

**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	
Small Group Discussion	
Large Group Discussion	
Course Readings	
Group Presentation	
Individual Presentation	
DVD/Video Presentation	
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	
Case Study	
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other:	

"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**

### **PMHC 548-01 Professional Mental Health Counseling**

**Department of Counseling Psychology Lewis and Clark College Graduate School**

Tuesday January 9<sup>th</sup> 2018 through Tuesday March 13<sup>th</sup> 2018 9:00 a.m. to 12:00 p.m.

York Graduate Center Rm# 107 Margaret Eichler PhD LPC 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) 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 (3) 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. Some of this reading is emotionally intense, you can read introduction and first chapter and then just chose to read two other chapters, although I highly recommend the entire book.

**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 maybe 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.

### 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.

### *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*

<b>DATE</b>	<b>Class Focus</b>	<b>CACRE P</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Read</b>	<b>Due In Class</b>
<b>Jan 9th</b>	<b>What Is Trauma?</b>	<b>3g,5m, 7d</b>	<b>Van de Kolk</b>	<b>Brown</b>	<b>Trauma</b>	<b>Perry</b>	
One	<b>Trauma Informed Care</b>	<b>c2f, c21</b>			<b>Competency</b>		
	<b>Clinician Self Care</b>		<b>Highlights</b>	<b>HighLights</b>	<b>Highlights</b>		
<b>Jan 16th</b>	<b>Reflective Writing</b>	<b>3g</b>	Chapter 1-6	Chap 13	pp 13-27		<b>2 highlights from</b>
Two	<b>Neurobiology: Attachment</b>	<b>c2f</b>	6HL	2HL	2HL		<b>each chapter reading</b>
	<b>Trauma Impact &amp; Relationships</b>						
<b>Jan 23rd</b>	<b>Reflective Writing</b>	<b>3g</b>	Chap 7, 8,	chap 1&2	pp 33-46		<b>2 highlights from</b>
three	<b>Childhood Complex Trauma</b>	<b>7d</b>			pp 93-106		<b>each chapter reading</b>
	<b>Developmental Trauma</b>	<b>c2f</b>	4HL	4HL	4HL		
<b>Jan 30th</b>	<b>Reflective Writing</b>	<b>3g</b>	Chapter 9 & 10	Chap 3&4	pp 107-135		<b>2 highlights from</b>
four	<b>Developmental Trauma Cont.</b>	<b>7d</b>	4HL	4HL			<b>each chapter reading</b>
	<b>Dissociative Disorders</b>	<b>c2f</b>			2HL		
<b>Feb 6th</b>	<b>Reflective Writing</b>	<b>3g</b>	chapter 11 & 12	<b>Presentat ion</b>	pp 145-153		<b>2 highlights from</b>
five	<b>Trauma Impact &amp; Shame Theories</b>	<b>c2f</b>		<b>Speaker</b>			<b>each chapter reading</b>
			4HL	Chapter 6	2HL		<b>None Trauma &amp; Culture</b>
<b>13-Feb</b>	<b>Reflective Writing</b>	<b>7c</b>	Chapter 13 & 14	<b>Presentat ion</b>			<b>2 highlights from</b>
six	<b>Destructive Cults &amp; Domestic Violence</b>	<b>7d</b>	4HL	Chapter 5	pp 155-171		<b>each chapter reading</b>
	<b>Narcissitic Relationship Dynamics</b>	<b>5m</b>		Chapter 7	2HL		<b>None Trauma &amp; Culture</b>
		<b>3g</b>					

<b>Feb 20th</b>	<b>Reflective Writing</b>		Chapter 15 & 16	<b>Presentat ion</b>		<b>Book</b>	<b>2 highlights from</b>
seven	<b>Suicidality &amp; Self Harm</b>	51, 7C	4HL	<b>Speaker</b>	pp 53-91	<b>Repo rt</b>	<b>each chapter reading</b>
	<b>Traumatic Bereavement</b>	<b>3g</b>				<b>DUE</b>	<b>None Trauma &amp; Culture</b>
	<b>Grief and Mourning</b>			Chapter 8	2HL		
<b>Feb 27th</b>	<b>Reflective Writing</b>		Chapter 17 & 18	Presentati on	pp 137-142		<b>2 highlights from</b>
eight	<b>Military Sexual Trauma</b>	<b>3G, 5M</b>	4HL	Chapter 9	1HL		<b>each chapter reading</b>
	<b>PTSD and Military Service</b>	<b>7d</b>					
	<b>Global Violence</b>	<b>7c</b>		Chapter 10			<b>None Trauma &amp; Culture</b>
<b>Marc h 6th</b>	<b>Reflective writing</b>			<b>Presentat ion</b>	pp 173-174		<b>2 highlights from</b>
nine	<b>Disaster Mental Health</b>	<b>3g</b>	Chapter 19 & 20	Chapter 11			<b>each chapter reading</b>
	<b>Critical Incident Debriefing</b>	<b>1C, 5m</b>	4 HL		1HL		
	<b>Crisis Counseling Verbal First Aid</b>			Chapter p 12			<b>None Trauma &amp; Culture</b>
March 13th	<b>Notebook Assembly &amp; Evaluation</b>	<b>C2I</b>					
ten	<b>Self-Care Book</b>						
	<b>PAPER DUE Sunday March 18th by midnight</b>						