

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	XXXXX
Small Group Discussion	XXXXX
Large Group Discussion	XXXXX
Course Readings	XXXXX
Group Presentation	XXXXX
Individual Presentation	XXXXX
DVD/Video Presentation	XXXXX
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	
Case Study	XXXXX
Debate	XXXXX
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other:	
Somatic regulation exercises, self care practice	

“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.” Richard A. Chefetz

Intensive Psychotherapy for Persistent Dissociative Processes; the Fear of Feeling Real (2015)

Trauma and Crisis Intervention in Counseling

Professional Mental Health Counseling

Professional Mental Health Counseling Addictions

Department of Counseling, Therapy and School Psychology

Lewis and Clark College Graduate School

Tuesdays May 5th thru June 23rd 2020

Fridays May 8th 2019 – June 26th 2020

Only Accepted into Registered Class Day – No attending of Other Class for Make-ups***

Margaret Eichler PhD LPC LIMHC 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) By Bessel Van de Kolk

The Body Remembers Volume 2: Revolutionizing Trauma Treatment (2017) By Babette Rothschild

Somatic Psychology Toolbox: 125 Worksheets and Exercises to Treat Trauma & Stress (2018)-by Manuela Mischke-Reeds

The Boy Who Was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook--What Traumatized Children Can Teach Us About Loss, Love, and Healing (2017) by Bruce D. Perry, & Maia Szalavitz

Recommended

Decolonizing Trauma Work: Indigenous Stories and Strategies (2014) by Renee Linklater Anishinaabe Otter Clan name: *Ozhaawashkobinesi* (Blue Thunderbird)

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**, a graduate school policy) 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 startup will be determined each week for 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 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 this summer term, Student Support Services continues to be available via email (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/). Appointments will be conducted either by phone or Zoom.

Assignments

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

- 1. Reading Highlights: 6 weeks x 10 points for completion of all highlights = 60 points**

For each chapter assigned identify two intriguing ideas or compelling concepts or possibly points of confusion. You only need the highlight and not your reflection on the highlight. Type: the quote- (a few sentences) from your highlights and identify the book, the Chapter. These will be used in class discussions and **handed in as an assignment each week.**

You do not need to write any personal reflection on the quotes.

- 2. Somatic Self-Care Reflection : 6 weeks x 5 points each = 30 points**

This will be handed in each of the 6 weeks. Choose one of the activities from the somatic tool box practice it and write a brief reflection on the activity as well as **short update** on how your trauma focused studies are impacting you (cognitively-emotionally-physical-energetically.)

- 3. Class participation and contributions to discussions. 10 pts.**

- 4. Book Report Dr. Bruce Perry ----Read Intro and then 1 or 2 chapters. =10 points**

A 1 page outline or notes 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. This will be handed in but mostly notes for class discussion.

- 5. Summative Outline and Reflection paper = 50 pts. --- This assignment rated on cover page rubric. Not APA format**

A 2 page outline identifying 6 key essential learnings, including your understanding of trauma informed care and how you will use this with clients in your clinical work. And a 1 page reflective narrative your development as a trauma informed clinician and how you manage your self-care. Include references from class assigned readings (3 books) and 2 or more from outside sources.

- 6. Group presentation on Disaster Mental Health = 40 points**

A power point presentation- total presentation time 20 minutes (10 slides...)

This assignment will be discussed in class to generate ideas related to our current immersion in Covid 19 impacts.

Grading

200-180= A

180-160 =B

159-140=C

below a C (140) failure of

class.

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

*The moon and sun are eternal travelers. Even the years wander on.
A lifetime adrift in a boat or old age leading a tired horse into the years, everyday a journey,
and the journey itself is home.*

Bashō: Oku~no~hosokichi

CTSP 548- 01 & 11 Trauma Across the Lifespan SU20 Eichler PhD

MAY Tuesday 5th and Friday 8th 9:00 a.m.

9:00 a.m. 9:30 Intro Greet (preferred name and pronouns-interest in trauma informed care)

9:30-10:15 Disaster Mental Health (thinking around presentation)

Class Consent–Confidentiality-Syllabus- Self-care

10:15-10:30 break

10:30- 11:00- Trauma Definition-& Questions

11:00-11:30 Trauma and TRIUNE Model

11:30 End Class

May 12th Tuesday – 15th Friday

Assignments Due:

1. 2 highlights from Each chapter Readings in each book- follow guidelines and submit
The Body Remembers Chapters 1-2 and The Body keeps the Score Chapters 1-6
2. Somatic exercise and reflection- follow guidelines and submit
3. Watch video You-Tube - Kristen Neff TEDX talk-take notes for discussion

Class Focus:

Trauma Treatment & Clinician Self-Care

Post Traumatic Growth & Resilience

Disaster Mental Health & small group work

May 19th Tuesday 22nd Friday

Assignments due:

1. 2 highlights from Each chapter Readings in each book- follow guidelines and submit
The Body Remembers Chapters 3-4 and The Body keeps the Score Chapters 7-9
2. Somatic exercise and reflection- follow guidelines and submit
3. Video Stroke of Insight Jill Bolte Taylor TED Talk

Class Focus: Developmental Trauma- Attachment- Neuronal Growth- Epigenetics

May 26th Tuesday and 29th Friday

Assignments due:

1. 2 highlights from Each chapter Readings in each book- follow guidelines and submit
The Body Remembers Chapters 5-6 and The Body keeps the Score Chapters 10-12
2. Somatic exercise and reflection- follow guidelines and submit
3. Videos TBA

Class Focus: Dissociative Disorders & Polyvagal Theory

June 2nd Tuesday Friday 5th

Assignments due:

1. 2 highlights from Each chapter Readings in each book- follow guidelines and submit
The Body Remembers Chapters 5-6 and The Body keeps the Score Chapters 13-15
2. Somatic exercise and reflection- follow guidelines and submit
3. Video TBA

Class Focus: Cults- Domestic Violence - Psychological Coercion

June Tuesday 9th & Friday 12th

1. 2 highlights from Each chapter Readings in each book- follow guidelines and submit
The Body Remembers Chapters 7 and The Body keeps the Score Chapters 17-18
2. Somatic exercise and reflection- follow guidelines and submit
3. Video TBA

Class Focus: PTSD- Military Service – Military Sexual Trauma

June Tuesday 16th & Friday 19th

1. 2 highlights from Each chapter Readings in each book- follow guidelines and submit
The Body Remembers Chapters 8 and Appendix and The Body keeps the Score Chapters 19-20 & epilogue
2. Somatic exercise and reflection- follow guidelines and submit
3. Bruce Perry Book Report

Class focus: Suicide & Traumatic Bereavement

June Tuesday 23th & Friday 26th

Presentations Disaster Mental Health

Class summary due end of July