**AUBURN UNIVERSITY**

**DEPARTMENT OF SPECIAL EDUCATION, REHABILITATION, AND COUNSELING**

**SYLLABUS**

Summer Semester 2025

**Course Number: COUN 7500-001**

**Course Title: Crisis Intervention in Counseling**

**Credit Hours:** 3 Semester hours

**Prerequisites:** None

**Corequisites:** None

**Date Syllabus Prepared:** Initial submission January 2012; Revised August 2012; October 2012; July 2014; August 2015; August 2016; August 2017; August 2018; August 2019; August 2020; August 2021; August 2022; August 2023; May 2025

**Instructor:** Yuhyun Park, Ph.D.

Email: yzp0037@auburn.edu

Office: College of Education Room 3128

Office Hours: By appointment

**Text:**

**Required:**

Jackson-Cherry, L., & Erford, B. (2018). *Crisis assessment, intervention, and prevention* (3rd ed.)*.* Upper Saddle River, NJ: Pearson Education.

**Course Description:**

Development of skills and knowledge for crisis intervention and management in counseling, including prevention planning, intervention strategies and evaluation. This course will prepare you to effectively manage and treat crisis scenarios with your clients and increase your tolerance of emotionally intense content as a practitioner and individual. This course will also highlight and utilize mindfulness strategies that can be beneficial for professionals and clients in times of challenge and self-care.

**Student Learning Outcomes:** Upon completion of this course, students will be able to demonstrate these learning outcomes:

**Foundational Knowledge Goals:**

* Counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (CACREP 2016, II.F.1.c.)
* Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP 2016, II.F.1.i.)
* Strategies for personal and professional self-evaluation and implications for practice (CACREP 2016, II.F.1.k.)
* Self-care strategies appropriate to the counselor role (CACREP 2016, II.F.1.l.)
* The role of counseling supervision in the profession (CACREP 2016, II.F.1.m.)
* Multicultural counseling competencies (CACREP 2016, II.F.2.c.)
* Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP 2016, II.F.2.g.)
* Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP 2016, II.F.2.i.)
* Suicide prevention models and strategies (CACREP 2016, II.F.5.l.)
* Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP 2016, II.F.5.m.)

**Clinical Mental Health Counseling**

* Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP 2016, V.C.2.e.)
* Impact of crisis and trauma on individuals with mental health diagnoses (CACREP 2016, V.C.2.f.)
* Techniques and interventions for prevention and treatment of a broad range of mental health issues CACREP 2016, V.C.3.b.)

**Rehabilitation Counseling**

* Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CACREP 2016, V.D.2.g.)
* Impact of crisis and trauma on individuals with disabilities (CACREP 2016, V.D.2.h.)

**School Counseling**

* Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (CACREP 2016, V.G.2.g.)
* Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (CACREP 2016, V.G.2.i.)

**Human Dimension Goals:**

* Students will learn about their triggers, biases, and beliefs about challenging issues (i.e., suicide, grief, working with perpetrators, etc.)
* Students will learn more about understanding and interacting with others, and what their thought process is of those interactions in the toughest points of their clients’ lives.

 **Caring Goals:**

* Students will adopt increased emotional regulation, empathy, resilience, and tolerance of discomfort.
* Students will increase their interest in helping the most vulnerable.
* Students will increase their ideas of flexibility and adaptability is key.

**Integration Goals:**

* Students will generate connections among ideas of ethical and best practices, versus reacting and flying by the seat of your pants.
* Students will recognize connections between basic and advanced clinical skills.
* Students will identify how self-care and self-awareness are vital for sound clinical practice.

**Assignments/Projects:**

1. ***Weekly Reading Comprehension Assignments (10pts each)*** Students may choose one of the following options each week (Week 2 – 10) to earn up to 10 points:
	1. ***Reading Questions:*** Students will read assigned material and will complete a quiz in Canvas prior to the start of class.Reading comprehension assignments will be comprised of multiple-choice questions and open-ended/short answer questions. *No late quizzes accepted.*
	2. ***(Optional) Wellness and Self-Care Reflection:*** As part of the weekly assignment, students will reflect on their overall self-care and wellness each week. Please see Wellness and Self-Care Reflection form on Canvas.

**Make-Up Option:**

If you do not perform well on the reading quiz and would like to earn the full 10 points, you may complete the Wellness and Self-Care Reflection in addition to the quiz. The reflection can be used to supplement your score for that week, up to a maximum of 10 points total. All submissions (quiz and/or reflection) must be completed before the start of class to receive credit. No late submissions will be accepted.

1. ***Crisis Intervention Demonstration:*** Students will demonstrate a crisis intervention demonstration. Students must demonstrate their ability to conduct a risk assessment, including but not limited to suicide, homicide, psychosis, and/or self-harm. Following the assessment, students must be able to demonstrate their ability to make a clinical judgment based on their conceptualization of the risk and to connect the client to appropriate care. After the demonstration, students will complete the Crisis Intervention Documentation and Plan for Services form for the mock client.
	* Students will complete the demonstration in-class on ***7/23/25*** (50pts)
	* Crisis Intervention Documentation and Plan for Services form is due by ***8/1/25*** (25pts)
2. ***Crisis Memoir Analysis:*** Students will read a book that is a memoir (i.e., true story) of the author’s crisis experience. Students may select a memoir of their choice and receive the instructor’s approval by ***6/4/25.*** After reading the memoir, students will complete an analysis including the components listed below. Papers will be a minimum of 8 pages, not including reference or title page, and will be in APA 7th edition style formatting. A minimum of 5 scholarly sources must be cited within the paper and a reference list must be provided. ***Due 7/11/25*** (75pts). **(Note: please do not choose a fictional novel; this must be a true story)**
	1. Introduce the protagonist
	2. Describe the crisis the protagonist experienced
	3. Provide information from your textbook and from the literature about this type of crisis (e.g., provide diagnostic criteria for a mental disorder the protagonist may have experienced; apply the tasks of mourning to a protagonist who was grieving). This information (i.e., what is typically expected after such a crisis) should be compared and contrasted with the experiences of the protagonist.
	4. Describe any legal and ethical issues involved in the crisis situation (e.g., describe issues related to confidentiality and privacy, mandated reporting, any court proceedings that did or could have occurred related to the crisis, police or law enforcement involvement, etc.)
	5. Describe the environmental, cultural, and developmental influences – How did the person’s environment, culture, and development impact the crisis situation and the person’s response to and ability to cope and heal from the crisis? Consider the person’s resources related to each of these factors.
	6. Describe the services the protagonist received to related to the crisis. **In addition,** describe the following:
		1. How could a clinical mental health/school/rehabilitation counselor be helpful to the protagonist during his or her crisis? (Write about your specialty area)
		2. What specific types of assessments and interventions might you have used with this person?
		3. Who might you collaborate with when helping this person? What types of referrals might you offer him or her?
	7. Describe your personal experience of reading this person’s crisis experience. Reflect on what it might be like for you to hear this person describe his or her story to you in person. How would you manage your personal response to the client’s experience with remaining in the role of a helper to the client?

***Weekly Group Work (10 points each):*** These activities are designed to support application of course content through collaboration and active engagement. Each week (Week 2 – 10), students will work in small groups to complete an experiential activity such as:

* Case Study Discussions – Analyze realistic crisis scenarios and develop response strategies
* Role-Plays – Practice skills such as risk assessment, de-escalation, and referral planning
* Ethical Dilemmas – Debate and reflect on responses to complex legal/ethical issues
* Structured Group Discussions – Reflect on the week’s topic with guided discussion questions
* Mini-Presentations or Teach-Backs – Collaboratively summarize key crisis topics to reinforce learning
* Research Article Discussions – Read and discuss assigned or provided research articles together in class to connect current literature to practice

**Grading and Evaluation:**

Course assignments are due **before the start of class** on the dates specified. When an assignment is turned in late, the student’s grade will be reduced by 10% per day, with no assignments accepted more than 1 week past the due date without an approved excuse. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments. Students in this course are required to complete the specified course requirements. Students’ final grades are based on these components:

|  |  |  |  |
| --- | --- | --- | --- |
| **Assignment** | **Due** | **Points** | **Standards** |
| Weekly Assignments | Weekly | 80 (10\*8pts)  | II.F.1.i.; II.F.1.k.; II.F.1.l.; II.F.1.m.; II.F.2.c.; II.F.2.g.; II.F.5.l.; II.F.5.m; V.C.2.e.; V.C.2.f.; V.C.3.b.; V.D.2.g.; V.D.2.h.; V.G.2.g.; V.G.2.i. |
| Weekly Group Work | Weekly | 80 (10\*8pts) | II.F.1.i.; II.F.1.k.; II.F.1.l.; II.F.1.m.; II.F.2.c.; II.F.2.g.; II.F.5.l.; II.F.5.m; V.C.2.e.; V.C.2.f.; V.C.3.b.; V.D.2.g.; V.D.2.h.; V.G.2.g.; V.G.2.i. |
| Crisis Intervention Demonstration | In-class Demonstration: 7/23/25 Documentation: 8/1/25 | 75 | II.F.2.c.; II.F.2.g.; V.C.2.e; V.D.2.h.. |
| Crisis Memoir Analysis | Book approval: 6/4/25Analysis due: 7/11/25 | 75 | II.F.1.c.; II.F.2.c; II.F.2.g.; II.F.2.i.; II.F.5.m |
|  | **Total** | **310 pts**  |  |

The following scale will be used:

 90 – 100% =A

 80 – 89.99% =B

 70 – 79.99% =C

 60 – 69.99% =D

 59.99% and Below =F

**Class Policy Statements:**

1. Attendance: Students are expected to attend class and to **be on time** for class meetings. Students are expected to prepare for class and to participate in class activities and discussions, when applicable. Should students need to be absent for any reason, please contact the course instructor before missing that class meeting. Students are allotted one absence. This course is a safe place; if content covered in this course is upsetting or support is needed, please take care of yourself and let the instructor know privately immediately.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed work due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up assignments will be arranged during the last three days before the final exam period begins.
4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. Educational Accessibility Accommodations: Students who need instructional modifications are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).
6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency,

or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

1. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
	1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality
2. Use of Electronics: Electronics must be put on silent and not distracting during class times, unless the instructor is notified of special circumstances (e.g., on-call professional services, family emergencies). **This is a highly emotionally charged class that needs to feel safe; computers and electronic notepads may be used for class purposes only and must not be a distraction.**

**Course Schedule:** The course sequence aims to address clinical topics that are most relevant and in the order you will likely face them in your practicum sites this semester. Each subject serves to create a foundation from which you can build and enhance your understanding of the nuances and more specifics of crisis counseling and the populations you will serve in this capacity.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Content** | **Readings** | **Assignments Due** | **2016 CACREP Standards** |
| 1 | 5/21/25 | Introduction to Crisis and Trauma CounselingCourse Orientation |  |  | II.F.1.c. |
| 2 | 5/28/25 | Basic Concepts of Crisis InterventionCounselor Self-Care and Raising Resilience in Crisis Situations | Ch. 1 & 14 | Weekly Assignment 1 | II.F.1.i.II.F.1.k.II.F.1.l.II.F.1.m.II.F.2.c.II.F.2.g.V.D.2.h. |
| 3 | 6/4/25 | Safety Concerns in Crisis SituationsEthical and Legal Considerations in Crisis Counseling | Ch. 2 & 3 | Weekly Assignment 2 -***Includes memoir title for approval*** | II.F.1.i.II.F.1.k.II.F.1.l.II.F.1.m.II.F.2.c.II.F.2.g.V.D.2.h. |
| 4 | 6/11/25 | Essential Crisis Intervention SkillsMental Status ExamsTrauma-Informed CareLoss, Grief, & Bereavement | Ch. 4, 5 | Weekly Assignment 3 | II.F.2.g.II.F.2.i.II.F.5.l.II.F.5.m.V.C.2.f.V.C.3.b.V.G.2.g. |
| 5 | 6/18/25 | Risk Assessment and Intervention: Suicide and HomicideNon-suicidal Self-Injury and Psychosis: Assessment and InterventionUnderstanding and Treating Substance Use Disorders with Clients in CrisisRisk Assessment and Intervention Practice | Ch 6, 7 | Weekly Assignment 4 | II.F.1.c.II.F.1.i.II.F.2.g.II.F.2.i.V.C.3.b.V.C.2.e.V.D.2.g.V.G.2.g.V.G.2.i. |
| 6 | 6/25/25 | NO CLASS - Study/Reading Day |  |  |
| 7 | 7/2/25 | Intimate Partner ViolenceSexual ViolenceCrisis & Trauma Counseling with Couples & FamiliesPsychological First Aid | Ch. 8 & 9 | Weekly Assignment 5 | II.F.1.c.II.F.2.g.II.F.2.i.II.F.5.m.V.C.2.f.V.C.3.b. |
| 8 | 7/9/25 | Child sexual abuseViolence, abuse, and neglect across the life span Reporting child abuse & neglect on K-12 campusesMilitary and First Responders | Ch. 10 & 11 | Weekly Assignment 6**Crisis Memoir Due by July 11, 6:00pm** | II.F.2.g.II.F.2.i.V.C.3.b. |
| 9 | 7/16/25 | Individualized Feedback Sessions | Weekly Assignment 7 |  |
| 10 | 7/23/25 | **Risk Assessment and Intervention: Skill Demonstrations** | Weekly Assignment 8**Crisis Intervention Demonstrations** | II.F.2.g.II.F.2.i.II.F.5.l.V.C.3.b.V.D.2.h. |
| 11 | 7/30/25 | Class Wrap Up | **Crisis Intervention Documentation Due by Aug 1, 6:00pm**  | II.F.1.c.; II.F.1.i.; II.F.2.g; II.F.2.i.; II.F.5.l |

**Justification for Graduate Credit:**

This course includes advanced content crisis intervention. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2016). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.

**SYLLABUS DISCLAIMER:**

The instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students.  If changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via email.

**Articles and Resources**

American Red Cross. (n.d.) *Preparing for disaster with people with disabilities and other special needs.* Author.

American Society of Suicidology. (n.d.). Core competencies for the assessment and management of individuals at risk for suicide. Retrieved from http://www.suicidology.org/training-accreditation/rrsr

Bhandari, S., Bullock, L. C., Anderson, K., Danis, F., & Sharps, P. (2011). Pregnancy and intimate partner violence: How do rural, low-income womencCope? *Health Care for Women International*, *32*(9), 833–854. https://doi-org.spot.lib.auburn.edu/10.1080/07399332.2011.585532

Bray, B. (2021). Crisis counseling: A blend of safety and compassion. *Counseling Today*. Found

here: https://ct.counseling.org/2021/07/crisis-counseling-a-blend-of-safety-and-compassion/

Brymer, M., Jacobs, A., Layne, C., Pynoos, R., Ruzek, J., Steinberg, A., Vernberg, E., & Watson, P. (2006). *Psychological First Aid: Field Operations Guide (2nd ed.*). National Child Traumatic Stress Network and National Center for PTSD. Retrieved from www.nctsn.org or www.ncptsd.va.gov.

Brymer M., Taylor M., Escudero P., Jacobs A., Kronenberg M., Macy R., Mock L., Payne L., Pynoos R., & Vogel J. (2012). *Psychological first aid for schools: Field operations guide (2nd ed.)*. Los Angeles: National Child Traumatic Stress Network

Buser, T. J., & Buser, J. K. (2013). The HIRE model: A tool for the informal assessment of nonsuicidal self-injury. *Journal of Mental Health Counseling, 35*, 262-281.

Caiola, S. (2021). How rape affects memory and the brain, and why more police need to know about this. NPR. Found here: https://www.npr.org/sections/health-shots/2021/08/22/1028236197/how-rape-affects-memory-and-the-brain-and-why-more-police-need-to-know-about-thi

Carrick, L. (2014). Person-centred counsellors’ experiences of working with clients in crisis: A qualitative interview study. *Counselling & Psychotherapy Research, 14*(4), 272–280. https://doi-org.spot.lib.auburn.edu/10.1080/14733145.2013.819931

Carrola, P., & Corbin-Burdick, M. F. (2015). Counseling militaryveterans: Advocating for culturally competent and holistic interventions. *Journal of Mental Health Counseling, 37*(1), 1–14. https://doi-org.spot.lib.auburn.edu/10.17744/mehc.37.1.v74514163rv73274

Cavanaugh, B. (2016). Trauma-informed classrooms and schools. *Beyond Behavior, 25*(2), 41-46.

Crane, C. & Easton, C. (2017). Integrated treatment options for male perpetrators of intimate partner violence. Drug and Alcohol Review, 36, 24-33. DOI: 10.1111/dar.12496

Eidelson, R. (2019). Interview: Trauma-informed care with transition-age youth. Psychology Today. Found here: https://www.psychologytoday.com/ca/blog/dangerous-ideas/201904/interview-trauma-informed-care-transition-age-youth

Ener, L., & Ray, D. C. (2018). Exploring characteristics of children presenting to counseling for grief and loss. *Journal of Child and Family Studies, 27*(3), 860–871. https://doi-org.spot.lib.auburn.edu/10.1007/s10826-017-0939-6

Evans, L. (2021). A survivor's lens on counseling and intimate partner violence. *Counseling Today*. Found here: https://ct.counseling.org/2021/08/a-survivors-lens-on-counseling-and-intimate-partner-violence/

Erickson Cornish, J. A., Smith, R. D., Holmberg, J. R., Dunn, T. M., & Siderius, L. L. (2019). Psychotherapists in danger: The ethics of responding to client threats, stalking, and harassment. *Psychotherapy*, 56(4), 441–448. https://doi-org.spot.lib.auburn.edu/10.1037/pst0000248

Ford, J. & Delker, B. (2018) Polyvictimization in childhood and its adverse impacts across the

lifespan: Introduction to the special issue, *Journal of Trauma & Dissociation*, *19*:3, 275-288,

DOI: [10.1080/15299732.2018.1440479](https://doi.org/10.1080/15299732.2018.1440479)

Foster, J. M., & Hagedorn, W. B. (2014). A qualitative exploration of fear and safety with child

victims of sexual abuse. *Journal of Mental Health Counseling, 36(*3), 243–262.

https://doi-org.spot.lib.auburn.edu/10.17744/mehc.36.3.0160307501879217

Friedman, R. (2018). How to be more resilient. *The New York Times*. Found here:

https://www.nytimes.com/2018/12/15/opinion/sunday/stress-anxiety-depression-research.html?referringSource=articleShare

Garner, Baker, & Hagelgans (2016). The private traumas of first responders. *Journal of Individual Psychology, 72*(3), 168–185.

Goldbach, J. T., Rhoades, H., Green, D., Fulginiti, A., & Marshal, M. P. (2019). Is there a need for LGBT-specific suicide crisis services? *Crisis: The Journal of Crisis Intervention and Suicide Prevention, 40*(3), 203–208. https://doi-org.spot.lib.auburn.edu/10.1027/0227-5910/a000542

Haiyasoso, M., & Moyer, M. (2014). Counseling sexual abuse survivors and caregivers. *Journal of Professional Counseling: Practice, Theory & Research, 41*(2), 39-52.

Hammett, J. F., Karney, B. R., & Bradbury, T. N. (2020). Adverse childhood experiences, stress, and intimate partner violence among newlywed couples living with low incomes. *Journal of Family Psychology, 34*(4), 436–447. https://doi-org.spot.lib.auburn.edu/10.1037/fam0000629

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.spot.lib.auburn.edu/10.17744/mehc.32.2.t537j335522kx62q

Hyldahl, R. S., & Richardson, B. (2011). Key considerations for using no-harm contracts with clients who self-injure. *Journal of Counseling & Development, 89*, 121-127.

Keller (2022). School counselor saw warning signs for 'A couple of days,' said Ethan Crumbley

exhibited 'suicidal ideation' before mass shooting: Testimony. *Law & Crime* via

https://lawandcrime.com/live-trials/live-trials-current/ethan-crumbley/school-counselor-saw-warning-signs-for-a-couple-of-days-said-ethan-crumbley-exhibited-suicidal-ideation-before-mass-shooting-testimony/

Klingman, A. (1987). A school-based emergency crisis intervention in a mass school disaster.

*Professional Psychology: Research and Practice*, *18*(6), 604–612.

https://doi-org.spot.lib.auburn.edu/10.1037/0735-7028.18.6.604

Kelly, U., Boyd, M. A., Valente, S. M., & Czekanski, E. (2014). Trauma-informed care: Keeping mental health settings safe for veterans. *Issues in Mental Health Nursing, 35*, 413-419. doi:10.3109/01612840.2014.881941.

 Full text can be located: https://www-tandfonline-com.spot.lib.auburn.edu/doi/full/10.3109/01612840.2014.881941

Lewis, L. M. (2007). No-Harm Contracts: A Review of what we know. *Suicide & Life-Threatening Behavior, 37*, 50-57.

 Mills, K. L. (2015). The importance of providing trauma‐informed care in alcohol and other drug services. *Drug and Alcohol Review, 34,* 231-233. doi:10.1111/dar.12273

O’Sullivan, D., Watts, J. R., & Strauser, D. R. (2019). Trauma-sensitive rehabilitation counseling:

Paradigms and principles. *Journal of Vocational Rehabilitation*, *51*(3), 299–312.

<https://doi-org.spot.lib.auburn.edu/10.3233/JVR-191047>

National Child Traumatic Stress Network: <http://nctsn.org>

National Center for PTSD. (2013). *Understanding PTSD treatment.* Retrieved from [www.ptsd.va.gov](http://www.ptsd.va.gov)

Pearson, C. (2022). An age-by-age guide to talking to children about mass shootings. *The* *New York Times*.

Reutter, K. (2021). Trauma stabilization through polyvagal theory and DBT. *Counseling Today*. Found at: <https://ct.counseling.org/2021/09/trauma-stabilization-through-polyvagal-theory-and-dbt/>

Sachs, A. (2011). A memoir of schizophrenia. *TIME*. Retrieved from [www.time.com/arts/article/0.8599.1656592.00.html](http://www.time.com/arts/article/0.8599.1656592.00.html)

Shannon, E., & Wilkinson, B. D. (2020). The ambiguity of perinatal Loss: A dual-process approach to grief counseling. *Journal of Mental Health Counseling, 42*(2), 140–154.

<https://doi-org.spot.lib.auburn.edu/10.17744/mehc.42.2.04>

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2009). The mental status examination. In *Clinical Interviewing* (4th ed.)(pp. 213-243). Hobroken, NJ: Wiley & Sons, Inc.

Substance Abuse and Mental Health Services Administration. (2012). *Preventing Suicide: A Toolkit for High Schools*. HHS Publication No. SMA-12-4669. Rockville, MD: Center for Mental Health Services, Author.

Substance Abuse and Mental Health Services Administration. (2013). *Disaster planning handbook for behavioral health treatment programs.* technical Assistance Publication (TAP) Series 34. HHS Publication No. (SMA) 13-4779. Rockville, MD: Author.

Substance Abuse and Mental Health Services Administration. (2014). *Trauma-informed care in behavioral health services.* Treatment Improvement Protocol (TIP) Series 57. HHS Publication No. (SMA) 13-4801. Rockville, MD: Author.

Substance Abuse and Mental Health Services Administration. (2015). *A journey toward help and hope: Your handbook for recovery after a suicide attempt*. HHS Publication No. SMA-15-4419. Rockville, MD: Center for Mental Health Services, Author.

Tufford, L., & Lee, B. (2020). Relationship repair strategies when reporting child abuse and

neglect. *Child & Adolescent Social Work Journal*, *37*(3), 235–249.

<https://doi-org.spot.lib.auburn.edu/10.1007/s10560-020-00656-6>

Weinberg, R. B. (1990). Serving large numbers of adolescent victim-survivors: Group interventions

following trauma at school. *Professional Psychology: Research and Practice*, *21*(4), 271–278.

<https://doi-org.spot.lib.auburn.edu/10.1037/0735-7028.21.4.271>

Winder, J. H. (1996). Counseling adult male survivors of childhood sexual abuse: A review of treatment techniques. *Journal of Mental Health Counseling, 18*(2), 123–133.

 <http://search.ebscohost.com.spot.lib.auburn.edu/login.aspx?direct=true&db=aph&AN=9706040097&site=ehost-live>

Zimmerman, E. (2020). What makes some people more resilient than others. *The New York Times*.

Found here: <https://www.nytimes.com/2020/06/18/health/resilience-relationships-trauma.html?referringSource=articleShare>