

HR 5643: Crisis Intervention

Course Survey Report

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Resources: View the [Survey Data Spreadsheet](#)

Methodology

This benchmarking survey report surveyed crisis intervention courses at a variety of institutions. The analysis was filtered to only include institutions with syllabi based on the 2016 CACREP competencies. A total of twelve institutions were included in the final analysis, most of which are major competitors of OU's clinical mental health counseling program. Some of the schools surveyed included Eastern Illinois University, Texas A&M University at Kingsville, and the University of Louisiana- Monroe.

Summary

Courses on crisis intervention were often closely aligned to CACREP competencies. Sometimes they directly related the competencies to the learning objectives, while other other times they related them to the assessments. The top three CACREP competencies utilized were 2.F.3.g.; 2.F.5.m.; and 5.C.2.f.

Learning objectives often combined CACREP competencies into one objective. The top five course topics were related to counselor self-care, suicide prevention or dealing with the impacts of suicide, disaster interventions, psychological first aid, and mental health or psychiatric disorders.

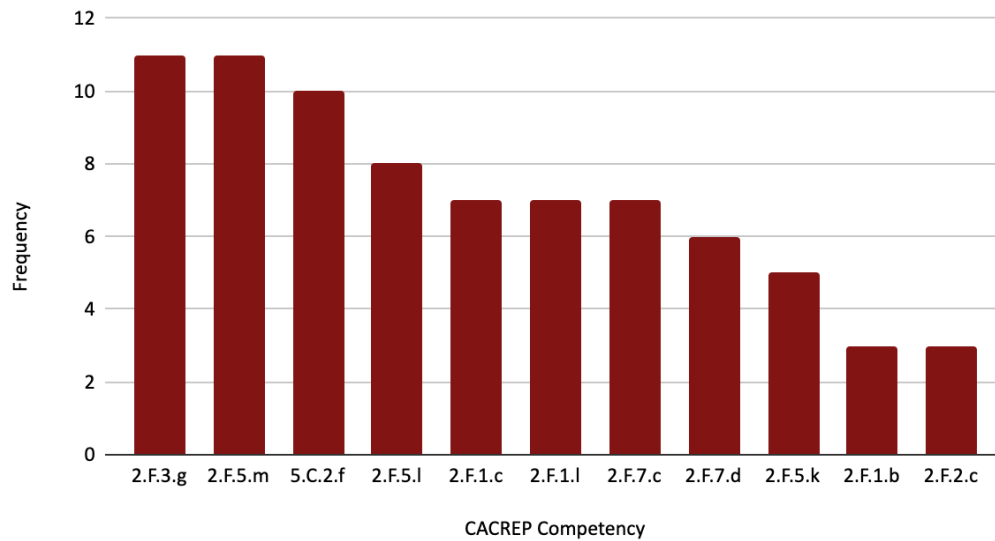
Due to the filtering out of syllabi, it was harder to tell from this dataset that the most common main text was a version of R. K. James & B.E. Gilliland's *Crisis intervention strategies*. Overall, there was a wide variety of resources utilized. However, most courses had a main text(s).

The top three assessment strategies included participation, presentations, and reflection papers. Beyond that there were a variety of other assessment strategies utilized, however most courses included some type of reflection and written paper. Some courses also had role playing simulations, research projects, online discussions, and midterm or final exams.

Learning Objectives

Course learning objectives were often tightly aligned with CACREP competencies. The graph below includes the most common CACREP competencies. Their full description is listed in the table following the graph. For a full list of the CACREP competencies utilized in the courses surveyed, see [Appendix Section A.2](#).

Most Common CACREP Competencies



CACREP competency descriptions (from most common CACREP competencies from survey):

Location	CACREP Description
2.F.3.g.	effects of crisis, disasters, and trauma on diverse individuals across the lifespan
2.F.5.m.	crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
5.C.2.f.	impact of crisis and trauma on individuals with mental health diagnoses
2.F.5.l.	suicide prevention models and strategies
2.F.1.c.	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
2.F.1.l.	self-care strategies appropriate to the counselor role
2.F.7.c.	procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
2.F.7.d.	procedures for identifying trauma and abuse and for reporting abuse
2.F.5.k.	strategies to promote client understanding of and access to a variety of community-based resources
2.F.1.b.	the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems,

	including interagency and interorganizational collaboration and consultation
2.F.2.c.	multicultural counseling competencies

Often, multiple CACREP competencies were combined into learning objectives. The following are examples of learning objectives based on the most common CACREP competencies:

CACREP	Associated Learning Objective
2.F.3.g.; 2.F.2.c.; 2.F.1.c.; (<i>5.G.2.c.</i>)	Demonstrate the ability to apply crisis intervention techniques to individuals and groups, including multicultural and student self-awareness of cultural competency; the ability to apply crisis principles and concepts to counseling, education, and human development
2.F.5.m.; 2.F.5.l.	Students will be able to describe crisis intervention and suicide prevention models, including the use of psychological first aid strategies.
5.C.2.f.; 2.F.3.g; (<i>2.F.2.a; 2.F.3.f</i>)	Develop understanding of fundamental concepts, theories, strategies, and counseling skills needed to conduct effective crisis intervention.
2.F.1.l.	Identify strategies for counselor self-care when working with trauma.
2.F.7.c.; 2.F.5.m.; 2.F.5.k., 2.F.5.l., (<i>2.F.5.a., 2.F.5.g., 5.G.1.b.</i>)	Demonstrate knowledge of community resources, general applied therapeutic counseling interventions, crisis intervention therapeutic counseling theories, models and skills, including suicide prevention/strategies, suicide risk, self-harm, danger and aggression towards others
2.F.7.d.; 2.F.5.m; 2.F.7.c.; 2.F.7.d; (<i>2.F.1.k; 2.F.5.j.; 2.F.2.f</i>)	Empower counselors to progress toward more proactive, preventive and creative initiatives in crisis intervention
2.F.1.b.	Appreciate counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during local, regional, or national crises, disasters, or other trauma-causing events

Note: CACREP competencies in italics were not the most common but are associated with the learning objective.

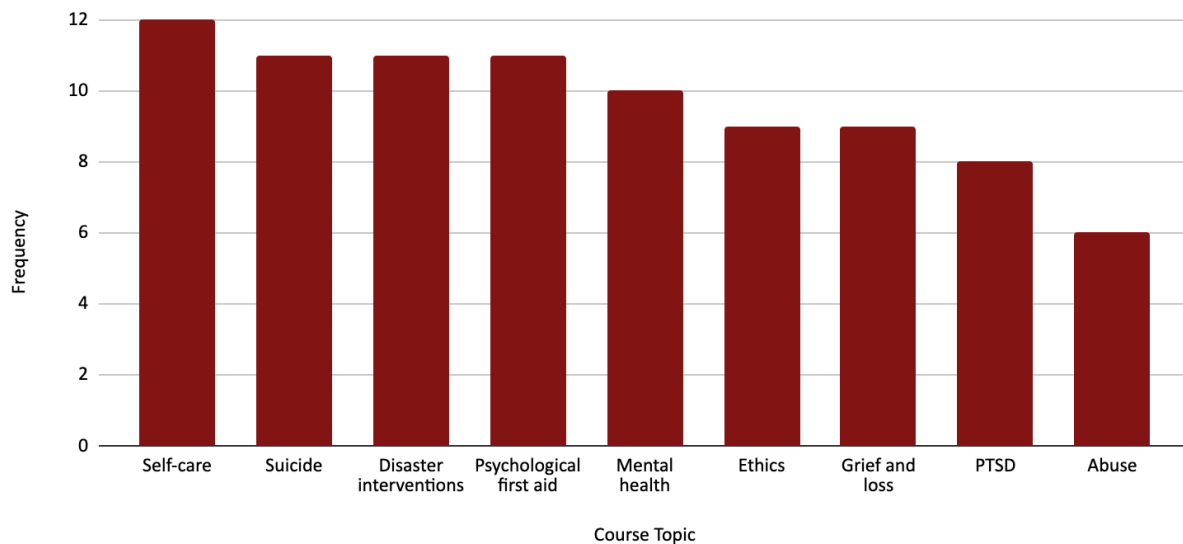
See [Appendix Section A.1](#) for a complete list of learning objectives.

Course Topics

Nearly all courses surveyed discussed self-care strategies for counselors, suicide prevention strategies or the impacts of suicide, counseling after disasters, and psychological first aid.

Beyond that, the major course topics depended on the CACREP competencies that were focused on in the course. The following graph displays the top nine most common topics:

Most Common Course Topics



Some additional common course topics included substance abuse counseling, intimate partner violence, community resources for individuals, and legal considerations in counseling. It is also important to note that almost half of the courses surveyed discussed interventions in school settings. A couple programs overlap coursework on Crisis Interventions to accommodate individuals concentrating in clinical mental health as well as school counseling.

The table below aligns the major course topics with associated CACREP competencies. Note that while some topics do not have a specific competency expressly mentioning them, they typically fit under other CACREP competencies that are more of an umbrella of topics. The table below is laid out so that in each row there are two topics and their associated CACREP competencies.

CACREP	Associated Topic	CACREP	Associated Topic
2.F.1.l	<ul style="list-style-type: none"> Self-care 	2.F.5.l; 2.F.7.c	<ul style="list-style-type: none"> Suicide
2.F.3.g; 5.E.2.b; 5.G.2.e	<ul style="list-style-type: none"> Disasters 	2.F.5.m	<ul style="list-style-type: none"> Psychological first aid
5.C.2.b; 5.C.2.d; 5.C.2.f, 5.C.2.g; 5.C.3.b	<ul style="list-style-type: none"> Mental health 	2.F.1.i; 2.F.3.i; 5.C.2.l; 5.G.2.n.	<ul style="list-style-type: none"> Ethics
No specific competency	<ul style="list-style-type: none"> Grief and loss 	No specific competency	<ul style="list-style-type: none"> PTSD

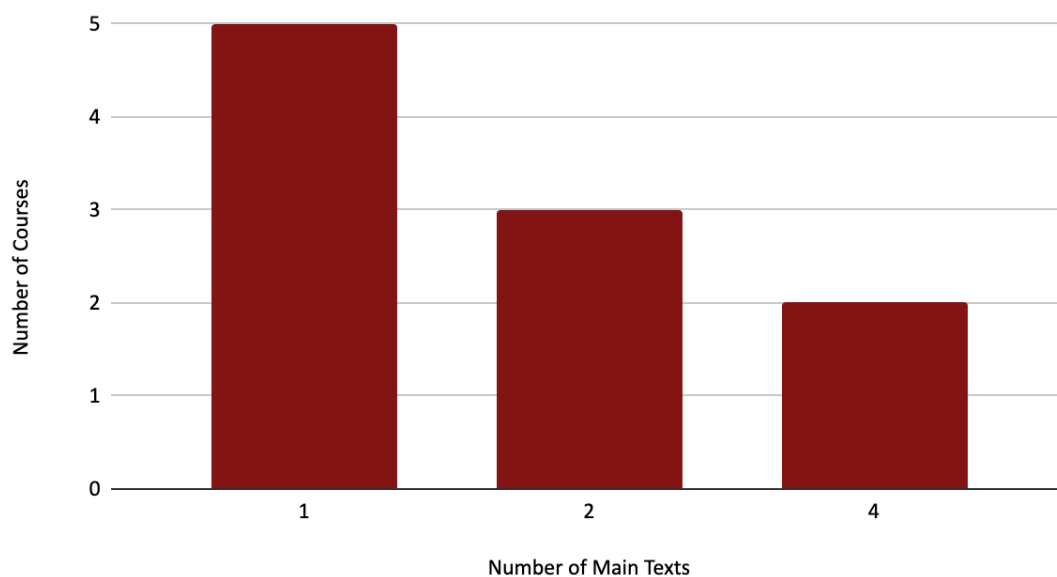
2.F.7.d	<ul style="list-style-type: none"> Abuse 	5.D.1.e	<ul style="list-style-type: none"> Addiction and substance abuse
No specific competency	<ul style="list-style-type: none"> Intimate partner violence 	2.F.5.k.	<ul style="list-style-type: none"> Community resources
2.F.1.i; 5.C.2.l; 5.G.2.n.	<ul style="list-style-type: none"> Legal considerations 	No specific competency	<ul style="list-style-type: none"> Sexual assault

See [Appendix Section B](#) for case studies of module structure.

Course Materials

Most courses selected major texts that covered the topics relevant to the selected CACREP competencies. When this occurred, it was more often for only one main text to be utilized. However, some courses used more main texts.

Number of Main Texts



Beyond that, there were not very clear trends in the course materials for the courses selected for this report. However, in the original search for course syllabi, it was noticed that many courses utilized some editions of R. K. James & B.E. Gilliland's *Crisis intervention strategies* (these courses were filtered out because they used 2009 CACREP competencies). It is important to note that even after filtering the syllabi, *Crisis intervention strategies* was still found to be the most common text, used in three courses.

The following table includes a list of the most common main texts (i.e. utilized in at least two courses). Note that resources have been separated in different rows by their edition.

Author	Title	Year	Edition	Publisher	Quantity
James R. K., & Gilliland B. E.	<i>Crisis intervention strategies</i>	2017	8th	Cengage	1 course
James R. K., & Gilliland B. E.	<i>Crisis intervention strategies</i>	2013	7th	Brooks/Cole	2 courses
Jackson-Cherry, L. R. & Erford, B. T.	<i>Crisis assessment, intervention and prevention</i>	2017	3rd	Pearson	1 course
Jackson-Cherry, L. R. & Erford, B. T.	<i>Crisis assessment, intervention and prevention</i>	2013	2nd	Pearson	1 course
Echterling, L. G., Presbury, J. H., & McKee, J. E.	<i>Crisis intervention: Promoting resilience and resolution in troubled times</i>	2005	N/A	Pearson/Merrill Prentice Hall	2 courses
Cavaiola, A. & Colford, J.	<i>Crisis intervention: A practical guide</i>	2018	1st	Sage Publishing	1 course
Cavaiola, A. & Colford, J.	<i>A Practical Guide to Crisis Intervention</i>	2006	1st	Cengage	1 course
Herman, J.	<i>Trauma and recovery</i>	1997	N/A	Basic Books	2 courses
Menakem, R.	<i>My Grandmother's Hands: Racialized Trauma and Pathway to Mending our Hearts and Body</i>	2017	N/A	Central Recovery Press	2 courses
Van de Kolk, B.	<i>The Body Keeps the Score</i>	2014	N/A	Penguin Publishing Group	2 courses

While some courses utilized only the main texts, others also included research articles as well. The table below includes of some additional resources utilized in the courses surveyed, which are organized by topic:

Topic	Associated Resource
Trauma	<ul style="list-style-type: none"> ● Rothschild, B. (2021). Revolutionizing trauma treatment: Stabilization, safety, & nervous system balance. Norton Professional Books. ● Briere, J.N. & Scott, C. (2015). Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment. 2nd edition, DSM-5 update. Sage NJ: Pearson. ISBN: 978-1-4833-5124-7. ● Armstrong, C., (2018). Rethinking trauma treatment: Attachment, memory reconsolidation, and resilience. W. W. Norton & Company. ISBN-10: 0393712559 ISBN-13: 978-0393712551
Crisis intervention and psychotherapy	<ul style="list-style-type: none"> ● Haberstroh, S. (2020). Fundamental theories and skills for crisis counseling. In T. Duffey & S. Haberstroh (Eds.), Introduction to crisis and trauma counseling (pp. 91-112). American Counseling Association. ● Everly, G. S., Jr. (2000). Five principles of crisis intervention: Reducing the risk of premature crisis intervention [Editorial]. International Journal of Emergency Mental Health, 2(1), 1–4. ● Myrick, A. C., & Green, E. J. (2014). Establishing safety and stabilization in traumatized youth: Clinical implications for play therapists. International Journal of Play Therapy, 23(2), 100–113. DOI: 10.1037/a0036397 ● Sweezy, M. (2011). The teenager's confession: Regulating shame in internal family systems therapy. American Journal of Psychotherapy, 65(2), 179-188.
Self-care	<ul style="list-style-type: none"> ● Rudick, C. D. (2012). Therapist self-care: Being a healing counselor rather than a wounded healer. In L. L. Levers (Ed.), Trauma counseling: Theories and interventions (pp. 554-568). Springer. ● Ting, Laura; Sanders, Sara; Frey, Jodi; Power, James. (2006) Dealing with the Aftermath: A Qualitative Analysis of Mental Health Social Workers' Reactions after a Client Suicide. Social work 51(4):339-41 DOI: 10.1093/sw/51.4.329
Suicide	<ul style="list-style-type: none"> ● G. A., Granello, D. H., & Granello, P. F. (2011). Suicide, self-injury, and violence in the schools: Assessment, prevention, and intervention strategies. Hoboken, NJ: Wiley ● Saatci, Y. (2015). Effects of parental suicide on the adolescent survivors' adult lives. Saarbrücken, Germany: Scholars' Press. ● Miller, A. L., Rathus, J. H., & Linehan, M. M. (2007). Dialectical behavior therapy with suicidal adolescents. Guilford Press. ● Van Orden, K. A., Witte, T. K., Cukrowicz, K. C., Braithwaite, S. R., Selby, E. A., & Joiner, T. E., Jr (2010). The interpersonal theory of suicide. Psychological review, 117(2), 575–600. https://doi.org/10.1037/a0018697
Disasters	<ul style="list-style-type: none"> ● Greenstone, J. L. (2011). Review of Crisis and disaster counseling: lessons learned from Hurricane Katrina and other disasters. International Journal Of Emergency Mental Health, 13(1), 57-58. ● Morris, A. F. (2011). Psychic aftershocks: Crisis counseling and disaster relief policy. History Of Psychology, 14(3), 264-286. doi:10.1037/a0024169

	<ul style="list-style-type: none"> Bowman, S. L., & Roysircar, G. (2011). Training and Practice in Trauma, Catastrophes, and Disaster Counseling. <i>Counseling Psychologist</i>, 39(8), 1160-1181.
Psychological First Aid	<ul style="list-style-type: none"> Brymer, M., Jacobs, A., Layne, C., Pynoos, R., Ruzek, J., Steinberg, A., Venberg, E., & Watson, P. (2006). <i>Psychological First Aid: Field operations guide</i> (2nd ed.). National Child Traumatic Stress Network and National Center for PTSD. Available for free download: https://www.nctsn.org/resources/psychological-first-aid-pfa-fieldoperations-guide-2nd-edition
Grief and loss	<ul style="list-style-type: none"> Wolfelt, A.D. (2005). <i>Companioning the bereaved: A soulful guide for caregivers</i>. Fort Collins, CO: Companion Press. ISBN-10: 9781879651418; ISBN-13: 978-1879651418; ASIN: 1879651416
PTSD	<ul style="list-style-type: none"> Marsella, A. J. (2010) Ethnocultural Aspects of PTSD: An Overview of Concepts, Issues, and Treatments. <i>Traumatology</i>, 16(4): 17-26. DOI: https://doi.org/10.1177/1534765610388062 Summer Sherburne Hawkins, MS, Jerilynn Radcliffe, PhD, Current Measures of PTSD for Children and Adolescents, <i>Journal of Pediatric Psychology</i>, Volume 31, Issue 4, May 2006, Pages 420–430, https://doi.org/10.1093/jpepsy/jsj039
Abuse	<ul style="list-style-type: none"> Briere, J., & Elliott, D. M. (1997). Psychological assessment of interpersonal victimization effects in adults and children. <i>Psychotherapy: Theory, Research, Practice, Training</i>, 34(4), 353–364. https://doi.org/10.1037/h0087848 Hodges, E. A., & Myers, J. E. (2010). Counseling adult women survivors of childhood sexual abuse: Benefits of a wellness approach. <i>Journal of Mental Health Counseling</i>, 32(2), 139–154. https://doi.org/10.17744/mehc.32.2.t537j335522kx62q
Substance abuse	<ul style="list-style-type: none"> <u>Ethical and Professional Issues in Addiction Counseling</u> Substance Abuse and Mental Health Services Administration. <i>Trauma-Informed Care in Behavioral Health Services</i>. Treatment Improvement Protocol (TIP) Series 57. HHS Publication No. (SMA) 13-4801. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014.
Intimate partner violence	<ul style="list-style-type: none"> McLuckey, L., & Teska, J. (2016). <i>Intimate partner violence: Effects on health</i>. Cinahl Information Systems.
Multicultural counseling	<ul style="list-style-type: none"> Comas-Díaz, L. (2016). Racial trauma recovery: A race-informed therapeutic approach to racial wounds. In A. N . Alvarez, C. T . H. Liang, & H. A . Neville (Eds.), <i>The cost of racism for people of color: Contextualizing experiences of discrimination</i> (pp. 249-272). http://dx.doi.org/10.1037/14852-012 Goodman, R. D. (2014). A liberatory approach to trauma counseling: Decolonizing our traumainformed practices. In R. D. Goodman & P. Gorksi

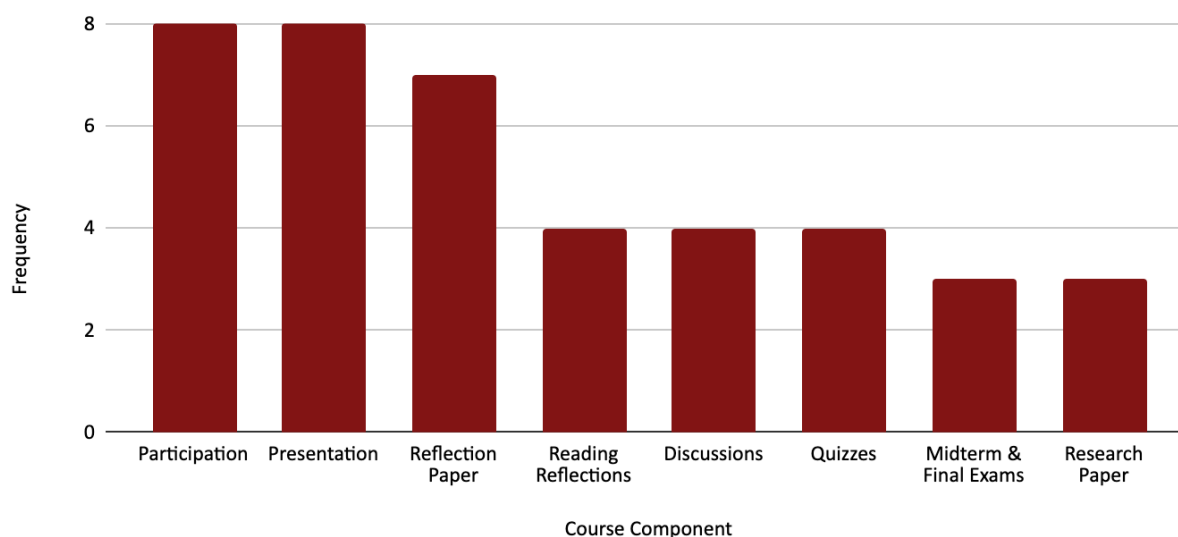
	<p>(Eds.), Decolonizing “multicultural” counseling through social justice (pp. 55-72). Springer.</p> <ul style="list-style-type: none"> ● Raghavan, S., & Sandanapitchai, P. (2020). The relationship between cultural variables and resilience to psychological trauma: A systematic review of the literature. Traumatology. Advance online publication. http://dx.doi.org/10.1037/trm0000239
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See **Appendix Section C** for a full list of course materials.

Grades, Assessments, and Assignments

The most common course components included participation, some type of presentation, and reflection papers. Other major assessments included reflection papers based on the readings, online discussions, quizzes, exams, and research papers. The average course utilized a variety of assessment strategies.

Common Course Components



Often, assessments were directly aligned with the CACREP competencies. However, there was a wide variety in the types of assessments used for each competency. The following table includes examples of assessments for the most common CACREP competencies. The layout is such that each row has two CACREP competencies and their accompanying assessments. Note that the competencies are not in order.

CACREP	Associated Assessments	CACREP	Associated Assessments
2.F.3.g.	<ul style="list-style-type: none"> ● Quiz ● Crisis Intervention Paper ● Research Paper/Project ● Pre-Class Reflection 	2.F.1.b.	<ul style="list-style-type: none"> ● Community Disaster Plan ● Discussion Board ● Midterm Exam ● Quiz

	<ul style="list-style-type: none"> Community Emergency Crisis Response Exploration Presentation 		
5.C.2.f.	<ul style="list-style-type: none"> Reflection Paper Discussion Board Midterm and Final Exam Research Paper/Project Presentation 	2.F.5.l.	<ul style="list-style-type: none"> Quiz Discussion Board Midterm and Final Exam Research Paper Suicide Intervention Paper
2.F.1.c.	<ul style="list-style-type: none"> Community Disaster Plan Quiz Discussion Board Midterm Exam Resources List Project Presentation 	2.F.1.l.	<ul style="list-style-type: none"> Community Disaster Plan Quiz Discussion Board Treatment Plan Pre-Class Reflection Presentation
2.F.7.c.	<ul style="list-style-type: none"> Discussion Board Midterm and Final Exam Research Paper/Project Role Plays Short Essay Scenarios Community Emergency Crisis Response Exploration Presentation 	2.F.7.d.	<ul style="list-style-type: none"> Discussion Board Quiz Research Project Role Plays Short Essay Scenarios Presentation
2.F.5.k.	<ul style="list-style-type: none"> Community Disaster Plan Discussion Board Midterm and Final Exam Reflection Paper/Project Resources List Community Emergency Crisis Response Exploration Presentation 	2.F.5.m.	<ul style="list-style-type: none"> Quiz Crisis Intervention Plan Research Paper Community Disaster Plan Community Emergency Crisis Response Exploration Presentation Resource list Discussion Board Midterm and Final Exam Role Plays Short Essay Scenarios Certificate Completion of Psychological First Aid Training
2.F.2.c.	<ul style="list-style-type: none"> Research Paper/Project Presentation 	N/A	N/A

It is important to note that many institutions also included rubrics for the major assessments in their syllabi. See the survey data spreadsheet, tab “survey data.” There is a column with checkmarks to indicate which syllabi have rubrics.

See [Appendix Section D](#) for case studies of grade breakdowns ([Section D.1](#)) and examples of assessment alignment to CACREP ([Section D.2](#)).

Appendix

Section A: CACREP Competencies & Learning Objectives

A.1 Full List of Learning Objectives

- Brief resolution counseling method
 - Be acquainted with the basic theories, assumptions, and techniques of the brief resolution counseling method
 - Put into practice some of the behaviors involved in this approach
- Case studies
 - Illustrate the process of crisis intervention by means of case studies.
- Community resources
 - Organize the primary crisis referral sources in his/her community.
 - Identify counseling interventions and resources that foster resiliency and healing.
 - Gain knowledge and awareness to professional roles, functions, and relationships with other human services providers during crises
 - Demonstrate knowledge of community resources, general applied therapeutic counseling interventions, crisis intervention therapeutic counseling theories, models and skills, including suicide prevention/strategies, suicide risk, self-harm, danger and aggression towards others
- Counseling techniques
 - Demonstrate knowledge of counseling techniques appropriate to a broad variety of crisis situations
 - Work successfully with individuals, families, groups, and communities in crisis
- Credentials
 - Discuss the professional credentialing process for crisis counselors.
- Crises, disasters, trauma
 - Evaluate the principles and effects of crises, disasters, and other trauma-causing events on persons of all ages including but not limited to types of crisis, community resilience, and the environmental factors that affect both normal and abnormal behavior during crisis.
- Crisis assessment
 - Assess individuals in crisis and document a crisis counseling session using role play
 - Conduct crisis counseling sessions with individuals, couples, families and groups

- Students will gain knowledge and skills to apply several crisis intervention models to a variety of crisis situations
- Diagnosis
 - Students will be able to differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events
 - Students will be able to demonstrate an understanding of diagnosis during a crisis, disaster, or other trauma-causing event.
 - Articulate differentiations between diagnosis and developmentally appropriate reactions using current models of trauma and crisis interventions.
 - Become familiar with assessing, diagnosing, and treating individuals with a history of neglect, trauma, disaster exposures, and suicide ideation.
- Ethics
 - Be aware of ethical issues impacting the care of clients and students in crisis
 - Compare and contrast ethical and legal considerations for crisis intervention
 - Understand ethical/legal considerations in supervision.
- History
 - Demonstrate knowledge of the history of the discipline of counseling known as crisis intervention.
 - Students will demonstrate knowledge of the history of crisis intervention to include the importance of volunteerism and the social movement behind crisis intervention.
- Intervention skills
 - Demonstrate crisis intervention skills including, but not limited to: assessment and triage, management of safety concerns, case management and referral, deescalation, validation, problemsolving, and followup
 - Develop understanding of fundamental concepts, theories, strategies, and counseling skills needed to conduct effective crisis intervention.
 - Develop an understanding of the background, dynamics, and counseling intervention methodologies needed to effectively help individuals or groups in crisis.
 - Develop an understanding of the process of prevention, intervention, and postvention in crisis counseling.
 - Empower counselors to progress toward more proactive, preventive and creative initiatives in crisis intervention.
 - Describe crisis intervention and suicide prevention models, including the use of psychological first aid strategies.
 - Outline concerns and interventions specific to suicide, self-injury, violence, victimization, trauma, psychiatric illness, chemical dependency, and community-wide disasters
 - Demonstrate basic interviewing skills and assessment processes used with traumatized individuals including but not limited to suicidal, homicidal, or other potentially harmful reactions to crisis.
- Mental health

- Understand the impact of biological and neurological mechanisms on mental health.
 - Identify biopsychosocial impact of traumatization on human development and human functioning.
 - Understands appropriate use of diagnosis verses developmentally appropriate reactions to crisis; understand the diagnostic process, differential diagnosis, use of the DSM-V and the ICD; causes, names, interventions/preventions, treatments/services/service network (inpatient, outpatient, partial treatment and aftercare), preventions of mental/emotional disorders
 - Demonstrate knowledge of post traumatic stress syndrome and other clinical symptoms and diagnosis often associated with crises
 - Understand the impact of crisis and trauma on individuals with mental health diagnoses.
- Multicultural counseling
 - Become familiar with principles of crisis intervention and prevention models for cross cultural groups.
 - Identify cultural and developmental influences on the development, manifestation, and resolution of crises
 - Customize crisis intervention strategies in response to cultural and developmental influences
 - Demonstrate the ability to apply crisis intervention techniques to individuals and groups, including multicultural and student self-awareness of cultural competency; the ability to apply crisis principles and concepts to counseling, education, and human development
- Safety plans
 - Develop safety plans, policies and procedures for the person in crisis, counselor, and other professionals and bystanders
- Self-care
 - Identify strategies for counselor self-care when working with trauma.
 - Identify and respond to stressors faced by crisis intervention workers
 - Gain knowledge and skills for implementing selfcare strategies to avoid burnout, compassion fatigue, and vicarious traumatization.
 - Develop appropriate strategies for self-care when working in crisis situations.
 - Counselor roles when dealing with crisis; other agencies, self-care strategies; understanding the impact of crisis/trauma on those with mental health diagnosis; ethical considerations regarding crisis intervention
- Standards of care
 - Gain knowledge and awareness of standards of care for crisis intervention planning and service delivery in intended work settings
- Supervision
 - Become familiar with the principles of clinical supervision
 - Be introduced to theories and practices of counselor supervision.
 - Compare and contrast various supervision modalities and theories.
 - Articulate a preferred theory of supervision, linking theory and practice.

- Response teams
 - Gain knowledge of interfaces that effectively work with relevant emergency personnel, school personal, other community agencies, and client support networks during times of crisis
 - Demonstrate a working knowledge of the crisis counselors' roles responsibilities and functions of a crisis counselor as a member of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event.
 - Appreciate counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during local, regional, or national crises, disasters, or other trauma-causing events.
- Types of crises
 - Describe the more common crises that counselors face today.
 - Identify and define various crises, characteristics of crises, and common elements of the crisis resolution process as conceptualized within a number of crisis theories

A.2 Full List of CACREP Competencies

Competency	Competency	Competency	Competency	Competency
2.F.1.a	2.F.1.b	2.F.1.c	2.F.1.i	2.F.1.k
2.F.1.l	2.F.1.m	2.F.2.a	2.F.2.c	2.F.2.f
2.F.2.h	2.F.3.f	2.F.3.g	2.F.3.i	2.F.5.a
2.F.5.c	2.F.5.f	2.F.5.g	2.F.5.j	2.F.5.k
2.F.5.l	2.F.5.m	2.F.7.c	2.F.7.d	2.F.8.c.
2.F.8.d.	2.F.8.e.	5.C.1.b.	5.C.2.b	5.C.2.c
5.C.2.d	5.C.2.f	5.C.2.g	5.C.2.i	5.C.2.j
5.C.2.l	5.C.2.m.	5.C.3.b	5.D.1.e	5.D.2.h
5.D.2.i	5.E.2.b	5.E.2.d	5.F.2.g	5.G.1.b.
5.G.2.c.	5.G.2.e	5.G.2.n.	6.B.5.f	N/a

Section B: Case Studies of Module Structure

This section includes some examples of module structure and topics from the courses surveyed. The first two institutions were selected to display because they are both 7–8 week courses.

Week	Seattle University: Crisis Counseling	Lewis and Clarke College: Trauma and Crisis Intervention in Counseling
Week 1	Overview of crisis counseling	Definitions of trauma
Week 2	Crisis models	Neuro informed understanding of trauma
Week 3	Narrative-Based Crisis Counseling Model; Suicide Intervention Model	Childhood development trauma
Week 4	Crisis resolution	Dissociative experiences and trauma impact
Week 5	Transforming crisis narratives	Suicidality and bereavement
Week 6	Emotional arousal; intimate partner violence	Military service trauma
Week 7	Grief and loss; disasters; terrorism; compassion fatigue	Presentations
Week 8	N/A	Presentations (cont.)

The institutions below were selected to demonstrate the course topics and module structure of longer 16 week courses, which tend to have a wider variety of topics.

Week	Eastern Illinois University: Special Topics in Clinical Counseling	Texas A&M Kingsville: Crisis Counseling
Week 1	Overview of trauma and crisis counseling	Overview of crisis intervention
Week 2	Models; psychological first aid	Safety and self-care in crisis situations
Week 3	Biopsychosocial impact of trauma	Ethical and legal considerations
Week 4	Interpersonal violence; PTSD	Essential intervention skills
Week 5	Trauma-informed CBT	Risk assessment and intervention: suicide and homicide
Week 6	Community trauma; trauma assessments	Substance use disorders
Week 7	Political refugees; terrorism;	Intimate partner violence

	natural disasters	
Week 8	Trauma and self-care	Midterm exam
Week 9	Clinical supervision	Sexual assault
Week 10	Ethics and legal issues	Sexual abuse/sexual violence
Week 11	Psychotherapy models	Emergency preparedness/response in community and workplace
Week 12	Supervision models	Emergency preparedness/response in schools and universities
Week 13	Supervision interventions	Grief and loss
Week 14	Presentations	Military deployment and reintegration issues
Week 15	Presentations (cont.)	Death notifications
Week 16	Presentations (cont.)	Final exam

Section C: Full List of Course Materials

Note: main texts and additional texts are mixed in this list.

Abuse

- Hodges, E. A., & Myers, J. E. (2010). Counseling adult women survivors of childhood sexual abuse: Benefits of a wellness approach. *Journal of Mental Health Counseling*, 32(2), 139–154. <https://doi.org/10.17744/mehc.32.2.t537j335522kx62q>
- Briere, J., & Elliott, D. M. (1997). Psychological assessment of interpersonal victimization effects in adults and children. *Psychotherapy: Theory, Research, Practice, Training*, 34(4), 353–364. <https://doi.org/10.1037/h0087848>

Clinical Supervision

- Bernard, J., & Goodyear, R. (2009). *Fundamentals of clinical supervision* (5th ed.). Upper Saddle River, NJ: Pearson Education.
- Milliren, A., Clemmer, F., & Wingett, W. (2006). Supervision: In the Style of Alfred Adler. *The Journal of Individual Psychology*, 62(2), 89–105.

Counselor education

- Minton, C. (2010). The Status of Crisis Preparation in Counselor Education: A National Study and Content Analysis. *Journal Of Professional Counseling: Practice, Theory & Research*, 38(2), 5-17.
- Morris, C., & Minton, C. (2012). Crisis in the Curriculum? New Counselors' Crisis Preparation, Experiences, and Self-Efficacy. *Counselor Education And Supervision*, 51(4), 256-269.

- Sawyer, C., Peters, M., & Willis, J. (2013). Self-Efficacy of Beginning Counselors to Counsel Clients in Crisis. *Journal Of Counselor Preparation & Supervision*, 5(2), 30-43. doi:10.7729/52.0042

Crisis intervention

- Cavaola, A. & Colford, J. (2018). *Crisis intervention: A practical guide*. Sage Publishing: Los Angeles, CA.
- Cavaola, A. A., & Colford, J. E. (2006). *A practical guide to crisis intervention*. Boston: Lahaska Press.
- Collins, B. G., & Collins, T. M. (2005). Assessment: A developmental-ecological perspective. In *Crisis and trauma: Developmental-ecological intervention* (pp. 19-43). Brooks/Cole.
- Greenstone, J. L., & Leviton, S. C. (2002). *Elements of crisis intervention*. Pacific Grove, CA: Brooks/Cole.
- Echterling, L. G., Presbury, J. H., & McKee, J. E. (2005). *Crisis intervention: Promoting resilience and resolution in troubled times*. Upper Saddle River, N.J: Pearson/Merrill Prentice Hall.
- Everly, G. S., Jr. (2000). Five principles of crisis intervention: Reducing the risk of premature crisis intervention [Editorial]. *International Journal of Emergency Mental Health*, 2(1), 1–4.
- Greenstone, J. L., & Leviton, S. C. (2002). *Elements of crisis intervention*. Pacific Grove, CA: Brooks/Cole.
- Jackson-Cherry, L.R., & Erford, B. (2018). *Crisis Assessment, Intervention, and Prevention*, 3rd. edition. Pearson. Print ISBN: 9780134522715, 0134522710; eText ISBN: 9780134523545, 0134523547
- Jackson-Cherry, L. R. & Erford, B. T. (2013). *Crisis assessment, intervention and prevention* (2nd ed.). Upper Saddle River, NJ: Pearson Education.
- James R. K., & Gilliland B. E. (2017). *Crisis intervention strategies*. (8th ed.). Boston, MA: Cengage Learning
- Gilliland, B. E. & James, R. K. (2013). *Crisis intervention strategies* 8th ed. Pacific Grove, CA: Brooks/Cole.
- Kolski, T. D., Avriette, M., & Jongsma, A. E. (2012 or current). *The crisis counseling and traumatic events treatment planner* (2nd ed.). New York: John Wiley & Sons, Inc. ISBN13: 978-0-471-39587-4 or ISBN10: 0-471-39587-0 softcover.
- Sandoval, J. (2002). *Handbook of Crisis Counseling, Intervention, and Prevention in the Schools*. Mahwah, N.J.: L. Erlbaum Associates.
- Haberstroh, S. (2020). Fundamental theories and skills for crisis counseling. In T. Duffey & S. Haberstroh (Eds.), *Introduction to crisis and trauma counseling* (pp. 91-112). American Counseling Association.

Disaster counseling

- Greenstone, J. L. (2011). Review of Crisis and disaster counseling: lessons learned from Hurricane Katrina and other disasters. *International Journal Of Emergency Mental Health*, 13(1), 57-58."
- Bowman, S. L., & Roysircar, G. (2011). Training and Practice in Trauma, Catastrophes, and Disaster Counseling. *Counseling Psychologist*, 39(8), 1160-1181.

- Morris, A. F. (2011). Psychic aftershocks: Crisis counseling and disaster relief policy. *History Of Psychology*, 14(3), 264-286. doi:10.1037/a0024169"

Ethics

- https://www.naadac.org/assets/2416/ethical_and_professional_issues_in_addiction_counseling_section_i_webinarslides.pdf

Grief and loss

- Wolfelt, A.D. (2005). *Companioning the bereaved: A soulful guide for caregivers*. Fort Collins, CO: Companion Press. ISBN-10: 9781879651418; ISBN-13: 978-1879651418; ASIN: 1879651416

Intimate partner violence

- McLuckey, L., & Teska, J. (2016). *Intimate partner violence: Effects on health*. Cinahl Information Systems.

Mental health

- Davidson, P. W. (1999). Characteristics of older adults with intellectual disabilities referred for crisis intervention. *Journal of Intellectual Disability Research*, 43, 38-47.
- Marsella, A. J. (2010) Ethnocultural Aspects of PTSD: An Overview of Concepts, Issues, and Treatments. *Traumatology*, 16(4): 17-26. DOI: <https://doi.org/10.1177/1534765610388062>
- Mikulincer, M., Shaver, P. R., & Solomon, Z. (2015). An attachment perspective on traumatic and posttraumatic reactions. In M. P. Safir, H. S. Wallach, & A. Rizzo (Eds.), *Future directions in post-traumatic stress disorder* (pp. 79-96). Springer.
- Summer Sherburne Hawkins, MS, Jerilynn Radcliffe, PhD, Current Measures of PTSD for Children and Adolescents, *Journal of Pediatric Psychology*, Volume 31, Issue 4, May 2006, Pages 420–430, <https://doi.org/10.1093/jpepsy/jsj039>

Multicultural counseling

- Arrendondo, P., Toporek, R., Brown, S. P., Jones, J., Locke, D. C., Sanchez, J., & Stadler, H. (1996). Operationalizations of the multicultural counseling competencies. *Journal of Multicultural Counseling and Development*, 24, 42-78.
- Goodman, R. D. (2014). A liberatory approach to trauma counseling: Decolonizing our trauma informed practices. In R. D. Goodman & P. Gorksi (Eds.), *Decolonizing "multicultural" counseling through social justice* (pp. 55-72). Springer.
- Raghavan, S., & Sandanapitchai, P. (2020). The relationship between cultural variables and resilience to psychological trauma: A systematic review of the literature. *Traumatology*. Advance online publication. <http://dx.doi.org/10.1037/trm0000239>

Psychological first aid

- Brymer, M., Jacobs, A., Layne, C., Pynoos, R., Ruzek, J., Steinberg, A., Venberg, E., & Watson, P. *Psychological First Aid: Field operations guide* (2nd ed.). (2006). National Child Traumatic Stress Network and National Center for PTSD. Available for free download: <https://www.nctsn.org/resources/psychological-first-aid-pfa-fieldoperations-guide-2nd-edition>

Psychotherapy

- Linehan, M. M. (2011). Dialectical behavior therapy and telephone coaching. *Cognitive And Behavioral Practice*, 18(2), 207-208. doi:10.1016/j.cbpra.2010.06.003

- Sweezy, M. (2011). The teenager's confession: Regulating shame in internal family systems therapy. *American Journal of Psychotherapy*, 65(2), 179-188.
- Myrick, A. C., & Green, E. J. (2014). Establishing safety and stabilization in traumatized youth: Clinical implications for play therapists. *International Journal of Play Therapy*, 23(2), 100–113. DOI: 10.1037/a0036397

Racial trauma

- Comas-Díaz, L. (2016). Racial trauma recovery: A race-informed therapeutic approach to racial wounds. In A. N. Alvarez, C. T. H. Liang, & H. A. Neville (Eds.), *The cost of racism for people of color: Contextualizing experiences of discrimination* (pp. 249-272). <http://dx.doi.org/10.1037/14852-012>
- Menakem, R. *My Grandmother's Hands: Racialized Trauma and Pathway to Mending our Hearts and Body* (2017).

Self-care

- Rudick, C. D. (2012). Therapist self-care: Being a healing counselor rather than a wounded healer. In L. L. Levers (Ed.), *Trauma counseling: Theories and interventions* (pp. 554-568). Springer.

Suicide

- G. A., Granello, D. H., & Granello, P. F. (2011). *Suicide, self-injury, and violence in the schools: Assessment, prevention, and intervention strategies*. Hoboken, NJ: Wiley
- Miller, A. L., Rathus, J. H., & Linehan, M. M. (2007). *Dialectical behavior therapy with suicidal adolescents*. Guilford Press.
- Saatci, Y. (2015). *Effects of parental suicide on the adolescent survivors' adult lives*. Saarbrücken, Germany: Scholars' Press.
- Ting, Laura; Sanders, Sara; Frey, Jodi; Power, James. (2006) *Dealing with the Aftermath: A Qualitative Analysis of Mental Health Social Workers' Reactions after a Client Suicide*. *Social work* 51(4):339-41 DOI: 10.1093/sw/51.4.329
- Van Orden, K. A., Witte, T. K., Cukrowicz, K. C., Braithwaite, S. R., Selby, E. A., & Joiner, T. E., Jr (2010). The interpersonal theory of suicide. *Psychological review*, 117(2), 575–600. <https://doi.org/10.1037/a001869>

Somatic psychotherapy

- *Somatic Psychology Toolbox: 125 Worksheets and Exercises to Treat Trauma & Stress* (2018)-by Manuela Mischke-Reeds

Substance abuse

- Substance Abuse and Mental Health Services Administration. *Trauma-Informed Care in Behavioral Health Services*. Treatment Improvement Protocol (TIP) Series 57. HHS Publication No. (SMA) 13-4801. Rockville, MD: Substance Abuse and Mental Health Services Administration, 2014.

Trauma

- Armstrong, C., (2018). *Rethinking trauma treatment: Attachment, memory reconsolidation, and resilience*. W. W. Norton & Company. ISBN-10: 0393712559 ISBN-13: 978-0393712551
- Baranowsky, A. B., & Gentry, J. E. (2015). *Trauma practice: Tools for stabilization and recovery*. Hogrefe.

- Briere, J.N. & Scott, C. (2015). Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment. 2nd edition, DSM-5 update. Sage NJ: Pearson. ISBN: 978-1-4833-5124-7.
- Dassa-Brailsford, R. (2007). A practical approach to trauma: Empowering Interventions. Thousand Oaks, CA: SAGE.
- Dulmus, C.N., & Hilarski, C. (2003). When Stress Constitutes Trauma and Trauma Constitutes Crisis: The Stress-Trauma-Crisis Continuum. Brief Treatment and Crisis Intervention, 3, 27-36.
- Herman, J. L. (1997). Trauma and recovery. NY: Basic Books. ISBN: 0465087302
- Levine, P.A., (1997). Waking the tiger: Healing trauma. Berkeley, CA: North Atlantic Books. ISBN-10: 155643233X or ISBN-13: 978-1556432330.
- Rothschild, B. The Body Remembers Volume 2: Revolutionizing Trauma Treatment (2017).
- Rothschild, B. (2021). Revolutionizing trauma treatment: Stabilization, safety, & nervous system balance. Norton Professional Books.
- van der Kolk, B. (2014). The body keeps the score: Brain, mind, and body in the healing of trauma. New York: Viking.

Section D: Assessment Case Studies

Note: Competencies are not completely in order. Priority was given to aligning the universities where competencies were shared in order to highlight the differences.

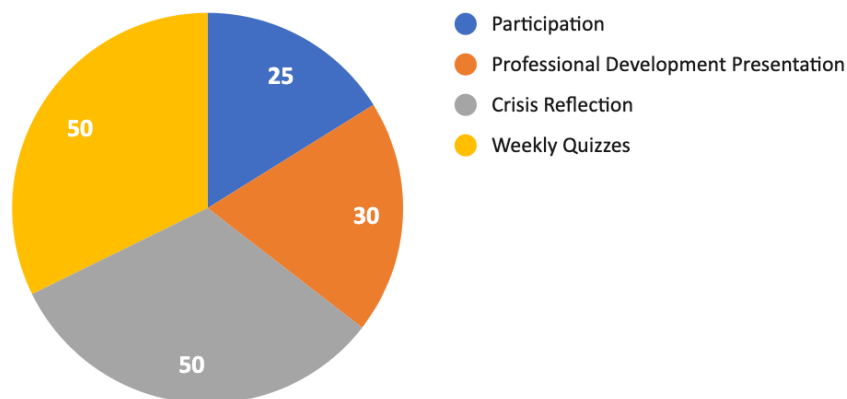
D.1. Case Studies of Grade Breakdown

Eastern Illinois University CSD 5400 Special Topics in Clinical Counseling

This course includes a variety of components including:

- a 6–8 page paper outlining the students' preferred model of supervision
- a 30–40 min presentation (mock training session) over a topic from related to crisis
- a 6–7 page self-reflection paper (crisis reflection) to discuss students' own perceptions of crisis and trauma counseling
- weekly quizzes with short answer, true or false, or multiple choice questions

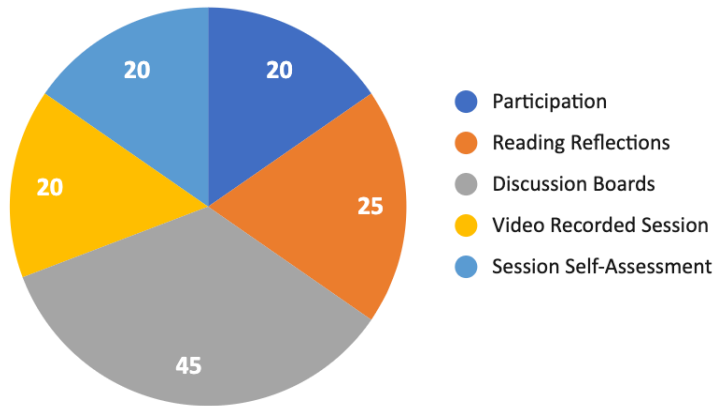
Eastern Illinois University CSD 5400 Course Components



Seattle University COUN 5700 Crisis Counseling

The main component that differentiates this course from others is the approx. 15 minute long mock recorded counseling session and self-assessment.

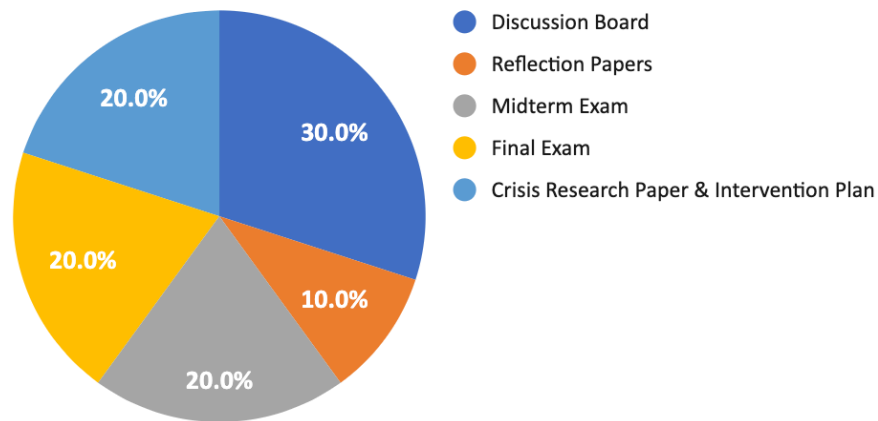
Seattle University COUN 5700 Course Components



Texas A&M- Kingsville EDCG 5364 Crisis Counseling

This course included a midterm and final exam, which were multiple choice and short answer format. Students also had opportunities for reflection in the discussion boards and reflection papers. Additionally, they had to complete a research paper/crisis intervention plan.

Texas A&M- Kingsville EDCG 5364 Course Components



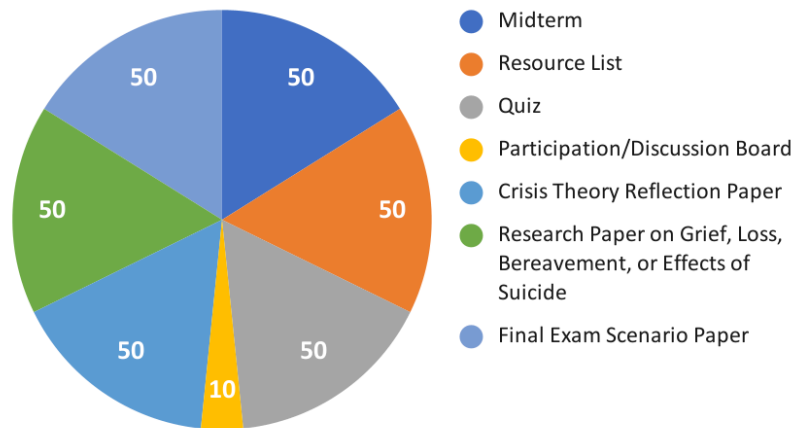
Texas A&M- Central Texas COUN/PSYC 5313 Crisis Intervention Counseling

This course includes a variety of components including a:

- 25 question multiple-choice midterm exam
- list of twelve local community resources for individuals in crisis
- 3–4 page crisis theory reflection paper
- 6–8 page research paper over bereavement, grief, or the effects of suicide

- 1 take-home quiz about one of the readings
- Final paper based on a scenario

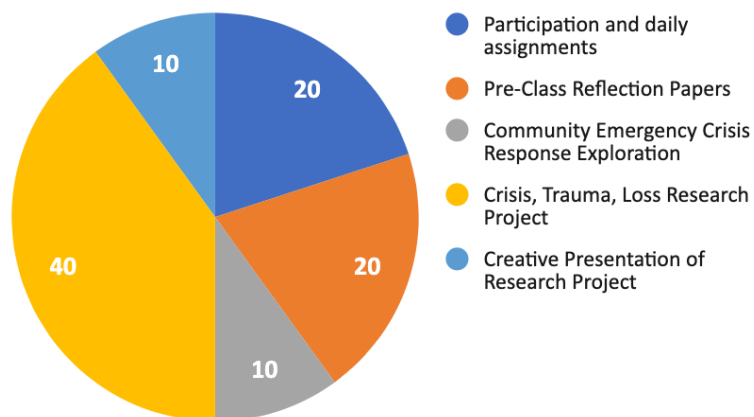
Texas A&M- Central Texas COUN/PYSC 5313



Regis University MCPY 672 Crisis, Trauma, and Loss

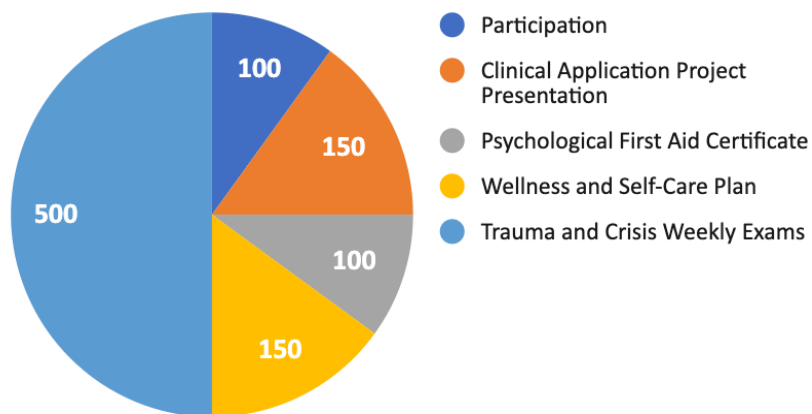
Note: this course's syllabus has very detailed instructions about the assessments, including pre-class reflection prompts. This course includes 3–5 page pre-class reflections, 4–5 page community emergency crisis response exploration, and a research project and presentation.

Regis University MCPY 672 Course Components



Middle Tennessee State University COUN 6750 Foundations of Trauma and Crisis in Counseling
The major assessments differentiating this course from the others is the wellness and self-care plan and needing to get the psychological first aid certificate.

Middle Tennessee State University COUN 6750 Course Components



D.2. Case Studies of Assessment Alignment to CACREP

Texas A&M- Kingsville CACREP Competencies & Associated Assessments		Texas A&M- Central Texas CACREP Competencies & Associated Assessments	
CACREP	Associated Assessments	CACREP	Associated Assessments
2.F.1.b.	<ul style="list-style-type: none"> Discussion Board Midterm Exam 	2.F.1.k.	<ul style="list-style-type: none"> Role Plays Short Essay Scenarios
2.F.1.c.	<ul style="list-style-type: none"> Discussion Board Midterm Exam 	2.F.1.c.	<ul style="list-style-type: none"> Resources List
2.F.3.g.	<ul style="list-style-type: none"> Crisis Research Paper 	2.F.3.g.	<ul style="list-style-type: none"> Research Paper
2.F.5.c.	<ul style="list-style-type: none"> Midterm Exam Final Exam Crisis Research Paper 	2.F.1.l.	<ul style="list-style-type: none"> Discussion Board
2.F.5.k.	<ul style="list-style-type: none"> Discussion Board Midterm Exam Final Exam Reflection Papers 	2.F.5.k.	<ul style="list-style-type: none"> Resources List
2.F.5.l.	<ul style="list-style-type: none"> Midterm Exam Final Exam Crisis Research Paper 	2.F.5.l.	<ul style="list-style-type: none"> Discussion Board
2.F.5.m.	<ul style="list-style-type: none"> Discussion Board 	2.F.5.m.	<ul style="list-style-type: none"> Role Plays

	<ul style="list-style-type: none"> • Midterm Exam • Final Exam • Crisis Research Paper 		<ul style="list-style-type: none"> • Short Essay Scenarios • Discussion Board
2.F.7.c.	<ul style="list-style-type: none"> • Discussion Board • Midterm Exam • Final Exam • Crisis Research Paper 	2.F.7.c.	<ul style="list-style-type: none"> • Role Plays • Short Essay Scenarios • Discussion Board
2.F.8.c.	<ul style="list-style-type: none"> • Discussion Board • Midterm Exam • Final Exam • Crisis Research Paper 	2.F.7.d.	<ul style="list-style-type: none"> • Role Plays • Short Essay Scenarios • Discussion Board
2.F.8.d.	<ul style="list-style-type: none"> • Discussion Board • Midterm Exam • Final Exam • Crisis Research Paper 	2.F.5.j.	<ul style="list-style-type: none"> • Role Plays • Short Essay Scenarios • Discussion Board
2.F.8.e.	<ul style="list-style-type: none"> • Discussion Board • Midterm Exam • Final Exam • Crisis Research Paper 	2.F.2.a.	<ul style="list-style-type: none"> • Research Paper
5.C.1.b.	<ul style="list-style-type: none"> • Discussion Board • Midterm Exam • Final Exam • Crisis Research Paper 	2.F.2.c.	<ul style="list-style-type: none"> • Research Paper
5.C.2.f.	<ul style="list-style-type: none"> • Discussion Board • Midterm Exam • Final Exam • Crisis Research Paper 	5.C.2.f.	<ul style="list-style-type: none"> • Research Paper
5.C.2.i.	<ul style="list-style-type: none"> • Discussion Board • Midterm Exam • Final Exam • Crisis Research Paper 	2.F.2.f.	<ul style="list-style-type: none"> • Role Plays • Discussion Board
5.C.2.m.	<ul style="list-style-type: none"> • Discussion Board • Midterm Exam • Final Exam • Crisis Research Paper 	2F.3.f.	<ul style="list-style-type: none"> • Research Paper

Liberty University CACREP Competencies & Associated Assessments		Middle Tennessee CACREP Competencies & Associated Assessments	
CACREP	Associated Assessments	CACREP	Associated Assessments
2.F.1.b.	<ul style="list-style-type: none"> Community Disaster Plan Quiz 	2.F.7.d	<ul style="list-style-type: none"> Quiz
2.F.1.c.	<ul style="list-style-type: none"> Community Disaster Plan Quiz 	2.F.1.c	<ul style="list-style-type: none"> Quiz Clinical Application Project Presentation
2.F.1.k.	<ul style="list-style-type: none"> Community Disaster Plan Treatment Plan Quiz 	5.G.2.e	<ul style="list-style-type: none"> Project Presentation
2.F.1.l.	<ul style="list-style-type: none"> Community Disaster Plan Treatment Plan Quiz 	2.F.1.l.	<ul style="list-style-type: none"> Wellness and Self-Care Plan
2.F.3.g.	<ul style="list-style-type: none"> Crisis Intervention Paper Quiz 	2.F.3.g	<ul style="list-style-type: none"> Quiz
2.F.5.k	<ul style="list-style-type: none"> Community Disaster Plan 	5.C.2.f.	<ul style="list-style-type: none"> Discussion Board Final Exam
2.F.5.l.	<ul style="list-style-type: none"> Suicide Intervention Paper Quiz 	2.F.5.l.	<ul style="list-style-type: none"> Quiz
2.F.5.m	<ul style="list-style-type: none"> Community Disaster Plan Resource List Crisis Intervention Plan 	2.F.5.m	<ul style="list-style-type: none"> Quiz Certificate Completion of Psychological First Aid Training Clinical Application Project Presentation