

## **Trauma and Crisis Intervention in Counseling Spring 2022**

Professional Mental Health Counseling & Professional Mental Health Counseling Addictions

Department of Counseling, Therapy and School Psychology

Lewis and Clark College Graduate School Tele-Education

**Class: 9a-12p, Tuesday 548**

**Jan 11 - March 15, 2022**

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**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,

*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)

*Voices From the Ancestors; Xicana and Latinx Spiritual Expressions and Healing Practices.* (2019) Edited by Lara Medina and Martha R. Gonzales

*Tao of Life Stories: Chinese Language, Poetry, and Culture in Education.* (2002)

Xin Li

## 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, [or one class]** a graduate school policy for one class) 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 start up will be determined each week for the 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:** 1 point deduction for a late assignment per day.

Weekly Assignments will be submitted through identified each class dates “folder” on class Moodle page.

**Reading Assignment each week: (6 weeks x 3 books (quotes from each chapter assigned) x 2 points each book = 36**

**TOTAL points)**

For each reading segment assigned in 1. *My Grandmother's Hands* 2. *The Body Keeps the Score* –3. *Assigned readings/articles* (see assignment Schedule), please copy/list a quote from each weekly assigned **chapter** per each book. 3 points will be given for submission of each book's quotes no matter how many chapters are assigned. 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 (6 weeks x 3 pts = 18 TOTAL points)** Choose one somatic exercise/activity from the *Somatic Psychotherapy Toolkit* or *My Grandmother's Hands*– practice it and submit a brief reflection on your experience using this as a consistent anchor for your self-care practice.

**Class Participation 6= TOTAL points** total per semester

**Final 2 Classes: Each Student ..... (20 pts)**

1. Prepare a brief presentation using Power Point, Prezi or another platform on your particular interests/applications of “Trauma” work (**15 minutes- around 6-8 slides.**) This will be presented in class, please include your references on final slide.

**Final Reflection: Due July 25<sup>th</sup> (Sunday by midnight)- (20 pts)**

2. Submit a 4-5 page paper (not in APA format) 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. **Include cites from class required books as well as three other resources that support your ideas and area of interests.**

**Grading    100- 85= A 84-70 =B   Below 70 class failure**