

# **Trauma and Crisis Intervention in Counseling**

## **MHC 548-01 Professional Mental Health**

**Department of Counseling Psychology Lewis and Clark College Graduate School**

Spring Semester 2015 Tuesday January 13<sup>th</sup>, 2015 through Tuesday March 17<sup>th</sup>, 2015 5:30 to 8:30p.m.

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*Grass for a pillow,*

*The traveler knows best how*

*To see cherry blossoms*

Matsuo Bashō

### **Class Description:**

This class includes the basic historical and theoretical foundations of crisis intervention and treatment of the effects of trauma. The main focus of study is current theory and practice models as well as the application of skills and techniques utilized in crisis interventions. The effects of crises, disasters, and other trauma-causing events will be differentiated across the lifespan. Principles of crisis intervention for people during crises disasters and other trauma-causing events will be examined utilizing a worldview context. Counselor self-care practice will be integrated into crisis and trauma work to bring into awareness and ameliorate the effects of crisis and trauma exposure.

Prerequisites: MHC 503, CPSY 506, MHC 509, MHC 532, MHC 513, CPSY 514 or CPSY 515, CPSY 522, CPSY 523, MHC 524, CPSY 530 or MHC 535, CPSY 534, MHC 511 or CPSY 550.

Corequisites: MHC 580.

Credits: 2 semester hours.

### **Books Required Reading:**

*The Body Keeps the Score (2014) Bessel Van de Kolk*

*The Principles of Trauma Therapy (2013). John N. Briere & Catherine Scott*

*Cultural Competence In Trauma Therapy (2013). Laura S. Brown*

*The Boy Who was Raised as A Dog (2007.) Bruce Perry & Maia Szalavitz*

### **Essential Goals**

Students will establish a foundation for their professional role as effective counselors through the study of theories, assessments, diagnosis and treatments focused on trauma informed work and the impact of trauma across the lifespan. Through readings, class discussions, small group dialogues, reflective writing and application to concurrent practicum students will develop awareness and intentionality in the conceptualization of clinical practices for working with diverse populations across a dearth of trauma impacting events. Awareness of a personal worldview including race, power and privilege will create a foundation of accountability when considering impact of treatment with clients. Increased awareness of self as an essential component in effective therapeutic interactions along with an intentional ongoing self-care practice will create optimum functioning in addressing trauma scenarios and impact with clients.

## **CACREP OBJECTIVES**

The following program objectives as well as objectives defined by **CACREP** are the standards for “helping relationships” These broad objectives will be pragmatically and experientially integrated into the classroom assignments and experiences.

### **CPSY 548/MHC 548**

- 1c. counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;
- 3c. effects of crises, disasters, and other trauma-causing events on persons of all ages;
- 5g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

### **Clinical Mental Health Standards**

- A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. (2001-A4)
- A9. Understands the impact of crises, disasters, and other trauma-causing events on people.
- A10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.
- C6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.
- D6. Demonstrates the ability to use procedures for assessing and managing suicide risk. (is this in other standards as well)
- K5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma causing event.
- L3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

### **Format and Outcomes**

Students will demonstrate their understanding of theories, diagnosis and treatment as well as clinical applications of interventive and effective modalities of therapy used in trauma informed clinical work across the lifespan. Emphasis will be placed on developing an empathetic and therapeutic relationship within the counseling context. Ethical principles, self-awareness, personal counseling style and honoring of diversity will be examined through readings, class discussions, reflective assignments, as well as various classroom activities. Recognition of positions of power and privilege, as well as ethical considerations of marginalization and discrimination in counseling interactions will be explored. The class will be developed as a community of collaborative learners where each will be an active agent in their own learning experiences. Students will participate in generating a classroom environment where students support each other in a respectful, productive and resourceful manner as might be paralleled in the world of work.

## Confidentiality and Ethical Guidelines

It is expected that students will follow the ethical guidelines as defined by the American Counselors Associations. Guidelines, parameters and boundaries are implemented into assignments and class discussions and it is expected that anything presented by students during class presentations, assignments and discussions will remain absolutely confidential. Failure to follow these guidelines may result in failure of the class.

## Evaluation of Professional Qualities

Each student will be evaluated in the areas of demonstration of self-awareness, empathetic presence, ethical considerations, effectiveness of oral and written communication, and openness to feedback. This includes the expectation for completion of all assignments as well as a respectful and earnest attitude towards classmates, instructor and future clients. Judgments about what constitutes satisfactory performance will be made by the class instructor which if not satisfactory might result in an incomplete or failure of the class. If there are concerns about a student's work a meeting with the instructor will be scheduled to discuss the dynamics and potential outcomes during the course of the semester.

### Assignments

#### 1. Reading Highlights: 8 weeks – 10 points= 80 points

**For each chapter assigned identify two intriguing ideas or compelling concepts or possibly points of confusion. Type:** the quote- (a few sentences) from your highlights and identify the book, the Chapter and the page where you have taken your quote from. These will be used in class discussions and handed in as an assignment.

#### 2. Reflective Writing: 8 weeks- 10 points each = 80 points

A quote from one of the assigned readings will be offered as a writing prompt at the beginning of class. Students will reflect on the meaning and what import it has for their clinical and professional work.

#### 3. Presentation from Cultural Competence in Trauma Therapy= 20 points

In groups of 2 or 3 students will present the essence and some details of a chapter from Laura Brown's book. This will include import for professional work and a question for their classmates. Hand-in a one page outline of presentation.

#### 4. Book Report Bruce Perry = 20 points

A 2 page "book report" reflecting on some aspect of what you read in Bruce Perry's book including the import for your work as a clinician.

#### 5. Summative reflection = 60 points

A 4 to 5 page reflection on identifying Trauma impacts on clients in your clinical work and modalities you have or might employ. Also include impacts on you as a clinician and how you manage your self-care.

## 6. Notebook of Cumulative Learning = 20 points

### This includes:

- Weekly handouts and notes
- Weekly Reflective Writing
- Weekly Reading Highlights
- Bruce Perry Book Review
- Laura Brown Presentation
- Summative Reflection of Key Learnings of Interest

## 7. Class participation and contributions to group activities and discussions = 20 points

### Grading

300-270= A 270 -250 =B 250-230=C below a C (230) failure of class.

### Classroom Policies

**Missing Assignments:** Students are expected to do all assignments; any assignments not completed may result in a class incomplete or class failure. Missing class is loss of points earned in the missed class, make-up points may be earned through make-up assignment.

**Late Assignments:** 5 point deduction for a late assignment per day.

**Make-up Work and incompletes:** Incompletes will be determined before the final class, including what is expected and the timeframe for completion. **Make-up Assignment for missing class:** Please write a 5-6 page “interest” paper on a topic of interest for you related to professional trauma work. Please use at least 3 references. This is due the final day of class and can be sent by email.

**Absences:** Please notify instructor. Missing any class time results in an additional class assignment at the discretion of the instructor. Missing more than 10% of class time (**3 hours**, a graduate school policy) may result in **an incomplete or failure to complete class**.

**Laptops and Cell Phones:** Laptops maybe used to write notes as needed in class. Laptops may not be used during the experiential activities including classmate presentations unless designated by professor. Please come prepared to take hand written notes during these times. **Using computers or cellphones for non-classroom activities during classroom time unless directed by Professor will result in 10 pt. penalty. Cell phones must be silenced (if necessary vibrate ok) and text messaging is not allowed during class time unless emergency. If there is an emergency you may exit the class to use your cell.** Laptops and cells phones may of course be used on breaks. If alternate learning needs require the use of a laptop please let the instructor know at the beginning of the semester.

**Please notify instructor of any special learning considerations that need to be taken into considerations as covered by the American Disabilities Act.**