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**STATE OF NEW HAMPSHIRE**  
**DEPARTMENT OF HEALTH AND HUMAN SERVICES**  
***DIVISION FOR BEHAVIORAL HEALTH***

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January 17, 2024

His Excellency, Governor Christopher T. Sununu  
And the Honorable Council  
State House  
Concord, New Hampshire 03301

**REQUESTED ACTION**

Contingent upon Governor and Executive Council approval of the corresponding contract with the International Critical Incident Stress Foundation, Inc. (ICISF) for Critical Incident Stress Management training (CISM), this action is to authorize the Department of Health and Human Services, Division for Behavioral Health, Bureau of Mental Health Services, to provide five (5) organized meetings on the dates and at the locations stated in the table below, for a total cost not to exceed \$56,424, for the purpose of providing a series of Critical Incident Stress management (CISM) trainings to a total of 214 non-State of New Hampshire employees, effective upon Governor and Council approval through August 30, 2024. 100% Federal funds.

<b>Critical Incident Stress Management Training</b>	
<b>Dates</b>	<b>Location</b>
2/20/24 to 2/22/24	Holiday Inn Concord Downtown, 172 North Main Street, Concord, NH 03301
4/15/24 to 4/17/24	Double Tree by Hilton Nashua, 2 Somerset Parkway, Nashua, NH 03060
7/15/24 to 7/16/24	Common Man Inn & Spa, 231 Main Street, Plymouth, NH 03264
7/30/24 to 7/31/24	Double Tree by Hilton Nashua, 2 Somerset Parkway, Nashua, NH 03060
8/12/24 to 8/13/24	Holiday Inn Portsmouth, 300 Woodbury Ave, Portsmouth, NH 03801

Funds are available in the following accounts for State Fiscal Years 2024 and 2025, with the authority to adjust budget line items within the price limitation and encumbrances between state fiscal years through the Budget Office, if needed and justified.

**05-95-092-922010-41200000 HEALTH AND SOCIAL SERVICES, HEALTH AND HUMAN SVS DEPT, HHS: BEHAVIORAL HEALTH, BUREAU OF MENTAL HEALTH SERVICES, MENTAL HEALTH BLOCK GRANT (100% FEDERAL FUNDS).**

<b>SFY</b>	<b>Class/Account</b>	<b>Class Title</b>	<b>Job Number</b>	<b>Total Amount</b>
2024	067-500557	Provider Train / Education Con	92264120	\$34,554
2025	067-500557	Provider Train / Education Con	92264120	\$21,870
			<b>Total</b>	<b>\$56,424</b>

**EXPLANATION**

In response to the increased national discourse around mass shootings, the Bipartisan Safer Communities Act (BSCA) (P.L. 117-159) provided funding to all states to strengthen and enhance mental health emergency preparedness and crisis response efforts. Funds must be spent on specific activities, including behavioral health crisis response trainings. The Department’s Division for Behavioral Health and Disaster Behavioral Health Response Team collaborated to recommend this collection of Substance Abuse and Mental Health Services Administration (SAMHSA) approved trainings.

The purpose of this request is for the provision of Critical Incident Stress Management (CISM) trainings to Community Mental Health Center (CMHC) clinicians, the Disaster Behavioral Health Response Team volunteers, and other mental health providers across the state in order to increase these providers’ capacities to address the community impacts of public health emergencies, mass shootings and other critical incidents. The trainings are designed to not only prepare providers in the event of a crisis, but also to support the Department’s goal of developing and sustaining CISM Trainers statewide.

<b>MEETING #1 – BASIC TRAINING</b>		
<b>2/20/2024 TO 2/22/2024, HOLIDAY INN CONCORD DOWNTOWN</b>		
<b>Description of Cost</b>	<b>Participants</b>	<b>Cost</b>
Venue Conference Room Rental	49	\$1,400
Food and Beverage	49	\$6,200
Hotel Rooms Reserved	14	\$2,350
	<b>Total Cost:</b>	<b>\$9,950</b>

<b>MEETING #2 – BASIC TRAINING</b>		
<b>4/15/2024 TO 4/17/2024, DOUBLE TREE BY HILTON NASHUA</b>		
<b>Description of Cost</b>	<b>Participants</b>	<b>Cost</b>
Venue Conference Room Rental	75	\$2,400
Food and Beverage	76	\$11,779
Hotel Rooms Reserved	25	\$10,425
	<b>Total Cost:</b>	<b>\$24,604</b>

The purpose of meeting #1 and #2 (Basic Training) is for the provision of (CISM) trainings to CMHC clinicians with a focus on adult interventions. Crisis Intervention is a specialized acute emergency mental health intervention. This specialized training will present the core elements of a comprehensive, systematic, and multi-component crisis intervention curriculum and prepare participants to understand a wide range of crisis intervention services for both the individual and for groups.

Fundamentals (basics) of (CISM) will be outlined and participants will leave with the knowledge and tools to provide several group crisis interventions, specifically demobilizations, defusing, and the Critical Incident Stress Debriefing (CISD). The need for appropriate follow-up services and referrals, when necessary, will also be discussed.

<b>MEETING #3 – BASIC TRAINING WITH CHILDREN 7/15/2024 TO 7/16/2024, COMMON MAN INN &amp; SPA</b>		
<b>Description of Cost</b>	<b>Participants</b>	<b>Cost</b>
Food and Beverage	31	\$6,500
Hotel Rooms Reserved	12	\$2,000
	<b>Total Cost:</b>	<b>\$8,500</b>

The purpose of meeting #3 (Basic Training with Children) is for the provision of CISM trainings with a focus on children for CMHC clinicians, the Disaster Behavioral Health Response Team volunteers, and other mental health services providers across the state. CISM with children explores the developmental considerations and children’s trauma response from infancy through adolescence. Preventive, intervention, and recovery strategies taught through this specialized training will equip attendees with the skills needed to effectively respond to traumatized children. Self-care for adult caregivers who recognize the need to heal our children is also emphasized. Adults working with traumatized children must deal with their feelings of inadequacy as they seek to assist a child in crisis. This training is meant for staff working at CMHCs, including children’s providers.

<b>MEETING #4 – ADVANCED GROUP TRAINING 7/30/2024 TO 7/31/2024, DOUBLE TREE BY HILTON NASHUA</b>		
<b>Description of Cost</b>	<b>Participants</b>	<b>Cost</b>
Venue Conference Room Rental	30	\$1,600
Food and Beverage	31	\$3,690
Hotel Rooms Reserved	9	\$1,575
	<b>Total Cost:</b>	<b>\$6,865</b>

The purpose of meeting #4 (Advanced Group Training) is for the provision of CISM advanced trainings to CMHC clinicians, the Disaster Behavioral Health Response Team volunteers, and other mental health services providers across the state, with a focus on assisting groups. The trainings are designed to both prepare providers in the event of a crisis and support the Department’s goal of developing and sustaining CISM Trainers statewide.

CISM Advanced Assisting Groups in Crisis is designed to provide participants with the latest information on critical incident stress management techniques and post-trauma syndromes. The Advanced Group Crisis Intervention builds on the knowledge base which was obtained through the Group Crisis Intervention program and/or in publications. At the conclusion of this course, participants will have gained skills on specific, proven strategies to intervene with those suffering the ill effects of exposure to trauma. Emphasis will be on advanced defusing and debriefings in complex situations. This training is a requirement for the “train-the-trainer” program.

<b>MEETING #5 – ADVANCED ADULT TRAINING 8/12/2024 TO 8/13/2024, HOLIDAY INN PORTSMOUTH</b>		
<b>Description of Cost</b>	<b>Participants</b>	<b>Cost</b>
Venue Conference Room Rental	30	\$1,230
Food and Beverage	31	\$3,700
Hotel Rooms Reserved	9	\$1,575
	<b>Total Cost:</b>	<b>\$6,505</b>

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The purpose of meeting #5 (Advanced Adult Training) is for the provision of CISM trainings to CMHC clinicians, the Disaster Behavioral Health Response Team volunteers, and other mental health services providers across the state. The trainings are designed to both prepare providers in the event of a crisis, and also support the Department's goal of developing and sustaining CISM Trainers statewide.

CISM Advanced Assisting Individuals in Crisis is a specialized acute emergency mental health intervention training. The program is designed to teach crisis intervention strategies to assist individuals in crisis, one person at a time. This program will teach advanced scenario-based crisis intervention techniques based upon an understanding of the basic crisis intervention concepts, principles, and tactics taught in the first assisting individuals in crisis program. This is a requirement for the "train-the-trainer" model.

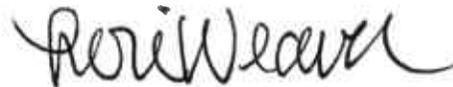
The International Critical Incident Stress Foundation (ICISF) is providing each of these five trainings. These funds are for organized meeting expenses. The Department will continue to monitor training performance through the results of surveys being conducted at the end of the trainings to ensure project deliverables and associated timelines are met and adhered to.

Should the Governor and Council not authorize this request, the Department may miss the opportunity to support effective responses to New Hampshire residents experiencing a mental health and/or substance use crisis, therefore limiting the effectiveness of its community response preparedness, leading to continued high hospitalization rates, lengthier hospitalization and treatment waitlists, and gaps in community support for at-risk individuals.

Source of Federal Funds: Bipartisan Safer Communities Act (BSCA) Funds from the Substance Abuse and Mental Health Services Administration (SAMSHA) Block Grant. FAIN # B09SM087307, CFDA 93.958, October 17, 2022.

In the event that Federal Funds are no longer available, General Funds will not be requested to support this program.

Respectfully submitted,



Lori A. Weaver  
Commissioner

## PROGRAM DOCUMENTATION FORM

**Course Title: Assisting Individuals In Crisis and Group Crisis Intervention (GRIN)**

Objectives	Content	Time Frame	Faculty	Teaching Method
List objectives in operational/behavioral terms	List each topic area to be covered and provide a description or outline of the content to be presented	State the time frame for the topic area	List the faculty person or presenter for each topic	Describe the teaching method/s used for each
List at least four fundamentals of crisis intervention.	Fundamentals of Crisis Intervention a. Rapid intervention b. Stabilization c. Mobilization of Resources d. Restoration to Function	1.5 hours		Illustrated / Lecture
Demonstrate the techniques of active listening.	Techniques of Active Listening a. Attending b. Positioning c. Questioning d. Informing	1.5 hours		Demonstration / Role Playing
Compare open vs. closed ended questions.	Open vs. Closed-Ended Questions a. Allow discussion b. No specific goals	1 hour		Lecture
Explain the concept of interpretation.	Interpretation a. Cautions b. Limits c. Process d. Uses	1.5 hours		Lecture
Demonstrate cognitive reframing techniques.	Cognitive Reframing Techniques a. Definition b. Methods c. Timing	1.5 hours		Demonstration / Role Play

Defining non-verbal communication.	Non-Verbal Communication a. Body Language b. Posture c. Facial Expressions d. Eye Movements	1.5 hours		Lecture
Discuss group dynamics in CISD sessions.	CISD and Group Dynamics Theory a. Elements of Group Dynamics b. Roles of Support Personnel	.75 hours		Lecture
Describe common psychiatric symptoms after trauma.	Common Post-Trauma Psychiatric Symptoms a. Mental Confusion b. Anxiety c. Rage d. Major Symptoms of Psychosis	.75 hours		Lecture
List risk factors for suicide.	Risk Factors for Suicide a. Age b. Weapon c. Gender d. History	.75 hours		Lecture
Describe the grief process	The Grief Process a. Denial b. Anger c. Bargaining d. Acceptance	.5 hours		Lecture
Discuss the effects of counseling other peers.	Risks to Peers and Transference	.5 hours		Lecture / Discussion

<p>At completion of the session, the participant will be able to:</p> <p>Define:</p> <p>a) STSD</p> <p>b) CIS</p> <p>c) PTSD</p>	<p>a) Stress</p> <ul style="list-style-type: none"> <li>- nature of</li> <li>- difference between</li> <li>- general &amp; critical</li> </ul> <p>b) CIS</p> <ul style="list-style-type: none"> <li>- definition</li> <li>- examples</li> </ul> <p>c) PTSD</p> <ul style="list-style-type: none"> <li>- end state</li> <li>- maladaptive</li> <li>- pathological</li> </ul>	<p>1 hour</p>		<p>Illustrated Lecture</p>
<p>List the common causes of Critical Incident Stress</p>	<p>Causes of CIS</p> <ul style="list-style-type: none"> <li>- highly traumatic event</li> <li>- line of duty death</li> <li>- line of duty injury</li> <li>- suicide of known person</li> <li>- multi-casualty incident</li> <li>- personal threat</li> <li>- etc.</li> </ul>	<p>.5 hours</p>		<p>Illustrated Lecture</p>
<p>List the effects of Critical Incident Stress</p>	<p>Effects of CIS</p> <ul style="list-style-type: none"> <li>- cognitive</li> <li>- physical</li> <li>- emotional</li> <li>- behavioral</li> </ul>	<p>.25 hours</p>		<p>Illustrated Lecture</p>

<p>Identify the most common Critical Incidents</p>	<p>Common CI</p> <ul style="list-style-type: none"> <li>- children – deaths or injuries - personal threat</li> <li>- prolonged incident</li> <li>- excessive media</li> <li>- etc.</li> </ul>	<p>.25 hours</p>		<p>Illustrated Lecture</p>
<p>List the 10 basic interventions of CISM</p>	<p>List of CISM interventions</p> <ul style="list-style-type: none"> <li>- on scene support</li> <li>- pre-incident education</li> <li>- demobilization</li> <li>- defusing</li> <li>- debriefing</li> <li>- individual consults</li> <li>- spouse support</li> <li>- specialty debriefings</li> <li>- follow-up services</li> <li>- initial discussions</li> </ul>	<p>1 hour</p>		<p>Illustrated Lecture and Videotape</p>
<p>Define and describe in detail the CISM group processes of</p> <p>a) Demobilization</p> <p>b) Defusing</p> <p>1. Describe the 3 steps of a defusing</p> <p>c) Debriefing</p> <p>1. Describe the 7 phases of a CISD</p>	<p>Definitions of:</p> <p>a) demobilization</p> <ul style="list-style-type: none"> <li>- disaster only</li> <li>- logistics</li> <li>- process</li> <li>- follow-up</li> </ul> <p>b) defusing</p> <ul style="list-style-type: none"> <li>- immediate</li> <li>- 3 parts</li> <li>1. introduction</li> <li>2. exploration</li> <li>3. information</li> </ul> <p>c) debriefing</p> <ul style="list-style-type: none"> <li>- 3 hours in length</li> <li>- 7 phases</li> <li>- cautions</li> </ul>	<p>2 hours</p>		<p>Illustrated Lecture Videotape / Discussion</p>

Questions/Wrap Up	Observe and discuss videotape of defusing	3 hours		Demonstration / Discussion Role play / Discussion / Videotape
	Observe & discuss role play of defusing Participate in role play of defusing	1.5 hours		Discussion Illustrated
	“CISD – Techniques of Debriefing” video - Discussion	1.5 hours		Lecture
	CISD details - room size - when to do - leaders’ role - team members’ role - process	3 hours		Demonstration / Discussion
	Role Play of Debriefing	.25 hours		Lecture / Discussion

**International Critical Incident Stress Foundation, Inc.**

**CISM Applications with Children**

<b>Objectives</b>	<b>Content</b>	<b>Allocated Time</b>	<b>Faculty</b>	<b>Teaching Methodology</b>
Objectives operational \ behavioral terminology	Topics to be covered with brief description or outline of curriculum content	Time frame for included topics using minutes	Faculty \ presenter	Teaching method/s used for each curriculum entity
A. Introductions: Presenter(s) Attendees  B. Attendee requirements for ICISF certificate  C. Organization for days  D. Overview of curriculum	1. Attendance a. ICISF b. Additional organizational requirement  2. Introductions 3. Curriculum content for total hours	.30	Anne Balboni, Psy.D	Lecture format with Interactional attendee discussion
<b>At the end of this course participants will be able to:</b>				
1. Recognize the immediate and long term impact and implications of trauma exposure and trauma events on children	1.Introduction \ overview of trauma as experienced by children 2.immmediate and long term symptomology	.60	Anne Balboni, Psy.D	Video <i>Through Our Eyes: Children, Violence and Trauma an Introduction plus</i> Discussion of video
2. Identify the potential and/or probable implications and consequences on adult caregivers working with traumatized children	1. Vicarious trauma 2. Burnout 3. Personalization 4. Transfer and counter transference 5. Organizational considerations and responsibilities for care	.30	Anne Balboni, Psy.D	Lecture and interactive discussions  Power Point slides

<p>3. Recognize and address children's trauma and grief symptomatology with a concentration on behavioral implication</p>	<ol style="list-style-type: none"> <li>1. Immediate</li> <li>2. Delayed</li> <li>3. Acute</li> <li>4. Cumulative</li> <li>5. Chronic</li> </ol>	<p>.60</p>	<p>Anne Balboni, Psy.D</p>	<p>Lecture and interactive discussions</p> <p>PowerPoint slides</p> <p>Video: <i>The Fear Response</i></p>
<p>4. Recognize and understand developmental and age considerations when developing crisis intervention strategies for children exposed to trauma</p>	<ol style="list-style-type: none"> <li>1. Stages of child development</li> <li>2. Useful models</li> <li>3. Strategies useful at each stage of development</li> </ol>	<p>.90</p>	<p>Anne Balboni, Psy.D</p>	<p>Lecture and interactive discussions</p>
<p>6. Formulate crisis response plans within the internal or external response team to quickly and appropriately respond in cooperation with the affected communities</p>	<ol style="list-style-type: none"> <li>1. Review, evaluate and/or renew, crisis response plans</li> <li>2. Development considerations if needed</li> </ol>	<p>.60</p>	<p>Anne Balboni Psy.D</p>	<p>Lecture</p> <p>Power Point slides</p> <p>Group process activity</p>
<p>7. Recognize the ICISF model of crisis intervention with appropriate modifications when used with children</p>	<ol style="list-style-type: none"> <li>1. Review ICISF model using fourteen interventions</li> <li>2. Changes and modifications needed to be inclusive of children</li> </ol>	<p>.60</p>	<p>Anne Balboni, Psy.D</p>	<p>Lecture</p> <p>Power Point slides</p>

<p>8. Formulate a response to an incident of adolescent suicide idealization or/and completion to include appropriate crisis intervention</p>	<ol style="list-style-type: none"> <li>1. Death rate of adolescents due to suicide</li> <li>2. Reactions of friends \ families</li> <li>3. Appropriate and inappropriate community response</li> </ol>	<p>.60</p>	<p>Anne Balboni, Psy.D</p>	<p>Lecture</p> <p>Video <i>Seven Facts on Adolescent Suicide</i></p>
<p>9. Recognize the value of an ICISF model of Crisis Management Briefing (CMB) when needs of adults and children are included</p>	<ol style="list-style-type: none"> <li>1. Understand the usefulness of a CMB for community \ school response for staff, survivors, students, administrators</li> <li>2. Develop strategies for addressing the crisis response using appropriate information</li> </ol>	<p>.120</p>	<p>Anne Balboni, Psy.D</p>	<p>Lecture</p> <p>Activity Group planning and delivering a CMB to include children's strategies</p>
<p>10. Recognize the value of individual crisis intervention for a child experiencing a trauma event using a modified Healing Conversations (Diane Myers)</p>	<ol style="list-style-type: none"> <li>1. Review the model of Healing Conversations</li> <li>2. Develop an appreciation of the use of psychomotor activities when working with traumatized child</li> </ol>	<p>.120</p>		<p>Lecture</p> <p>Activity: Individual scenarios for one-on-one crisis intervention practice opportunity</p>

<p>11. List the modification to the ICISF model of crisis intervention for Debriefing and Defusing's for children</p>	<ol style="list-style-type: none"><li>1. Defusing appropriate for community groups to include schools and classroom crisis intervention</li><li>2. Debriefing appropriate for children in community or school groups.</li><li>3. Appropriate modifications for Debriefings and Defusing's</li></ol>			
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## PROGRAM DOCUMENTATION FORM

Course Title: Advanced Group Crisis Intervention

Objectives	Content	Time Frame	Faculty	Teaching Method
List objectives in operational/behavioral terms	List each topic area to be covered and provide a description or outline of the content to be presented	State the time frame for the topic area	List the faculty person or presenter for each topic	Describe the teaching method/s used for each
1. Describe traumatic stress.	Traumatic Stress a. nature b. causes c. effects	.5 hour		Illustrated Lecture and Discussion
2. Define post traumatic stress disorder	PTSD a. definition b. process	.5 hour	Same	Illustrated Lecture
3. Discuss the physiology of stress	Physiology Stress a. brain / body relationships b. stress in the body	1 hour	Same	Illustrated Lecture
4. Discuss the pathological consequences of traumatic stress	Pathological Manifestations of traumatic stress a. disease b. changes in brain chemistry c. other stress manifestations	1 hour	Same	Illustrated Lecture and Discussion
5. List reasons why debriefing may work	a. Catharsis b. Group support c. Peer pressure d. Verbalization e. Group support	1.5 hours	Same	Illustrated Lecture and Discussion

<p>6. Discuss the theoretical basis for CISM Describe lessons learned from CISM</p>	<p>CISM Theory a. Not therapy b. Positive c. Supportive d. Short term</p>	<p>1 hour .5 hour</p>	<p>Same Same</p>	<p>Illustrated Lecture Illustrated Lecture</p>
<p>7. Describe common CISM mistakes</p>	<p>Mistakes in CISM a. Peer b. Mental Health</p>	<p>1.5 hours</p>	<p>Same</p>	<p>Illustrated Lecture</p>
<p>8. Define and describe difficult debriefings</p>	<p>Difficult debriefings a. Multi-incident b. Symbolic debriefing</p>	<p>2 hours</p>	<p>Same</p>	<p>Illustrated Lecture</p>
<p>9. Describe in detail a multiple incident debriefing</p>	<p>Debriefing demonstration</p>	<p>1.5 hours</p>	<p>Same</p>	<p>Demonstration and discussion</p>
<p>10. Describe complex CISM processes</p>	<p>a. Line of Duty Death b. Suicide of Colleague c. Significantly delayed intervention d. Disaster</p>	<p>3 hours</p>	<p>Same</p>	<p>Lecture</p>

## PROGRAM DOCUMENTATION FORM

Course Title: Advanced Assisting Individuals in Crisis

<b>Objectives</b>	<b>Content</b>	<b>Time Frame</b>	<b>Faculty</b>	<b>Teaching Method</b>
List objectives in operational/behavioral terms	List each topic area to be covered and provide a description or outline of the content to be presented	State the time frame for the topic area	List the faculty person or presenter for each topic	Describe the teaching method/s used for each
<p>At the completion of this course, the participant will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the natures &amp; definitions of a psychological crisis and psychological crisis intervention</li> </ol>	<p>The psychological distress in response to critical incidents such as emergencies, disasters, traumatic events, terrorism or catastrophes is called a <b>PSYCHOLOGICAL CRISIS</b>.</p> <p><b>Psychological Crisis</b></p> <p>An Acute <b>RESPONSE</b> to a trauma, disaster, ore other critical incident wherein:</p> <ul style="list-style-type: none"> <li>- Psychological homeostasis (balance) is disrupted (increased stress)</li> <li>- One's usual coping mechanisms have failed impairment, dysfunction</li> </ul>	1.5 hrs.		Illustrated Lecture

<p>2. Understand the nature and definition of critical incident stress management and its role as a continuum of care.</p>	<p><b>Crisis Intervention</b></p> <ul style="list-style-type: none"> <li>- A short-term helping process</li> <li>- Acute intervention designed to stabilize and mitigate the crisis response</li> <li>- Not Psychotherapy</li> <li>- NOT treatment for PTSD, depression, nor anxiety.</li> </ul>	<p>1.5 hrs.</p>		<p>Illustrated Lecture &amp; discussion</p>
<p>3. Practice empathic communication techniques.</p>	<p>To Foster Natural resiliency through</p> <ul style="list-style-type: none"> <li>- Stabilization</li> <li>- Symptom reduction</li> <li>- Return to adaptive functioning</li> <li>- Facilitation of access to continued care</li> </ul>	<p>1 hr</p>		<p>Role Play</p>
<p>4. Understand the practice of psychological triage</p>	<p><b>Tactical Elements of CISM</b></p> <ul style="list-style-type: none"> <li>- Pre incident education, preparation</li> <li>- Assessment</li> <li>- Strategic Planning</li> <li>- Large Group Crisis Intervention <ul style="list-style-type: none"> <li>● Demobilizations (large Grp rescue/recovery)</li> <li>● Small Group CMB</li> <li>● “Debriefing” Models: Critical Incident Stress Debriefing (CISD); HERD; NOVA; Multi-stressor debriefing model; CED</li> </ul> </li> <li>- One-on-One crisis</li> </ul>	<p>1.5 hrs.</p>		<p>Lecture, Discussion, Video</p>

<p>5. Practice the SAFER-Revised model of individual psychological crisis intervention in a suicide scenario</p>	<p>intervention, including individual PFA</p> <ul style="list-style-type: none"> <li>- Family CISM</li> <li>- Organizational/Community intervention, consultation</li> <li>- Pastoral crisis intervention</li> <li>- Follow-up &amp; referral for continued care.</li> </ul> <p>- “Suicide is a conscious act of self-induced annihilation, best understood as a multidimensional malaise in a needful individual who defines an issue for which the suicide is perceived as the best solution”</p> <p>- Prepare for the Intervention</p> <ul style="list-style-type: none"> <li>● Do not intervene alone</li> <li>● Prepare to meet basic needs</li> <li>● Try to reduce any sources of stress in the environment when possible</li> <li>● Do not leave the person alone unless your safety is threatened</li> </ul>	<p>1.5 hrs</p>		<p>Lecture, Discussion, Video</p>
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<p>5. Practice the SAFER- Revised model of individual psychological crisis intervention in a suicide scenario</p>	<ul style="list-style-type: none"> <li>- Stabilize (introduction, meet basic needs; mitigate acute stressors.</li> <li>- Acknowledge the crisis (event reactions)</li> <li>- Facilitate understanding (normalization)</li> <li>- Encourage effective coping (mechanisms of action)</li> <li>- Recovery or Referral (facilitate access to continued care)</li> </ul>			<p>Role Playing, Discussions</p>
<p>6. Practice the SAFFER- Revised model of individual psychological crisis intervention in a grief and bereavement scenario</p>	<ul style="list-style-type: none"> <li>- Stabilization &amp; Introductions-Begin with...Presence; serve as advocate of liaison to reduce stressors. If necessary/possible.</li> <li>- Acknowledgement-Be open to the telling ((and retelling) of remembrances, family "stories," etc. Be open to expression of feelings (as opposed to actively encouraging catharsis). Be tolerant of silence.</li> <li>- Facilitate understanding-Offer empathic, reflective responses. Normalize, de-pathologize as appropriate.</li> <li>- Encourage adaptive grieving and coping</li> <li>- Referral for continued care</li> </ul>		<p>1 hr.</p>	<p>Lecture Discussion, Role Playing.</p>
<p>7. Practice the SAFER-</p>	<ul style="list-style-type: none"> <li>- Stabilize &amp; Introduction-</li> </ul>		<p>1 hr.</p>	<p>Discussion, Role Playing,</p>

<p>Revised model of individual psychological crisis intervention in a “follow-up” or referral scenario.</p>	<p>Begin with...Presence, Serve as advocate or liaison to reduce stressors.</p> <ul style="list-style-type: none"> <li>- Acknowledgement-Be Open to the telling of ”Stories”</li> <li>- Facilitate understanding</li> <li>- Encourage</li> <li>- Referral for continued care.</li> </ul>			<p>Video</p>
<p>8. Understand &amp; discuss common ethical issues in psychological crisis intervention.</p>	<ul style="list-style-type: none"> <li>- Countertransference</li> <li>- Boundaries</li> <li>- Standards of Care</li> </ul>		<p>1 hr.</p>	<p>Discussion, Role Playing</p>
<p>9 Understand &amp; discuss the risks of iatrogenic “harm” associated with psychological crisis intervention and further discuss how to reduce those risks.</p>	<ul style="list-style-type: none"> <li>- Risks</li> <li>- Timing Not Appropriate</li> <li>- Voluntary vs Involuntary Intervention</li> <li>- Inappropriate Disclosure in Groups</li> <li>- Failure to Follow-up</li> </ul>		<p>1.5 hrs.</p>	<p>Lecture Group Discussion</p>
<p>10. Understand the principles of self-care</p>	<ul style="list-style-type: none"> <li>- Consequences of Poor Self-Care</li> <li>- Burnout</li> <li>- Burnout Symptoms</li> <li>- Vicarious Trauma</li> </ul>		<p>1.5 hrs.0</p>	<p>Lecture Group Discussion</p>