

# **Crisis Counseling Assistance and Training Program (CCP) Participant Workbook**

## **Disaster Anniversary Training**

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## SECTION 1: Disaster Anniversary Reactions

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### Key Concepts of Disaster Anniversaries

Disaster anniversaries are a time to do the following:

- Take stock of the accomplishments of the CCP.
- Reassess the needs of the community.
- Enhance and strengthen connections with community stakeholders.
- Continue creating educational materials and community partnerships that promote resilience and leave a legacy.
- Remember that the program is time limited.

Additional key concepts:

- While every disaster is different, there are some disaster reactions related to the anniversary that can be anticipated.
- As the disaster anniversary approaches, there may be an increase in the distress reactions of some survivors.
- There will be a need for updated educational materials and media messages related to the disaster anniversary.
- Anniversaries allow individuals and communities to reflect on resilience and healing.
- Anniversaries are a time to mourn losses associated with the disaster.
- Each community may perceive the anniversary differently.
- Each community will decide how it will observe the anniversary.

## **Anniversary Triggers**

Typical triggers include the following:

- Media accounts of the anniversary
- Seasonal changes that remind survivors of the disaster
- Personal events, such as birthdays, that correspond with the disaster anniversary
- Personal losses associated with the disaster, including losses of loved ones, pets, and property

Triggers:

- May increase in frequency around the time of the disaster anniversary
- Can occur unexpectedly
- Are unique to each person
- May not be easily recognized
- Can ebb and flow
- Tend to occur more often when stress is present

Trigger events can occur in any phase following the impact of disaster, but they are more typical in the later phases—after the reality of the initial traumatic event has set in. Trigger events vary by disaster, community, and individual, but some trigger events can be predicted. For example, upsetting reports in the media about survivor suffering or shortcomings in the disaster response can increase stress in individuals and communities.

Setbacks are trigger events that occur in the reconstruction phase. Examples include reoccurrence of disaster or reports in the media of new painful discoveries related to the disaster. A community's sense of recovery—of having come to terms with the disaster—can be damaged by these unexpected setbacks.

Notes:

**Anniversary Triggers Worksheet**

Which trigger events have occurred recently?

What have the effects been on individuals and communities?

Which trigger events do you anticipate in the near term?

What do you anticipate the effects will be on individuals and communities?

## **Disaster Anniversary Reactions—Individuals**

*Thoughts, feelings, dreams, and memories*—Individuals may experience recurring thoughts, feelings, dreams, and memories about the event.

Examples include:

*Grief and sadness*—Individuals may experience grief and sadness related to loss of income, employment, a home, or a loved one.

Examples include:

*Fear and anxiety*—Fear and anxiety may resurface around the time of the anniversary and lead to jumpiness, startled responses, and vigilance about safety.

Examples include:

*Frustration, anger, and guilt*—The anniversary may reawaken frustration and anger about the disaster or traumatic event.

Examples include:

*Avoidance*—Some survivors try to protect themselves from experiencing an anniversary reaction by avoiding reminders of the event and attempting to treat the anniversary as an ordinary day.

Examples include:

*Remembrance*—Many survivors welcome the cleansing tears, commemoration, and fellowship that the anniversary of the event offers.

Examples include:

*Reflection*—The reflection brought about by the anniversary of a disaster or traumatic event is often a turning point in the recovery process.

Examples include:

*Restlessness*—This refers to the inability to relax or remain still long enough to eliminate or reduce stress.

Examples include:

*Complicated grief*—Complicated bereavement takes many forms, such as the absence of grieving, conflicted grief, pathological grief, and chronic mourning. It is a state of being overwhelmed by emotions brought on by grief and accepting the loss.

Examples include:

*Gallows humor*—Gallows humor is a type of humor that arises from stressful, traumatic, or life-threatening situations such as accidents, wartime events, or natural disasters, often in circumstances where death is perceived as impending and unavoidable.

Examples include:

Other reactions may include the following:

- Increased readiness and desire for group crisis counseling
- Deepened anxiety or depression, acting as limitations, as the new reality of life after disaster sets in
- Anger around the limits of governmental assistance and insurance (e.g., “the system,” “red tape”)
- Increased substance use
- Evolution of unaddressed trauma into diagnosable conditions such as posttraumatic stress disorder or depression
- Stress from multiple losses as resources run out

Notes:

## **Disaster Anniversary Reactions—Communities**

Community disaster anniversary reactions often include the following:

- Increase in preparedness activities
- Resurgence of media and political attention
- Community solidarity or discord
- Increased demand for CCP services
- Surge in calls to the program or local hotline

Notes:

## **Responding to Disaster Anniversary Reactions Brainstorming Activity**

### Ground Rules for Brainstorming

1. *Focus on quantity*—The greater number of ideas generated, the greater the chance of producing an outstanding idea.
2. *Withhold criticism*—By suspending judgment until later, individuals feel free to generate unusual ideas.
3. *Welcome unusual ideas*—New ways of thinking may provide better solutions.
4. *Combine and improve ideas*—Good ideas may be combined to form a single better idea.

How will you respond to anniversary reactions among individuals?

How will you respond to community anniversary reactions?

What will you do as a CCP to prepare to respond to anniversary reactions?

## **SECTION 2: Intervention Strategies**

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### **Key Concepts**

The CCP should do the following things:

- Leave community organizations stronger and more aware of survivor needs.
- Facilitate responsibility among local organizations for community fairs, events, and activities.
- Leave individual survivors better informed about community resources.
- Leave individual survivors with tools to better manage stress, cope with challenges, and connect with others.
- Encourage community leaders and groups to plan for and organize activities and events.
- Provide consultation and guidance to local organizations responsible for planning events.
- Participate in local activities and events.
- Initiate anniversary events only after community engagement efforts have proven unsuccessful.

Notes:

### **Intervention Strategies for Individuals/Families**

- Educate survivors about triggers and common reactions.
- Address unresolved issues and feelings.
- Educate survivors about how the anniversary can be an opportunity for healing.
- Assist survivors in reflecting on life changes.
- Emphasize the use of problem-solving tools.
- Provide educational materials for survivors.
- Encourage planning and participation in community rituals.

Notes:

**Intervention Strategies for Children and Youth**

- Help children recognize and cope with disaster reminders.
- Allow children to experience the anniversary in their own way.
- Be honest with children about adult reactions and concerns.
- Limit exposure to traumatic images in the media.
- Provide opportunities for children to make positive differences in their lives and communities.
- Discuss concerns about children with teachers and other support professionals.
- Make sure a parent or guardian is present when working with children and youth.
- Educate parents, caregivers, and teachers about these intervention strategies so they may provide appropriate support and encourage effective coping strategies.

Notes:

**Tips for parents:**

- *Model calm behaviors*—Be a role model. Children take cues for how to handle situations from their parents. Modeling calm behaviors is important during chaotic times.
- *Maintain routines*—Even in the midst of chaos and change, children feel safer and more secure with structure and routine (e.g., regular times for meals and going to sleep for the night).
- *Limit media exposure*—It is important for parents to protect their children from overexposure to sights and images of the event, including those in newspapers, on the Internet, or on television.
- *Repeat instructions often*—Be patient. Children may need added reminders or extra help with chores or homework once school is in session, as they may be more distracted.
- *Provide support at bedtime*—Children may become anxious when they separate from their parents, particularly at bedtime. Try to spend more time with the child at bedtime with activities such as reading a book. It is okay to make temporary arrangements for young children to sleep in bed with their parents, with the understanding that they will go back to normal sleeping arrangements at a set future date.

Notes:

**Intervention Strategies for Other Special Populations**

- *Target materials to identified special populations*—Make sure materials are in appropriate languages and are applicable to special populations.
- *Educate caregivers on anniversary reactions*—Educate staff at nursing homes, hospitals, and substance abuse and mental health facilities on disaster anniversary reactions.
- *Encourage and facilitate participation in community anniversary events*—Partner with local groups to ensure access to anniversary events (e.g., transportation).

Notes:

## Special Populations Worksheet

Who are the special populations in the affected communities?

What are the needs of each of these special populations?

What are some intervention strategies for meeting those needs?

### **Intervention Strategies for the Community**

- Plan for increased demand for services.
- Engage in frequent staff meetings to plan for the anniversary, and provide staff support.
- Provide guidance and consultation to community stakeholders.
- Participate in community gatherings and rituals by maintaining a compassionate presence.
- Prepare press kits and media messaging materials.
- Create a calendar of events for staff, survivors, and media.
- Reestablish contact with community groups and leaders.
- Prepare and distribute public educational materials that address anniversary reactions and triggers.
- Increase distribution of informational materials to community groups and partners.
- Prepare the helpline staff for anniversary reactions and a surge in calls.

Notes:

## **Community Engagement Worksheet**

What community functions have been planned or are likely to be planned to commemorate the anniversary?

How can CCP team members take part and assist in these functions?

## **Strategies for Ensuring Cultural Awareness**

*Recognize the importance of culture, and respect diversity.*

Culture is . . .

*Maintain a current profile of the cultural composition of the community.*

The range of cultural diversity (ethnic, religious, racial, and language) should be assessed and described in a comprehensive community profile.

The profile should include:

*Recruit crisis counselors who represent the community.*

Recruiting staff whose cultural, racial, and ethnic backgrounds are similar to those of the affected people helps ensure . . .

*Provide ongoing cultural awareness training to staff.*

Training should be provided to . . .

*Ensure that services are accessible, appropriate, and equitable.*

Ensure that staff members . . .

Other strategies for cultural awareness include the following:

- Reassess and reevaluate the cultural awareness of programming and staff.
- Ensure that educational and informational materials are culturally appropriate.
- Recognize the role of help-seeking, customs, traditions, and support networks.
- Communicate with cultural brokers, especially in relation to anniversary reactions and rituals.

How can you help ensure that anniversary commemorations and crisis counseling interventions are culturally sensitive?

## **SECTION 3: Public Education and Media Messaging**

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### **Assessing and Revising the Public Education Plan Worksheet**

What groups need to be educated about anniversary reactions?

Which strategies should be used to reach these groups?

What are the goals of each public education event?

What messages should be conveyed?

## Assessing and Revising the Media Plan Worksheet

What is the current media plan?

What messages have already been conveyed?

What messages need to be conveyed at this time?

Who should be involved in developing and implementing the revised plan?

## **Developing Talking Points**

Talking points should convey the following:

- Information about availability of CCP services
- Education about anniversary triggers, reactions, coping tools, and available resources
- Emphasis on resilience and hope
- Cultural sensitivity
- An understanding of the anniversary message
- How the CCP has assisted the community, with an emphasis on survivor stories

It is recommended that talking points include three main concepts or themes, such as that most people are resilient, some people may experience increased distress during the anniversary, and CCP services continue to be available.

Modify existing talking points so they are relevant to the disaster anniversary and phasedown.

## Developing Talking Points Worksheet

What are the current talking points for the CCP?

How should they be modified to be relevant to the disaster anniversary?

How should these anniversary talking points be used?

- Who should deliver them?
- Who are the target audiences?
- Where should they be delivered—in what venues or media?

## **Creating an Anniversary Brochure**

Objective: Design a tri-fold brochure to be used for disaster anniversary public education.

Start by determining the key messages to be conveyed:

How will you communicate these key messages creatively in a tri-fold brochure?

# **Crisis Counseling Assistance and Training Program (CCP) Participant Workbook**

Phasedown Training

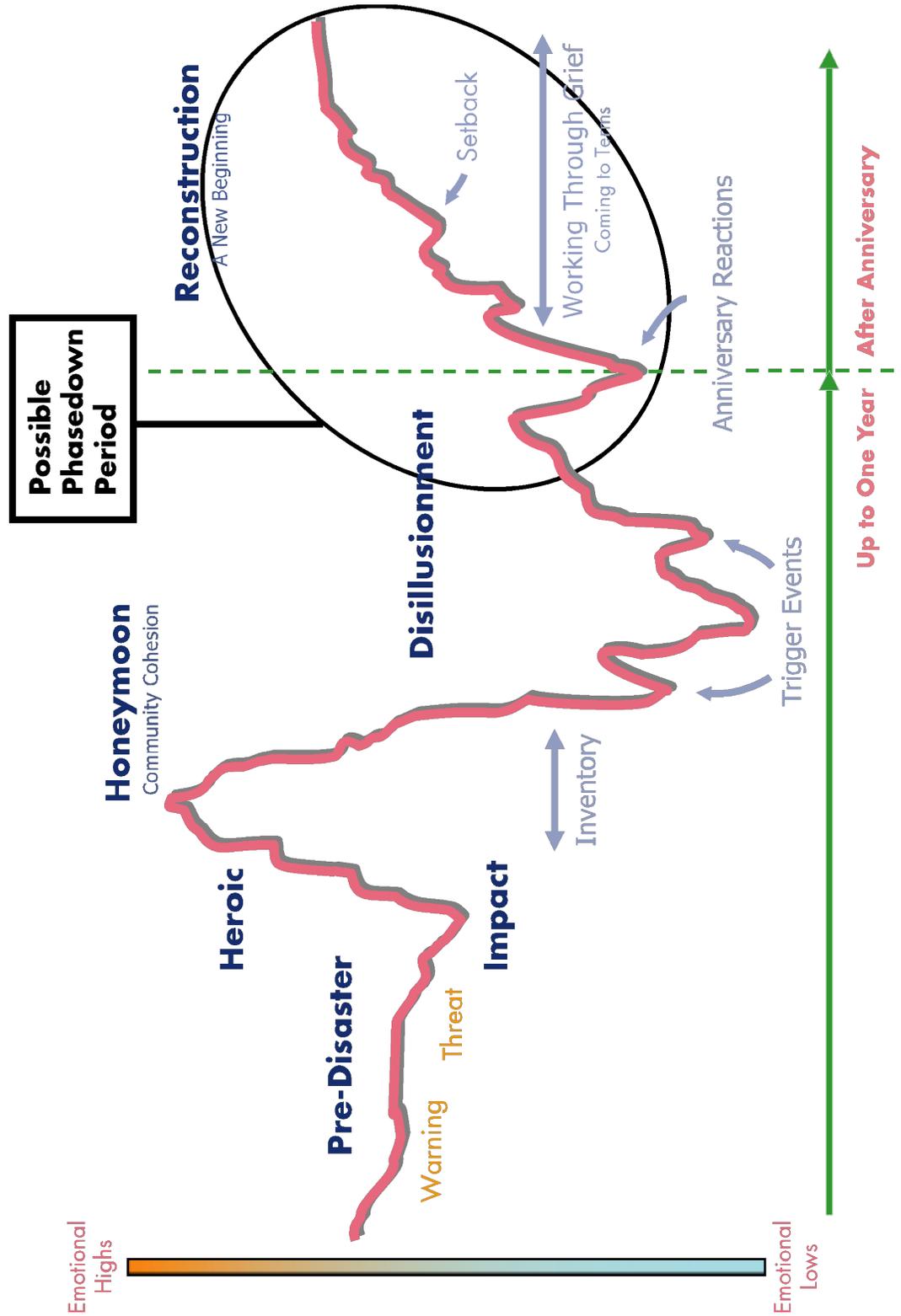
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SECTION 1: Phasedown Components

Phases of Disaster



Source: Zunin/Meyers, as cited in U.S. Department of Health and Human Services. (2000). *Training manual for mental health and human service workers in major disasters* (DHHS Publication 90-538). Washington, DC: U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Mental Health Services.

## Phasedown Considerations

The CCP should do all of the following:

- Support, but not replace, community infrastructure.
- Transition services to local organizations.
- Facilitate community ownership of meeting the needs of survivors.
- Revise public education and media plans to reflect phasedown efforts.
- Use public education and media messaging to deliver a message of hope, recovery, and resilience for individuals and the community.
- Prepare individuals, community, and staff for program phasedown.

Notes:

## SECTION 2: Assessing and Addressing Remaining Survivor Needs

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### Assessing and Addressing Individual Needs

#### Questions for Consideration:

- How many individuals are we still serving?
- How many of these individuals need referrals to existing services?
- How will we identify existing services and make referrals?
- How will we transition them to existing services?
- How will we determine when an individual will not need referral?
- How will we handle newly identified survivors who may request services?

#### Crisis counselors should do these things:

- Help survivors reflect on the \_\_\_\_\_ they have made.
- Assist survivors in reflecting on the \_\_\_\_\_ that have been most useful.
- Encourage survivors to continue to set and \_\_\_\_\_ goals.
- Use public education and media messaging to promote a message of \_\_\_\_\_.
- Ensure that survivors are aware of existing services and knowledgeable about referral mechanisms.
- Continue to utilize public messaging and distribution of educational materials to communicate \_\_\_\_\_.
- Engage survivors in assessing their need for \_\_\_\_\_ and \_\_\_\_\_ services.

## Assessing and Addressing Community Needs

Discuss experiences and analyze data collected in order to do these things:

- Determine populations and areas with remaining need.
- Identify special populations with remaining needs.
- Identify those who are in need but have not accepted services.
- Inform the community about the project phasedown.
- Inform community service providers of the transitioning of services.
- Enhance community-resilience activities and distribution of educational materials.
- Meet with community organizations to provide opportunities for partnerships and lasting relationships.
- Participate in community events that support recovery and resilience.
- Plan a public messaging campaign that:
  - Announces the project phasedown, while emphasizing the completion of the goals by the time-limited CCP
  - Acknowledges progress toward recovery
  - Provides information about available community resources

Notes:

### Identifying Community Service Capacity

- Reengage behavioral health providers to identify available services and educate them about survivor behavioral health needs.
- Reengage local disaster-related organizations, including faith-based groups, to identify available services and inform them of remaining survivor needs.
- Ensure there is a mechanism available to the public to access needed services, such as a local hotline.
- Inform individuals and community groups about available resources once the CCP has ended through public education and media messaging.

Notes:

Working Group Worksheets

***Assessing and Addressing Individual Needs***

What are the remaining needs of individuals?

How will we identify individuals who need referrals—for mental health services or practical assistance?

How will we handle newly identified survivors who may request services?

**Assessing and Addressing Community Needs**

What populations and areas have remaining needs?

What are the needs of those areas and groups?

What are the challenges and opportunities for accessing these areas and groups?

***Identifying Community Service Capacity***

What are the remaining gaps in existing services and resources?

Whom can you meet with to discuss those gaps and potential ability to address them?

How will you engage with potential behavioral health providers and disaster-related organizations to establish partnerships?

## SECTION 3: Assessing and Addressing Staff Needs

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### Assessing Staff Needs

Consider the following:

- Separation from valued work
- Ending of relationships with disaster survivors and coworkers
- Decreased morale as the program comes to an end
- Job loss and new job search
- Returning to nondisaster work
- Stress related to disaster work and phasedown

Notes:

## Worksheet—Identifying Staff Needs

### *Individual Reflection*

What personal concerns do you have about the ending of the project?

What are your needs as the project comes to a close?

### *Group Discussion*

What recommendations do you have for program management?

### Addressing Staff Needs

- Ensure that staff are aware of the project end date.
- Provide organized opportunities for staff to share experiences and accomplishments.
- Connect staff with employment resources (e.g., résumé writing or job search workshops).
- Provide references for new jobs.
- Arrange for events or ceremonies to recognize program and staff achievements.
- Encourage staff to continue stress management and self-care.

Notes:

## SECTION 4: Revising Public Education and Media Plans

### Assessing and Revising Public Education Strategies

- What community leaders and groups need to be educated about phasedown?
- What strategies should be used to reach them?
- What are the messages we want to convey?
- How will we convey these messages through public education?

Notes:

## Assessing and Revising the Media Plan

- What is the current media plan?
- What messages have been conveyed?
- What messages need to be conveyed during phasedown?
- Who should be involved in developing and implementing the revised plan?

Notes:

## Developing Talking Points

Talking points should convey the following:

- Information about availability of \_\_\_\_\_
- Information about \_\_\_\_\_ of services with announcement of end date
- Education about the status of community recovery with an emphasis on \_\_\_\_\_
- Highlights of program successes through \_\_\_\_\_
- Cultural \_\_\_\_\_

Notes:

## Working Group Worksheets

### ***Assessing and Revising Public Education Strategies***

Who needs to be educated about the CCP phasedown?

How will you reach them?

What are the messages we want to convey to them?

What methods will we use to convey these messages?

**Assessing and Revising the Media Plan**

What is the current media plan?

What messages have been conveyed?

What messages need to be conveyed about phasedown?

Who should be involved in developing and implementing the revised plan?

***Developing Talking Points***

What are the talking points for the CCP phasedown?

How should these phasedown talking points be used?

Who should deliver them?

Who are the target audiences?

Where should they be presented—in what venues or media?

## SECTION 5: Leaving a Legacy

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### Leaving a Legacy

What does "legacy" mean?

Whom is the legacy meant to affect?

What are some tangible expressions of the legacy?

Worksheet—Legacy for Survivors and the Community

What is the legacy of this program for survivors?

What is the legacy of this program for the community?

### Legacy for Survivors

- Understanding of the behavioral health effects of disaster
- Improved coping skills
- Knowledge of community resources
- Skills to access existing supports
- The establishment of personal rituals

Notes:

### Legacy for the Community

- A cadre of staff trained in disaster behavioral health response
- A more collaborative provider network
- A community that is better educated about disasters and their behavioral health effects
- Enhanced resilience
- Established rituals and commemorations
- Community organizations better informed about survivors' practical needs

Notes:

Worksheet—Personal Legacy

What have I done to leave a legacy?

What would I like to do before the CCP is done?

### Legacy for Staff

- Improved skills
- Sense of satisfaction and self-worth
- Improved coping and stress management skills
- Community connections
- Job opportunities

Notes:

### Strategies for Leaving a Legacy

- Create public health messages about recovery, social support, and hope.
- Leave educational materials and self-help resources with community partners.
- Include analysis of data and program best practices in the CCP Final Report.
- Provide training and consultation to health providers, educators, and community leaders.
- Maintain a database of trained crisis counselors and partner agencies for use in future disasters.
- Encourage low-cost or no-cost community projects and collaborations that can continue in an in-kind capacity.
- Determine if the hotline or helpline can continue to handle information and referrals.

Notes:

## SECTION 6: Program Final Report

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### Program Final Report

A comprehensive CCP Final Report does all of the following:

- Tells the story of the disaster and the CCP
- Identifies program highlights, accomplishments, and best practices
- Documents programmatic and fiscal accountability
- Provides recommendations to state and federal staff
- Is an essential part of the legacy of the CCP
- Becomes a public document

Notes:

### **Strategies for Contributing to the Report**

- The Final Report should “tell the story of the CCP.”
- Include information about the state and all service providers.
- Involve local provider staff in compiling the data and creating the “story.”
- The Final Report should reflect the activities and accomplishments of the entire program.
- Include information on program phasedown and legacy.
- Be familiar with the Final Report format.
- Incorporate the vision of the program by doing the following:
  - Identifying its greatest accomplishments
  - Describing challenges and how they were overcome
  - Reflecting on how the community has benefited from the program
- Discuss and document the following:
  - Program vision and accomplishments
  - Survivor success stories
  - Community success stories
  - Challenges and how they were addressed
  - Program best practices
  - Personal achievements of staff

Notes:

## CCP Quarterly and Final Report Format

Preface the report with a contact sheet of identifying information: state contact, Federal Emergency Management Agency (FEMA) disaster number, and grant number.

- I. **Executive Summary**—Provide a brief summary of program activities described in the report. Highlight program accomplishments and anticipated challenges for the next quarter (if applicable). (2 pages)
- II. **Program Activities and Management** (section length varies depending on program size)
  - A. **Staffing**—Provide an updated organizational chart. Provide a list of service providers that includes staffing (by position and full-time equivalency [FTE]) and regions served for each provider. Include number of positions filled compared to number allotted for each provider. (2 or more pages)
  - B. **Quality assurance**—Describe the program’s internal quality management system (e.g., communications, supervision, and staff meetings). (1–2 pages)
  - C. **Program highlights**—Describe program successes, achievements, and service delivery innovations. (1–2 pages)
- III. **Fiscal Activities** (section length varies depending on program size)
  - A. **Budget**—Refer to *Template for Quarterly Financial Reporting* for budget template. Include total, state, and individual provider budgets, amounts expended to date, and balances going forward.
  - B. Budget narrative.
- IV. **Monitoring and Evaluation** (section length varies depending on program size)
  - A. **Program monitoring**—Provide data and a brief narrative analysis of outreach activities and strategies for the state and each service provider. Include details on activities related to high-risk groups such as children, adolescents, older adults, and others identified in the CCP Application.
    1. Primary services:
      - a. Brief educational or supportive contacts
      - b. Individual/family crisis counseling
      - c. Referrals
      - d. Group counseling and public education
      - e. Community networking
    2. Secondary services—materials distribution

- B. Program evaluation—Provide data and a brief narrative analysis of evaluation activities and results.
  - 1. Participant Feedback Survey (if applicable)—Participant Feedback Surveys are conducted on a quarterly basis in the Regular Services Program (RSP).
  - 2. Service Provider Feedback Form survey (if applicable)—Provider surveys are conducted semiannually in the RSP.
  - 3. Highlight challenges or issues related to evaluation.

**V. Training** (1–2 pages)

- A. Describe required or recommended CCP staff training conducted. Relate this training to the approved training plan.
- B. Stress management—Describe how the program has addressed stress management for CCP staff.
- C. List other or special topic trainings provided for CCP staff, and provide a brief description of each additional training.

**VI. Media and Public Service Announcements**—Describe program marketing and public information activities, and the use of media. Refer to websites, flyers, newsletters, public service announcements, and the development and use of hotlines. (1–2 pages)

**VII. Challenges, Goals, and Technical Assistance Needs<sup>1</sup>** (2–3 pages)

- A. Program challenges—Briefly describe program challenges. Describe possible solutions, if any, to implement in the next quarter.
- B. Goals for the next quarter.
- C. Technical assistance needs.

**VIII. Attachments**—Programs are encouraged to include educational materials, flyers, brochures, videos, training materials, summary data reports, etc., with their Quarterly Reports. For the Final Report, programs are required to attach sample program materials.

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<sup>1</sup>For the Final Report, part VII should be replaced with the following: VII. Conclusions, A. Best practices and lessons learned, B. Recommendations to FEMA and CMHS. (2–5 pages)

Worksheet—Planning to Contribute to the Final Report

Topic areas:

- Program vision and accomplishments
- Survivor success stories
- Community success stories
- Challenges and how they were addressed
- Program best practices
- Personal achievements of staff

For your group's topic area, brainstorm one of the following:

- Key points for that section of the Final Report
- Actions to take to gather the information needed for that section of the report

Notes:

## SECTION 7: Phasedown Plan

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### **Preparation for Phasedown**

#### Role of Managers

- Analyze program data and assess provider activity to determine when to begin the formal phasedown process.
- Elicit crisis counselor feedback on the status of survivor and community recovery.
- Consider an early phasedown if there is a greatly reduced need.
- Revise outreach and service-delivery approaches to accomplish phasedown.
- Adjust staffing levels according to remaining need.
- Prepare the hotline/helpline for phasedown, and determine availability after phasedown.
- Ensure that media messaging is appropriate to phasedown.
- Clearly communicate the end date of the program.
- Prepare final provider reports.

Notes:

## Role of Crisis Counselors

- Further identify survivor needs and available local resources.
- Participate in unmet-needs or long-term care committee meetings.
- Develop strategies for addressing continued service needs of survivors and special populations.
- Prepare community organizations for transition of services from the CCP.
- Continue distribution of educational and informational materials.
- Adjust media messaging to reflect phasedown.
- Prepare hotline staff for phasedown.

Notes:

## Developing a Phasedown Plan

The phasedown plan should address the following:

- Remaining survivor needs
- Remaining community needs
- Remaining needs of the staff and staffing issues
- Strategies to address these needs
- Final media messaging and public education
- Final reporting activities

Notes:

Worksheet—Communicating and Implementing the Phasedown Plan

How should the phasedown plan be communicated to staff and other community stakeholders?

How can the CCP ensure effective implementation of the plan?

## Applying Your Learning

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Summarize what you have learned and what you plan to do back at work by answering the following questions.

What are the most important things you have learned as a result of this course?

What are three things you plan to do in the next 2 weeks to apply in your work setting what you have learned here?

What are the skills you feel will continue to be the most difficult for you, and what can you do to overcome those difficulties?

How can you continue to get feedback on your crisis counseling skills? Who can help you, and how will you approach these individuals?