**ICISF Coordinator Meeting**

**March 3, 2025**

* Biggest challenges in starting a team
* Biggest challenges in coordinating a team
* Biggest challenges in maintaining a team
* What is your structure?
* How often do you review your protocol/operating procedures?
* What is your team’s most common intervention?
* Issues
	+ Who/how many are on your roster?
	+ How many are active?
	+ How often do you meet?
	+ How do you communicate with team members?
	+ How do you activate team members?
	+ How do you determine when to meet?
	+ Meetings in-person or virtual?
	+ What is your meeting agenda?
	+ How often does your team have continuing education?
	+ How do you track responses?
	+ How do you select new members?
	+ How do you orient new members?
	+ How do you evaluate your team members and interventions?
	+ What is your team’s biggest concern for the future?
	+ Succession planning
	+ Team conflict
* What is the biggest/most important lesson learned from your team experience?
* What advice would you give to a new coordinator?
* Review Handout

**TEAM Course**

**Crisis Support Team**

**Self-Assessment**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment** | **Yes** | **No** | **Not Sure** |
| 1. Does your team have a defined selection process for all new members?
 |  |  |  |
| 1. Does your team interview team candidates and check references?
 |  |  |  |
| 1. Is Group CISM training required of team members before deployment?
 |  |  |  |
| 1. Does your team require ride-along experience for mental health professionals?
 |  |  |  |
| 1. Do more than 50% of your team members have ICISF course training in addition to the Group class?
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| 1. Does your team require members to attend a minimum number of team meetings annually?
 |  |  |  |
| 1. Does your team enforce team member participation requirements?
 |  |  |  |
| 1. Does your team have a mechanism to update members on new concepts or information from the field of crisis intervention?
 |  |  |  |
| 1. Does your team require annual recommitment through signature of members?
 |  |  |  |
| 1. Does your team provide a mentor to new members?
 |  |  |  |
| 1. Are a minimum of 20% of your team members mental health professionals?
 |  |  |  |
| 1. How often does your team meet?
	1. Monthly
	2. Every other month
	3. Quarterly
 |  |  |  |
| 1. Does your team keep minutes of meetings and distribute to members?
 |  |  |  |
| 1. Does your team provide at least 6 continuing education sessions per year?
 |  |  |  |
| 1. Does your team use role plays to develop skills?
 |  |  |  |
| 1. Does your team review cases/activity at meetings?
 |  |  |  |
| 1. Does your team have a leadership succession plan?
 |  |  |  |
| 1. Does your team update member roster/contact information on a regular basis, IE after each meeting?
 |  |  |  |
| 1. Does your team have a well-defined policy and operating protocol?
 |  |  |  |
| 1. Does your team have a mechanism to address breach of protocol?
 |  |  |  |
| 1. Does your team have a fail-safe mechanism for receiving calls for service and dispatching team members?
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| 1. Does your team recommend required attendance by personnel at defusings and debriefings?
 |  |  |  |
| 1. Does your team always require that a mental health professional be present for debriefings?
 |  |  |  |
| 1. Does your team routinely use a mental health professional at defusings?
 |  |  |  |
| 1. Does your team provide satisfaction/effectiveness surveys following interventions?
 |  |  |  |
| 1. Does your team provide critical incident stress reaction handouts at all interventions?
 |  |  |  |
| 1. Does your team provide follow-up on all interventions?
 |  |  |  |
| 1. Does your team routinely offer continuing education sessions to your target populations/organizations?
 |  |  |  |
| 1. Does your team participate in local disaster drills?
 |  |  |  |
| 1. Does your team maintain statistics/information on activity?
 |  |  |  |
| 1. Does your team hold a minimum of one social event or activity annually?
 |  |  |  |
| 1. Does at least one person on your team maintain membership in an association dealing with trauma or disaster response? (in addition to ICISF)
 |  |  |  |
| 1. Does your team have difficulty recruiting qualified team candidates?
 |  |  |  |
| 1. Does your team have mutual aid relationships with other teams?
 |  |  |  |

**Values for the Crisis Responder**

Values can be defined as those things that are important to or valued by someone.

Values are personal and determined by individuals according to their own experience and world views. However, some values are identified as important for the crisis practitioner responder and\or instructor. Key values include the following and the list is not in any particular rank order.

1. Integrity
2. Respect
3. Accountability
4. Responsibility
5. Competency

**Code of Conduct, Professional Ethics, Behavioral Boundaries**

Crisis interventionists often encounter individuals and groups during periods of increased vulnerability. It is essential that everyone involved in providing crisis intervention services observe a strict code of conduct and behavioral standards. It is also vital that those individuals involved in instruction of crisis topics model appropriate behavior, observe appropriate boundaries, and follow the precepts of ‘Do No Harm.’ The following table identifies professional boundaries for crisis responders.

**Code of Conduct for Crisis Responders**

1. *Primum non nocere*: First, do no harm.
2. The crisis responder is competent.
3. The crisis responder’s primary responsibility is to meet the needs of the individual in crisis.
4. The crisis responder does not divulge information shared by an individual unless that information indicates that the individual intends harm to self or others.
5. The crisis responder recognizes his or her own limitations in meeting individual needs and has available adequate consultation and referral resources.
6. The crisis responder maintains ethical behavior at all times.
7. The crisis responder continues to learn and expand their knowledge of crisis intervention theory and techniques.
8. The crisis responder strives to attain higher levels of competency.
9. The crisis responder is culturally aware and respectful of other cultures, religions, and ethnic groups, and other diverse populations.
10. The crisis responder is aware of their personal values, beliefs, and attitudes that could impact their interactions with others and avoids imposing those views on others.
11. The crisis responder respects the individual’s right not to talk and/or share their personal trauma experience.
12. The crisis responder accurately represents his or her credentials.
13. The crisis responder neither exploits nor deceives others.
14. The crisis responder maintains a professional appearance and demeanor.
15. The crisis responder practices self care.
16. The crisis responder recognizes when personal problems or impairment may prevent them from performing activities in a competent manner.
17. The crisis responder adequately disguises information gained in a crisis intervention setting when used in teaching, writing, and other presentations in order to preserve anonymity.

**Professional Boundaries for Crisis Support/CISM Responders**

Professional boundaries are guidelines for crisis support team members. Staying within those boundaries will result in a better outcome for those you work with. Listed below are some examples of professional boundaries and how to stay “in bounds.” Teams may wish to add additional examples from their experience and special circumstances.

| **Type of Boundary** | **Examples of Staying in Bounds** |
| --- | --- |
| Confidentiality and privacy/breach of trust | * Share information only as part of the team learning and evaluation process
* Avoid giving specific information such as names or places that could be easily identifiable or using department names.
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| Personal relationships | * Be clear on your role with the individual (crisis supporter, friend, co-worker) and function appropriately to that role (multiple, overlapping relationships)
* Developing a romantic/sexual relationship is always inappropriate
*
*
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| Conflict of interest  | * Recognize when you are working to meet your own needs rather than those of the other individual
* Do not accept gifts or other offers of value
*
*
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| Undue influence | * Work to empower the individual to make their own decisions and choices
* Avoid giving personal preferences or advice
* Provides multiple referral sources (IE more one)
*
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| Imposing values and beliefs  | * Know your own beliefs, values, and biases
* Respect the beliefs, values, and biases of others
*
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| Sharing personal information | * Limit self-disclosure
* Share only when relevant
*
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| Touch/physical contact | * Respect personal space
* Use touch only as appropriate or needed
* Take your cues from the individual
*
*
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| Professional appearance | * Consider what message your manner of dress communicates
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*
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| Professional demeanor | * Demonstrate respect, use respectful language (never derogatory)
* Listen attentively
*
*
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| Emotional reactions | * Monitor your reactions and express only what will be positive in assisting the individual
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*
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| Referral/solicitation of clients | * Mental health professionals should generally not refer to themselves for on-going therapy when payment is expected (fee for service).
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