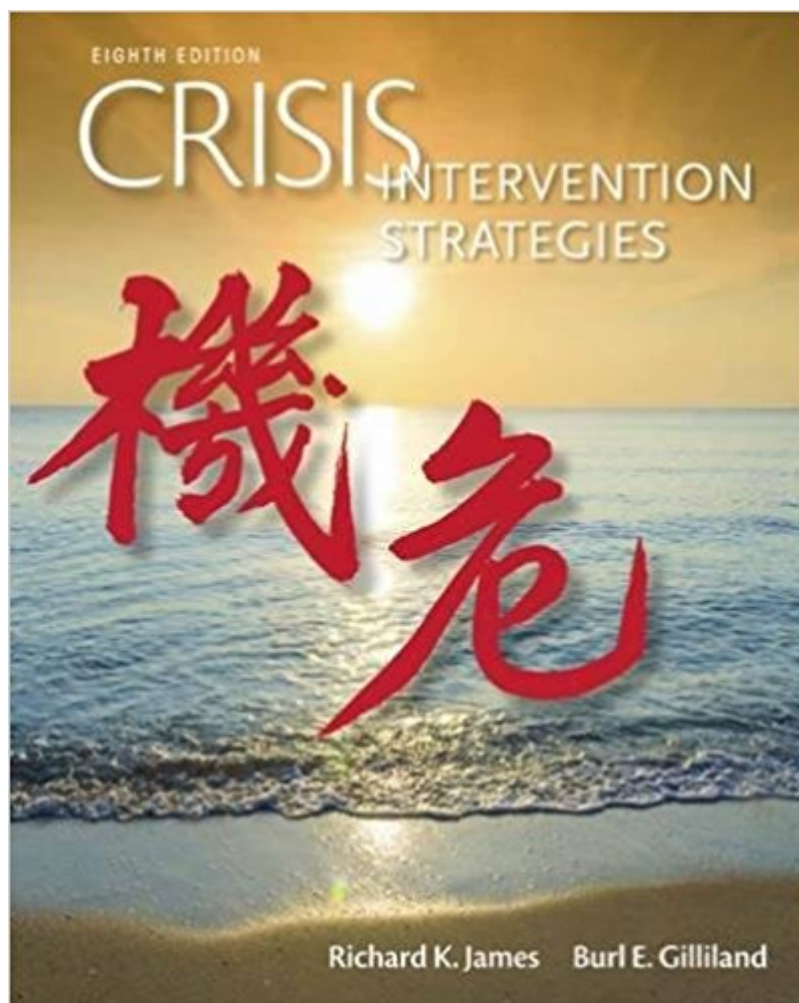


The book was found

Crisis Intervention Strategies



Synopsis

Based on the authors' extensive experience in crisis intervention and teaching crisis intervention courses, this authoritative text presents the latest skills and techniques for handling crisis situations. CRISIS INTERVENTION STRATEGIES, 8th Edition features the authors' task model, which illustrates and elucidates the process of dealing with people in crisis. Using this model, the authors build specific strategies for handling a myriad of different crisis situations, accompanied in many cases with dialogue that a practitioner might use when working with the individual in crisis. Two new chapters systematically illuminate the topics of families in crisis and legal and ethical issues in crisis intervention. New videos in MindTap (available with the text) correlate with the text and demonstrate crisis intervention techniques for students who must not only understand the theoretical underpinnings of crisis intervention theories, but also apply them in crisis situations.

Book Information

Hardcover: 748 pages

Publisher: Brooks Cole; 8 edition (February 8, 2016)

Language: English

ISBN-10: 1305271475

ISBN-13: 978-1305271470

Product Dimensions: 8.1 x 1.3 x 10.1 inches

Shipping Weight: 3.4 pounds (View shipping rates and policies)

Average Customer Review: 4.0 out of 5 stars 18 customer reviews

Best Sellers Rank: #6,141 in Books (See Top 100 in Books) #1 in [Books > Education & Teaching > Schools & Teaching > Counseling > Crisis Management](#) #22 in [Books > Textbooks > Education > Counseling](#) #138 in [Books > Education & Teaching > Schools & Teaching > Instruction Methods](#)

Customer Reviews

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Learning objectives focus your

attention on critical concept Learning objectives listed at the beginning of chapters, and revisited throughout the chapters, keep you focused on key concepts as you read. A systematic way of

dealing with people in crisis. A Task model gives you a systematic way of dealing with people in crisis: Defining the Problem, Ensuring Client Safety, Providing Support, Examining Alternatives,

Making Plans, and Obtaining Commitment. Techniques to keep crisis workers safe.

Focus on the Crisis Worker; sections present techniques that can keep crisis workers safe from both psychological and physical harm. Conversations crisis workers might have with clients. Cases with transcripts of dialogue sprinkled throughout the book help illustrate the techniques described and let you see; the conversations crisis workers might have in dealing with a client in crisis. Case studies also describe how to do specific intervention techniques and explain why those techniques are used.

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using apps perform better on assignments.

Richard "Dick" James is a Crader Professor of Counseling at the University of Memphis. He is a licensed psychologist and licensed professional counselor. He also is a Nationally Certified School Counselor. He is currently coordinator of psychological assessment at the University of Memphis Center for Rehabilitation and teaches graduate classes in crisis intervention, theories of counseling, and school counseling at the University of Memphis. He trains police officers for crisis intervention with the mentally ill and consults on crisis intervention planning and techniques with schools, agencies, prisons and businesses. Burl Gilliland was a twice Distinguished Professor Emeritus who taught in the Department of Counseling, Educational Psychology, and Research at the University of Memphis. He was instrumental in founding the Ph.D. Program in Counseling Psychology in Memphis and served as the program director for more than a dozen years. He was recipient of the Martin Luther King, Jr. Human Rights Award for his work in race relations and human relations. He

was a licensed psychologist, licensed professional counselor, and licensed school counselor. He was also a retired Captain in the U. S. Naval Reserve, having seen service in World War II and combat duty in the Korean War. He served in extensive consultative capacities with a variety of agencies, police departments, and medical and educational institutions, including service for 18 years as school psychologist for the Milan, Tennessee School District. He was active in both APA and ACA.

I rented this item and it came brand new. The price was substantially low since it was rented but that was even better. They provided a return label for free upon sending it back. Please keep your box though.

Great source of information and is a captivating, easy read.

The conversations are not realistic at all and therefore do not really help one learn how to put these lessons into action. I also do not like some of the conversational snarkiness of the authors. It does not endear them to me or make me like their book more, and is quite the turn off.

The book provides an abundance of relevant information related crisis/trauma assessment & intervention, and is a comprehensive guide for service providers. However, it does not examine Type II Trauma in nearly as much detail.

Crisis Intervention Strategies--here's a topic counselors need to be as current on as possible. Experience tells me that an 8th edition won't cut it--and this textbook is no exception. One of the co-authors, Burl E. Gilliland, died in 2004. He was an accomplished man, and I'm sure his work on the textbook was excellent, but that was thirteen years ago. And enough of his material remains in this text that his name is still on the cover. Likewise, I'm sure Richard K. James is also a fine person, but neither of them can write dialogue that resembles a conversation in the 21st century. Here's a taste: Officer Davis: (in a calm but authoritative voice) All right, let's everybody cool off! First off, you can't have her arrested for a status offense. It's clear home isn't working real well, so Laura, let's you and me go to my office and talk about what's going on and what you think needs to happen.... Laura: Hey! You're kinda different. Most cops push people around. OK. It's like a Breakfast Club after-school special. There are clumsy attempts to acknowledge that the book was written by old white men, but the acknowledgement doesn't curtail the biases evident throughout.

Sometimes I feel as if the authors were trying their "scared straight" tactics out on me. Three full pages (six columns) of description of the school of the future, complete with Kevlar vests and prison-like lockdowns. This is AFTER long chapters about rape, child abuse, bereavement, etc. There is nothing inspiring or uplifting about it. And the next chapter is on "Violent Behavior in Institutions"! Any student with any sense of self-preservation at all is going to skim the dramatic scenario sections rapidly because there is SO MUCH to get through! Very few graphics relieve the long blocks of text. There are two good crisis assessment forms but, chances are, wherever we work will have their own forms they prefer. How about some guidance on how to dig through all the concealed and open carry regulations that are different in each state? That might have some bearing on crisis intervention. How about including some research telling about trends in cyberbullying and resultant suicides and what has been done in response? The crises helpers face will be very different in the 21st century. There is a lot of talk in the book about the Memphis CIT program, still in operation, but nothing about innovations and changes there, either. If this textbook is used in a program for masters students deciding on the focus of their practice in any helping profession, I doubt it will win any over to crisis intervention work. Is it actual fraud? No. There are many theories and practices described that will be on different licensing exams. But attention publishers: any new textbook on crisis counseling that tightens up the prose, adds some graphics, and uses cutting-edge references, will blow this tired old book out of the water and make some serious money.

I am not crazy about the layout of this book and the information is difficult to locate. Only got it for a class I have but do not recommend it.

Service was great and book is what it should be

The book came damaged I have attached pictures. There are no pages missing so that's a plus. My worry is I will be blamed for the damage when I return it, which is why I am attaching photos

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