

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/MHCA5 47 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	*****
Small Group Discussion	*****
Large Group Discussion	*****
Course Readings	*****
Group Presentation	*****
Individual Presentation	*****
DVD/Video Presentation	*****
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	
Class Visitor / Guest Lecturer	*****
Off-Campus / Field Visit	
Other: Somatic and experiential exercises	*****

“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

Professional Mental Health Counseling

Department of Counseling Psychology Lewis and Clark College Graduate School

Margaret Eichler PhD LPC NCC ACS meichler@lclark.edu

548-01 Tuesdays May 7th 2019 - July 2nd 2019 8:40-12:00 Room: York 115#

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

Somatic Psychology Toolbox: 125 Worksheets and Exercises to Treat Trauma & Stress (2018)-by Manuela Mischke-Reeds

The Boy Who Was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook--What Traumatized Children Can Teach Us About Loss, Love, and Healing (2017) by Bruce D. 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.

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 as well as understanding and exploring transference and countertransference with inter-relational trauma informed treatment. 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 timely submission and 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 on time; 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 may be 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: 6 weeks x 20 points= 120 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. 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: 6 weeks x 10 points each = 60 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. Class participation and contributions to group activities and discussions. Each group will also be asked to lead one of the all class discussions. **10 pts.**

4. Book Report Dr. Bruce Perry = 40 points

A 2 page "book report" reflecting on some aspect of what you read in Bruce Perry's book (can focus on one or two chapters that engaged you) also include the import for your work as a clinician.

5. Summative reflection paper = 70 pts. --- This assignment rated on cover page rubric.

A 4-5 page reflection identifying 6 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 or more 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

The moon and sun are eternal travelers. Even the years wander on.

A lifetime adrift in a boat or old age leading a tired horse into the years, everyday a journey,

and the journey itself is home.

Bashō: Oku~no~hosokichi

	PMHC 548 SU19		Trauma and Crisis Intervention Across the Lifespan				Eichler PhD LPC NCC ACS
DATE	Class Focus	CACRE P	Reading	Reading	Reading	Read	Due In Class
MAY Tues 7th	What Is Trauma? Trauma Informed Care Clinician Self Care Transference & Countertransference Race, Culture & Worldview	3g,5m, 7d c2f, c21	Van de Kolk Highlights	Rothschild Highlights	Somatic Psychotherapy Toolbox	Perry Book Report June 10th	
May Tues 14th	Reflective Writing Neurobiology: Attachment Trauma Impact & Relationships Poly Vagal Theory	3g	Chapter 1-6 12HL 12 Highlights	Intro- Preface Chap 1-2 4 Highlights	read pp 9-13 pick 2 from Chap 5-8 Identify Reflect		2 highlights from each chapter reading
May Tues 21st	Reflective Writing Childhood Complex Trauma Developmental Trauma	3g	Chap 7, 8, 9, 6HL	Chap 3, 4 4HL	pick 2 from Chap 9-11 Identify Reflect		2 highlights from each chapter reading
May Tues 28th	Reflective Writing Dev Trauma Cont Dissociative Disorders Trauma Impact & Shame Theories	c2f	Chapter 10, 11, 12 6HL	Chap 5 2 HL	pick 2 from Chap 12-14 Identify Reflect		2 highlights from each chapter reading

<p>June Tues 3rd</p>	<p>Reflective Writing Destructive Cults & Domestic Violence Narcissitic Relationship Dynamics</p>	<p>1C, 5m</p>	<p>chapter 13, 14 4HL</p>	<p>Chap 6 2 HL</p>	<p>pick 2 from Chap 15-18 Identify Reflect</p>		<p>2 highlights from each chapter reading</p>
<p>June Tues 10th</p>	<p>Reflective Writing Military Sexual Trauma PTSD and Military Service</p>	<p>3g,5m</p>	<p>Chapter 15, 16 4HL</p>	<p>Chap 7 2HL</p>	<p>pick 2 from Chap 19-21 Identify Reflect</p>	<p>Book Report</p>	<p>2 highlights from each chapter reading</p>
<p>June Tues 17th</p>	<p>Reflective Writing Suicidality & Self Harm Traumatic Bereavement Grief and Mourning</p>		<p>Chapter 17, 18 4HL</p>	<p>Chap 8 Appndix 2HL</p>	<p>pick 2 from Chap 22-24 Identify Reflect</p>		<p>2 highlights from each chapter reading</p>
<p>June Tues 24th</p>	<p>Dister Mental Health Critical Incident Debriefing Crisis Counseling Verbal First Aid</p>	<p>5I, 7C</p>	<p>None Reflection Paper due</p>	<p>None July 21st</p>			