

**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	X
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	X
Individual Presentation	X
DVD/Video Presentation	x
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	X
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other:	
<b>Somatic Self-Care Practice Activity- weekly</b>	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.” Richard A. Chefetz*

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

## **Trauma and Crisis Intervention in Counseling**

### **Professional Mental Health Counseling**

### **Professional Mental Health Counseling Addictions**

**Department of Counseling, Therapy and School Psychology**

**Lewis and Clark College Graduate School      Tele-Education**

**Tuesdays** January 12<sup>th</sup> 2021 thru March 16<sup>th</sup> 2021 9:00 a.m. to 12:00 p.m.

**Fridays** January 15<sup>th</sup> 2021 – March 19<sup>th</sup> 2021 9:00 a.m. to 12:00 p.m.

**Only Accepted into Registered Class Day – No attending of Other Class for Make-ups\*\*\***

Margaret Eichler PhD LPC LIMHC NCC ACS [meichler@lclark.edu](mailto: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*

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

*My Grandmother's Hands: Racialized Trauma and Pathway to Mending our Hearts and Body (2017) by Resmaa Menakem*

## **Recommended**

*Decolonizing Trauma Work: Indigenous Stories and Strategies (2014) by Renee Linklater* Anishinaabe Otter Clan name: *Ozhaawashkobinesi* (Blue Thunderbird)

## **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 class 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 class 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 scheduled 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 and 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 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.**

**All missed classes require a make-up assignment.**

**NO attendance of other class section for making up an absence.**

**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.

## **Zoom Class Experience**

This class will be held online and remotely, synchronously, and asynchronously. We will not always use the entire synchronous time allotted; you should be available during that time for course activities such as discussion of readings, small group meetings, engaged focus learning on weekly topics as well as planning for group presentations. Synchronous class startup will be determined each week for following week's class. For help and troubleshooting with Zoom, visit the Zoom Help Center: <https://support.zoom.us/hc/en-us>

## **Moodle Platform**

Moodle will be essential for this class. Information, assignments, weekly updates and for handing in assignments. The majority of week by week class information and assignments due as well as important resources and links will be posted at least one week in advance. If you have questions about accessing and using Moodle, visit [Lewis & Clark's Moodle Resources page](#). Moodle and tech support is also available by email at [ITservice@lclark.edu](mailto:ITservice@lclark.edu) or by phone at 503-768-7225. IT's summer hours are 9-5, Monday to Friday. If you call, leave a message and they will call you back.

If you face Internet access challenges: Some companies are offering free or discounted access during this time. To learn more about options visit Information Technology's [Learning Remotely website](#).

## **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.*

*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.* Because our course delivery will be online this summer, it is particularly important that you talk to me soon about accommodations and needs.

During summer term, Student Support Services continues to be available via email ([access@lclark.edu](mailto:access@lclark.edu)) or by phone (503-768-7192). While they aren't answering the phone directly, if you call and leave a message, they will call you back. You can also make an appointment on line via their website: ([www.lclark.edu/offices/student\\_support\\_services/](http://www.lclark.edu/offices/student_support_services/)). Appointments will be conducted either by phone or Zoom.

### **Assignments (see weekly schedule of assignments)**

**Assignments are due before the meeting of each class date they are due.**

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

Weekly Reflections: Places to submit these assignments will be on the Moodle page

**Each week (8x= 64points)** you will submit your impressions and reflections related to assigned readings and somatic activity practice. For each reading segment assigned in 1. The Body Keeps the Score and 2. The Body Remembers please identify a few key ideas contained within the readings and your considerations on impact for learning to practice as a Trauma Informed clinician. These will be used as part of your small group discussions to share your key learnings and ideas and large class discussions each week.

**Each week (8x= 24 points)** you will also submit a reflection on the somatic activity you have chosen from your Somatic Psychotherapy Toolkit text using this as a consistent anchor for your self-care practice.

**Every few weeks (3x= 30 points)** as identified in your semester assignments due schedule you will also submit a reflection for your readings in "My Grandmother's Hands".

**Class Participation 22 points** total per semester

**Final Class: (60 points)**

1. You will submit a 5-6 page paper with your reflections and summary on your learnings this semester. Identify ideas, impacts, growth as a clinician, self-care, challenges, future focus for your ongoing learning. **Also include three to five other resources to support your ideas and considerations as well as area of interests.**
2. You will prepare a brief informal presentation (8-10 minutes) you may use this time to also identify an area of interest that you would like to share with your classmates.

### **Grading**

**200-185= A**

**184-170 =B**

**Below 170 class failure**

*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*



Trauma Across the Lifespan Span 548-01 Tuesday 9-12

2021 Weekly Schedule: Assignments due and Topics

1. **January 12**                      **No Assignments Due**  
 Introductions-Class Framework-Working Definitions of "Trauma"
2. **January 19**      **TOPIC: Neuro Informed Understanding of Trauma Impacts**  
 Assignments due:  
     Body Keeps the Score: Chapters 1-6  
     Body Remembers: Introduction and Chapters 1 & 2  
     Somatic Psychotherapy Toolkit individual selection
3. **January 26**                      **TOPIC: Childhood Developmental Trauma**  
 Assignments due:  
     Body Keeps the Score: Chapters 7-8  
     Body Remembers: Chapter 3  
     Somatic Psychotherapy Toolkit individual selection
4. **February 2**                      **TOPIC: Dissociative Experiences & Trauma Impact**  
 Assignments due:  
     Body Keeps the Score: Chapters 9-10  
     Body Remembers: Chapter 4  
     Somatic Psychotherapy Toolkit individual selection  
 1. My Grandmother's Hands impact and reflection on first third of book.
5. **February 9**      **TOPIC: Destructive Cult Trauma Impacts**  
 Assignments due:  
     Body Keeps the Score: Chapters 11-12  
     Body Remembers: Chapter 5  
     Somatic Psychotherapy Toolkit individual selection
6. **February 16**                      **TOPIC: Military Service Trauma Impacts**  
 Assignments due:  
     Body Keeps the Score: Chapters 13-14  
     Body Remembers: Chapter 6  
     Somatic Psychotherapy Toolkit individual selection
7. **February 23**      **TOPIC: Self Harm & Suicidality**  
 Assignments due:  
     Body Keeps the Score: Chapters 15-17  
     Body Remembers: Chapter 7  
     Somatic Psychotherapy Toolkit individual selection  
 2. My Grandmother's Hands impact and reflection on second third of book.

**8. March 2 TOPIC: Grief and Mourning**

Assignments due:

Body Keeps the Score: Chapters 18-19

Body Remembers: Chapter 8

Somatic Psychotherapy Toolkit individual selection

**9. March 9 TOPIC: Disaster Mental Health & Psychological First Aid**

Assignments due:

Body Keeps the Score: Chapters 20 & Epilogue

Body Remembers: Appendix

Somatic Psychotherapy Toolkit individual selection

3. My Grandmother's Hands impact and reflection on final third of book.

**10. March 16 FINAL PAPER & PRESENTATIONS**

Assignments due:

Reflection Paper as well as verbal presentation to classmates