

**Lewis & Clark College**  
**Graduate School of Education & Counseling**  
**Professional Mental Health Counseling &**  
**Professional Mental Health Counseling – Specialization in Addictions**  
**MHC548 Trauma & Crisis Intervention | Syllabus Cover Sheet**

**Required Course Objectives**

**Professional Identity Standards (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

Instruction Methods	
Lecture	X
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	X
Individual Presentation	
DVD/Video Presentation	X
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	
Class Visitor/Guest Lecturer	X
Off-Campus/Field Visit	
Other: Practice of and reflection on somatic exercises for self-care	X

**Key Required Assignments/Student Learning Outcomes**

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

	Proficient (A)	Benchmark (B)	Emerging (C)	Inadequate (F)	As evidenced by:
<b>Goal 5 of 5 - Practicum Year</b>					
Students develop an understanding of the impact of trauma on clients and demonstrate skills in trauma counseling	Course Grade 90-100%	Course Grade 80-89%	Course Grade 70-79%	Course Grade below 70%	Final grade and minimum 80% grade on Summative Reflective Paper.

**Lewis & Clark College**  
**Graduate School of Education & Counseling**

**MHC 548-12 Trauma & Crisis Intervention**

Tuesdays, 5.10-6.28 | 8:45am-12:30pm | Rogers 219

Credit: 2 semester hours

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(Business cell number, email is preferred  
to schedule meetings)

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**Course 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 used 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 using 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.

**Required Texts:**

Perry, B. & Winfrey, O. (2021). *What happened to you?: Conversations on trauma, resilience, and healing*.

Menakem, R. (2017). *My Grandmother's Hands: Racialized Trauma and Pathway to Mending our Hearts and Body*. Central Recovery Press.

van der Kolk, B. (2014). *The Body Keeps the Score*. Penguin.

**Other Readings**

**Recommended Readings:**

My teaching style is rooted in responding to the needs of the class as they evolve. This means adapting to the questions, conversations, and processes that develop in real-time. There may be other readings or learning materials posted as themes emerge or events unfold. They are marked as additional materials and are not required for the course.

**Class Objectives**

1. Demonstrate understanding of theories, diagnosis, and treatment of traumatic stress responses.
2. Demonstrate understanding of evidence-based modalities and interventions used in trauma-informed work across the lifespan.
3. Demonstrate ability to conceptualize client concerns within a contextual framework that values both clinical and cultural competency.
4. Develop ability to create an ethical and empathetic relationship within the counseling frame.

**Course Evaluations**

Instructors must require students to complete course evaluations during class time following established guidelines of the Graduate School of Education and Counseling.

## Course Expectations

### Departmental Attendance Policy:

Class attendance is expected and required. **Missing more than ten percent of class time may result in failure to complete the class.** This would be 4.5 hours of a 45-hour class (3 credits), or 3.0 hours for a 30-hour class (2 credits). In cases of extreme hardship, a grade of incomplete may be given for an assignment or the entire course, at the discretion of the instructor. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met.

### General Policies:

This course adheres to the general policies outlined in the catalog and [Student Handbook](#) of the Lewis & Clark Graduate School of Education and Counseling. In addition, this course will follow the [COVID-19 safety protocols](#) as established by the college.

### Disability Services 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 Albany Quadrangle (503-768-7192). This contact is the necessary first step for receiving appropriate accommodations and support services. After you have submitted documentation and filled out paperwork for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible. Please discuss with me which accommodations will best support your learning in this class.

### Attendance:

If you need to miss a class, **email me prior to the class.** One absence is allowed with prior notification, in accordance with department policy. Two absences may result in a failing grade for the course. You may be assigned additional work for an excused absence. **Class starts at 8:45am; please arrive on time and be ready to participate at the start of class.**

### Participation:

**This course is heavily participatory and requires students to engage in both dyadic and experiential training methods.** Students are expected to attend class in order to participate in technique practice and exploring the topics covered in class. It is also expected that students have done the assigned readings prior to that class meeting. Participation will be evaluated on your active engagement and the quality of your contributions.

### Devices:

All electronic devices are to be turned off, silenced, and out of sight during class unless explicitly needed for a class activity. You will have an opportunity to check your devices during breaks. If alternate learning needs require the use of a laptop or other device, please let me know at the beginning of the semester.

### Assignment Evaluation:

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 observed dynamics and potential outcomes during the course of the semester.

### Professionalism:

As a future professional counselor, you are expected to maintain a capacity for openness to points of view, theories, experiences, and perspectives that are different from your own and to demonstrate the ability to engage in thoughtful, open dialogue with people who carry or hold other perspectives. You are expected to behave in ways that show respect for the other person and their point of view. You will work to understand other perspectives and demonstrate the ability to balance your own worldviews and judgements with accountability to professional knowledge and behavior.

**Please keep eating and/or drinking during lecture, discussions, and other class activities to a minimum to reduce unnecessary distractions.**

**Grading:** This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the [Student Handbook](#) and is the point equivalent of that grading scale (A = 4.0, A- = 3.7, B+ = 3.3, B = 3.0, B- = 2.7, C+ = 2.3, C = 2.0, C- = 1.7, D+ = 1.3, D = 1.0, F = 0.0).

### Grading Criteria

### Points Breakdown

A	94%-100%	Reading Highlights & Somatic Activity Reflection	120 points
A-	90-93%	Reflective Writings	60 points
B+	87-89%	Summative Reflection Paper	60 points
B	83-86%		
B-	80-82%		
C+	77-79%	TOTAL	240 points
C	74-76%		
F	73% or below		

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## Weekly Reading Reflections

For each chapter assigned for the week, identify two intriguing ideas, compelling concepts, or points of confusion. Type the quote (limit to a few sentences) from your highlights and identify the book, the chapter, and the page. These will be used in class discussions and handed in as an assignment.

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## Reflective Writings

A quote or question from one of the assigned readings will be offered as a writing prompt at the beginning of each class. You will be asked to reflect on the meaning of the quote and what import it has for your clinical and professional work. This will be handed in each week.

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## Summative Reflection Paper & Presentation

**Due 6/28**

A 5–6-page paper (not APA) with a summary and reflections on key learnings for you this semester. Identify ideas, impacts, growth as a clinician, self-care, challenges, and any future focus for your ongoing learning. Also include three resources other than class required readings to support your ideas and considerations as well as area of interests. These resources may be used in your informal presentation as well. 40 points

You will prepare a brief informal verbal presentation (10 minutes and 5 minutes questions/ discussion.) You may use this time to identify an area of interest that you would like to share with your classmates. You might use a format like PowerPoint or Prezi (average 10 slides.) You may choose to send me any materials you would like me to post in Moodle for your classmates.

## Trauma Class Acknowledgement

The nature of studying trauma involves not only a process of engaging with the conceptual and cognitive but also with an ever-evolving somatic and experiential reality.

Unlike some other classes, this class may challenge you to engage in areas of yourself that extend beyond developing clinical competence, even as we work together to learn the basic framework of clinical competence in working with the impacts of trauma.

The nature of the content, the reverberations of our own trauma histories (both the known and the unknown), and the current or anticipated impact of clinical exposure to both the content and the felt sense of our clients' trauma histories is both personal and unpredictable.

As you will learn in this course, the awakening of traumatic stress responses and the calming of oneself afterwards does not always fall under our intellectual control. You are encouraged and expected to identify and employ your own resources throughout the course—which may be self-led or with community/professional support—should your felt sense of safety be significantly disrupted. Some students decide that this is a time in the program where personal counseling is especially supportive.

While there is a class expectation of tending to the creation of a kind and compassionate frame to support each other as we engage with the material, it is your responsibility to engage in self-awareness, self-care, and self-regulation during this course.

As a human, I am included in the possible influence of a group experience of dysregulation. As an instructor, I am also confidently grounded in my ability to teach from a trauma-informed lens and in my role to guide the class through the material. I will do this by setting the tone and the pacing of the course and by tending to balance as we engage with the course material. I will make every effort to set and maintain clear boundaries and remain attuned to the needs of the class, while retaining our focus on education and training.

If you have any concerns or questions, please feel free to speak with me at any point during the term as we work to create a supportive learning environment together.

## Course Schedule

This is a preliminary schedule. Our schedule will remain flexible and this page will be updated on Moodle as needed.

Week	Date	In Class Topics & Activities	Readings/Activities for the Next Class
1	5/10/22	Introduction to the course	Body Keeps the Score Ch 1 & 2 What Happened to You? Ch 1-2 My Grandmother's Hands Intro & Ch 1 & 2 - Engage in and reflect on one somatic self-care practice from MGH
2	5/17/22	What is trauma?: Historical & current understandings of trauma and its treatment	Body Keeps the Score Ch 7 & 10, Appendix What Happened to You? Ch 3-5 My Grandmother's Hands Ch 4-7 - Engage in and reflect on one somatic self-care practice
3	5/24/22	Attachment & Developmental Trauma	Body Keeps the Score Ch 3, 11, 12 My Grandmother's Hands Ch 10 & 11 Jill Boyte Taylor video (Moodle) - Engage in and reflect on one somatic self-care practice
4	5/31/22	Understanding the impacts of trauma through neurobiology & physiology	Body Keeps the Score Ch 13 & 17 What Happened to You? Ch 6 & 7 My Grandmother's Hands Ch 9, 12, 13 - Engage in and reflect on one somatic self-care practice
5	6/7/22	Evidence-based modalities & trauma-informed interventions for crisis, trauma, and complex trauma; Dissociation & Dissociative Identity Disorders	Body Keeps the Score Ch 14-16 What Happened to You? Ch 8 & 9 My Grandmother's Hands Ch 14-16 - Engage in and reflect on one somatic self-care practice
6	6/14/22	Evidence-based modalities & trauma-informed interventions for crisis, trauma, and complex trauma with co-occurring/co-morbid disorders	Van Doorn et al. (2020); Baird & Kracen (2006); Hunter (2012) (Available on Moodle) Laura van der Noot Lipsky video (Moodle) My Grandmother's Hands Ch - Engage in and reflect on one somatic self-care practice
7	6/21/22	Vicarious traumatization/responder trauma; burnout	- Engage in and reflect on one somatic self-care practice
8	6/28/22	Individual Presentations - Summary, closing, evaluations	<b>Summative Reflection Paper Due</b>