

548-01

**Trauma and Crisis Intervention in Counseling Spring 2023**

**Professional Mental Health Counseling & Professional Mental Health Counseling Addictions**

**Department of Counseling, Therapy and School Psychology**

**Lewis and Clark College Graduate School**

**Class: 9a-12p, Tuesday 548**

**jan 10 - march 14, 2023**

**Corbett Annex Room #100**

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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

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

*Understanding and Treating Chronic Shame Healing Right Brain Relational Trauma Second Edition* (2022) by Patricia A. Deyoung

*The Body Remembers Revolutionizing Trauma Treatment Volume 2* (2017) by Babette Rothschild

## 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 the 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 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, [or one class]** a graduate school policy for one class) 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 sections 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.

**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](mailto: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 requests for other accommodations and/or a unique learning style, please contact me for consideration.

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 summer term, Student Support Services continues to be available via email ([access@lclark.edu](mailto: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/](http://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.**

**1. Reading Assignment & Class Participation: (5 points per class = 50 TOTAL points)**

For each reading segment assigned there will be large (at times small) group discussions to share your key learnings and ideas..

**2. Group Presentation - Film Analysis (50 presentation + 50 written analysis = 100 total points)**

The group presentation will utilize feature films to enhance topics learned throughout this course. There will be 3-4 students assigned to analyze and evaluate how these concepts apply to the situations in the assigned film. Each group will have 60 minutes for the presentation, providing your analysis and video clips to the class. Handout will be provided as a guide as well as a 15-20 minute check-in with the instructor prior to the presentation.

1. utilize the film characters as case material for history taking, identity formation, symptoms, and the impact of developmental trauma.
2. Identify intergenerational transmissions, cultural oppression ,societal trauma retention, trauma responses, and re-enactments
3. Identify resources & Adaptive Survival Strategies
4. Applying Theory & Principles: Identify tools, techniques, and interventions that support integration & stabilization of the ANS, cognitions, memories, behaviors, and emotions.
5. Provide at least 2 video clips from the feature film that observes ANS (autonomic nervous system) arousal, primary state (The Body Remembers, pg 38)
6. Trauma Resilience
7. Interpersonal
8. Support various hypotheses, and weigh arguments from differing viewpoints of others in the group.

**Grading 150- 130= A 129-115 =B Below 115 class failure**

**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

Methods of Instruction for this Course

<b>Instruction Method</b>	<b>Mark All That Apply</b>
Lecture	X
Small Group Discussion	X
Large Group Discussion	X
Course Readings	X
Group Presentation	X
Individual Presentation	
DVD/Video Presentation	X
Supervised Small Group Work	
Individual/Triadic Supervision	
Group Supervision	
Case Study	X
Debate	
Class Visitor / Guest Lecturer	
Off-Campus / Field Visit	
Other:	