



CPY 560-2: Community Counseling & Crisis Intervention

Course Schedule: Section 02 Wednesday 6:45 - 9:15 pm (see pgs. 9-11 for exceptions)
May 15 – July 24, 2013
CSS Rm. 231

Instructor: Dr. Tiffany Schiffner, Licensed Psychologist
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Office Phone: 407-601-7748
Office hours: By Appointment

Course Description:

This course explores the roles and functions of counselors as they practice in diverse communities. Specifically the course will provide students with an understanding of the socio-economic and political influences that affect the availability of mental health services as well as public access to community counseling agencies and organizations. It will also review public policy, funding, administration, and program evaluation in community counseling. Students will gain knowledge and skills to assist individuals and families during times of crisis and trauma including suicide prevention/intervention strategies and civil commitment procedures. Finally, the course will address the role counselors can play during times of community disaster.

PREREQUISITE: CPY 510, CPY 515, CPY 525

Course Structure:

The instructional format of this course will include guided discussion, guest speakers, small group activities, and experiential learning that emphasizes skills training and practice. Be sure to complete the assigned reading before each class; otherwise, you will be unable to fully grasp the concepts presented in the demonstrations. Class discussions are an important part of CPY 560. You are encouraged not only to ask questions, but also to add your own experiences and perspectives to the class dialogue. Your class participation will affect your grade. Because of the seminar nature of this course, it is imperative that students attend class regularly.

Course Goals/Objectives:

At the conclusion of this course, each student will be able to:

1. Community Counseling Services: Understand the management of mental health services and programs, including areas such as role and function of the board of directors, administration, finance, and accountability. (CACREP Clinical Mental Health Counseling A.8)
2. Community Counseling Services: Understand and appreciate the influence of public policy, financing, and regulatory processes on the delivery and improvement of community mental health and welfare services. (CACREP Clinical Mental Health Counseling B.2.)
3. Community Counseling Services: Know how public policy affects local, state, and national funding and availability of community mental health and welfare services. (CACREP Clinical Mental Health Counseling E.6.)
4. Community Counseling Services: Know models of program evaluation for clinical mental health programs. (CACREP Clinical Mental Health Counseling I.2.)

5. Crisis Intervention: Learn suicide prevention models and practice crisis intervention strategies and techniques. (CACREP Helping Relationship G.5.g.)
6. Crisis & Disaster: Understand how crisis and trauma are affected by cultural assumptions as well as how recovery from crisis, trauma, and disaster must be understood in a cultural context. (CACREP Human Growth and Development II. G.3.c.)
7. Crisis & Disaster: Understand the impact of crises, disasters, and other trauma-causing events on people. (CACREP Clinical Mental Health Counseling A.9.)
8. Community Disaster & Mental Health: Understand the operation of an emergency management system within clinical mental health agencies and in the community. (CACREP Clinical Mental Health Counseling A.10.)
9. Community Disaster & Mental Health: Understand the principles of crisis intervention for people during crises, disaster, and other trauma-causing events. (CACREP Clinical Mental Health Counseling C.6.)
10. Community Disaster & Mental Health: Understands the appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event. (CACREP Clinical Mental Health Counseling K.5.)
11. Community Disaster & Mental Health: Understand the role and responsibilities of mental health professionals during a local, regional, or national crisis, disaster, or other trauma-causing event. (CACREP Professional Orientation and Ethical Practice II.G.1.c.)

Textbook & DVD

Book: James, R.K. & Gilliland, B.E. (2013). *Crisis intervention strategies* (7th ed.). Belmont, CA: Brooks/Cole.

ISBN-9781111186777

Price: New Hardcover: \$208.50

Used: \$156.50

Electronic Download: \$102.99 (Rental for 180 days)

DVD: Crisis Intervention Strategies, James, R.K. & Gilliland, B.E.
Access DVD via Blackboard

Course Policies and Procedures:

Instructor Availability - If, at anytime, you wish to discuss any issue related to the class with me, particularly those related to your performance in this class please do not hesitate to contact me. I am very willing to set up an appointment with you. Please don't wait until it is too late to help make this course a successful and rewarding learning experience for you. Your suggestions and ideas are always welcome, both during class and outside of class.

Summer Term Requirements - The Summer Term is 10 weeks. A typical academic term within our department is 14 weeks therefore; this course will require 10 additional hours of instruction that will occur in the form of field assignments and study/discussion groups. Participation in these activities is mandatory.

Attendance Policy – Attendance is required of all students registered and will be monitored. If it is impossible to attend class, notify me as soon as possible. The final grade will be lowered one half of a letter grade for each unarranged absence, and one letter grade for more than two absences. Students are responsible for all assignments, lectures, announcements, and class discussions even when not present. Make-up assignments will not be given.

Class will start on time and time agreements for class breaks will be honored. Tardiness on the part of one person disrupts the flow of learning for fellow students. Please be prepared to begin and/or resume class as agreed.

Penalty for Late Work – Students will forfeit one letter grade (approximately 10% of the possible points) for any assignments turned in beyond the announced deadline.

Method of Evaluation and Grading – Final grades will be based on a point accumulation basis. Students earn points via exams, class presentations and projects, class participation, and other assignments. Points will

be converted into a percentage score. Grades will be assigned as follows:

A	= 94-100% of total points	B-	= 80-83% of total points
A-	= 90-93% of total points	C+	= 77-79% of total points
B+	= 87-89% of total points	C	= 74-76% of total points
B	= 84-86% of total points	C-	= 70-73% of total points

The instructor reserves the right to modify the schedule and grading policy as needed.

Incomplete Policy – Students who are unable to complete course requirements within the time limitations of the semester are responsible for initiating and working out an arrangement with the professor prior to the end of the term in order to receive an “incomplete.” An agreed upon plan for completion must be submitted in writing identifying a date when work will be completed. If the incomplete is not resolved by the end of the following term, the grade will turn into an “F.”

Respect for Individual Differences – The Department of Graduate Studies in Counseling endorses a learning climate, which represents diversity and individual differences and encourages the open-minded exploration of differences among individuals. We do not expect all graduates of our program to think the same way, but we do expect that while they are students they will be accepting of differences and strive to understand how other peoples’ perspectives, behaviors, and world views are different from their own.

Academic Honesty and Professional Conduct – Students are expected to comply with the Student Conduct policies of Rollins College and with the ethical guidelines of their professional associations (e.g., American Counseling Association).

Students with Disabilities – Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability on this campus and anticipate needing any type of academic accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (box 2613) - Thomas P. Johnson Student Resource Center, 1000 Holt Ave., Winter Park, FL, 32789. Appointments can be scheduled by calling 407-646-2354 or email: gridgeway@rollins.edu

The Rollins Honor Code

The Philosophy of the Academic Honor Code

Integrity and honor are central to the Rollins College mission to educate its students for responsible citizenship and ethical leadership. Rollins College requires adherence to a code of behavior that is essential for building an academic community committed to excellence and scholarship with integrity and honor. Students, faculty, staff, and administration share the responsibility for building and sustaining this community.

Each student matriculating into Rollins College must become familiar with the Academic Honor System. The College requires that students be able and willing to accept the rights and responsibilities of honorable conduct, both as a matter of personal integrity and as a commitment to the values to which the College community commits itself. It is the responsibility of instructors to set clear guidelines for authorized and unauthorized aid in their courses. It is the responsibility of students to honor those guidelines and to obtain additional clarification if and when questions arise about possible violations of the Honor Code.

The Honor Pledge

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. The Rollins College Academic Honor Code is consistent, in philosophy, with the Code of Ethics of the American Counseling Association as well as other expectations of the profession.

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, as a student of Rollins College, graduate students are expected to show their commitment to these virtues by abstaining from any lying, cheating, or plagiarism in their academic endeavors and by behaving responsibly, respectfully and honorably in their social life and in relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement

*On my honor, I have not given, nor received,
nor witnessed any unauthorized assistance on this work.*

Material submitted electronically should contain the pledge; submission implies signing the pledge.

COURSE REQUIREMENTS

1) Class Attendance & Participation

10 points

This class is based on a seminar format. Attendance is mandatory and participation is a primary means you will have to demonstrate your grasp of the material. Only legitimate emergencies and illness are excused absences. For me to credit you with an EXCUSED ABSENCE, it is YOUR RESPONSIBILITY to inform me of such emergencies or illness immediately upon returning to class.

Come to class fully prepared, ready to state your views and exchange ideas.

2) Professional Mission Statement

10 Points

Due: June 1, 2013 by 11:59pm

Upload to Blackboard

3) Non-Profit Board Member Interview & Summary Report

15 points

Working in dyads, interview a board member (preferably an officer) of a non-profit organization. The purpose of organization should be to improve the quality of human life in our community. I would prefer you not interview board members from places of worship (church, synagogue mosque, or temple) or private club (Masonic Lodge, Elks, etc.). Additionally, do not use an organization that you are a member of or one that a family member is or has been a board member. You are welcome to use your Pre-Prac organization or Practicum/Internship placement organization.

The Summary Report should “*summarize*” the information gained from the Board member (see questions below) and should, throughout the report, demonstrate evidence of having read the assigned articles by integrating them to show critical analysis and comprehension. The report should be 8-10 pages (double-spaced). Additionally, please include any materials gained about the organization (brochures, budgets, board meeting minutes, etc.).

This is a collaborative assignment with your partner - prepare for the interview, conduct the interview, and develop and write the Summary Report together. Electronic submission is preferred – hand in or scan any backup materials.

Due: June 5, 2013

Upload to Blackboard

Structure your interview and Summary Report around the following questions.

About the Board Member

- How did the member become interested in this organization or the purpose of the organization?
- What qualifications does the member have that qualified him/her to serve on the board?
- How long has the Board member served on the board?
- What does this member believe she/he brings to the board that is helpful (4-Cs: Cash, Clout, Connections, or Commitment)?
- Has the member ever served on other non-profit boards, if so, which other boards?

About the Organization

- Ask the Board member to give you the “elevator speech” that describes the organization and its purpose. (As much as possible attempt to capture verbatim the words the member uses.)
- When was the Mission and Vision of the organization established and how often are they reviewed to ensure they are still relevant?

- What is the process the Board uses to establish annual goals?
- How does the Board evaluate the effectiveness of the organization and what accountability measures are employed to ensure that the organization accomplishes its goals and mission.
- What has surprised the member about the functioning of the organization (not the board itself)?
- What is the wish or hope the member holds for the organization - what does he/she wish the organization could do more of or different that would enhance the mission of the organization?

About the Board

- What orientation or training did the member received when she/he first joined the board?
- What is the structure of the Board i.e., executive committee membership, committees, frequency of meetings (face-to-face and/or electronic), etc.?
- How is information communicated so that members remain current about?
- What is the decision-making model used by the board? (See Perrone, Governing the Non Profit)
- What are the most challenging issues that come before the board?
- Scaling Questions: When a Board meeting ends, generally how satisfied is the member with the results and the process of the meeting?

At the bottom of the Summary Report write the following statement and sign the report.

This report and the work it represents was a collaborative undertaking. By my signature I confirm my agreement that we each contributed equally to the quality of the finished product.

4) Baker Act & Suicide Prevention Training (Online)

10 Points

Please complete four online (4) training courses

- Suicide Prevention (2.5 points)
- Baker Act (2.5 points)
- Individual Rights and the Baker Act (2.5 points)
- Minors and the Baker Act (2.5 points)

All courses can be reached via this link: www.bakeracttraining.org. Create a username and password and follow the prompts. Upon completion of each course take the online test and download a Certificate of Completion. Please hand-in a copy of the Certificate on the Due Date.

Due: June 5, 2013 in class or electronically submitted before class via BB

Suicide Prevention	June 05
Baker Act	June 05
Individual Rights & the Baker Act	June 05
Minors and the Baker Act	June 05

5) Community Crisis Resources (Small Group Project)

15 Points

In groups of 4-5, investigate one area of community and/or crisis intervention services in Central Florida. (Topics will be assigned to groups)

1. Basic Necessities: Food, Clothing, Rent Assistance, Utilities
2. Shelter: Low Income Housing & Homelessness
3. Crime Victims & Domestic Violence
4. Mental Health & Substance Abuse Emergencies
5. Grief/Loss
6. Disasters: Natural or Man-Made

Prepare one group report (4-6 pages) that includes the following sections:

Overview of Need (1-2 pages)

As best you can, provide a narrative overview of the scope of need in Central Florida for the specific services you have been assigned. Determine if there is any community research that documents the extent of services that should be available to a community of the size and characteristics found in Central Florida. Include any reference citations.

For example: natural and man-made disasters.

- What's the scope of this problem in Central Florida (e.g., tornado and hurricanes, sink holes, etc)?
- What statistics are there to document the extent of services (e.g., can use census and almanac) for this problem?

Resources (2-3 pages)

List the primary agencies and/or organizations (Government, Non-profit, and For-Profit) that provide these services (include basic contact information).

In other words where would you send your clients for help? And/or where would you go to get information to help you assist your client?

Example: American Red Cross or FEMA

- Who is the Red Cross? Who do they serve? When? Why?
- How necessary is this agency in the Central Florida area?-how come?
- What's the need for this service in this area? Etc..

Service Gaps (1-2 pages)

Are there sufficient services in Central Florida to address the level of need that you discovered? Provide a discussion of your impression of the gaps. If there is a gap – what is the explanation for it? What efforts are underway (investigate / ask around) to address this gap?

Due: June 19, 2013

Upload to Blackboard

This report and the work it represents was a collaborative undertaking. By my signature I confirm my agreement that we each contributed equally to the quality of the finished product.

5) Crisis Intervention Small Group Discussion

10 Points

In groups of 4-5, students will meet together outside of class at least twice (2) during the term. Plan to meet for a minimum of two hours per meeting.

The purpose of the small group discussion is to integrate course readings, DVDs, speakers, and experiences related to Crisis Intervention. Additionally, these conversations are an opportunity to integrate materials from this course into an evolving understanding of your identity as a professional counselor. In your conversations see how you can connect materials from this course with all prior course work (Skills, Group, Ethics, Family I & II, Abnormal, Multicultural and others) you have been exposed to during the last two years. As you prepare for Practicum/Internship, this is your time to integrate the learning. In my opinion, nothing helps integrate the learning like viewing it all through the lenses of crisis, trauma, and disaster.

After completion of the second discussion group meeting, prepare ONE two-page Summary Report indicating the topics discussed and any awareness and insights gained. You may use "bullets" to list the topics discussed. Please include a short narrative related to each bullet point.

Due: July 1, 2013
Upload to Blackboard

6) Simulation Saturday

20 Points

In preparation for Simulation Saturday students must have reviewed and discussed each of the crisis scenarios depicted on the James & Gilliard DVD.

Each student will have the opportunity to role play one or more crisis situations in which you must intervene to assess and de-escalate/stabilize a client in crisis. Each crisis intervention session will be videotaped for analysis, discussion and evaluation.

Students will each “present” their case to a small group of peers.

- Students will begin the presentation by providing an overview of their assessment of the client in crisis. (See James, pp. 59-72 for a discussion of factors to consider during the assessment.)
- Peers will provide feedback to the student on her/his use and competence of the “basic crisis intervention strategies” (James, pp. 75-93).

Feedback materials will be submitted to the professor as part of the evaluation process.

7) Crisis Intervention Reflection Paper

10 Points

Please write a 3-5 page heartfelt Reflection Paper on what you learned from participating in the role-play activities. Include three sections in your paper.

1. Clients in Crisis
What did you learn about how clients respond when in crisis?
2. Crisis Intervention Counseling
What did you learn about how you respond/react (both internally and externally) when confronted with a client in crisis?
3. Crisis Intervention v. Counseling
Describe the experience of working with a client in crisis; how it is both similar to and different from doing counseling.

Due: July 16, 2013 Please submit electronically via Blackboard (by 11:59pm)

COURSE OUTLINE

Combined Class See schedule below for location

Week	Class Topics	Assignments
<p>#1</p> <p>May 15</p>	<p>INTRODUCTION & OVERVIEW Student/Faculty Introductions Course Overview & Syllabus Introduction to Community Organizations Community – Defined Organizations – Structure and Purpose Socio/Political Factors Affecting Human Service Organizations Approaching Crisis Intervention Mission Statement – Introductory Activity</p>	<p><u>PowerPoint</u></p> <ul style="list-style-type: none"> • Bertram #1: Community Organizations • Bertram #2: Mission Statements
<p>#2</p> <p>May 22</p> <p>5:00 - 7:30</p>	<p>COMMUNITY COUNSELING ORGANIZATIONS Speaker: Margaret Linnane, Director Philanthropy & Non-Profit Leadership Center, Rollins College</p> <p>CRISIS INTERVENTION Approaching Crisis Intervention James & Gilliland, Chapter 1</p> <p>Culturally Effective Helping James & Gilliland, Chapter 2</p> <p>The Intervention and Assessment Models James & Gilliland, Chapter 3</p> <p>The Tools of the Trade James & Gilliland, Chapter 4</p>	<p>Reading <u>Blackboard & Websites</u></p> <ul style="list-style-type: none"> • Perrone, <i>Governing the NonProfit Organization</i> • Williamson, <i>Marketing & Communications in Nonprofit Organizations</i> • Free Management Library www.managementhelp.org <ul style="list-style-type: none"> - Starting an Organization - Leadership - Strategic Planning - Fund Raising - (Others that interest you) • Chronicle of Philanthropy http://philanthropy.com • Rollins Philanthropy & Nonprofit Leadership Center http://www.rollins.edu/pnlc/ <p><u>Text:</u> Chapter 1, 2, 3 & 4</p> <p><u>DVD:</u> Scenarios 1, 2, 3, & 4 (Access all DVDs through Blackboard)</p> <p><u>PowerPoint</u></p> <ul style="list-style-type: none"> • James #1: Chapter 1 • James #2: Chapter 2 • James #3: Chapter 3 • James #4: Chapter 4
<p>#3</p> <p>May 29</p> <p>5:00 - 7:30</p>	<p>COMMUNITY RESOURCES & CRISIS INTERVENTION Telephone/Online Crisis Counseling & Community Resources Speaker: Caree Jewell (Director 211) Heart of Florida United Way 1940 Traylor Blvd Orlando 32804</p> <p>Note: Class will meet at the Heart of Florida United Way building (address above). We will begin promptly at 5:00 so come early. When you arrive sign-in with the receptionist; we are meeting upstairs in the Ted Crowell Room</p>	<p>Reading <u>Text:</u> Chapters 6 & 8 <u>DVD:</u> Scenario 6 & 8</p> <ul style="list-style-type: none"> • Mission Statement June 1 by 11:59pm <p><u>PowerPoint</u></p> <ul style="list-style-type: none"> • James #6: Chapter 6 • James #8: Chapter 8

	Suicide Prevention & Intervention Skill development Role Play	
#4 June 5	<p>MISSION STATEMENT Student Mission Statements & Discussion</p> <p>BOARD MEMBER INTERVIEW Discussion</p> <p>CRISIS INTERVENTION Civil Commitment / Baker Act Speaker: Laura Gailey, LMHC Clinical Manager, Access & Central Receiving Center</p>	<p>Reading <u>Text</u></p> <ul style="list-style-type: none"> • Chapter 5 <p><u>DVD</u></p> <ul style="list-style-type: none"> • Scenarios 5 <p><u>PowerPoint</u></p> <ul style="list-style-type: none"> • James #5: Chapter 5 <p><u>Website</u></p> <ul style="list-style-type: none"> • USF Website www.bakeracttraining.org -Suicide Prevention - Baker Act Training - Individual Rights and the Baker Act - Minors and the Baker Act <p>Due</p> <ul style="list-style-type: none"> • Board Member Interview/Report • Certificates of Achievement <ul style="list-style-type: none"> - Suicide Prevention - Baker Act - Individual Rights and the Baker Act - Minors and the Baker Act
#5 June 12 5:00 - 7:30	<p>COMMUNITY DISASTER RESPONSE Red Cross Disaster Response Training Speaker: Dr. David Romano</p>	<p>Reading <u>Text</u></p> <ul style="list-style-type: none"> • Chapter 17 <p><u>DVD</u></p> <ul style="list-style-type: none"> • Scenario 17 <p><u>PowerPoint</u></p> <ul style="list-style-type: none"> • James #17: Chapter 17
#6 June 19 5:00 - 7:30	<p>COMMUNITY RESOURCES Group Report Out (10 min per group)</p> <p>CRISIS INTERVENTION Personal Loss: Bereavement & Grief Crisis in Schools Violent Behavior in Institutions Crisis/Hostage Negotiation</p>	<p>Reading <u>Text</u></p> <ul style="list-style-type: none"> • Chapters 12, 13, 14, 15 <p><u>DVD</u></p> <ul style="list-style-type: none"> • Scenarios 8, 13, 14, & 15 <p><u>PowerPoint</u></p> <ul style="list-style-type: none"> • James #12: Chapter 12 • James #13: Chapter 13 • James #14: Chapter 14 • James #15: Chapter 15 <p>Due</p> <ul style="list-style-type: none"> • Community Resources Report
#7 June 26	<p>CRISIS INTERVENTION & TREATMENT Sexual Assault & Partner Violence Chemical Dependency & Addiction Myers Act PTSD / EMDR Claire Mauer, MA, LMHC</p>	<p>Reading <u>Text</u></p> <ul style="list-style-type: none"> • Chapters 7, 9, 10, 11 <p><u>DVD</u></p> <ul style="list-style-type: none"> • Scenarios 7, 9, 10, & 11 <p><u>PowerPoint</u></p> <ul style="list-style-type: none"> • James #7: Chapter 7 • James #9: Chapter 9 • James #10: Chapter 10 • James #11: Chapter 11

		<u>Websites</u> <ul style="list-style-type: none"> EMDR http://www.emdr.com/index.htm Due: July 1 <ul style="list-style-type: none"> Crisis Intervention Small Group Discussion
July 3	NO CLASS	
July 10	NO CLASS	
#8 & 9 Saturday July 13 9:00 - 3:30	SIMULATION & SKILL PRACTICE Crisis Intervention Role Plays (2) Video Taped Small Group Debrief and Feedback	Be sure you have reviewed and discussed in your small groups all the DVD clips. Be ready to begin class promptly at 9am. To maximize time we will order pizza or something for lunch. Bring a snack as the Café will not be open.
#10 July 17 5:00 - 8:00	ROLE PLAY DEBRIEF & FEEDBACK Small Group / Large Group Discussion CRISIS INTERVENTION REFLECTION PAPER Class Discussion TRANSITION TO PRACTICUM / INTERNSHIP	<u>Text</u> <ul style="list-style-type: none"> Chapter 16 <u>PowerPoint</u> <ul style="list-style-type: none"> James #16: Chapter 16 Due July 16 (by 11:59pm) <ul style="list-style-type: none"> Crisis Intervention Reflection Paper Submit via Blackboard

Faculty reserves the right to alter the syllabus based on the availability of speakers, resources, and other variables.

DVD – Crisis Intervention Strategies (7th edition)
Role Play and Interviews
Richard K. James and Burl E. Gilliland

DVD #1

- Chapter 1: Introduction by Dr. James
 - No content
- Chapter 2: Culturally Effective Helping
 - Scenario 1: Multicultural Crisis: Talking with a Student from Africa
- Chapter 3: The Intervention and Assessment Models
 - Scenario 2: Hybrid Model: A Pregnant Woman with a Group
- Chapter 4: The Tools of the Trade
 - Scenario 3: Basic Skills/Hybrid Model: Counselors Talk with Woman Losing Custody of Child
- Chapter 5: Crisis Case Handling
 - Scenario 4: Triage Assessment of a Battered College Female
 - Scenario 5: Borderline
- Chapter 6: Telephone and Online Crisis Counseling
 - Scenario 6: Crisis Line
- Chapter 7: Posttraumatic Stress Disorder
 - Scenario 7: Posttraumatic Stress Disorder (PTSD)
- Chapter 8: Crisis of Lethality
 - No content

DVD #2

- Chapter 9: Sexual Assault
 - Scenario 9: Rape
 - Scenario 10: Adult Survivor of Sexual Abuse
- Chapter 10: Partner Violence
 - Scenario 11: A Minimizing Batterer
- Chapter 11: Chemical Dependency: The Crisis of Addiction
 - Scenario 12: Alcoholic in Denial
- Chapter 12: Personal Loss: Bereavement and Grief
 - Scenario 8: Loss (DVD #1)
- Chapter 13: Crises in Schools
 - Scenario 13: Bullied High School Student
- Chapter 14: Violent Behaviors in Institutions
 - Scenario 14: Violence on Campus

- Chapter 15: Crisis Hostage Negotiation
 - Scenario 15: Critical Incident Stress Debriefing (CISD): A Group Recounts a Shooting
- Chapter 16: Human Services Workers in Crisis: Burnout, Vicarious Traumatization, and Compassion Fatigue
 - Scenario 16: Burnout: A Burned out Woman Seeks Help
- Chapter 17: Disaster Response
 - Scenario 17: Tornado Survivors