# 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 class: Wednesdays 12-3:50ct Credit Hours:** 3 Semester hours

**Prerequisites:** None

**Corequisites:** None

Class Zoom Meeting Link: <https://auburn.zoom.us/j/84381602725>

**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, May 2025

**Instructor:** Kevin White, Ph.D., LPC, CPCS, NCC Email: [klw0070@auburn.edu](mailto:klw0070@auburn.edu)

Office: 3124 College of Ed Office Hours: By appointment

# Texts:

**Required:**

Jackson-Cherry, L., & Erford, B. (2023). *Crisis assessment, intervention, and prevention* (4th ed.)*.* Upper Saddle River, NJ: Pearson Education.

**SC:** Powell, A. (2022). *Best practices for trauma-informed school counseling*. Hershey, PA: IGI Global. [See electronic version here.](https://www.igi-global.com/gateway/book/281274)

# Additional Supplemental Text (not required):

Duffey, T., & Haberstroh, S. (Eds.). (2022). *Introduction to crisis and trauma counseling*.

Alexandra, 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 assignments*** (11pts each)
   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 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:*** 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 ***7/30/25***

(25pts)

1. ***Crisis Intervention Plan Group Project (75 points):*** Students will work in groups of 4-5 to develop a comprehensive crisis intervention plan for one specific crisis situation in their future work setting. Groups may choose the crisis scenario, but it must be relevant to the groups’ 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, and so on. 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 to the class in approximately ***20-25 minutes*** 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.
2. **Crisis Scenario (5 pts).** The crisis scenario created by the group should include *who is involved, what happened, and where and when the crisis took place*. The scenario should be specific to group members’ specialty area (e.g. school counselors should create a scenario in a school setting; clinical mental health counselors in a clinical mental health counseling setting; rehabilitation counselors in a rehabilitation counseling setting). ***Due for approval by 6/18/25.***
3. **Prevention and Mitigation (10 pts).** 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.
4. **Crisis Intervention (50 pts)**. 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 paid 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. These will be uploaded to a folder to Canvas for all students to access and add to their intervention toolboxes. (30 pts)
  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).

1. **Debriefing (10 pts).** Describe the content and the process for professional and personal debriefing after implementing the crisis interventions. Provide citations from the literature.
2. ***Class Participation (30 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. 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** | **Due** | **Points** | **Standards** |
| Weekly Assignments | Weekly | 110  (10\*11pts) | 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 | In-class Demonstration: | 75 | 3.A.10., 3.A.12., |
| Demonstration | 7/23/25 |  | 3.B.11., 3.E.19., |
|  |  |  | 5.C.5., 5.H.12. |
|  | Documentation: 7/30/25 |  | 3.G.13, 3.G.14, |
|  |  |  | 3.G.15, 3.G.16 |
| Crisis Intervention Plan Group Project | Crisis approval: 6/18/25 Presentation: 7/30/25 | 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 | Ongoing | 30 |  |
| **Total** | | **290 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: This is a synchronous class, where we will meet on Zoom most weeks at 12ct. Students are expected to attend class via Zoom and to **be on time** for class meetings. Students are expected to have cameras on the entire class meeting and minimize any other distractions. 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.

1. 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.
2. 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.
3. 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).
4. 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 distract 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 specifics of crisis counseling and the populations you will serve in this capacity.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Content** | **Readings** | **Assignments Due** | **2024 CACREP Standards** |
| 1 | 5/21/25 | Introduction to Crisis and Trauma Counseling  The counseling relationship  Professional counselor’s roles in crisis intervention | **Ch. 1**  Bray (2021)  Carrick (2014)  **SC:** Powell (2022):  Ch. 2  Optional:  Duffey &  Haberstroh (2020):  Ch. 1 & 2 |  | 3.A.3,  3.A.12. |
| 2 | 5/28/25 | Safety concerns in  crisis situations  Ethical and legal  considerations in crisis  counseling  Counselor self-care and  raising resilience in  crisis situations | **Ch. 2, 3, & 14**  Erickson Cornish et. al (2019)  Friedman (2018)  Goldbach et. al  (2019)  Zimmerman (2020)  Optional:  Duffey &  Haberstroh (2020):  Ch.15 | Weekly Assignment 1 | 3.A.3.,  3.A.10.,  3.A.11. |
| 3 | 6/4/25 | Essential Crisis  Intervention Skills  Mental Status Exams  Trauma-Informed Care | **Ch. 4**  Eidelson (2019)  Reutter, K. (2021)  Sommers-Flanagan  (2009)  SAMHSA  Resources (2014,  2015)  **SC:** Cavanaugh  (2016)  **RC:** O’Sullivan et  al. (2019)  Optional:  Duffey &  Haberstroh (2020):  Ch. 6 | Weekly Assignment 2 | 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 |
| 4 | 6/11/25 | Loss, Grief, &  Bereavement  Risk assessment and  intervention: Suicide  and homicide | **Ch. 5 & 6**  Ener & Ray (2018)  Shannon &  Wilkinson (2020)  Lewis (2007)  SAMHSA (2012,  2015)  **SC**: Keller (2022)  Optional: Duffey &  Haberstroh (2020):  Ch.7 | Weekly Assignment 3 | 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.16 |
| 5 | 6/18/25 | Non-suicidal Self-  Injury and Psychosis:  Assessment and  Intervention | **Buser & Buser**  (2013)  Sachs (2011)  Hyldahl &  Richardson (2011)  **SC:** Stargell et al.  (2018) | Weekly Assignment 4  **Crisis Scenario Due by 11:59 in Canvas** | 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.16 |
| 6 | 6/25/25 | Intimate Partner  Violence & Sexual  Violence  Risk assessment and  skill demonstration  practice | **Ch. 8 & 9**  Caiola (2021)  Crane & Easton  (2017)  Evans (2021)  Hammett et al.  (2020) | Weekly Assignment 5 | 3.A.3.,  3.A.10.,  3.A.11.,  3.A.12.,  3.B.11.,  3.E.19.,  5.C.5. |
| 7 | 7/2/25 | Military and First  Responders  Crisis & Trauma  Counseling with  Couples & Families  Psychological First Aid  Risk assessment and  skill demonstration  practice | **Ch. 11**  Carrola & Corbin-  Burdick (2015)  Kelly et al. (2014)  Garner et al. (2016)  National Center for  PTSD (2013)  **CMHC & RC:**  Brymer et al. (2006)  **SC:** Brymer et al.  (2012)  Optional: Duffey &  Haberstroh (2020):  Ch. 10 & 12 | Weekly Assignment 6  *Choose one*  *Soft White*  *Underbelly film*  *provided and be*  *prepared to*  *discuss it in*  *groups in class* | 3.A.3.,  3.A.10.,  3.A.11.,  3.A.12.,  3.B.11.,  3.E.19.,  5.C.5. |
| 8 | 7/9/25 | Understanding and  treating substance use  disorders with clients in crisis | **Ch. 7 & 10**  Taylor (2023)  Mills (2015)  Tufford & Lee  (2020)  Haiyasoso & Moyer  (2014)  Foster & Hagedorn  (2014)  Hodges & Myers  (2010)  Winder (1996)  **SC**: Powell (2022):  Chapter 10  Optional: Duffey &  Haberstroh (2020):  Ch. 8 | Weekly Assignment 7 | 3.A.3.,  3.A.10.,  3.A.11.,  3.A.12.,  3.B.11.,  3.E.19.,  5.C.5. |
| 9 | 7/16/25 | Emergency  preparedness and  response in the  community, workplace, schools, & universities  Responding to  community violence  and community trauma | **Ch. 12 & 13**  American Red  Cross (n.d.)  SAMHSA (2013)  Bemak & Chung  (2017)  SC: Klingman  (1987) & Weinberg  (1990)  Optional: Duffey &  Haberstroh (2020):  Ch. 13 & 14 | Weekly Assignment 8 | 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 |
| 10 | 7/23/25 | **Risk Assessment and Intervention: Skill**  **Demonstrations** | | Weekly Assignment 9 | 3.A.3.,  3.A.12.,  5.C.5.,  3.E.19.,  3.E.20.,  5.H.12. |
| 11 | 7/30/25 | **Group Presentations**  Class Wrap Up | | Weekly Assignment 10  **Crisis Intervention Documentation Due by Midnight** | 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 |

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

**SC:** school counseling specific reading; **RC:** rehabilitation counseling required reading; **CMHC**: clinical mental health counseling required reading

Policy Related to the Use of AI for Classroom Assignments

The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.

Policy Related to the Use of Zoom for Class Meetings

* Zoom participation requires you to keep your video on and your microphone muted when you are not speaking.
  + If you have a need for technology to support your participation in this class or do not have a space conducive for participating - SERC provides private individual counseling spaces (Counseling Lab) that you can reserve and use for class sessions.
  + Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
  + Please limit all distractions such as your phone or attending to other work on your computer. It is often very apparent that a student is distracted and that impacts the class environment for everyone.
  + Students can turn off their cameras briefly if needed (e.g., break). These pauses should be *short*. Having students on camera provides a higher level of engagement for all participants.
  + If you have questions during class, you can raise your hand (in real time or via Zoom).
  + Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content. If I don’t respond to a comment or discussion in Chat, please let me know.
* Although you may be participating from your domicile, our Zoom meetings are professional interactions.
  + You should dress and behave as you would in a normal F2F classroom.
  + Please minimize distractions in the background as much as possible.
  + Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.
* Recording Sessions: Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:
  + Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)
    - Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
    - Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded. *In areas such as supervision this may not be possible*.
  + You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
  + As per University policies, I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic.
  + If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class so we can discuss if accommodations are possible.

Diversity Statement

A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic, clinical practice and professional development engagement.

These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

Accommodations Statement

Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at [ACCESSIBILITY@auburn.edu](mailto:ACCESSIBILITY@auburn.edu) or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.

# 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, 2024). 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](http://www.nctsn.org/) or [www.ncptsd.va.gov.](http://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-](http://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.

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