Training Tracks

FOUNDATION

Core horizontal foundational elements for any type of contextual response

This level of training provides the horizontal core elements of Chaplaincy that EVERY Chaplain ought to have.

CONTEXTUAL

Context Specific Vertically Oriented Training Based on Environment of Service

First Responders | Community

Builds on foundational training, this level vertically contextualizes chaplaincy to the first responder or community based service. For example, first responder verticals include law enforcement, fire service, EMS while community based might be disaster, district attorney, probation, hospital, hospice, corporate, etc. Each vertical presents different issues and needs.

SKILL BASED

Skilled Based Training for the Provision of Response to a Specific Incident

CISM Critical Incident Stress Management | Counseling

This level of training provides the skill set for secular purposes performed by all Chaplains as well as contextualized to the vertical of service.

ISSUE BASED

Issues Specific Training

Suicide | Domestic Violence | Resiliency | Plus More

The issues that a Chaplain faces changes based upon the environment that they are serving in. It is important to not only understand the issue across all environments but to also understand the nuances that exist within the environment of service.
This level of training provides the horizontal core elements of Chaplaincy that EVERY Chaplain ought to have.
National Center for Chaplain Development (NCCD) and our instructor-facilitated courses are informative, fun, convenient and highly interactive. Our instructors are famous for their ability to create warm and supportive communities of learners.

Courses are small group, active learning and include hands on assignments, discussions, and adult classroom interaction.

### Chaplaincy

#### PRACTICAL CHAPLAINCY

This 5-day training course presents individuals with the foundational skills, knowledge & philosophy of how to operate in a multi-ulturally diverse population to meet the needs of individuals who are experiencing loss, crisis, grief and trauma in their lives in a holistic manner (physical, emotional, cognitive, behavioral and spiritual).

Individuals are taught in an adult student centered active learning approach through activities which have been specifically designed to meet learning objectives so that the content is relevant to the students, that students are involved in the discovery of the cognitive, affective and psychomotor skills and knowledge in an experiential manner that has been modeled.

Their primary function is to LISTEN, ASSESS and whenever necessary, REFER to professional counselors, and are taught to complement those services provided by mental health professionals.

**Program Highlights**
- Theology & Philosophy of Public Safety Chaplaincy
- Principles of Chaplaincy
- Ethics
- Legal
- Understanding Stress
- Communication – Active Listening
- Introduction to Crisis Intervention
- Grief & Bereavement
- Death Notification
- The need to minister
- How to minister
- How not to minister
- Understanding a crisis/trauma event
- Where is God?
- How to minister in crisis and grief
- What is Emotional First Aid?
- Introduction to the CARE model
- Practical applications of CARE model
- After the first 48 hours
- Things to Avoid
- Self-care

---

#### WEDDING AND FUNERAL

As chaplains, we have many opportunities to officiate both wedding ceremonies and funeral services. This class will help to educate, inform and train chaplains in how to conduct both a wedding and funeral. This class will also help the chaplain to understand the importance of pre, peri, and post responsibility of the chaplain when dealing with both weddings and funerals.

---

#### LOSS, CRISIS, GRIEF AND TRAUMA

How do you help a family who has just lost a child due to SIDS death, suicide, drug abuse. How do you assist an elder who has been married for 50 years and just lost his spouse? Jack Hayford once asked a question, “Who is the spiritual leader on your block?” How would you answer? If ever there is a loss in any home around you, you are going to have an opportunity to help them because ministry and loss is something that all of us are called to do.

---

40 HRS

8 HRS

32 HRS

40 HRS
Christian Crisis Care (CCC) and its instructors facilitate interactive learning experiences. Its biblically based program is ideal for faith based organizations that want to provide immediate emotional and spiritual care to those in crisis. Our trauma intervention and crisis care program equips attendees with tools and resources needed to provide emotional first aid.

Practical Training

INDIVIDUAL VOLUNTEER TRAINING

This 2-day training course presents individuals with the foundational skills, knowledge & philosophy of how to walk along side those in the midst of experiencing loss, crisis, grief and trauma in their lives.

Individuals take part in interactive training experiences, that include discussion groups, roll playing and biblical study to enforce the practical struggles involved in caring for those affected by trauma and crisis. Students learn to assess, stabilize, and determine the immediate next steps of those they serve.

Program Highlights

- How to and How Not to Minister
- Understanding a Crisis/Trauma Event
- Where is God in a crisis?
- How to Minister in Crisis and Grief
- Emotional First Aid
- C.A.R.E. Model
- The GoBox
- Care Following the Crisis Situations
- Ministry of Presence
- Living in a Broken World
- Being the Good Shepherd
- Self Care

_________________________________________ 16 HRS

MINISTRY DEVELOPMENT

Designed for management and leaders to put faith into action. During this 2-day support training, our instructors will walk along side your team to discover how to integrate a C.A.R.E. Team ministry into your existing structure. Ensuring that it will support your goals and mission of your existing church/organization.

Program Highlights

- Defining Volunteers vs Staff
- Church/Organization Commitment
- Vision, Mission and Values
- Ministry Framework
- Policies
- Budget
- Rights and Responsibilities
- Recruiting
- Management

_________________________________________ 16 HRS
Builds on foundational training, this level vertically contextualizes chaplaincy to the first responder or community based service. For example, first responder verticals include law enforcement, fire service, EMS while community based might be disaster, district attorney, probation, hospital, hospice, corporate, etc. Each vertical presents different issues and needs.
READY WARRIOR – Life Essentials Training Workshops

The course goal of Ready Warrior Training is to help the law enforcement professional, sworn non-sworn personnel, throughout our nation to enhance the quality of their personal and professional lives by addressing the most significant issues facing law enforcement in terms of disabilities and death rates. Police officers are three times more likely to take their own lives than they are to be murdered in the line of duty. The average police officer experiences early death by many years when compared to the average person and the number of officers who are disabled on the job is outrageous. Many of the lifestyle choices being made by officers today contribute to these appalling conditions. This impacts both workers compensation claims and health care rates, causing tragic economic and human consequences.

While there is little statistical evidence regarding support services personnel in dispatching, the information that has been completed indicates significant health and safety issues are present in this profession at alarming rates. The good news is that many of the issues facing the law enforcement culture today are rooted in preventable lifestyle choices. This means given the proper tools, law enforcement professionals can become empowered to make positive changes to literally transform their lives. Because poor lifestyle choices have a predictable outcome, then we also know that that outcome can be prevented. What is missing in our current training culture is awareness of the significance of the problem and real world solutions to combat the issue.

Currently, California POST professional certified training regarding wellness (stress management, fitness and nutrition) only makes up a shocking low 3% of curriculum. This is simply unacceptable when you consider that the statistical research indicates a problem that has reached a point of epidemic crisis.

Our Life Essential Training Programs address these concerns through training in the most current, cutting edge preventative stress management and mindfulness strategies available today. This training is a transformation; a evolution for the law enforcement culture as we know it today. Lives will be enhanced mentally, and physically by anyone who attends this dynamic and interactive training. This training is endorsed by many professionals including; Lt. Col Dave Grossman (Retired), Kevin M. Gilmartin, Ph.D., Dr. L. John Mason, Ph.D., and Tom Anderson (Retired executive law enforcement trainer).
This level of training provides the skill set for secular purposes performed by all Chaplains as well as contextualized to the vertical of service.
Critical Incident Stress Management (CISM)

CISM is a method of helping first responders and others who have been involved with events that leave them emotionally and/or physically affected by those incidents. CISM is a process that enables peers to help their peers understand problems that might occur after an event. This process also helps people prepare to continue to perform their services or in some cases return to a normal lifestyle. International Critical Incident Stress Foundation (ICISF) provides training for individuals interested in becoming a part of a crisis management team, or for an organization that is dedicated to helping individuals or groups recover from incidents.

ASSISTING INDIVIDUALS IN CRISIS

Crisis Intervention is NOT psychotherapy; rather, it is a specialized acute emergency mental health intervention which requires specialized training. As physical first aid is to surgery, crisis intervention is to psychotherapy. Thus, crisis intervention is sometimes called “emotional first aid”. This program is designed to teach participants the fundamentals of, and a specific protocol for, individual crisis intervention. This course is designed for anyone who desires to increase their knowledge of individual (one-on-one) crisis intervention techniques in the fields of Business & Industry, Crisis Intervention, Disaster Response, Education, Emergency Services, Employee Assistance, Healthcare, Homeland Security, Mental Health, Military, Spiritual Care, and Traumatic Stress.

Program Highlights

- Psychological crisis and psychological crisis intervention
- Resistance, resiliency, recovery continuum
- Critical incident stress management
- Evidence-based practice
- Basic crisis communication techniques
- Common psychological and behavioral crisis reactions
- Putative and empirically-derived mechanisms
- SAFER-Revised model
- Suicide intervention
- Risks of iatrogenic “harm”

I have known Sr. Chaplain Ken Schlenker, M.Div. for a decade. He is an Approved Instructor for the International Critical Incident Stress Foundation (a United Nations affiliated organization I co-founded 22 years ago) and Resiliency Science Institutes. I have known his work through both affiliations.

Chaplain Schlenker is bright and energetic. One conversation with him and a review of his accomplishments reveal him to be a true visionary. His pioneering efforts and his dedication to excellence have led to seminal initiatives in the areas of crisis intervention and human resilience. He is an excellent trainer with an ability to effectively teach to persons at many different academic and experience levels.”

George S. Everly, Jr., PhD, ABPP
Professor of Psychology, Loyola University Maryland
Associate Professor of Psychiatry, The Johns Hopkins University
School of Medicine
GROUP CRISIS INTERVENTION

Designed to present the core elements of a comprehensive, systematic and multi-component crisis intervention curriculum, the Group Crisis Intervention course will prepare participants to understand a wide range of crisis intervention services. Fundamentals of Critical Incident Stress Management (CISM) will be outlined and participants will leave with the knowledge and tools to provide several group crisis interventions, specifically demobilizations, defusings and the Critical Incident Stress Debriefing (CISD). The need for appropriate follow-up services and referrals when necessary will also be discussed.

This course is designed for anyone in the fields of Business & Industry Crisis Intervention, Disaster Response, Education, Emergency Services, Employee Assistance, Healthcare, Homeland Security, Mental Health, Military, Spiritual Care, and Traumatic Stress.

Program Highlights
- Relevant research findings
- Relevant recommendations for practice
- Incident assessment
- Strategic intervention planning
- “Resistance, resilience, recovery” continuum
- Large group crisis interventions
- Small group crisis interventions
- Adverse outcome associated with crisis intervention
- Reducing risks

_________________________________________  14 HRS

ADVANCED GROUP CRISIS INTERVENTION

Designed to provide participants with the latest information on critical incident stress management techniques and post-trauma syndromes, the Advanced Group Crisis Intervention builds on the knowledge base which was obtained through the Group Crisis Intervention course and/or in publications. At the conclusion of this course, participants will have been exposed to specific, proven strategies to intervene with those suffering the ill effects of their exposure to trauma. Emphasis will be on advanced defusings and debriefings in complex situations. This course is designed for EAP, human resources and public safety personnel, mental health professionals, chaplains, emergency medical services providers, firefighters, physicians, police officers, nurses, dispatchers, airline personnel and disaster workers who are already trained in the critical incident stress debriefing format. It will also be useful for those working extensively with traumatized victims for various walks of life.

_________________________________________  14 HRS

SUICIDE PREVENTION, INTERVENTION & POSTVENTION

Why do people kill themselves? How do I ask someone if they are feeling suicidal? What do I do if they say they ARE suicidal? How do I deal with the strong emotions suicide generates? This course will provide answers for these and other questions many of crisis interventionists have about suicide. It will provide participants with basic information about suicide as well as help participants develop practical skills for prevention, intervention and postvention. Small group role plays will allow participants to apply the suggested techniques as they are learned.

This course is open to anyone who wishes to learn more about intervening across the suicide spectrum. Professionals from the fields of Business & Industry Crisis Intervention, Disaster Response, Education, Emergency Services, Employee Assistance, Healthcare, Homeland Security, Mental Health, Military, Spiritual Care, and Traumatic Stress may all benefit.

Program Highlights
- Common myths about suicide
- Risk factors for suicidal behavior
- Frequent motivations for suicide
- Problem solving methods
- Effective intervention strategies
- Elements of effective postvention
- Elements of survivor grief
- Community referral sources
- “Mini-lecture” on suicide
- Feelings and reactions of suicide survivors

_________________________________________  14 HRS
STRATEGIC RESPONSE TO CRISIS

Knowing what sequence of crisis intervention processes to use for which individuals or groups, at what times, and under what circumstances is crucial to all effective early intervention programs. The course will present essential information for the assessment of both crisis situations and the effects of critical incidents on people involved in those situations. Learn to create an effective plan of action to assist those in crisis and complete a series of exercises designed to sharpen assessment and crisis planning skills. Strategic planning and tactical decision making are emphasized, as are rationales for choosing one set of crisis intervention processes over another.

This course builds confidence that crisis interventionists will make the right choices of interventions for the populations they are assisting under specific circumstances. This course requires previous training and experience. ICISF’s “Group Crisis Intervention” and “Individual Crisis Intervention and Peer Support” should be viewed as prerequisites.

Program Highlights

- Strategic planning as it applies to crisis intervention
- National Incident Management System and crisis intervention
- Elements of Effective Planning
- Steps in Developing the Plan
- Planning process in assessing target populations
- Determining the type, timing and resources necessary
- Assisting large numbers of people involved in a crisis
- The most important crisis intervention tactics
- Managing a complicated or large scale crisis event

----------------------------------------
14 HRS

PASTORAL CRISIS INTERVENTION I

Pastoral Crisis Intervention may be thought of as the combination of faith-based resources with traditional techniques of crisis intervention. Pastoral crisis intervention represents a powerful addition to traditional community and organizational psychological support resources. The purpose of this two-day course is to assist the participants in learning how pastoral interventions and traditional psychological crisis interventions may be effectively integrated. Chaplains, pastoral counselors, mental health professionals, ministers, and anyone interested in the use of faith-based resources in healing should find this course of interest.

----------------------------------------
13 HRS
PASTORAL CRISIS INTERVENTION II
Pastoral Crisis Intervention may be thought of as the combination of faith-based resources with traditional techniques of crisis intervention. Pastoral crisis intervention represents a powerful addition to traditional community and organizational psychological support resources. The purpose of this two-day course is to assist the participants in learning how pastoral interventions and traditional psychological crisis interventions may be effectively integrated. Chaplains, pastoral counselors, mental health professionals, ministers, and anyone interested in the use of faith-based resources in healing should find this course of interest.

Program Highlights
- Nature of human crisis
- Nature of crisis intervention
- Critical Incident Stress Management (CISM)
- Signs and symptoms of the crisis state
- The “crisis of faith”
- Criteria for psychological triage
- Strategic SAFER-PCI Model
- Common PCI Mistakes
- Challenging PCIs
- Crisis intervention, CISM and PCI
- Risks and potential adverse reactions
- Advance topics in assessment
- Principals of basic spiritual first aid
- PCI with those expressing theodolitic concerns
- The incident management system (IMS)
- PCI with those expressing suicidal ideation
- PCI with those in acute bereavement
- Principles of death notification
- Principles and practices associated with self-care.

SPIRITUAL CARE IN TIMES OF DISASTER
This advanced level course will enhance your skills to provide effective emotional and spiritual care (ESC) to meet the disaster-related needs of disaster responders and disaster affected families and individuals within disaster operations. This course builds on the crisis intervention principles taught in the Critical Incident Stress Management (CISM) core courses to effectively integrate these principles within ESC teams for appropriate care throughout the disaster continuum from the immediate to long-term recovery process. This course is designed for trained clergy, chaplains, mental health professionals, and CISM trained crisis responders who desire to enhance their skills in providing Emotional and Spiritual Care to survivors of disaster and trauma. Suggested but not mandatory prerequisites: Individual Crisis Intervention & Peer Support; Group Crisis Intervention; Pastoral Crisis Intervention.

GRIEF FOLLOWING TRAUMA
During one’s career, it is inevitable that professionals will encounter traumatic death and loss issues both personally and professionally. Professionals often feel ill prepared to provide effective care throughout the grief process. This course will cover key grief and loss concepts relating to trauma and traumatic death. Participants will increase their knowledge of how trauma impacts the grief process and will gain skills for evaluating and supporting persons who have experienced traumatic death and loss. This course is designed for anyone who works with people who experience grief and loss following a traumatic event.

Program Highlights
- Characteristics of trauma
- Clinical implications of grief
- Primary needs of victims
- What helps and what hurts
- Types of traumatic events
- Traumatic grief and grief reactions
- Death notification
- Applications of the SAFER model
- Supporting grieving people
- Personal self-care plan
- Resilient Leadership.
WILL ENFORCEMENT
PERSPECTIVES IN CISM

Learn to identify, understand, and work with the “Blue Wall of Silence” in the law enforcement community. Designed to provide insight and understanding of the different types of stress in law enforcement culture from a systems perspectives emphasis, this course will provide practical “back pocket skills” in providing crisis intervention services to law enforcement organizations and individual personnel in crisis. The LE Perspectives course is intended for law enforcement officers, their families, mental health professionals, chaplains, and organizations that interact within the law enforcement community. It is an excellent course for CISM teams and team members who would want to enhance their understanding of the differences in the law enforcement culture as compared to other first responder cultures.

_________________________________________ 14 HRS

WORKPLACE VIOLENCE

Violence in the workplace is a serious health and safety issue. This course will provide an overview of current thinking and best practices in workplace violence prevention, response, and recovery. The focus will be on designing a proactive approach as well as a comprehensive response plan to meet the needs of organizations at risk. An interactive format, with group exercises and scenarios will be used to enhance the application of the material to simulated events. We will review actual workplace violence case studies, taking a “lessons learned” approach. Participants will be asked to bring their experience, questions, and specific workplace violence concerns to the training to enhance the practical value of the course. This course will benefit crisis responders as well as any business, employee or management group interested in successful strategies in dealing with workplace violence.

__________________________________________ 7 HRS

“I’ve known Ken for many years and have witnessed his mastery of developing and presenting cutting edge, student-centered training experiences using the principles of Instructional System Design. His passion and expertise in the area of crisis intervention strategies and suicide prevention are simply outstanding and their applications into the military, law enforcement and first responder communities provides a priceless service. Ken is always seeking to raise his bar of instructional knowledge and application which allows him to consistently deliver training at the highest levels. Ken is the finest example of instructional system design and delivery.”

Rodger Ruge
Santa Rosa PD Detective Ret.
IDI Master Instructor
Level 3 & 4 Facilitator
Nouthetic Counseling

PART ONE: INTRODUCTION TO INDIVIDUAL NOUTHETIC COUNSELING

This first part will cover Introduction to Biblical Counseling. Nouthetic Counseling consists of informal, mutual counseling from a Christian faith based perspective and embraces three ideas: (1) Confrontation, (2) Concern and (3) Change.

What is Biblical Counseling?
- What in the World Is Biblical Counseling
- Hey, I’m no Shrink
- Secular Models of Counseling
- Christian Models of Counseling
- Objections to Biblical Counseling

How Do You Do Biblical Counseling?
- The Wise Man Builds His Counsel Upon a Rock
- Pilate’s Plight - What is Truth?
- Involvement
- Investigation
- Interpretation
- Instruction
- Intention
- Implementation
- Integration

How to Apply Biblical Counseling to Particular Situations?
- Anger
- Depression
- Worry
- Fear

PART TWO: INTRODUCTION TO MARRIAGE AND FAMILY NOUTHETIC COUNSELING

This second part will cover Marriage and Family Counseling and the issues a counselor will face.

Marriage and Family Counseling
- Why Study the Family?
- How to Study the Family
- The Biblical Theology of the Family and its Relationship to Theology
- The History of the Family
- The Biblical Theology of the Family

Marriage and Family Issues
- Gender Roles
- Marriage
- The Husband
- The Wife
- Communication
- Problem Solving
- Sexuality
- Children
- Parenting
- Growth, Maturity, Aging
- Finances & Inheritance
- Divorce / Remarriage
- Remarriage
- Physical Abuse
- Pornography, Adultery, Incest
- Family Worship
- Adoption

The Soteriology (Salvation) of the Family
A Biblical Framework for Marriage & Family Counseling
PART THREE: INTRODUCTION TO NOUTHETIC COUNSELING OBSERVATION

This third part will offer the unique opportunity for an individual or group to observe twelve counseling sessions led by five seasoned biblical counselors. These five counselors, with the combined experience of more than 110 years of active biblical counseling, provide an instructive window into the planning, process and practice of Biblical Counseling.

Sessions to include:

- A young couple with no children struggling in their communication, finances, and other common marriage problems. These first, second and graduation sessions depict a process of how to get started and conclude a counseling case effectively.
- A husband who came to Christ as a result of seeking counsel about his struggle with pornography. These fourth and fifth counseling sessions highlight how to teach a counselee the biblical process of change and growth.
- A couple with three children who have not been communicating or solving problems. These seventh and eighth counseling sessions focus on the counselors’ critical task of addressing and dealing with heart issues.
- A single woman in her twenties frustrated with her life because she is not married. These first and second sessions portray how a counselor can gather data, gain involvement, give hope, and use homework to implement God-honoring change.
- A couple seeking counsel because of her medical situation and their failing marriage. These first, second and sixth sessions depict how a Nouthetic counselor, even without medical training, can bring hope and help to those struggling with medical issues.

Hermeneutics

If you are interested in Nouthetic Counseling then doesn’t it make sense that you need to have a thorough understanding of how to “Be diligent to present yourself approved to God, a worker who does not need to be ashamed, rightly dividing the word of truth.” (2 Timothy 2:15)?

Biblical hermeneutics is the science of knowing how to properly interpret the various types of literature found in the Bible. For example, a psalm should often be interpreted differently than a prophecy. A proverb should be understood and applied differently from a law. This is the purpose of biblical hermeneutics - to help us to know how to interpret, understand, and apply the Bible.

The most important law of biblical hermeneutics is that the Bible should be interpreted literally. Literal Bible interpretation means you understand the Bible in its normal/plain meaning. The Bible says what it means and means what it says. Many make the mistake of trying to read between the lines and come up with meanings for Scriptures that are not truly in the text. Yes, of course, there are some spiritual truths behind the plain meanings of Scripture. That does not mean that every Scripture has a hidden spiritual truth, or that it should be our goal to find all such spiritual truths. Biblical hermeneutics keeps us faithful to the intended meaning of Scripture and away from allegorizing and symbolizing Bible verses and passages that should be understood literally.

A second crucial law of biblical hermeneutics is that a verse or passage must be interpreted historically, grammatically, and contextually. Historical interpretation refers to understanding the culture, background, and situation which prompted the text. Grammatical interpretation is recognizing the rules of grammar and nuances of the Hebrew and Greek languages and applying those principles to the understanding of a passage. Contextual interpretation involves always taking the surrounding context of a verse/passage into consideration when trying to determine the meaning.
The issues that a Chaplain faces changes based upon the environment that they are serving in. It is important to not only understand the issue across all environments but to also understand the nuances that exist within the environment of service.
Child Abuse

THE JOYFUL CHILD ADULT EDUCATION FOR CHILD PROTECTION

The Foundation cultivates local ownership for ongoing prevention education in communities nationwide. The Joyful Child trains Ambassadors to coordinate the implementation of Armed Forces Mission in the community and Joyful Child Educators to provide the presentations listed below with information and tools to prevent predatory crimes against children. Joyful Child teaches parents how to reduce the vulnerability of children. Although the topic of child sexual abuse and abduction is inherently uncomfortable, the solutions to prevent it are indeed, joyful.

NOT ONE MORE CHILD INITIATIVE

A Message from Elizabeth Smart

“Thank you joining me in calling upon our President and Governors take emergency action to rescue children. Now, what can you do to make your own children and family safer?

I strongly support Armed Forces Mission, an absolutely unique way to teach and empower children in a dangerous world. Lots of programs “tell” children what to do if they meet a predator, but Armed Forces Mission trains and empowers children to recognize, avoid, resist and, if necessary, escape violence. Armed Forces Mission arms your child with knowledge and skills that will keep him or her safe throughout life.

Please also visit and support The Joyful Child Foundation (TJCF), established in memory of Samantha Runnion, a beautiful little girl whose motto was “Be Brave.” TJCF is a Armed Forces Mission partner focused on educating adults about predatory crimes. TJCF trains volunteers as Ambassadors to help facilitate ongoing prevention education programs.”
Suicide

QPR GATEKEEPER TRAINING
QPR stands for Question, Persuade and Refer, three steps anyone can learn to help prevent suicide. Just like CPR, QPR is an emergency response to someone in crisis and can save lives. QPR is the most widely taught gatekeeper training program in the United States, and more than 725,000 adults have been trained in classroom settings in more than 48 states.

Suicide Triage Training is designed for all “first responders” including; crisis line workers, law enforcement, fire fighters, EMTs, clergy, case managers, correctional personnel, school counselors, residential staff, and others who come in contact with people at risk for suicide.

QPR TRIAGE TRAINING

Other QPR Gatekeeper Training:
• QPR for Law Enforcement Management
• QPR for Youth
• QPR for Residential
• QPR for Schools
• QPR for Native American
• QPR for Late Life Suicide
• QPR for Primary Care

8 HRS

SUICIDETALK

suicide TALK is a 90-minute to a half-day session dealing openly with the stigma around suicide which invites all participants—regardless of prior training or experience—to become more aware of suicide prevention opportunities in their community. Its primary focus is improving helper competencies to intervene with persons at risk of suicide.

Dealing openly with the stigma around suicide, this exploration focuses upon the question “Should we talk about suicide?” By looking at this question in several different ways, session members can discover some of the beliefs and ideas about suicide in their communities—and in themselves. suicideTALK participants learn...

• How suicide is a serious community health problem that is often misunderstood
• How personal and community beliefs about suicide affect suicide stigma and safety
• How the steps taught in safeTALK program can be used to help prevent suicide
• How to get involved in life protection, preservation, and promotion activities in the community

90 Minutes - 4 HRS
SAFETALK

safeTALK is a half-day alertness training that prepares anyone over the age of 15, regardless of prior experience or training, to become a suicide-alert helper. Most people with thoughts of suicide don't truly want to die, but are struggling with the pain in their lives. Through their words and actions, they invite help to stay alive. safeTALK-trained helpers can recognize these invitations and act by connecting them with life-saving intervention resources, such as caregivers trained in ASIST.

Since its development in 2006, safeTALK has been used in over 20 countries around the world, and more than 200 selectable video vignettes have been produced to tailor the program’s audiovisual component for diverse audiences. safeTALK-trained helpers are an important part of suicide-safer communities, working alongside intervention resources to identify and avert suicide risks.

Learning goals and objectives

• Over the course of their training, safeTALK participants will learn to:
  • Notice and respond to situations where suicide thoughts might be present
  • Recognize that invitations for help are often overlooked
  • Move beyond the common tendency to miss, dismiss, and avoid suicide
  • Apply the TALK steps: Tell, Ask, Listen, and KeepSafe
  • Know community resources and how to connect someone with thoughts of suicide to them for further help

Training features:

• Presentations and guidance from a registered trainer
• Access to support from a local community resource person
• Powerful audiovisual learning aids
• The simple yet effective TALK steps: Tell, Ask, Listen, and KeepSafe
• Hands-on skills practice and development-safeTALK helps expand the reach of suicide intervention skills in communities around the world.

APPLIED SUICIDE INTERVENTION SKILLS TRAINING

Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. Although ASIST is widely used by healthcare providers, participants don’t need any formal training to attend the workshop—anyone 16 or older can learn and use the ASIST model.

Since its development in 1983, ASIST has received regular updates to reflect improvements in knowledge and practice, and over 1,000,000 people have taken the workshop. Studies show that the ASIST method helps reduce suicidal feelings in those at risk and is a cost-effective way to help address the problem of suicide.

Learning goals and objectives

• Over the course of their two-day workshop, ASIST participants learn to:
  • Understand the ways that personal and societal attitudes affect views on suicide and interventions
  • Provide guidance and suicide first aid to a person at risk in ways that meet their individual safety needs
  • Identify the key elements of an effective suicide safety plan and the actions required to implement it
  • Appreciate the value of improving and integrating suicide prevention resources in the community at large
  • Recognize other important aspects of suicide prevention including life-promotion and selfcare

Workshop features:

• Presentations and guidance from two registered trainers
• A scientifically proven intervention model
• Powerful audiovisual learning aids
• Group discussions
• Skills practice and development
• A balance of challenge and safety
• ASIST helps to build regional networks of trained caregivers who can support each and use common terminology to approach suicide and safety.
SUICIDE TO HOPE

During suicide to Hope (s2H), participants reflect upon their qualities as helpers—the beliefs, values, and attitudes they bring to the relationship. They also learn about various meanings of suicide experiences and discover the opportunities for recovery and growth they present. More specifically, suicide to Hope is structured around a three-phase Pathway to Hope (PaTH) model. The Understanding Phase focuses on exploring and describing barriers to recovery and growth. This establishes a foundation for the Planning Phase involving the formulation of recovery and growth goals and plans. The Implementing Phase focuses on monitoring progress and reviewing the process. Clinicians and professional helpers who attend a s2H workshop learn how to use this model collaboratively with those they serve. The workshop is highly interactive with a mix of large group and small group discussion and simulations.

__________________________________________  8 HRS

PROMOTING MENTAL HEALTH AND PREVENTING SUICIDE IN SENIOR LIVING COMMUNITIES

Older adults die by suicide at a higher rate than the national average. Rates go up after age 65, primarily among white men (CDC, 2006). When older adults attempt suicide, they are more likely to die: 1 out of every 4 older adults who attempt suicide dies compared to 1 out of every 100–200 younger adults who attempt suicide (American Association of Suicidology, 2009). There are few reliable statistics on suicide in senior living communities. However, we do know that residents of these communities have many of the risk factors associated with suicide, such as depression, social isolation, lack of a sense of purpose in life, illness and pain, and family losses. This course will show you that senior living communities have many opportunities to prevent suicide and other self-destructive behaviors without having to create new programs or hire new staff. It provides guidelines for integrating suicide prevention into your ongoing programs and procedures, as well as hands-on tools, training manuals, and many examples from your colleagues around the country.

_________________________________________  40 HRS

“I must say I am glad I took the classes and the opportunity to use what I was taught. I have a couple who’s adult son went missing for a few weeks whom I was able to be with while there son was missing. I was also able to talk with him when he showed back up. Also have a very close friend of my family whose son completed suicide. What made it even more difficult was that it was his second child to have done the same thing. The first occured five years earlier. I was able to help them as a result of the things I learned in your classes. I didn’t say any of the stupid stuff people normally would say and was just there for them to cry and talk with and also helping them physically with dinners. It seemed I was able to see it in a different way this time. More as helping them and not just grieving with them all though there was some of that to. It is hard to explain.

However I know what you taught us made me a better person, I believe and more willing and wanting to help others then I ever have before so thank you.”

Gil Rouzer
Resiliency

RESILIENT LEADERSHIP

Within the last several years world events have underscored the importance of effective resilient leadership. Whether it’s responding to natural disasters, terrorism, or bleak economic conditions, leadership that not only guides in crisis, but fosters resilience is critically needed.

This certificate program is designed to better prepare the participants to be resilient leaders. Whether first line supervisors or chief executive officers, history as well as current events, argue that leaders at every level must be trained beyond traditional leadership skills, rather they must be trained in how to handle the unexpected and the potentially devastating. They must be trained in the tools of resilient leadership.

The certificate program consists of workshops/modules in leadership, communication and human resilience. This course is appropriate for Human resource professionals, business managers, emergency response personnel, emergency managers, employee assistance personnel, educators, student assistance personnel, nursing and medical personnel, all first-line supervisors regardless of the organization or profession, and all those who aspire to leadership positions.

STRENGTH & HONOR

In this one-day workshop, participants will learn what we believe are the two “covenants” of resilient leadership as well as the four essential personal characteristics of resilient leaders. In addition, participants will learn the prescriptive factors that build a resilient organizational culture, how to use the “resilient leadership scorecard” to assess leadership effectiveness, and how to avoid the factors that undermine resilient leadership.

PSYCHOLOGICAL BODY ARMOR: SECRETS FOR DEVELOPING PERSONAL AND PROFESSIONAL RESILIENCE

This one day course is designed to be the final word in managing stress and adversity. It goes beyond the notion of reactive stress management and employs the latest research on human resilience.

The perspective and principles used are designed to not only help participants “bounce back” from adversity, but to develop a greater degree of protective “immunity” in the face of adversity. Furthermore, recommendations are made as how to helping others effectively adapt to, or rebound from, adversity.

It is generally accepted that in the wake of crises, traumas, even disasters, roughly 2/3 of people seem to lose their ability to function effectively, at least temporarily, but a unique minority of individuals appear to quickly adjust. They appear to possess some form of “immunity” to things that greatly distress others. In some instances, this unique group of individuals even appears to grow stronger from the stressful experience.

In order to identify factors of resilience, research was conducted in an effort to build mathematical models of resilience. But mathematical models can only go so far. Therefore elite law enforcement and military personnel (including former US Navy SEALs) were surveyed and interviewed in order to uncover the “secrets” behind the numbers... the secrets of how to manage stress and develop resiliency.

This course is based upon social learning research and even more unique research that sought to identify the factors that seemed to convey protective resilience and foster rebound from adversity. Participants will learn what these factors appear to be and how they can be developed. Finally, participants will learn how resiliency can be used as a competitive advantage.
Educational Philosophy

CAREForceU.S.™ has embarked on revamping and utilizing the latest academic research on curriculum development that employs current brain research and the utilization of adult learning models which include student centric modalities. One such modality is Instructional System Design (ISD) that incorporates the ADDIE model.

ADDIE is an acronym for Analysis, Design, Development, Implementation, and Evaluation. This model guides you through the process of creating effective educational courses and materials for your audience. While there are variations of this model in the industry, the concepts are the same.

As a professional educator, ADDIE is more than just an acronym. It is a blue print for success. Analysis is the most important step in the process. It helps you to determine the basis for all future decisions. A mistake that many beginners make is not conducting a proper analysis at the beginning. It is this analysis that helps you identify your audience, tasks, expected learner outcomes, priorities, constraints, and other important points that will be useful in the design process.

Unlike prior trainings that you may have gone through, the intent of ISD using ADDIE is to first focus on designing the curriculum and THEN fitting the content to the design. The content employed is ONLY that which is required based upon the training needs analysis performed. This is an important concept to understand. Most training today in chaplaincy (and other fields) revolves around lecture based, “death by powerpoint” content models. Current theories on adult learning which employ research on brain theory, indicates that adult modalities need to be relevant to the audience, actively involving them in the learning process so that they discover new knowledge through learning activities that are specifically designed, that are experiential in nature and are modeled by the trainer. This type of educational model REQUIRES that the trainer has completed an accurate needs assessment to determine the tasks (skills or knowledge) that are required for the expected learner outcome, and an understanding of both the content to provide the skills and knowledge AND the process of adult learning.

The Design process is the brainstorming step. This is where you use the information obtained in the Analysis phase to create a program or course that meets the needs of your customer or audience. There are many forms of the design process and it can be very tedious at times.

The Development phase focuses on building the outcome of the design phase. This process consumes much of the time spent in creating a sound educational program or course. It includes various steps such as initial drafts, reviews, re-writes, and testing. For larger corporations, this phase can involve numerous individuals to include subject matter experts (SME), graphic artists, and technical experts. For eLearning courses, this phase could require additional assistance for managing server space and technology.

The Implementation phase includes more processes than simply presenting the materials developed. While the concepts and materials have been tested throughout the process, the implementation phase can uncover topics that require further development or re-design work. The processes for this phase vary based on the size of the organization, the complexity of the program or course, and the distribution of the materials. This includes such concepts as test pilots, train-the-trainer sessions, and other delivery methods to present the materials, marketing, revision planning and more.

The Evaluation phase plays an important role in the beginning and at the end of the process. Evaluation objectives reflect much of the discoveries found in the Analysis process. These discoveries include the objectives and expectations of the learner. When looking at the process, you must avoid the thought that it is structured in a chronological order. Rather, the ADDIE Model is a continuous circle with overlapping boundaries. Of all of the process phases, the evaluation phase is the least understood.
Our Goal

CAREForceU.S.™ goal is to optimize training for maximum effectiveness, ensuring that the greatest amount of learning takes place within certain defined constraints. This process involves developing course materials that map to the overall course goal and course outcomes; articulating learning outcomes for each lesson or module that support the course outcomes; and incorporating the principles of adult learning and Instructional System Design (ISD) throughout curriculum development. The instructor is guided by the course goal, course outcomes and lesson learning outcomes when developing course materials.

Courses shall be structured in an INTERACTIVE format such that the learner is actively involved in the learning experience, rather than a passive recipient of information. The training shall include a combination of instructional strategies such as lectures, facilitated discussions, group exercises, videos, case studies, and the like.

CAREForceU.S.™ development utilizes the four levels of Kirkpatrick's Evaluation (reference Evaluating Training Programs, the Four Levels, Donald L. Kirkpatrick), and trains to a minimum of Level Two which is defined as the participant acquiring added skill and knowledge as a result of the training, which must be demonstrated in the classroom, and confirmed by the instructor. Additionally, National Center for Chaplain Development recommends Bloom's Taxonomy of performance levels when crafting learning outcomes, Dave's Taxonomy for psychomotor skill development and Krathwohl and Masia for Affective learning. Additionally expected learning outcomes must be written as observable, measurable and performance based having the audience, behavior, conditions and degree clearly stated.

Before revising, developing or presenting any training program targeted at adult audiences, it is first useful to gain an appreciation of the difference between child-centered learning and adult-centered learning. Almost all of us have experienced 12 or more years of education as children and many of us have experienced additional years of education as young adults. The educational models fixed in our minds are the pedagogical models—the art and science of teaching children—drawn from those experiences. As adult trainers, it is easy for us to teach as we were taught rather than implement good adult learning principles.

We know the following things about adult learners:

• Adults have a need to know why they should learn something. One of the first tasks of the adult trainer is to develop a "need to know" in the learner — to demonstrate the value of what is being offered to them.

• Adults have a deep need to be self-directed. However, often when they enter a program labeled “education” or “training” they revert back to their conditioning as children, put on their hats of dependency, fold their arms, sit back and say, “Teach me.” This puts them at immediate odds with their need for self-direction, causes inner conflict and a resistance to participation in training. To resolve this as adult trainers we must help adult learners make a quick transition from seeing themselves as dependent learners to becoming self-directed.

• Adults have a greater volume and different quality of experience than children. Adults bring into the learning situation a background of experience that is itself a rich resource for many kinds of learning for themselves and others. Adults have a broader base of experience to which to attach new ideas and skills and give them richer meaning. The greater experience, however, also has a potential negative consequence. The greater experience can cause people to develop habits of thought and bias, to make presuppositions, to be less open to new ideas. Evidence indicates that this phenomenon is especially characteristic of undereducated adults.

• Adults become ready to learn when they experience in their life situation a need to know or be able to do in order to perform more effectively and with greater satisfaction. Adults learn best when they choose voluntarily to make a commitment to learn.

• Adults enter into a learning experience with a task-centered (or problem-centered) orientation to learning. Adult learning activities are better received when designed around tasks, problems, or life situations. Very often, if they can apply what they have learned to a recent experience or situation, they can better appreciate the newfound knowledge and skills.

• Adults are motivated to learn by both extrinsic and intrinsic motivators. The problem is they may not be motivated to learn what we want to teach them, hence the importance to develop “a need to know” as a basic ingredient of adult training. The most potent and persistent motivators for adults are intrinsic motivators such as self-esteem, broadened responsibilities, power, and achievement.
Implications for Practice

Adult learning concepts-- combined with an understanding of the training need-- suggest the following approach to course design:

- Participants want to have a chance to tailor knowledge to their local situation.
- Participants want to have an opportunity to interact with others during the training session.
- Participants want to understand why something is important.
- Participants have a need for training that will demonstrate the benefits of learning.

Organization Represented

(non-exhaustive)

Applied Suicide Intervention Skills Training (ASIST)
Armed Forces Mission™
California Law Enforcement Chaplain Consortium
California Peace Officer Standards and Training
California Standards Training and Correction
Center for Domestic Preparedness
Christian Crisis Care
International Conference of Police Chaplains

International Critical Incident Stress Foundation
Living Works™
National Association of Nouthetic Counselors
National Center for Chaplain Development
QPR Institute
Resilient Science Institutes
The Joyful Child Foundation™

CAREForce

RKM Crisis Team is a 5013C is a nonprofit 501 (c) 3 organization which provides practical secular community support and emotional & spiritual assistance to emergency service workers, those in crisis, society and those persons in transition by meeting their needs.

RKM Crisis Team dba(s) NCCD; National Center Chaplain Development; CAREForce; CALECC; California Law Enforcement Chaplain Consortium; CCC; Christian Crisis Care
SR. CHAPLAIN
KEN SCHLENKER, M.Div.

Sr. Chaplain Ken Schlenker is the founder of National Center Chaplain Development (NCCD) and is a Diplomat with the National Center for Crisis Management in collaboration with the American Academy of Experts in Traumatic Stress. He is Board Certified in Crisis Intervention, Crisis Chaplaincy, Stress Management, & Emergency Crisis Response. Chaplain Ken is listed in the Directory of Expert Witnesses and is a Member of the Premier Speakers Bureau for the National Center for Crisis Management and The Academy of Experts in Trauma and Stress.

Ken is an authorized trainer for multiple national and international organizations in a wide range of subjects across multiple contexts such as, International Critical Incident Stress Foundation (ICISF), International Conference of Police Chaplains (ICPC), Resilient Science Institutes, the Center for Domestic Preparedness and is a facilitator for the National Association of Nouthetic Counselors (NANC).

Chaplain Ken is the designer and author of numerous state and nationally recognized programs such as the California Peace Officer Standards and Training (POST #1253) Basic Law Enforcement Chaplain Curriculum and is the State Training Coordinator for the California Law Enforcement Chaplain Consortium, a POST Presenter.

NCCD is also a California Standards Training and Corrections Presenter Organization (#7114). Ken has developed numerous Chaplain programs including agencies such as the Riverside County District Attorney Office, Orange County Staff Probation Department, and with the Orange County Department of Education Crisis Response Network. NCCD has also been in collaboration with and training for the Los Angeles Police Department Chaplain Corps for the last 3 years.

Ken holds a Master of Divinity from Talbot School of Theology, a BS in Health Care Administration and an Associate in Medical Laboratory Technology and Science. Ken also served as a Navy Corpsman where he was awarded a Letter of Commendation under Rear Admiral Schaeffer for his work while assigned to temporary duty with Radiation Health Safety.

SR. CHAPLAIN
SHELLY PINOMAKI

Suffering the loss of a loved one is never easy, especially when those around you—who really want to help—say the wrong thing, do the wrong thing, or do nothing at all. And for some reason, holiday seasons or losses suffered through heinous crimes add to the inability of people to be helpful, despite their best intentions.

This was the situation Shelly Pinomaki found herself in during Christmas of 2011. She lost her sister at the hands of a murderer and witnessed the additional trauma inflicted upon her family from those well-meaning friends, families—even professionals—because they had no idea what to say or what to do.

Shelly became impassioned to help others who wanted to help those in emotional pain. Christian Crisis Care was born. (Christian Crisis Care is a non-profit division of RKM Crisis Team (FEIN 01-0592271)). Its goal is to teach others how to provide emotional first aid—in effect to walk alongside someone by providing physical, emotional and spiritual hope.

Shelly realized that simple comforts could be provided if people only knew what to say and how to act in the midst of a crisis. She began volunteer work with Trauma Intervention Program (TIP), a national support service whose purpose is to help those in the midst of trauma. She continued her training with the International Critical Incident Stress Foundation (ICISF) and became a credentialed chaplain with National Center for Chaplain Development (NCCD). Shelly also serves as a Chaplain with the San Diego Sheriff’s Department.
Steve was employed with the Riverside City Fire Department for 19½ years. Resigned from the department, at the rank of Captain, to become an associate pastor at Harvest Christian Fellowship in Riverside, CA. In 2001, Pastor Steve led a team of lay counselors from the church, in the aftermath of September 11, 2001, to New York City and spent 16 days at ground zero. It was there that God began changing Steve’s heart from the pastoral-ship to chaplaincy.

In 2002, Steve became a chaplain with the Riverside County Sheriff’s Department and was with them for 3 years. In 2005 Steve began a chaplain program with the Riverside Police Department and the Riverside Fire Department. In 2008, Steve stepped away from the pastoral-ship and began his own 501(C)3 chaplain organization. Chaplain Steve is the Founder of Living Shield Ministries, which allows him to be a fulltime volunteer chaplain. He is also lead chaplain for the Riverside County District Attorney’s Office, Southern Chapter of the California Concerns for Police Survivors (COPS), as well as a chaplain with the Billy Graham Rapid Response Team.

He is a member of the Cal-Fire Chaplain Corps, OES Chaplaincy, International Conference of Police Chaplains, International Critical Incident Stress Foundation (ICISF), National Center of Chaplain Development (NCCD), and The Counseling Team International (TCTI).

Chaplain Steve is an Approved Instructor with the International Critical Incident Stress Foundation (ICISF), and teaches seven different classes in Critical Incident Stress Management (Assisting Individuals in Crisis, Group Crisis Intervention, Grief Following Trauma, Pastoral Crisis Intervention I & II, Law Enforcement Perspective to CISM, and Strategic Response to Crisis). He also teaches a 40-hour School of Chaplaincy and assist in teaching POST Law Enforcement Chaplaincy across the state of California.

His desire is to train up an army of chaplains across our nation so they can help others whose life is in a state of chaos.

Ken Koons is a husband, father, military chaplain and founder of Armed Forces Mission. Commissioned into the US Army Reserve in 1991, Ken currently serves as the family life chaplain for more than 7,500 soldiers and their families in the 80th Training Command and is the 2016 recipient of the Trinity Awards Emergency Responder of the Year for his work in conducting more than 600 successful suicide interventions. A Master Trainer of Suicide Intervention Ken has been on radio and TV programming to provide insights into ways communities can address suicide awareness and prevention.

When not directly teaching or speaking on the subject of suicide awareness and intervention, Ken can be found leading couple’s retreats, Courageous Men’s Weekend gatherings, preaching on the Substance of Restored Hope, or speaking to corporations on the power of personal and corporate ethics. All of which in his words, “leads to greater personal resilience and restored hope.”

More than 7,200 individuals all across America have participated Ken’s workshops. Organizations trained have included military units, law enforcement, volunteers with the American Foundation for Suicide Prevention, Counseling Centers, Schools, Private and VA Hospitals, Churches, and Civic organizations, International Law Enforcement Educators and Trainers Association annual conference 2016 and 2017.

“Chaplain Ken Koons is on a mission; a personal campaign to restore hope for all people. Follow the leader!”

Brigadier General Peter Madsen
Rodger Ruge graduated in 1985 from Sacramento State University with a Bachelor of Arts degree in Criminal Justice. Rodger began working as a Police Officer in 1986 for the City of San Rafael holding assignments as a patrol officer and member of the Special Weapons and Response Team (S.W.A.T.). In 1990, he transitioned to the City of Santa Rosa where he was a detective. Rodger also worked on the Neighborhood Enforcement Team focusing on street level narcotics, prostitution and gang enforcement. He then became a member of the traffic division and accident investigator. Ultimately Rodger was assigned to the training division completing duties as a training manager supervising thirty instructors and conducting instruction in all California POST perishable skills modalities.

During Rodger’s tenure as a training manager he was certified as an instructor in defensive tactics, firearms, emergency vehicle operations, taser, tactical communications and dealing with emotionally disturbed persons. Rodger also participated in the prestigious California POST Master Instructor Certification Course (MICC). MICC is a yearlong program based in learner centered instructional system design. One of the many demanding requirements of MICC involves developing and conducting a 24-hour law enforcement related training program. Rodger chose to do his program on wellness, focusing on components of nutrition and fitness as well as a specific program for stress management and reduction of post-traumatic stress injury symptomologies and ideations for first responders and communications personnel. To increase his developing expertise in wellness, Rodger became certified as a personal trainer for law enforcement and is certified as a stress management trainer.

Rodger retired from the Santa Rosa Police Department in 2005 and launched his business, Ready Force Inc. and Hero Talk. Rodger developed his Pathways To Thrive programs with advice and mentorship from Lt. Col. Dave Grossman and Dr. Kevin Gilmartin and has taught his cutting edge programs to Military and 911 Emergency Services Personnel throughout the country.

Rodger is the author of The Warrior’s Mantra, Barricade Books Inc, June 2005. Rodger’s book focuses on teaching the reader how to use the ancient technique of mantras or positive affirmations to condition the mind to survive critical incidents.

Erin Runnion is the mother of Samantha Runnion and Founding Director of The Joyful Child Foundation, a 501(c)(3) nonprofit, dedicated to preventing child sexual abuse and abduction through programs that unite and uplift our nation’s communities in the protection and wonderment of all children. Launched in 2004, Samantha’s PRIDE Neighborhood Child Protection program is the first initiative of The Joyful Child Foundation.

Samantha Runnion was a beautiful, bright, joyful little girl with a passion for art. Samantha’s life was cut short as the youngest victim of the “summer of abductions” on July 15, 2002. Samantha was kidnapped from outside of her home in Orange County, California; she was found the next day, over seventy miles away, by a hang-glider in the San Bernardino mountains. The Orange County Sheriff Michael Carona led an impressive collaborative investigation with the FBI, nearby law enforcement agencies, the California Highway Patrol and the media to find Samantha and the man who took her.

Samantha’s killer was apprehended just over a week later and has since been convicted and sentenced to death.

Erin is dedicated to ensuring Samantha’s tragic death continue to be a catalyst for positive change; motivating concerned citizens to be pro-active in our collective responsibility to protect our nation’s children from sexual abuse and abduction.
John Avery retired as a Sergeant from the Salinas Police Department after 24 years in service. The majority of his time was in the Patrol Division and held positions as a canine handler, crime scene minvestigator, latent print analyst, school resource officer, field training officer and street supervisor. He was also a member of the Crisis Intervention Team until his retirement in September 2009.

He earned a Bachelor's Degree in Management from St. Mary's College, Moraga, CA, earned his Master's Degree in Emergency Services Administration from California State University, Long Beach and holds a part-time teaching credential for the State of California.

He is a graduate of the California POST Instructor Development Institute having attained Master Instructor status. He has been an Instructor for the South Bay Regional Public Safety Training Consortium teaching classes in the Field Training Program. He is the author and lead facilitator for the California POST certified course “Preventing Law Enforcement Suicide - PLES”.

He is member of the International Critical Incident Stress Foundation (ICISF) and has received training in Peer Support, Group Crisis Intervention, Advanced Crisis Intervention, Line of Duty Death, Critical Incident Stress Management (CISM), Suicide Prevention, Intervention and Postvention, Resilient Leadership and is an Approved Instructor for Individual Crisis Intervention and Peer Support. John has been an active member of the Georgia Critical Incident Stress Foundation GCISF and responds as part of a CISM response team.

He has completed additional training in suicide prevention and intervention having attended training at the “In Harm’s Way” Suicide Prevention Conference, the Georgia Suicide Prevention Coalition of Stakeholders Conferences, attended the National Police S.U.I.C.I.D.E. Foundation’s course on Police Suicide Awareness PLES, attended Traumas in Law Enforcement training, and is a Certified Instructor for QPR Gatekeeper training through the QPR Institute. He is a member of American Association of Suicidology, participated on the First Responder Task force and actively promotes and teaches the “Breaking the Silence: Preventing Law Enforcement Suicide” suicide prevention program developed by the task force.

John has obtained his Georgia POST Instructor certification and is an Instructor/ Facilitator / Coordinator in the NAMI Georgia CIT program and a NAMI volunteer. John is also a NAMI GA State Trainer for the NAMI Homefront program as well as a co-facilitator in the NAMI Homefront Program.

He has affiliated himself with the Armed Forces Mission as a co-facilitator teaching Applied Suicide Intervention Skills Training (ASIST) and L3 (Listen, Learn, Lead) Suicide Prevention Training, has worked with the Georgia Department of Behavioral Health and Developmental Disabilities (DBHDD) teaching the Question Persuade Refer (QPR) Suicide Prevention Program and works with Mental Health America of Georgia co-facilitating Mental Health First Aid (MHFA), Youth Mental Health First Aid, Mental Health First Aid for Public Safety, Mental Health First Aid for Service Members -Veterans and Their Families courses.