

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

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

"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

MHC 548-01 Professional Mental Health Counseling

Department of Counseling Psychology Lewis and Clark College Graduate School

Tuesday January 10th 2017 through Tuesday March 14th 2017 9:00 a.m. to 12:00 p.m.

York Graduate Center Rm# 116 Margaret Eichler PhD LPC NCC ACS 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) Bessel Van de Kolk

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

Trauma Competency: A Clinician's Guide Paperback – December 1, 2009 by Linda Curren

The Boy Who was Raised as A Dog (2007.) Bruce Perry & Maia Szalavitz

Or if you have already read Bruce Perry's book: *A Shining Affliction (1996) Annie Rodgers*

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. 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 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 during the course of the semester.

Assignments

1. Reading Highlights: 8 weeks - 5 points= 40 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 and the page where you have taken your quote from. These will be used in class discussions and handed in as an assignment

2. Reflective Writing: 8 weeks- 5 points each = 40 points

A quote 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. Presentation from Cultural Competence in Trauma Therapy= 20 points

In groups of 2 students will present the essence and a few details of a chapter from Laura Brown's book. This will include import for professional work and a question for their classmates. Make copies for class mates and hand-in a one page outline of presentation.

4. Book Report (Bruce Perry or other selection on syllabus = 20 points (Other selection listed)

A 3 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 = 50 points --- This assignment rated on cover page rubric.

A 6 page reflection identifying 7 or 8 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 (4 books) and 2 from outside sources.

6. Notebook of Cumulative Learning (please purchase a 3 ring binder (2 inches width) and start organizing from the start of class) = 20 points

This includes at least the following:

Syllabus, Schedule, Weekly handouts and notes (inc. power point outlines)

Weekly Reflective Writing and Weekly Reading Highlights

Bruce Perry Book Review (or other selection), Laura Brown Presentations

7. Class participation and contributions to group activities and discussions = 10 points

Grading

200-180= A 179-160=B 159-140=C below a C (140) 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. Missing class is loss of points earned in the missed class, make-up points may be earned through make-up assignment.

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

Absences: Missing more than 10% of class time (**3 hours**, a graduate school policy) may result in **an incomplete or failure to complete class.**

Please notify instructor. Missing any class time results in an additional class assignment at the discretion of the instructor.

Make-up Assignment is required for missing any class time- assignment and due date to be determined by professor

Incompletion of Class: Incompletes will be determined before the final class, including what is expected 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 including classmate presentations 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 5 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.

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

DATE	PMHC 548-01 SP17 Class Focus	Trauma and Crisis Intervention Across the Lifespan				Eichler PhD LPC NCC ACS Due In Class
		Reading	Reading	Reading	Read	
Jan 10th One	What Is Trauma? Trauma Informed Care Clinician Self Care Race, Culture & Worldview	Van de Kolk Highlights	Brown HighLights	Trauma Competency Highlights	Perry	
Jan 17th Two	Reflective Writing Neurobiology, Lifespan Attachment & Relationships	Chapter 1-6 12HL	Chap 13 2HL	pp 13-20 2HL		2 highlights from each chapter reading
Jan 24th three	Reflective Writing Childhood Complex Trauma Developmental Trauma	Chap 7, 8, 9, 6HL	chap 1&2 4HL	pp 33-46 pp 93-106 4HL		2 highlights from each chapter reading
Jan 31st four	Reflective Writing Dissociative Disorders Destructive Cults, Shame Theory	Chapter 10, 2HL	Chap 3&4 4HL	pp 107-135 pp 145-153 4HL		2 highlights from each chapter reading
Feb 7th five	Reflective Writing Domestic Violence, Self Harm -Suicidality	chapter 11 & 12 4HL	Presentation Chapter 5	pp 21-30 2HL		2 highlights from each chapter reading
Feb 14th six	Reflective Writing Military Sexual Trauma PTSD and Military Service Global Violence	Chapter 13 & 14 4HL	Presentation Chapter 6	pp 53-91 pp 155-171 4HL		2 highlights from each chapter reading
Feb 21th seven	Reflective Writing Traumatic Bereavement Grief and Mourning	Chapter 15 & 16 4HL	Presentation Chapter 7 Chapter 8	pp 137-142 2HL	Book Repor t Due	2 highlights from each chapter reading
Feb 28th eight	Reflective Writing Atypical Physical Abilities Disease and Illness, Aging Medical Treatments & Psychotropic Drugs	Chapter 17 & 18 4HL	Presentation Chapter 9 Chapter 10	pp173-174 1HL		2 highlights from each chapter reading
March 7th nine	Reflective Writing Disaster Mental Health		Presentation	pp 195-219		2 highlights from

	<p>Critical Incident Debriefing Crisis Counseling Verbal First Aid</p>		<p>Chapter 11 Chapter p 12</p>	2HL		<p>chapter reading</p>
<p>March 14th</p>	<p>PAPER DUE March 19th by midnight</p>					<p>Final Learning Book</p>
<p>ten</p>						<p>See syllabus</p>