

“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 Tele-Education

Tuesdays January 11th 2022 thru March 15th 2022 9:00 a.m. to 12:00 p.m.

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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

My Grandmother's Hands: Racialized Trauma and Pathway to Mending our Hearts and Body (2017) by Resmaa Menakem

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.

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.

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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 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 (see weekly schedule of assignments)

Assignments are due before the meeting of each class date they are due.

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

Weekly Assignments: Places to submit these assignments will be on the Moodle page

READING HIGHLIGHTS:

Each week (7 weeks x 15 points a week = 95 total points)

For each CHAPTER assigned in 1. The Body Keeps the Score and 2. The Body Remembers and 3. My Grandmother's Hands please highlight a quote (partial sentence- a sentence or a few sentences) and paste into a document for submission each week. These will be used as part of your small group discussions to share your key learnings and ideas as well as for class discussions each week.

Each week (7 weeks x 5 points = 35 points) you will also submit a brief reflection on the somatic activity you have chosen from your *Somatic Psychotherapy Toolkit* text **OR** from *My Grandmother's Hands* using this as a consistent anchor for your self-care practice.

Class Participation 10 points total per semester

Final Class: (60 points)

1. Please submit 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, 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**
2. You will prepare a brief informal verbal presentation (15 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. You are not required to hand this assignment "in." **20 points**

Grading

200-185= A

184-170 =B

Below 170 class failure

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

What is the most important thing you have ever done?

How could you play a joke on your fears?

Identify the people in your life who have made you real to yourself.

Name a good old thing you would have to give up in order to get a great new thing.

What's the one feeling you want to feel more than any other in the next three years.

What inspires you to love?

Pablo Neruda

2022 Weekly Schedule: Assignments due and Topics

- 1. January 11** Obtain required Textbooks- Review Syllabus & weekly schedule
Fill in and submit information on Demographic Form

Introductions-Working Definitions of "Trauma" & Clinician Self-Care Practice

- 2. January 18** **TOPIC: Neuro Informed Understanding of Trauma Impacts**

Assignments due: **2 Highlights from EACH chapter of Each book read**

Body Keeps the Score: Chapters 1-6

Body Remembers: Introduction and Chapters 1 & 2

My Grandmother's Hands Introductions & Chapters 1-3

Somatic Psychotherapy Toolkit **individual selection- write reflection**

- 3. January 25** **TOPIC: Childhood Developmental Trauma**

Assignments due: **2 Highlights from EACH chapter of Each book read**

Body Keeps the Score: Chapters 7-8

Body Remembers: Chapter 3

My Grandmother's Hands Chapters 4-6

Somatic Psychotherapy Toolkit **individual selection- write reflection**

- 4. February 1** **TOPIC: Dissociative Experiences & Trauma Impact**

Assignments due: **2 Highlights from EACH chapter of Each book read**

Body Keeps the Score: Chapters 9-10

Body Remembers: Chapter 4

My Grandmother's Hands Chapters 7-9

Somatic Psychotherapy Toolkit **individual selection- write reflection**

- 5. February 8** **TOPIC: Destructive Cult Trauma Impacts**

Assignments due: **2 Highlights from EACH chapter of Each book read**

Body Keeps the Score: Chapters 11-12

Body Remembers: Chapter 5

My Grandmother's Hands Chapters 10-13

Somatic Psychotherapy Toolkit **individual selection- write reflection**

- 6. February 15** **TOPIC: Military Service Trauma Impacts**

Assignments due: **2 Highlights from EACH chapter of Each book read**

Body Keeps the Score: Chapters 13-15

Body Remembers: Chapter 6

My Grandmother's Hands Chapters 14-16

Somatic Psychotherapy Toolkit **individual selection- write reflection**

- 7. February 22** **TOPIC: Self Harm & Suicidality**

Assignments due: **2 Highlights from EACH chapter of Each book read**

Body Keeps the Score: Chapters 16-18

Body Remembers: Chapter 7

My Grandmother's Hands Chapters 17-19

Somatic Psychotherapy Toolkit **individual selection- write reflection**

**8. March 1 TOPIC: Grief and Mourning &
Disaster Mental Health & Psychological First Aid**

Assignments due: **2 Highlights from EACH chapter of Each book read**

Body Keeps the Score: Chapters 19-20

Body Remembers: Chapter 8

My Grandmother's Hands Chapters 20-22

Somatic Psychotherapy Toolkit **individual selection- write reflection**

9. March 8th DUE: INDIVIDUAL CLASS PRESENTATIONS

Assignments due: Reading Only- **no Highlights**

Body Keeps the Score: Epilogue

Body Remembers: Appendix

My Grandmother's Hands Chapters 23-24 and Epilogue

Somatic Psychotherapy Toolkit **individual selection- no write up required**

10. March 15th DUE: INDIVIDUAL CLASS PRESENTATIONS

Assignments due: Reflection Paper