

Trauma and Crisis Intervention in Counseling

MHC 548-01 Professional Mental Health

Department of Counseling Psychology Lewis and Clark College Graduate School

Summer Semester 2014 Tuesday May 6th through Tuesday July 8th 5:30 to 8:30

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Grass for a pillow,
The traveler knows best how
To see cherry blossoms

Matsuo Bashō

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 Principles of Trauma Therapy (2013). John N. Briere & Catherine Scott

Cultural Competence In Trauma Therapy (2013). Laura S. Brown

In An Unspoken Voice (2010). Peter A. Levine

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 with the impact of trauma across the lifespan. Through presentations and dialogues students will develop awareness and intentionality in the conceptualization of clinical practices for working with diverse populations across diverse trauma impacting events. Awareness of a personal worldview including race, power and privilege will create a foundation of accountability when considering clients along with increased awareness of self as an essential component in effective therapeutic interactions.

CACREP OBJECTIVES

1. Understand and describe the breath of traumatic events and victim populations
2. Understand and assess PTSD risk factors, symptomatology and comorbidities
3. Understand acute traumatic stress reactions and the principles and basic strategies of crisis intervention
4. Understand the principles of primary evidence-based treatments for PTSD
5. Provide traumatized clients with psychoeducation and basic coping strategies
6. Self-assess for vicarious traumatization and utilize self-care strategies

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 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 students work a meeting with the instructor will be schedule to discuss the dynamics and potential outcomes.

Assignments

30 pts. Self-Care Journal (Self-comfort) 20 entries

Contains: Images, Poems, Activities, Creative ideas, Insights, Hopes, Imagination

60 pts. (10 pts a week) Reading and Discussion

2 questions per each book (6 questions a week) 3x5 index card **for each book** –label with the book author and your name. You will also meet in small groups and then present to whole class.

30 pts. Presentation on focus of Interest

A 30 minute small group presentation on a focus of interest related to trauma impact and clinical work with the effects of trauma. No more than 10 “slides” and include 3 additional resources or references.

60 pts. Reflection paper 6 -8 pages

This is an informal (not APA style) paper that reflects and organizes your experiences and learning as related to this class. Must cite each of the required readings at least once. Include a reflection on your self-care (journal) practice as well as the next steps in your professional development for working with the impacts of trauma across diverse populations and context.

20 pts. Class participation and contributions to group activities.

Grading

200-185= A 184-170=B 169-155=C below a C (154) failure of class.

Classroom Policies

Missing Assignments: Students are expected to do all assignments; any assignments not completed may result in a class incomplete or class failure.

Late Assignments: 5 point deduction for a late assignment per day.

Make-up Work and incompletes: Incompletes will be determined before the final class, including what is expected and the timeframe for completion.

Absences: Please notify instructor. Missing any class time results in an additional class assignment at the discretion of the instructor. Missing more than 10% of class time (**3 hours**, a graduate school policy) may result in **an incomplete or failure to complete class**.

Laptops and Cell Phones: Laptops maybe used to write notes as needed in class. Laptops may not be used during the experiential activities including classmate presentations and videos in the class unless designated by professor. Please come prepared to take hand written notes during these times. **Using computers or cellphones for non-classroom activities during classroom time unless directed by Professor will result in 10 pt. penalty. 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.

Please notify instructor of any special learning considerations that need to be taken into considerations as covered by the American Disabilities Act.

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Date	Class Prep	Reading Briere/Scott	Reading Levine	Reading Brown	Self-care Journal & Practice	Class Focus
May 6th						Intro Overview/Self Care What is trauma,
May 13th	Reading Questions Journal	Intro, Chp 1 Chp 2, Apdx 2 2 Questions	Chp 1, 2, &3 2 Questions	Chap 13 Chp 4 2 Questions		Neurobiology, Life Span Culture & Worldview
May 20th	Reading Questions Journal	Chp 3 & 4 2 Questions	Chp 4&5 2 Questions	Chp 1, 2 &3 2 Questions		Childhood abuse, Neglect, Trauma Attachment
May 27th	Reading Questions Journal	Chp 5&6 2 Questions	Chp 6&7 2 Questions	Chp 5 & 6 2 Questions		Trauma & Dissociation Countertransference Vicarious Trauma & Resilience
June3rd	Reading Questions Journal	Chp 7&8 2 Questions	chp 8 & 9 2 Questions	Chp 7 & 8 2 Questions		PTSD Military, MST, Global Natural Disasters Speaker
June 9th	Reading Questions Journal	Chp 9&10 2 Questions	Chp 10 &11 2 Questions	Chp 9 & 10 2 Questions		Violence, Domestic Violence Murder, Torture, Sex traffic
June	Reading	Chp 11, 12,	chp 12, 13	Chp 11 &		Crisis/ Critical Incident

17th	Questions Journal	Conclusions 2 Questions	& 14 2 Questions	12 2 Questions	Verbal First Aid
June 24th					Present
July 1st	Journals Hand-In				Present
July 8th	Reflection Paper Hand- In				Present