

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling – Specialization in Addictions
MHC 548
Trauma and Crisis Intervention in Counseling: Theoretical Foundations, Response Models, and Interventions Across the Lifespan
Syllabus Cover Sheet

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 1c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- 3g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- 5l. suicide prevention models and strategies
- 5m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- 7c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- 7d. procedures for identifying trauma and abuse and for reporting abuse

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

- C2f. impact of crisis and trauma on individuals with mental health diagnoses
- C2l. legal and ethical considerations specific to clinical mental health counseling

Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but **will not be the only requirements/expectations**. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

| Clinical skill | | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate /Fail | As evidenced by: | Evaluation and Remediation |
|---|----------------|----------------------|---------------------|-------------------------|------------------------|--|--|
| Goal 5 of 5 | | | | | | | |
| Students develop an understanding of the impact of trauma on clients and demonstrate skills in trauma counseling. | Practicum Year | Course Grade 90-100% | Course grade 80-89% | Course grade 70-79% and | Course grade below 70% | MHC 548/MHCA547 Crisis and Trauma Assignment | Assessment Chair Review/Referral to BRC or ARC |

Methods of Instruction for this Course

| Instruction Method | Mark All That Apply |
|--|---------------------|
| Lecture | X |
| Small Group Discussion | X |
| Large Group Discussion | X |
| Course Readings | X |
| Group Presentation | X |
| Individual Presentation | X |
| DVD/Video Presentation | |
| Supervised Small Group Work | |
| Individual/Triadic Supervision | |
| Group Supervision | |
| Case Study | |
| Debate | |
| Class Visitor / Guest Lecturer | X |
| Off-Campus / Field Visit | |
| Other: | |
| Experiential and Somatic Regulation Activities | X |
| Focus on Self-Care Practice | X |

"I am fond of saying the three-phase model is really five phases where the first three are all stabilization and are followed by working through of traumatic memory, and then by integration and rehabilitation. There is regular overlap of phasic work, but the bottom line is that trauma work waits until stabilization has been demonstrated."

Intensive Psychotherapy for Persistent Dissociative Processes; the Fear of Feeling Real (2015)

Richard A. Chefetz

Trauma and Crisis Intervention in Counseling

PMHC 548-01 Professional Mental Health Counseling

Department of Counseling Psychology Lewis and Clark College Graduate School

8:40 a.m. -12:00p.m. Friday May 11th- Friday July 6th Summer 2018

Corbett Annex # 100 Margaret Eichler PhD LPC NCC ACS meichler@lclark.edu

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) By Bessel Van de Kolk

The Body Remembers Volume 2: Revolutionizing Trauma Treatment (2017) By Babette Rothschild

101 Trauma-Informed Interventions: Activities, Exercises and Assignments to Move the Client and Therapy Forward Paperback – May 1, 2013 By Linda Curran

Trauma is Really Strange Paperback – (2015)__by Steve Haines & Sophie Standing (Illustrator)

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.

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 in 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 schedule to discuss the dynamics and potential outcomes during the course of the semester.

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.

Make-up Assignments for missed class time: This will be defined by the instructor including date due. This when successfully completed will cover the reflective writing assignment and class activities of the day missed. Reading notes due that day will still be required or if giving a presentation will have to be made-up by presenting on another day.

Absences: Missing more than 10% of class time (**3 hours**, a graduate school policy) results in a **failure to complete class and a student must withdraw from the class and retake the class.**

Incompletion of Class: Incomplete work (not absences) will be assessed before the final class, including what is expected for completion and the timeframe for completion.

Laptops and Cell Phones: Laptops maybe used to write notes as needed in class. Laptops may not be used during the experiential activities unless designated by professor. Please come

prepared to take hand written notes during these times. **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.

Disability Statement

If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible. If you have request for other accommodations and/or unique learning style please contact me for considered supports.

Assignments

Late Assignments: 2 point deduction for a late assignment per day.

1. Reading Highlights: 7weeks x 10 points= 70 points

For each chapter assigned identify two intriguing ideas or compelling concepts or possibly points of confusion. These will be used in small group and classroom discussions.

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. You do not need to write any personal reflection on the quotes.**

2. Reflective Writing: 8 weeks x 10 points each = 70 points

A quote or question 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. **This will be handed in each week.**

3. A grounding or safe space exercise taken from the Linda Curran book will be demonstrated and experienced within your small group setting. Submit one paragraph identifying exercise and your intent and experience. This can be hand written at the time of the activity. This will be done 2x over course 10 points each = **20 pts.**

4. Class participation and contributions to group activities and discussions. Your group will be asked to lead one of the all class discussions. **20 pts.**

5. Presentation related to Trauma Impact on diverse populations related to Equity and Social Justice 40 pts.

In groups of 2 or 3 students each group will create a 20 minute presentation on topic from list of topics provided in class. Define population-Describe trauma impacts unique and overlapping-Formulate some idea of trauma informed treatment/care-Use and cite 4-6 sources specific to this population (2 research articles within last 5 years, at least one book and possible online sites). The presentation will include import for professional work and a question for your classmates. Make copies of a **one page** outline of presentation as well as handouts for class mates.

6. Summative reflection paper = 80 pts. --- This assignment rated on cover page rubric.

A 6 page reflection identifying 7 or 8 key essential learnings, including your understanding of trauma informed care and how you will use this with clients in your clinical work. Also include impacts on you as a clinician and how you manage your self-care. Include references from class assigned readings (3 books) and 2 from outside sources.

Grading

300-270= A 269-240=B 239-210=C below a C (140) failure of class.

Unsayable

Things are not nearly so comprehensible and sayable as we are generally made to believe.

Most experiences are unsayable; they come to fullness in a realm that words do not inhabit.

And most unsayable of all are works of art, which-alongside our transient lives-mysteriously endure.

Rainer Maria Rilke

A painting without negative space is like music without silence.

For music to have intensity, the silent part must be done well:

a still moment can be the highlight of the performance.

Kazuaki Tanahashi

| Tuesday | Trauma PMHC 548 SU18 | | | |
|---------------------------|---|--|---|--------------------------------------|
| Date | Class Focus | B. Van de Kolk | B. Rothschild | Due |
| May 11th one | What is Trauma? Trauma Informed Care? Clinician Self-Care Practice World View- Class Overview CACREP 3g-5m-7d-c2f-c21 | | | |
| May 18th two | Trauma Impact on Neurological Function Experience of Embodied & Emotional Self Triune Model of Trauma Treatment Reflection Designing the Therapeutic Environment CACREP 3g-c2f | Chap 1-6 12 Highlights | Intro-Preface Chap 1-2 4 Highlights | 2 highlights from each Chapter |
| May 25th three | Complex Trauma Childhood Development Developmental Trauma Disorder Reflection CACREP 3g-7d-c2f | Chap 7-10 6 highlights | Chap 3 2 highlights | 2 highlights from each Chapter |
| June 1st four | Dissociative Experiences & Disorders Trauma & Shame CACREP 3g-7d-c2f | Chap 11-12 4 highlights | Chap 4 2 highlights | 2 highlights from each Chapter |
| June 8th five | Desctructive Cults Relational Oppression Domestic Violence Systems CACREP 7c-7d-5m-3g | Chap 13-14 4 highlights | Chap 5 2 highlights | 2 highlights from each Chapter |
| June 15th six | Suicidality- Self Harm Grief and Mourning CACREP 51-7c-3g | Chap 15-16 4 highlights | Chap 6 2 highlights | 2 highlights from each Chapter |
| June 22nd seven | Military service & PTSD Military Sexual Trauma Traumatic bereavement CACREP 3g-5m-7d-7c | Chap 17-18 4 highlights | Chap 7 2 highlights | 2 highlights from each Chapter |
| June 29th eight | Presentations CACREP 3g-5m-7d-c2f-c21 | Chap 19-20 Epilogue 4 highlights | Chap 8 Appendix 2 highlights | 2 highlights from each Chapter |
| July 6th nine | Disaster Mental Health- Critical Incident Debriefing- Psychological & Verbal First Aid- Class Closing CACREP 3g, 1c, 5m | REFLECTION PAPER DUE BY JULY 18TH 2018 MIDNIGHT | | |