

## PREFACE

The purpose for constructing this text was to convey the practical implications of and applications for dealing with crisis situations. Prior to September 11, 2001, crisis counselors' and university faculty members' conceptualization of crisis was generally limited to individual clients, primarily addressing suicidal client needs. But recent events (e.g., terrorism, school shootings, natural disasters), coupled with renewed societal concerns over continuing violence (e.g., homicide, intimate partner violence, rape, sexual abuse), have expanded our conceptualization of crisis and the needs of the new generation of counselors. This book is written to address this expanded concept of crisis in today's world and includes the practical applications that will help crisis counselors immediately be able to serve diverse clients in a changing world.

Preservice students and mental health professionals in the field need all the crisis management help they can get in order to hit the ground running. This short text provides vital information on assessing and reacting to various crises involving suicide, homicide, intimate partner violence, sexual assault/abuse, bereavement/grief, substance abuse, natural disasters, war, and terrorism. The text provides practical applications for various crisis situations experienced by crisis workers. The book allows students to become familiar with various crisis issues and situations and to practice necessary skills before encountering the problem for the first time in the field. The text features numerous crisis situations not found in other crisis texts and is of benefit to various counseling specialties (e.g., school, mental health, pastoral). Students see the process as a whole and are exposed to crucial information, clinical considerations, and practical experiences on every crisis topic.

The book is divided into two parts. Part I: Elements of Crisis Intervention, which includes Chapters 1–5, reviews the fundamental information related to crises and crisis intervention. In Chapter 1: Overview of Crisis Intervention, by Stephanie Puleo and Jason McGlothlin, the authors acknowledge that crises occur in a variety of settings for a variety of reasons. Responses to crises are equally variable. In Chapter 1, basic frameworks for assessing and conceptualizing crises are presented, along with a discussion of how crisis intervention may differ from traditional counseling. Chapter 2: Reacting in Crisis Situations was written by Charlotte Daughhettee and Mary Bartlett. When responding to a crisis, counselors need to be able to act promptly; meaning that crisis preparedness is essential to best practice during emergency situations. A brief overview of crisis planning guidelines and crisis counselor safety procedures is presented in Chapter 2, along with a review of transcrisis issues, ethical considerations in crisis treatment, and counselor self-care concerns.

Chapter 3: Essential Crisis Intervention Skills, by Joseph Cooper, provides an overview of the fundamental skills needed to engage in effective crisis intervention work. The skills covered in Chapter 3 focus on Ivey and Ivey's (2007) microskills hierarchy. At the heart of this hierarchy is the basic listening sequence, an interrelated set of skills that will not only foster the development of rapport with clients but also aid in the identification of interventions to help achieve a successful resolution to the client's crisis state. Examples of the skills in use, as well as practice exercises to foster individual skill development, are provided.

Whenever we lose, we grieve. Chapter 4: Grief and Loss, by Lourie W. Reichenberg, covers approaches to crisis counseling with mourners, theories of grieving, and the variables that affect how a bereaved person mourns. Also addressed is how timing, cause of death, and the role the relationship played in a person's life all mediate the mourning process, followed by an attempt to distinguish between "normal grief" and complicated mourning.

Finally, Part I concludes with Chapter 5: Intervention with Clients: Suicide and Homicide, by Mary Bartlett and Charlotte Daughhettee. Chapter 5 recognizes that suicide and homicide continue to play increasingly important roles in American society and on the world stage. Suicide and homicide affect us personally as we, family members, friends, and those in extended social networks struggle with the ever-increasing challenges of modern life. As personal liberty has increased, the chance for violent responses to stressful situations has increased. The effectiveness of the care given by professional emergency first responders, as well as the effectiveness of ordinary people in responding to their own crises and the crises of those about whom they care, is improved by background knowledge involving current trends in and treatments for suicide and homicide impulses.

Part II: Special Issues in Crisis Intervention comprises Chapters 6–9. In Chapter 6: Intimate Partner Violence, by Amy L. McLeod, John Muldoon, and Danica G. Hays, intimate partner violence (IPV) is defined as the infliction of physical, sexual, and/or emotional harm to a person by a current or former partner or spouse with the intent of establishing power and control over the abused partner. IPV is a major public health concern, and it is imperative that crisis counselors be able to recognize and respond to IPV survivors competently. Chapter 6 provides an overview of the facts and figures associated with IPV, discusses the cycle of violence commonly experienced in abusive relationships, and explores various perspectives on survivors who stay in relationships with abusive partners. Common crisis issues experienced by IPV survivors, including dealing with physical injury, establishing immediate safety, and reporting IPV to the police are also highlighted. In addition, this chapter explores special considerations regarding IPV in lesbian, gay, bisexual, and transgender (LGBT) relationships, relationships characterized by female-to-male violence, abusive relationships in racial and ethnic minority populations, and abusive dating relationships among adolescents and young adults. Guidelines for crisis counselors who are conducting IPV assessment, responding to IPV disclosure, planning for client safety, and addressing the emotional impact of IPV are provided. Finally, the goals, theories, and challenges associated with IPV offender intervention are discussed.

Chapter 7: Sexual Assault and Sexual Abuse, by Carrie Wachter and Robin Lee, reveals that sexual assault and child sexual abuse are two of the most underreported crimes, with survivors facing a number of potential physical, psychological, cognitive, behavioral, and emotional consequences. Crisis counselors who work with survivors of sexual assault and child sexual abuse need to be aware of the multitude of challenges these individuals face, best practices for treatment, and support services available in the local community. In Chapter 7, sexual assault and child sexual abuse are defined, signs and symptoms described, treatment interventions discussed, and guidelines for working with law enforcement and child protective services personnel provided. In addition, this chapter addresses sexual offenders, their patterns of behavior, and common treatment options.

Chapter 8: Addressing Substance Abuse and Dependence Within the Crisis Context, by Edward Cannon, reviews Substance Use Disorders and the disease of addiction, including causes, manifestations, and treatment. There are numerous models and theories about the causes of alcoholism and drug addiction, and this chapter introduces the medical and moral/legal models as well as important genetic, sociocultural, and psychological theories.

Finally, in Chapter 9: Emergency Preparedness and Response, by Jason McGlothlin, Lisa Jackson-Cherry, and Michele Garofalo, the information and interventions from the preceding eight chapters are integrated into an overview of the various disasters and crises that crisis counselors may need to address. In the first section of Chapter 9, crisis intervention models and clinical implications for disasters and hostage situations are explored. In the second part of Chapter 9, crisis management in the school is explored, including the components of a crisis plan and the role of school counselors and other school officials. Finally, the chapter concludes with an outline of the components that should be implemented when preparing for and providing death notifications.