**AUBURN UNIVERSITY**

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

**SYLLABUS**

Summer Semester 2025

**Course Number: COUN 7500**

**Course Title: Crisis Intervention in Counseling**

**Class Meeting: Synchronous via zoom Wednesday 1:00 – 4:45**

**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; December 2023; December 2024; April 2025

**Instructor:** Denise Bozek, Ph.D., ALC, NCC, CRC

Email: [dcb0065@auburn.edu](mailto:dcb0065@auburn.edu)

Office Hours: By appointment

**Texts:**

**Required:**

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

**Additional Supplemental Text (not required):**

Duffey, T., & Haberstroh, S. (Eds.). (2022). *Introduction to crisis and trauma counseling*. Alexandria, VA: John Wiley & Sons.

**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:

**CACREP 2024 Standards:**

* Counselors’ roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management (CACREP 3.A.3.)
* Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas (CACREP 3.A.10.)
* self-care, self-awareness, and self-evaluation strategies for ethical and effective practice (CACREP 3.A.11.)
* The purpose of and roles within counseling supervision in the profession (CACREP 3.A.12.)
* The role of religion and spirituality in clients’ and counselors’ psychological functioning (CACREP 3.B.11.)
* Suicide prevention response models and strategies (CACREP 3.E.19.)
* Crisis intervention, trauma-informed, community-based, and disaster mental health strategies (CACREP 3.E.20.)
* Procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide (CACREP 3.G.13)
* Procedures for assessing clients’ experience of trauma (CACREP 3.G.14)
* Procedures for identifying and reporting signs of abuse and neglect (CACREP 3.G.15)
* Procedures to identify client characteristics, protective factors, risk factors, and warning signs of mental health and behavioral disorders (CACREP 3.G.16)

**Clinical Mental Health Counseling**

* Techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP 5.C.5.)

**School Counseling**

* skills to screen PK-12 students for characteristics, risk factors, and warning signs of mental health and behavioral disorders (CACREP 5.H.12.)

**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 activities (10 points each):*** 
   1. ***Reading questions:*** Students will read assigned material and will complete a quiz/discussion/activity prior to the start of class.
      1. *No late assignments will be accepted.*
   2. ***Wellness and self-care reflection:*** As part of the weekly assignment, students will reflect on their overall self-care and wellness each week.
2. ***Crisis Intervention Demonstration (70 points total):*** 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. \*see rubric on Canvas\*
   * Students will complete the demonstration in-class ***7/23/25*** (45 points)
   * Crisis Intervention Documentation and Plan for Services form ***7/30/25*** (25 points)
3. ***Crisis Intervention Plan Group Project (75 points):*** Students will work in pairs to develop a comprehensive crisis intervention plan for one specific crisis situation in their future work setting. You may choose the crisis scenario, but it must be relevant to your specialty area. Examples of crisis scenarios include a shooting, act of terrorism, hostage situation, natural disaster (e.g., tornado), suicide, homicide, fire, sexual violence, childhood abuse, etc. Crisis management plans should apply information covered over the course of the semester in addition to other scholarly and reference material. The plan should be comprised of the following sections and will be presented in class on ***7/30/25.*** All presentation materials (to include the crisis intervention) should be uploaded to Canvas prior to the presentation on ***7/30/25***. \*see rubric on Canvas\*
4. **Crisis Scenario.** The crisis scenario created by the group should include *who is involved, what happened, and where/when the crisis took place*. The scenario should be specific to group members’ specialty area (e.g., rehabilitation counselors in a rehabilitation counseling setting). ***Due for approval by 6/18/25.***
5. **Prevention and Mitigation.** Describe the plan for *prevention or mitigation* related to this specific scenario. For example, describe lockdown drills for a shooting scenario or prevention programming for a scenario involving suicide. Provide citations from the literature to support these strategies.
6. **Crisis Intervention**. Students will develop an action plan that identifies the roles and responsibilities of the professional counselor, specific to clinical mental health, school, or rehabilitation counseling, in response to the crisis to support the agency, school, or clients during the crisis. These should be *supported by literature and cited*. The action plan should include the following components:
   * 1. Describe *what specific crisis interventions would be applied* *and how* (e.g., assessments, counseling intervention(s)\*\*, ethical/legal protocols such as mandated reporting, Psychological First Aid, etc.), including a rational *for why these interventions were chosen.* Consideration should be made to the match between the interventions and the needs of diverse individuals.
     2. \*\*Bring in one evidenced-based crisis intervention to share with the class and demonstrate/explain how this intervention can be utilized within this specific type of crisis. This can be a handout or a writeup of how to utilize the intervention.
     3. Describe *collaborations with other professionals* (e.g., law enforcement, parents, healthcare providers) that would be necessary for this crisis and what *resources*professional counselors might connect students, clients, or families to (e.g., food, shelter, support, medical care).
7. **Debriefing.** Describe the content and the process for professional and personal debriefing after implementing the crisis interventions. Provide citations from the literature.
8. ***Class Participation (5 points):*** As this course is vital to prepare you for professional counseling work, it relies heavily upon ongoing interpersonal and professional dynamics, therefore every effort should be made to actively participate in class discussions and activities. In addition, students are expected to actively engage with the discussion and experiential group components of class via Zoom and watch all recorded lectures each week. Participation will be evaluated in the following way:

*Excellent (A quality):* Proactive participation – leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.

*Satisfactory (B quality)*: Reactive participation – supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

*Minimally Acceptable (C quality)*: Passive participation – present, awake, alert, attentive, but not actively involved.

*Unsatisfactory (D/F quality)*: Uninvolved or disruptive participation – electronic engagement unrelated to class; psychologically absent, present but not attentive, sleeping, and/or irrelevant contributions that inhibit the progress of the discussion.

**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** | **Points** | **Standards** |
| Weekly Assignments | 90 | 3.A.3, 3.A.10., 3.A.11., 3.A.12., 3.B.11., 3.E.19., 3.E.20., 5.C.5., 5.H.12., 3.G.13, 3.G.14, 3.G.15, 3.G.16 |
| Crisis Intervention Demonstration | 70 | 3.A.10., 3.A.12., 3.B.11., 3.E.19., 5.C.5., 5.H.12., 3.G.13, 3.G.14, 3.G.15, 3.G.16 |
| Crisis Intervention Plan Group Project | 75 | 3.A.3., 3.A.12., 3.E.20., 5.C.5., 5.H.12., 3.G.13, 3.G.14, 3.G.15, 3.G.16 |
| Class Participation | 5 |  |
| **TOTAL** | **240** |

The following scale will be used:

90 – 100% = A

80 – 89.99% = B

70 – 79.99% = C

60 – 69.99% = D

59.99% & below = F

**Class Policy Statements:**

1. Attendance: This is a synchronous class, where we will meet on Zoom most weeks. Students are expected to attend class and to **be on time**. Students are expected to have cameras on the entire class meeting and minimize any other distractions. Students are expected to watch all recorded lectures, prepare for class, and participate in class activities and discussions. Should students need to be absent for any reason, please contact the course instructor before missing that class. Students are allotted one absence. This course is a safe place; if content is upsetting or support is needed, please take care of yourself, and let the instructor know privately.
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.**

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| **Date** | **Content** | **Readings/Assignments** |
| 5/21  Week 1 | Introduction to Crisis and Trauma Counseling  The counseling relationship  Professional counselors’ roles in crisis intervention | **Ch. 1**  Bray (2021)  Carrick (2014)  **SC:** Powell (2022): Ch. 2  *Optional: D & H (2020): Ch. 1 & 2* |
| 5/28  Week 2 | Safety concerns in crisis situations  Ethical and legal considerations in crisis counseling  Counselor self-care and resilience in crisis situations | ***Weekly activity 1***  **Ch. 2, 3, & 14**  Erickson Cornish et. al (2019)  Friedman (2018)  Goldbach et. al (2019)  Zimmerman (2020)  *Optional: D & H (2020): Ch.15* |
| 6/4  Week 3 | Essential Crisis Intervention Skills  Loss, Grief, & Bereavement  Mental Status Exams  Trauma-Informed Care | ***Weekly activity 2***  **Ch. 4 & 5**  Eidelson (2019)  Reutter, K. (2021)  Sommers-Flanagan (2009)  SAMHSA Resources (2014, 2015)  Ener & Ray (2018)  Shannon & Wilkinson (2020)  **SC:** Cavanaugh (2016)  **RC:** O’Sullivan et al. (2019)  *Optional: D & H (2020): Ch. 6* |
| 6/11  Week 4 | Risk assessment & intervention: Suicide & homicide  Non-suicidal Self-Injury & Psychosis | ***Weekly activity 3***  **Ch. 6**  **Buser & Buser (2013)**  Lewis (2007)  SAMHSA (2012, 2015)  Sachs (2011)  Hyldahl & Richardson (2011)  **SC**: Keller (2022); Stargell et al. (2018)  *Optional: D & H (2020): Ch.7* |
| 6/18  Week 5 | Intimate Partner Violence  Sexual Violence | ***Weekly activity 4***  ***Crisis Scenario***  **Ch. 8 & 9**  Caiola (2021)  Crane & Easton (2017)  Evans (2021)  Hammett et al. (2020) |
| 6/25  Week 6 | Military and First Responders | ***Weekly activity 5***  **Ch. 11**  Carrola & Corbin-Burdick (2015)  Kelly et al. (2014)  Garner et al. (2016)  National Center for PTSD (2013)  *Optional: D & H (2020): Ch. 12* |
| 7/2  Week 7 | Crisis & Trauma Counseling with Couples & Families  Understanding & treating substance use in crisis | ***Weekly activity 6***  **Ch. 7**  Taylor (2023)  Mills (2015)  **CMHC & RC:** Brymer et al. (2006)  **SC:** Brymer et al. (2012)  *Optional: D & H (2020): Ch. 10* |
| 7/9  Week 8 | Child sexual abuse  Violence, abuse, and neglect across the life span  Reporting child abuse & neglect on K-12 campuses | ***Weekly activity 7***  **Ch. 10**  Tufford & Lee (2020)  Haiyasoso & Moyer (2014)  Foster & Hagedorn (2014)  Hodges & Myers (2010)  Winder (1996)  **SC:** Powell (2022): Chapter 10  *Optional: D & H (2020): Ch. 8* |
| 7/16  Week 9 | Emergency preparedness and response in the community, workplace, schools, & universities  Responding to community violence and trauma  Psychological First Aid | ***Weekly activity 8***  **Ch. 12 & 13**  American Red Cross (n.d.)  SAMHSA (2013)  Bemak & Chung (2017)  **SC:** Klingman (1987) & Weinberg (1990)  *Optional: D & H (2020): Ch. 13 & 14* |
| 7/23  Week 10 | **Risk Assessment & Intervention: Skill Demonstrations** | ***Weekly activity 9*** |
| 7/30  Week 11 | **Group Presentations** | ***Crisis Intervention Documentation*** |

**\*Bold** readings indicate chapters from the required textbook\*

**Course Schedule:**

The course sequence aims to address clinical topics that are most relevant and in the order that 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.

**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.

Taylor, M. (2023). A Mental Wellness Program for Law Enforcement. *Counseling Today*. Found here <https://ct.counseling.org/2023/08/a-mental-wellness-program-for-law-enforcement/#:~:text=Margaret%20Taylor%20is%20a%20professor,treating%20first%20responders%20and%20trauma>.

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.

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