



Seminar in Preventive Psychological Intervention
EDS 246b; Spring 2019
Eureka Hall, Room 106
Wednesdays, 1:00 to 3:50 PM

Stephen E. Brock, Ph.D., NCSP, LEP
Office Hours: Wednesdays, 10:00 AM to 1:00 PM
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EDS 246b Syllabus and Seminar Outline

Seminar Description:

Study and application of various primary, secondary, and tertiary psychological interventions designed to prevent school failure and/or emotional challenges. Examines techniques of identifying pupils who are experiencing mental health difficulties that interfere with school functioning, and intervention techniques designed to address these problems.

Prerequisite:

Approval as a candidate in the School Psychology Program and instructor permission.

Course Objectives:

From this course it is anticipated that students will demonstrate ...

1. Knowledge of issues related to violence prevention and intervention (including child abuse prevention, intimate partner violence, and school aged youth who are a danger to themselves and others).
2. The ability to recognize the essential elements of the multidisciplinary school crisis response team.
3. Knowledge of the elements of the PREPaRE model of mental health crisis intervention.
4. Skill in providing mental health crisis intervention.
5. Knowledge of school suicide prevention, intervention, and postvention.
6. Skill in conducting a suicide risk assessment and conducting a school-based suicide intervention.

Seminar Requirements/Activities:

1. *Attendance/Class participation.* Attendance and participation in class discussions/lectures constitutes **10%** of the grade. Interactional learning cannot be duplicated outside the classroom. Students missing more than two (2) classes cannot receive an "A" grade; students missing more than three (3) classes cannot receive a passing grade. Students more than 20 minutes late for any class are considered absent.
2. *Crisis Response Role-Play Observation Papers.* Making use of course readings and in-class discussions/lecture, and working in teams, students role-play a crisis team response to a crisis scenario (provided by the instructor). From their observations of other teams' crisis response role plays, students write short papers (no more than four double spaced pages) that identify the strengths and the weaknesses of each team's role play. Through these papers students demonstrate their understanding of the essential elements of a school crisis response. Completion of this activity constitutes **10%** of the grade.
3. *Psychological Triage Activity.* Making use of course readings, in-class discussions/lectures, and a worksheet (provided by the instructor); and working in groups, students practice psychological triage making use of crisis scenarios. Completion of this Activity constitutes **5%** of the grade.
4. *Immediate Individual Crisis Intervention (ICI) Script.* Making use of course readings and in-class discussions/lectures, students write a script that demonstrates their understanding of the essential elements of an ICI response. Through this script students document their understanding of an ICI. Completion of this activity constitutes **10%** of the grade.
5. *Immediate Individual Crisis Intervention (ICI) Role-Plays.* Working in teams of two, students provide in-class role-plays that illustrate school crisis intervention. Through this role-play students demonstrate their understanding of the essential elements of an ICI response. Completion of this activity constitutes **5%** of the grade.



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6. *Immediate Individual Crisis Intervention (ICI) Observation.* From their observations of other students' ICI role-plays, students complete separate observation forms (provided by the instructor) for each observed role-play. Through the completion of these forms students demonstrate their understanding of the essential elements of ICI and at the same time give their classmates feedback about their crisis intervention technique. Completion of this activity constitutes **10%** of the grade.
7. *Suicide Intervention Script.* Making use of course readings and in-class discussions/lectures, students write a script that demonstrates their understanding of the essential elements of a suicide intervention. Through this script students document their understanding of suicide intervention. Completion of this activity constitutes **10%** of the grade.
8. *Final Exam.* This exam constitutes **40%** of the grade. At the end of most class meeting students and the instructor engage in a discussion that identifies the main ideas and important points found within assigned readings and that were raised during in-class discussions. This dialogue forms the basis for much of the exam.
9. *Extra Credit.* Students interested in obtaining extra credit may consult with the instructor regarding activity options.

Letter grades will be based upon the following point totals

A	=	94 points and above	A-	=	93 to 90 points
B+	=	89 to 88 points	B	=	87 to 85 points
B-	=	84 to 80 points	C	=	79 to 70 points
D	=	69 to 50 points	F	=	below 50 points

NASP 2010 Standards addressed in this class include:

- Standard 3: Consultation and Collaboration
- Standard 4.2: Interventions and mental health services
- Standard 5.2: Preventive and Responsive Services
- Standard 7: Diversity in development and learning
- Standard 8.2: Legal, ethical, and professional practice

CCTC Standards addressed in this class:

- Standard 3: Socio-Cultural Competence
- Standard 6: Professional Ethics and Legal Mandates
- Standard 8: Self-esteem and Personal and Social Responsibility
- Standard 9: School Safety and Violence Prevention
- Standard 15: Technological Literacy
- Standard 17: Psychological Foundations
- Standard 18: Educational Foundations
- Standard 19: Legal, Ethical and Professional Foundations
- Standard 20: Collaborative Consultation
- Standard 21: Wellness Promotion, Crisis Intervention, and Counseling
- Standard 22: Individual Evaluation and Assessment



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Special Notes:

1. Computer/Smart phone use is not allowed (emailing, web surfing, texting) unless it is a directed part of a classroom activity. If you need to use your computer for note-taking during class please check with the instructor prior to doing so for this class (you are asked to turn off the device's Wi-Fi). If you need to have your smart phone on to receive important work or family communications please place it on vibrate and step out of the classroom to respond to a text or take a phone call.
2. Assigned grades will be consistent with CSUS grading policy as described in the CSUS course catalog.
3. All assignments are due on the dates indicated on the course outline. A minimum of one full grade deduction will be applied to all late assignments.
4. If you have a disability and require accommodations, you need to provide disability documentations to SSWD, Lassen Hall 1008, (916) 278-6955. Please discuss your accommodation needs with the instructor after class or during office hours early in the semester.
5. Basic Needs Support. If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available: <https://www.csus.edu/basicneeds/>
6. Academic Honesty Policy: Go to <http://www.csus.edu/admbus/umannual/UMA00150.htm> for the CSUS Academic Honesty Policy and Procedures. Per University Policy all students are responsible for:
 - a) Understanding the rules that preserve academic honesty and abiding by them at all times. This includes learning and following the particular rules associated with specific classes, exams, and course assignments. Ignorance of these rules is not a defense to a charge of academic dishonesty.
 - b) Understanding what cheating and plagiarism are and taking steps to avoid them. Students are expected to do this whether working individually or as part of a group.
 - c) Not taking credit for academic work that is not their own.
 - d) Not knowingly encouraging or making possible cheating or plagiarism by others.

Please refer to <http://csus.libguides.com/plagiarism> for a student tutorial on how to avoid plagiarism.



Required Readings: All readings are available online or can be obtained via the CASP or NASP website. At some point during the semester all students shall share evidence of having acquired these resources with the instructor.

1. American Foundation for Suicide Prevention, & Suicide Prevention Resource Center. (2018). *After a suicide: A toolkit for schools* (2nd ed.). Waltham, MA: Education Development Center. Retrieved from <http://www.sprc.org/sites/default/files/resource-program/AfteraSuicideToolkitforSchools.pdf>
2. American Psychological Association. (2002). *Intimate partner abuse and relationship violence*. Washington, DC: Author. Retrieved from <http://www.apa.org/about/division/activities/abuse.aspx>
3. Brock, S. E., Nickerson, A. B., Reeves, M. A., Conolly, C.N., Jimerson, S. R., Pesce, R. C., & Lazzaro, B. R. (2016). *School crisis prevention and intervention: The PREPaRE model* (2nd ed.). Bethesda, MD: National Association of School Psychologists. Available \$72.00 (NASP member price) or \$90 (nonmember price) from <https://www.nasponline.org/books-and-products/products/books/titles/school-crisis-the-prepare-model-2nd-edition>
4. Brock, S. E., & Reeves, M. A. L. (2018). School suicide risk assessment. *Contemporary School Psychology*, 174-185. doi: 10.1007/s40688-017-0157-7. Available <https://casponline.org/> in the “Members Area” (you must be a CASP member to access this article for free).
5. Brock, S. E., Reeves, M. A. L., & Nickerson, A. B. (2014). Best practices in school crisis intervention. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology: System level services* (pp. 211-230). Bethesda, MD: National Association of School Psychologists.
6. Centers for Disease Control. (CDC, 2012). *Understanding teen dating violence*. Washington, DC: Author. Retrieved from <https://www.cdc.gov/violenceprevention/pdf/teen-dating-violence-2014-a.pdf>
7. Child Welfare Information Gateway. (2013). *What is child abuse and neglect? Recognizing the signs and symptoms*. Washington, DC: U.S. Department of Health and Human Services. Retrieved from <https://www.childwelfare.gov/pubpdfs/whatiscan.pdf>
8. Cornell, D. (2014). Best practices in threat assessment in schools. In P. Harrison & A. Thomas (Eds.), *Best practices in school psychology: System level services* (pp. 259-272). Bethesda, MD: National Association of School Psychologists.
9. Jaycox, L. H., Langley, A. K., & Hoover, S. A. (2018). Cognitive behavioral intervention for trauma in schools (CBITS; 2nd ed.). Santa Monica, CA: RAND Corporation. Retrieved from <https://cbitsprogram.org/survey/take/s=244&c=281&f=0#/g=1927&i=1&r=1141936&h=7819cb&t=152> (you must first register with this website before you can download this workbook).
10. Lough, P. (Ed.). (2003, May). *The California child abuse and neglect reporting law*. Sacramento, CA: California Department of Social Services. Retrieved from <https://www.sccgov.org/sites/cac/Documents/reporting/GBACAPCv6.pdf>
11. Miller, D. N., Eckert, T. L., & Mazza, J. J. (2009). Suicide prevention programs in the schools: A review and public health perspective. *School Psychology Review*, 38, 168–188. Retrieved from <http://apps.nasponline.org/resources-and-publications/periodicals/spr-index-list.aspx> (you must be a NASP member to access this article for free).
12. National Threat Assessment Center. (2018). *Enhancing school safety using a threat assessment model: An operational guide for preventing targeted school violence*. Washington, DC: U.S. Secret Service, Department of Homeland Security. Retrieved from https://www.secretservice.gov/data/protection/ntac/USSS_NTAC_Enhancing_School_Safety_Guide_7.11.18.pdf
13. Reeves, M. A. L., & Brock, S. E. (2018). School behavioral threat assessment and management. *Contemporary School Psychology*. doi: 10.1007/s40688-017-0158-6 Available <https://casponline.org/> in the “Members Area” (you must be a CASP member to access this article for free).



Required Resources: While not required readings, these documents need to be made a part of each student's electronic libraries. At some point during the semester all students shall share evidence of having acquired these resources with the instructor.

1. Brock, S. E. (2018a, June). *Youth suicide statistics* (handout). Sacramento, CA: Author. Retrieved from <https://www.csus.edu/indiv/b/brocks/>
2. Brock, S. E. (2018b, June). *Youth Suicide Statistics: 2016 Deaths, 2017 Ideation & Behaviors* (Powerpoint). Sacramento, CA: Author. Retrieved from <https://www.csus.edu/indiv/b/brocks/>
3. Brymer M., Taylor M., Escudero P., Jacobs A., Kronenberg M., Macy R., ... Vogel J. (2012). *Psychological first aid for schools: Field operations guide* (2nd ed.). Los Angeles, CA: National Child Traumatic Stress Network. Retrieved from <http://www.nctsn.org/content/psychological-first-aid-schoolspfa>
4. Dwyer, K., & Osher, D. (2000). *Safeguarding our children: An action guide*. Washington DC: U.S. Departments of Education and Justice, American Institutes for Research. Retrieved from <https://www2.ed.gov/admins/lead/safety/actguide/index.html?exp=0>
5. Dwyer, K., Osher, D., & Warger, C. (1998). *Early warning, timely response: A guide to safe schools*. Washington, DC: U.S. Department of Education. Retrieved from <https://files.eric.ed.gov/fulltext/ED418372.pdf>
6. Fein, R. A., Vossekuil, B., Pollack, W. S., Borum, R., Modzeleski, W., & Reddy, M. (2002, May). *Threat assessment in schools: A guide to managing threatening situations and to creating safe school climates*. Washington, DC: U.S. Government Printing Office. Retrieved from <https://www2.ed.gov/admins/lead/safety/threatassessmentguide.pdf>
7. Kann, L., McManus, T., Harris, W. A., Shanklin, S. L., Flint, K. H., Queen, B., ... Ethier, K. A. (2018). Youth risk behavior surveillance – United States, 2017. *MMWR Surveillance Summaries*, 67(8), 2-114. Retrieved from <https://www.cdc.gov/healthyyouth/data/yrbs/pdf/2017/ss6708.pdf>
8. Lockyer, B., & Eastin, D. (2000). *Crisis response box: A guide to help every school assemble the tools and resources needed for a critical incident response*. Sacramento, CA: California Department of Education. Retrieved from <http://www.cde.ca.gov/ls/ss/cp/documents/crisisresbbox.pdf>
9. Musu-Gillette, L., Zhang, A., Wang, K., Zhang, J, Kemp, J, Diliberti, M., & Oudekerk, B. A. (2018). *Indicators of school crime and safety: 2017* (NCES 2018-036/NCJ 251413). Washington, DC: National Center for Education Statistics, U.S. Department of Education, and Bureau of Justice Statistics, Office of Justice Program, U.S. Department of Justice. Retrieved from <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2018036>
10. National School Boards Association. (2018). *Fostering safer schools: A legal guide for school board members on school safety*. Alexandria, VA: Author. Retrieved from <https://www.nsba.org/fostering-safer-schools>
11. Schreiber, M., Gurwitch, R., & Wong, M. (2006). *Listen, protect, and connect – model & teach: Psychological first aid for children*. Los Angeles, CA: University of California, Los Angeles School of Public Health/Center for Public Health and Disasters. Retrieved from http://www.ready.gov/sites/default/files/documents/files/PFA_SchoolCrisis.pdf
12. Suicide Prevention Resource Center. (2007). *At a glance: Safe reporting on suicide*. Waltham, MA: Autor Retrieved from <http://www.spanidaho.org/uploads/AtAGlance-SafeReproting-SPRC.pdf>
13. U.S. Department of Education, Office of Elementary and Secondary Education, Office of Safe and Healthy Students. (2013). *Guide for developing high-quality school emergency operations plans*. Washington, DC: Author. Retrieved from https://www.fema.gov/media-library-data/20130726-1922-25045-3850/rem_s_k_12_guide.pdf
14. U.S. Department of Health and Human Services. (2018). *Child maltreatment 2016*. Washington, DC: Author. Retrieved from <https://www.acf.hhs.gov/cb/research-data-technology/statistics-research/child-maltreatment>
15. U.S. Department of Homeland Security. (2008, December). *National incident management system*. Washington, DC: Author. Retrieved from https://www.fema.gov/pdf/emergency/nims/NIMS_core.pdf
16. U.S. Department of Justice & FBI. (2017). *Making prevention a reality: Identifying, assessing, and managing the threat of targeted attacks*. Washington, DC: Author. Retrieved from http://www.nccpsafety.org/assets/files/library/Making_Prevention_A_Reality.pdf
17. Vossekuil, B., Fein, R. A., Reddy, M., Borum R., & Modzeleski, W. (2002, July). *The final report and findings of the Safe School Initiative: Implications for the prevention of school attacks in the United States*. Washington, DC: U.S. Government Printing Office. Retrieved from <https://www2.ed.gov/admins/lead/safety/preventingattacksreport.pdf>



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Seminar Outline and Readings

Date	Topic	Assignments (To be completed by the class meeting)
Wednesday January 23	1. Violence Prevention & Intervention: Child Abuse Prevention	Read: Lough (2003); Child Welfare Information Gateway (2013) Obtain: U.S. Department of Health and Human Services (2018).
Wednesday January 30	2. Violence Prevention & Intervention: Dating Violence and Partner/Spousal Abuse	Read: APA (2002); CDC (2012);
Wednesday February 6	3. Violence Prevention & Intervention: Youth Violence Prevention	Read: Cornell, D. (2014); Reeves & Brock (2018); National Threat Assessment Center (2018) Obtain: Dwyer & Osher (2000); Dwyer et al. (1998); Fein et al. (2002); Kann et al. (2018); Musc-Gillette et al. (2018); National School Boards Association (2018); U.S. Department of Justice & FBI. (2017); Vossekuil et al. (2002)
Wednesday February 13	4. Crisis Preparedness and Response	Read: Brock et al. (2016) Chapters 1, 2, 3, & 4 Obtain: Lockyer & Eastin (2000); U.S. Dept. of Homeland Security (2008)
Wednesday February 20	5. Crisis Response: Table Top Drills & Observation	Read: Brock et al. (2016), Chapters 7, 8, & 9 Obtain: U.S. Department of Education et al. (2013); Activity: Crisis Response Role Plays/Observations
Wednesday February 27	6. No class NASP Convention	Alternative learning activity: Attend the NASP Convention.
Wednesday March 6	7. No class	
Wednesday March 13	8. Crisis Intervention 1: Traumatic Stress, Overview of PREPaRE	Read: Brock et al. (2016), Chapters 10, 11, & 12 Turn In: Crisis Response Role-Play Observation Papers
Wednesday March 20	No Class	Spring Break
Wednesday March 27	9. Crisis Intervention 2: Psychological triage	Read: Brock et al. (2016), Chapters 13 & 14 Activity: Conducting Psychological Triage
Wednesday April 3	10. Crisis intervention 3: Specific interventions	Read: Brock et al. (2014); Brock et al. (2016), Chapters 15 & 16 Turn In: Psychological Triage Worksheets
Wednesday April 10	11. Crisis intervention 4: Psychological interventions	Read: Brock et al. (2016), Chapters 17, 18, & 19 Obtain: Brymer et al. (2012); Schreiber et al. (2006) Turn in: Psychological First Aid Script Activity: Psychological First Aid Role Plays/Observations
Wednesday April 17	12. No class	Read: Jaycox et al. (2018) Alternative learning activity: Complete <i>CBITS Provider Basic Training Course, Part 1</i> (2.5 hrs): https://cbitsprogram.org/course . Provide certificate for attendance credit. Take Part 2 for extra credit (unless you are not attending the NASP convention, in which case it can be taken for attendance credit). Provide certificate for extra credit. The workbook for this course is available as a free download after you register for this course.
Wednesday April 24	13. Suicide Demographics, Suicide Prevention, Suicide Intervention	Read: Miller et al. (2009); Brock & Reeves (2018); Lieberman et al. (2014) Obtain: Brock (2018a, 2018b)
Wednesday May 1	14. Suicide Intervention	Activity: Suicide Intervention Role Play
Wednesday May 8	15. Suicide Postvention	Read: American Foundation for Suicide Prevention et al. (2018) Obtain: Suicide Prevention Resource Center (2007). Turn In: Suicide Intervention Script
Wednesday May TBD	16. Final Exam	Comprehensive Examination of all course material



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Crisis Response Role-Play Observation Paper Outline

From your observation of crisis response role plays, write a short paper (no more than 4 double spaced pages) that identifies the strengths and the weaknesses of each team's role play. Through these papers you will demonstrate your understanding of the essential elements of the school crisis response. Completion of this activity will constitute **10%** of the grade. The outline for this paper is as follows:

1. Identify the setting within which the role-play was supposed to have been conducted.
2. Describe the crisis situation being addressed by the crisis response team.
3. What were the major challenges presented by the crisis scenario?
4. What were the strengths of the role-played crisis response?
5. What were the weaknesses of the role-played crisis response?



Immediate Individual Crisis Intervention Script

Making use of course readings and in-class discussions/lectures, write a script that demonstrates your understanding of the essential elements of an immediate individual crisis intervention (ICI) response. Through this script you document your understanding of this form of crisis intervention. Completion of this activity constitutes **10%** of the grade. A sample of what this assignment should look like follows:

This crisis situation begins with an intermediate grade student, Chris, crying in a corner of a schoolyard, just out of view of the playground. Two days earlier, Chris had witnessed a lightning strike on a school playground.

1. Establish Psychological Contact

Counselor: Hi. I'm Mr./Ms. Sanchez. What's your name?
Chris: Chris.
Counselor: Are you cold, Chris? Can I get you some water?
Chris: No, I'm okay.
Counselor: Chris, I'm here to try to help the kids at your school deal with the thunderstorm. You look sad. Can you tell me what's wrong?
Chris: (Through silent tears Chris quietly says) I'm scared.
Counselor: I think I know why, but do you think you are able to tell me why you're scared?
Chris: I'm afraid of being hit by lightning.
Counselor: Thunder and lightning storms can be frightening. (The counselor places an arm around Chris's shoulder.) I understand why you are crying. Would it be okay if we talked? I would like to help.
Chris: (Chris stops crying and looks at the counselor.) Okay.
Counselor: Chris, before we talk about the storm, is there anything you need right now? Are you sure you don't want some water (it is a hot and humid day)?
Chris: Yes, I guess I would like to get some water.
Counselor: Before we talk about this, Chris, I need to let you know that I will be able to keep what you tell me between the two of us, as long as it does not appear that anyone, including you, is in immediate danger. However, it will be a good idea for me to share what we talk about with your parents and/or teacher. Is that okay with you?
Chris: It's okay if you talk to my mom.

2. Verify Emotional Readiness to Begin Problem Identification and Solving

(As Chris and Mr./Ms. Sanchez go to get Chris some water, it becomes clear that Chris is able to begin the problem-solving process. Chris is responsive to questioning and, while very scared, appears to have his or her emotions under control. After getting water, they come back outside and stand at the edge of the playground.)



3. *Identify and Prioritize Crisis Problem*

Counselor: Do you think you could tell me about what happened to you the other day?
Chris: Yes. I was standing right over there (Chris looks around the corner and points to the kickball field). I was waiting my turn when the lightning came. At first I didn't know what was happening. Then I saw all the kids screaming and running away. My friend Sam was on the ground and not moving. (Chris begins to cry again.)
Counselor: That sounds scary. So the reason you are not going on the playground is that you are afraid, right?
Chris: Yes.
Counselor: You know, you're not alone. A lot of kids feel the same way you do. Before now, have you told anyone about being afraid to go out to play?
Chris: No.
Counselor: Are there people who you can talk to?
Chris: Yes. I would like to talk to Sam.
Counselor: Sam was on the ground and was struck by the lightning, right?
Chris: Yes, and I really need to see Sam. Is Sam okay? Can I talk to her?
Counselor: So you are also worried about your friend, right?
Chris: Yes.
Counselor: I don't know Sam, but I can find out how she is doing right after recess. For now, however, we need to decide what we are going to do about recess. We need to make sure you are safe, and we can't do that if you hide during recess. Is there anyone else who might be able to help you not be scared of the playground?
Chris: My mom, my teacher, my other friends (pause), and you. (Chris looks up at the counselor as the crying begins to subside again.)
Counselor: Yes, I think I can help. Before the lightning storm, what was the playground like for you?
Chris: Fun. I was great at kickball. My friends and I would always play right there. (Chris again looks around the corner and points to the kickball field.)
Counselor: Where are your friends now?
Chris: Right there. (Chris points to a group of eight children playing kickball.) Except Sam. Sam's at home. The lightning hurt Sam. I miss Sam. Sam is my best friend. Can I talk to Sam?

Address Crisis-Generated Problems

Counselor: We can look into talking to Sam after recess. But for now, what can we do about your recess time? What have you done so far about being scared to play outside?
Chris: I've hidden here or in the restroom. Once I stayed in class with my teacher.
Counselor: Look out on the playground and tell me what you see.
Chris: (Chris looks around the corner and at the playground.) Kids are playing.
Counselor: Are they having fun?
Chris: Yes. (A tentative smile briefly flashes across Chris's face.)
Counselor: And what do you see in the sky? (It is a bright and clear day, without a single cloud in the sky. There is no threat of rain, let alone another thunder and lightning storm.)



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Chris: Nothing.
Counselor: I think that it is safe to go out on the playground today. And your friends look like they can still have fun playing kickball. Do you think that anyone will be struck by lightning on the playground today?
Chris: No.
Counselor: So if it's safe and still fun, why not try going out and playing again?
Chris: But I'm still scared. (Chris's eyes become teary.)
Counselor: Okay. Let's see what we can do to help you not be scared. What if your friends helped you? What if I stayed on the playground and watched you?
Chris: That might help. (Chris's tears subside.)
Counselor: I'll go talk to your friends and see what I can do about getting them to include you in their kickball game. (The counselor approaches Chris's friends and explains the problem to them. They readily agree to invite Chris to play. One member of the group walks over to talk to Chris.)
Friend: Chris, kickball is still fun. Will you please come and play with us?
Chris: Okay. (The friend puts an arm across Chris's shoulders and begins to walk toward the playground.)

Evaluate and Conclude

Counselor: Before you go, Chris, can you give me your last name and your classroom? I'd like to be able to check up on you to make sure you are okay.
Chris: Sure. My last name is Smith, and I'm in Mrs. Wong's classroom.
Counselor: I'll be standing right over there. (The counselor points to an area just off the playground within view of the kickball field.) I'll be there during the rest of today's recess. When the bell rings in a few minutes come over and see me and we can look into how Sam is doing.
Chris: Okay. (Chris has stopped crying and is smiling and walking with the group of friends out onto the playground.)
Counselor: One last thing, Chris. I just want you to know that you have done a great job of thinking through and addressing this problem. I'm pretty sure that with time you will be able to not be nearly as scared. Good work.



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Immediate Individual Crisis Intervention Observations

From your observations of other students' immediate individual crisis intervention (ICI) role-plays, complete separate observation forms (found below) for each observed role-play. Through the completion of these forms you demonstrate your understanding of the essential elements of ICI and at the same time give your classmates feedback regarding their crisis intervention technique. Completion of this activity constitutes **10%** of the grade.



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Immediate Individual Crisis Intervention (ICI) Observation Form

Role Players: _____ **Observer:** _____

Crisis Situation: _____

1. ***Establish psychological contact.***
 - a. Introduction:
 - i. Identify self: _____
 - ii. Inquire about and address basic needs: _____
 - b. Empathy:
 - i. Identify crisis facts: _____
 - ii. Identify crisis-related feelings: _____
 - c. Respect:
 - i. Pause to listen: _____
 - ii. Do not dominate the conversation: _____
 - iii. Do not try to smooth things over: _____
 - d. Warmth:
 - i. Verbal communication is congruent with nonverbal: _____
 - ii. Use of and provide physical contact, as indicated: _____
2. ***Verify emotional readiness to begin problem identification and problem solving.***
 - a. If not, stabilize the student: _____
 - b. If the student is ready, begin the problem-solving process: _____
3. ***Identify and prioritize crisis-generated problems. Identify the most immediate concerns.***
 - a. Inquire about what happened: _____
 - b. Inquire about the problems generated by the crisis event: _____
 - c. Rank order crisis-generated problems: _____
4. ***Address crisis-generated problems: Encourage the crisis survivor to be as responsible for coping with crisis-generated challenges as is possible.***
 - a. Ask: _____
 - b. Facilitate: _____
 - c. Propose: _____
 - d. Level of Lethality: _____
 - o If lethality is low *and* student is capable of action, then take a facilitative stance (i.e., the crisis survivor initiates and is responsible for coping actions).
 - o If lethality is high *or* student is not capable of acting, then take a directive stance (i.e., the crisis intervener initiates and is responsible for coping actions).
5. ***Evaluate and conclude the ICI session. Ensure that the individual is moving toward adaptive crisis resolution.***
 - a. Secure identifying information: _____
 - b. Agree on a time for recontact and follow-up: _____
 - c. Assess if immediate coping has been restored: _____



Immediate Individual Crisis Intervention (ICI) Observation Form

Role Players: _____ **Observer:** _____

Crisis Situation: _____

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Seminar in Preventive Psychological Intervention
EDS 246b; Spring 2019
Eureka Hall, Room 106
Wednesdays, 1:00 to 3:50 PM

Stephen E. Brock, Ph.D., NCSP, LEP
 Office Hours: Wednesdays, 10:00 AM to 1:00 PM
 E-mail: brock@csus.edu
 Office Phone: (916) 278-5919

Immediate Individual Crisis Intervention (ICI) Observation Form

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Crisis Situation: _____

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Suicide Intervention Script

Making use of course readings and in-class discussions/lectures, write a script that demonstrates your understanding of the essential elements of a suicide intervention. Through this script you document your understanding of suicide intervention. Completion of this activity constitutes **10%** of the grade. A sample of what this assignment might look like (for a high risk student) follows:

I am counseling a 16-year-old boy, Chris, whose girlfriend killed herself after they broke-up. Chris cut school yesterday, and I know that he has been drinking heavily since his girlfriend's funeral. This morning he is at school and is sober. I have called Chris into my office.

Engage with the Person At-Risk of Suicide

Psychologist: Hello Chris. I want you to know how sorry I am for your loss. How are you doing?
Chris: OK, I guess. I just can't seem to stop thinking about Susan killing herself.
Psychologist: I understand it must be real painful to lose someone you care about. Can you tell me some more about your feelings?
Chris: I just can't help thinking that if it wasn't for me, Susan will still be alive right now. I just can't live with the guilt.
Psychologist: So not only are you dealing with the sudden death of Susan, but you are also feeling real guilty?
Chris: Yes (Chris begins to cry).

Identify Suicidal Ideation

Psychologist: You know Chris, sometimes when people have experienced a sudden loss and feel as you do, they think of suicide. Is this something you have thought about?
Chris: (Chris stops crying, pauses, and tentatively says). Yes.

Inquire About the Reasons for Suicidal Thinking

Psychologist: I think I understand, but can you tell me some more about what it is that has led you to think about suicide?
Chris: I just can't live with this guilt. Everyone is looking at me. They know that I had broken up with Susan. No one, except you, will talk to me. I'm sure everyone hates me and wishes I were dead. I might as well do them a favor.
Psychologist: So then you are really feeling alone right now. You are thinking that you are being blamed for Susan's death.
Chris: You got that right (Chris' tears have now turned to some anger). I'll show them.
Psychologist: What do you mean "I'll show them"?
Chris: If I kill myself they will not have me to kick around anymore!

[I have identified that Chris is feeling very guilty about Susan's death, and feels isolated and alone. He is also feeling that everyone is blaming him for Susan's death (which may or may not be true). I know that he has thoughts of suicide, but need to assess his risk of engaging in such behavior.]



Assess the Degree of Suicide Risk

- Psychologist: Chris, you mentioned that you think suicide is a way to cope with the feelings and problem generated by Susan's death. Do you have a plan? How would you go about killing yourself?
- Chris: Yes, I could do it with my car
- Psychologist: Have you thought about when you would do it?
- Chris: Yes, I was planning to get drunk and drive off the bridge tonight.
- Psychologist: So the pain feels so intense you are thinking of crashing your car off the bridge tonight.
- Chris: Yes,
- Psychologist: Have you ever tried to talk to anyone about this pain before?
- Chris: I was thinking about going to my old therapist, but I don't even know if she is still around. It has been over a year since I last saw her.
- Psychologist: What were you seeing the therapist for?
- Chris: Depression.
- Psychologist: Chris, have you ever tried anything like this before?
- Chris: No
- Psychologist: Is there any one you can talk to about this. Anyone who you think could help you solve these problems.
- Chris: No (Chris slumps into his chair, the anger has dissolved, and he again begins to sob).

[Chris has a plan, he has the means to carry it out, and he has a pretty immediate time frame for engaging in suicidal behavior. He is in intense emotional pain and feeling extreme guilt. While he has no prior suicidal behavior himself, the fact that Susan has modeled such as a problem solving strategy places him at increased risk. Finally, I have learned Chris is unable to identify any resources that can move him from a suicide orientation and that he has a history of depression. I determine his risk for suicide is High.]

Take Action to Reduce the Suicide Risk

- Psychologist: Chris, I know it hurts a lot right now and it seems like there is no way out, but I believe that I can help you, if you let me.
- Chris: What can you do (a hint of anger returns to Chris' voice)? I'm ready to leave now.

[Chris gets up and leaves the office. After giving the secretary a signal that I need assistance, I follow Chris to the parking lot.]

- Psychologist: Chris, we need to get some help right now. How would you like to proceed?
- Chris: I'm done with all of this?
- Psychologist: OK, Chris I understand. You see no hope. But I do. You need to come with me right now (my voice is compassionate, but firm).

[This intervention will need to be very directive. The secretary has alerted the principal of my need for assistance. He is standing by on the edge of the parking lot. If need be he could immediately contact the police for assistance. As it turned out Chris responded to my very direct and firm approach. He cooperated with me and his parents who took him to the crisis intervention clinic at the local mental health facility].



Suicide Intervention Observation Form

Role Players: _____ **Observer:** _____
Crisis Situation: _____

Engage with the Person At-Risk of Suicide

1. **Establish psychological contact.**
 - a. **Introduction:**
 - i. Identify self: _____
 - b. **Empathy:**
 - i. State known stressors and symptoms: _____
 - c. **Respect:**
 - i. Pause to listen: _____
 - ii. Do not dominate the conversation: _____
 - iii. Do not try to smooth things over: _____
 - d. **Warmth:**
 - i. Verbal communication is congruent with nonverbal: _____
 - ii. Use of and provide physical contact, as indicated: _____

Identify Suicidal Ideation

2. **Ask the "S" question.**

 [Poor: "You are not thinking of suicide are you?" Better: "Are you thinking of hurting yourself?" Best: Identify stressors + Identify symptoms + Directly ask: "Are you thinking of suicide (or killing yourself)?"]

Inquire About the Reasons for Suicidal Thinking

3. **Understanding reasons for suicidal ideation.**
 - a. **Stressors:** _____
 - b. **Symptoms:** _____

Assess the Degree of Suicide Risk (CPR++)

4. **Current Plan:**
 - a. How? _____
 - b. How prepared? _____
 - c. How soon? _____
5. **Pain:**
 - a. On a scale of 1 to 10 how unbearable is the pain? _____
6. **Resources:**
 - a. Degree of "aleness"? Reasons for living? _____
7. **+Prior Behavior:**
 - a. Prior suicidal behavior of self or significant other? _____
8. **+Mental Health History**
 - a. History of mental illness? Receiving therapy? _____

Take Action to Reduce the Suicide Risk

9. **Suicide risk level:** Low Moderate High
 10. **Action Plan:** Facilitative Directive
- _____
- _____
- _____



Suicide Intervention Observation Form

Role Players: _____ **Observer:** _____
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Assess the Degree of Suicide Risk (CPR++)

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 - a. History of mental illness? Receiving therapy? _____

Take Action to Reduce the Suicide Risk

9. *Suicide risk level:* Low Moderate High
 10. *Action Plan:* Facilitative Directive
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Suicide Intervention Observation Form

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Crisis Situation: _____

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 - a. History of mental illness? Receiving therapy? _____

Take Action to Reduce the Suicide Risk

9. **Suicide risk level:** Low Moderate High
 10. **Action Plan:** Facilitative Directive
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- _____
- _____



Suicide Intervention Observation Form

Role Players: _____ **Observer:** _____
Crisis Situation: _____

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