify crisis intervention as a distinct repertoire of skills and understand the difference between crisis work and counseling services.
- 8) Develop a framework for intervention with individuals, families, groups, special populations, and communities.
- 9) Apply the principles, framework, and concepts to case scenarios
- 10) Maintain appropriate ethical behavior for the delivery of crisis intervention services.

- 11) Learn to incorporate awareness of diverse needs in planning and implementing crisis intervention services.
- 12) Identify personal readiness to engage in crisis work and develop a repertoire of self-care skills.

Text(s):

McGlown, J. (2005). *Terrorism and disaster management*. Chicago, IL: American Administration.

Veenema, T. (2007). *Disaster nursing and emergency preparedness for chemical, biological, and radiological terrorism and other hazards*. New York NY: Springer .

Topical/subject matter outline/Course Content:

Theoretical Constructs 1/Human Aspects:

Human Stress Response

Trauma Stress Response Continuum

Risk Factors for Developing Post-traumatic Reactions/Disorder

Resilience

Theoretical Constructs 2/Systems of Response

Crisis Intervention and Response Theory

Major Models of Intervention

National Incident Management Command System

Theoretical Constructs 3/ Event Dynamics

Analyzing Event Impact

Identifying Service Delivery Needs

Psychological Themes in Natural Disasters, Man-Made Disasters, and Acts of Violence

Skills Development 1/Assessment

Situational Assessment

Suicide Assessment

Risk of Harm to Others Assessment

Developmental Readiness to Cope

Family Resource Assessment

Assessing Groups, Schools, and Community

Skills Development 2/Interventions

Individual Crisis Support

Conflict Resolution Skills

Case Management

Small Group Defusings

Crisis Management Briefings

Critical Incident Stress Debriefings

Spiritual and Pastoral Interventions

Follow-up & Referral

Comprehensive Integration

Case Analysis

Practical Experience

(volunteer practicum with local Red Cross, CISM team, or Illinois Citizen Corps)

Complete Real-time Simulation of Crisis Scenario

Course Activities:

- 1) Reflective writing and collaboration in understanding and assessing crisis situations.
- 2) Apply principles of crisis theory and crisis intervention by role playing potential crisis situations.
- 3) Research findings shared on a variety of related issues in crisis situations. Consider best options for interventions.
- 4) Observations of crisis situations that may occur in schools, community settings, families, or with individuals. Apply a method for critiquing the situation and determining the appropriate level of intervention for such a crisis.
- 5) Discussion and analysis of videos and guest speakers who speak on effective strategies for working in a crisis.
- 6) Assess all activities for ethical relevance and multicultural issues
- 7) Set up a response to a crisis using a developmental-ecological approach and defend its appropriateness.
- 8) Apply a framework with steps when working with people who are affected by a crisis.
- 9) Discuss appropriate self-care and debriefing principles for crisis care-givers.

Bibliography/References:

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- Mitchell, J. T., & Everly, G. S. (2006). *Critical incident stress management (CISM): Basic group crisis intervention (4th Ed.)*. Ellicott City, MD: International Critical Incident Stress Foundation.
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- Ozer, E.J., Best, S.R., Lipsey, T.L. & Weiss, D. S. (2003). Predictors of posttraumatic stress disorder and symptoms in adults: a meta-analysis. *Psychological Bulletin, 129*, 52-73.
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- Young, M. (1998). *The community crisis response team training manual (2nd Ed.)* Washington, D.C: National Organization for Victim Assistance.