

Crisis Intervention & Resilience: The use of Learner Centered Teaching

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### **Introduction**

Life history studies of epidemiological study found that 69% of a representative sample of 1,000 Americans have had experienced at least one extremely traumatic event during their lifetime (Kanel, 2017). In addition to some dangers, crisis also presents opportunities for personal growth if during the crises one receive immediate help and practical support. Resilience is the term for the ability to “Bounce Back” after significant adversity and risk. COVID-19 posed a crisis for many of us, in which if we are here to tell our story of survival during this pandemic, we have surely persevered through some of the most trying times of our lives. Ultimately, we have learned to be resilient and to thrive despite the crisis of over 500,000 people dying from this deadly virus. As educators, we are typically expected to maintain will power and offer reasonable accommodations to our students despite the crisis that we are facing as an institution or individually. In the same breath during any given semester, undoubtably a student may experience an event or life circumstances that may categorizes them as a victim of a crisis. You want to help a victim not only to survive the crisis experience, but to go on to being resilient, and thrive in life despite the setback.

### **Presentation Elements**

This presentation shall offer a guide to CRISIS INTERVENTION, while using an LCT model to teach resiliency. In addition, presenters will uncover the fundamentals of surviving situational and developmental crises, how they occur and how you can manage them. Various traditional counseling models as they relate to crisis intervention, will illustrate how models of crisis intervention can be incorporated into the classroom, which can be used within an LCT setting with any student that may be experiencing a crisis. Various examples of resiliency will illuminate the psychological and behavioral dynamics associated with a crisis. Case scenarios may help one to learn what to say to students, whether the crisis is developmental; related to trauma, post-traumatic stress disorder (PTSD), substance abuse or other factors. Attendees shall also learn how to define the causes of stress, and student-centered coping strategies can be used to combat various stressors.

### **Introduction to Learner-Centered Teaching Strategies**

This presentation is designed to offer some insight on ways to use LCT to help student’s overcome adversity that they may face throughout their quest to conquer their academic endeavors. This presentation will introduce an understanding of a few theories and concepts of crisis intervention, proper approaches to safely and effectively resolve a crisis using LCT. We will help attendees to better understand the holistic concept of stress and how it may impact your daily lives. We will shed light on a few clinical tools to help educators work with a victim and/or perpetrator, as effective communication and/or calming techniques can be used to aid in successful resolutions surrounding a crisis as they happen and may offer long-term solutions.

### **Incorporating Learner Centered Teaching as a Strategy to Resiliency**

There is a recognition that educators like mental health professionals must be prepared to be Resilient and to guide responsibly for those we serve, for the benefit of increased understanding between student/teacher and/or client/therapist, and to increase sensitivity to those diverse differences among them. In fact, it has been argued that educator's and counselors have a moral obligation to be curious about the differences present in their respected settings. All communications are often inherently and unavoidably a multicultural experience. Therefore, LCT is the best approach to allowing students to guide the teacher of their path and experiences of surviving their crisis and resiliency.

The development of multicultural teaching and counseling began with attention to diverse services provided by the teacher or counselor from predominantly majority cultural power groups to many oppressed ethnic minority clients. Many students first experiences of surviving a crisis may very well come from the way their culture or family handles those types of stressors. Therefore, multicultural competencies should be considered a user friendly LCT strategy to rapport building with students.

### **Assessment Strategies for Learner-Centered Teaching**

Various LCT instructional assessment methods will be utilized to accomplish course objectives, which includes, but not limited to presentation, discussion, clinical feedback, and participant role-play. The purpose of this presentation is to assess a person's resiliency to life's challenges. We will review the positive and negative prospects of a person's ability to adapt to adversity. It is our intension to discuss factors which can help or hinder the recovery from adverse experiences. We also hope to shed light on the benefits of using a crisis intervention, which will often enhance one's ability to cope and recover from adversity.

### **Presentation Strategies and Expected Outcomes**

The presentation is designed to introduce current Crisis Intervention theories, Resiliency, and a practical LCT model. It is designed to offer insight for faculty and other educators, to recognize if a student is having a mental health crisis and garner the skills to assist participants in obtaining general knowledge of crisis intervention training that can be applied to students that may be dealing with various forms of crisis and the sociocultural considerations that often comes along with varying crisis. Objectives: (1) Identify resiliency, (2) Review a few factors which hinder Resiliency, (3) Review factors that positively assist in Resilience, (4) Identify those who demonstrate Resilient responses, and (5) Identify Crisis Interventions which will help to promote positive outcomes to negative life experiences.

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