

"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 Across the Lifespan 548-01

Professional Mental Health Counseling &

Professional Mental Health Counseling Addictions

Department of Counseling, Therapy and School Psychology

Lewis and Clark College Graduate School

Tuesdays January 9th thru March 12th 2024 9:00 a.m. to 12:00 p.m. York #117

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Land Grant:

Lewis & Clark College purposefully reflects on the history of the land it occupies. Prior to the newcomers arriving in this area, the indigenous land of what would later be called Multnomah County was home to many tribal people. We honor the indigenous people on whose traditional and ancestral homelands we stand: the Multnomah, Kathlamet, Clackamas, Tumwater, and Watalala bands of the Chinook; the Tualatin Kalapuya; and many other indigenous nations of the Columbia River.

It is important to acknowledge the ancestors of this place and recognize that we are here because of the sacrifices forced upon them. In remembering these communities, we honor their legacy, their lives, and their descendants.

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

Truth and Repair: How Trauma Survivors Envision Justice (2023) Judith Lewis Herman

Racial Trauma: Clinical Strategies and Techniques for Healing Invisible Wounds (2023) Kenneth V. Hardy

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 the impact of treatment with clients. Students will identify and incorporate their understanding of institutionalized racism and social barriers as an essential part of trauma informed care for each client. The recognition of ongoing trauma(s) that continue to impact clients is essential in support and treatment planning for all 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**, a graduate school policy) results in **a failure to complete class and may equate to an incomplete grade.**

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.

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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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)

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

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

Late Assignments: 1 point deduction for a late assignment per day.

READING HIGHLIGHTS:

Each week (8 weeks x 5 points a week = 40 total points)

For each CHAPTER assigned in your weekly assigned reading please highlight one quote: a partial sentence- a sentence or a few sentences and paste into a document for submission into Moodle each week. No reflection on quotes is required. 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. Please drop into the (identified) weekly folder for quotes located on Moodle.

Each week Self Care Album (9 weeks x 2 points = 18 points) Place one or two quotes or "items" of insight, wisdom, inspiration or comfort into the small photo album provided you- these will be passed on weekly to classmates. There will not be any personal identification as these become community self-care gifts to each other.

Class Participation 7 points total per semester

Presentation: 15 points 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 related to understanding trauma impacts (specific focus/topic) or treatment of trauma impacts 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."

Final Class Reflection/ Map: (20 points)

Please submit a 3-5-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 two 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.

Grading

100-90 = A

89-80 =B

79-70 = C

Below 70 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

"And yet, paradoxically, mindfulness doesn't involve doing anything at all. In fact, it is a non-doing, a radical non-doing. And right inside any moment of non-doing lies peace, insight, creativity, and new possibilities in the face of old habits of mind and old habits of living. Right in that or any moment of non-doing, you are already OK, already perfect, in the sense of perfectly who and what you are. And therefore, right in that moment you are already at home in a profound way, far beyond who you think you are and the ideas and opinions that may so shape and sometimes severely limit your view of the larger whole. Not to mention your own possibilities for experiencing that wholeness and benefiting from it. And most interesting of all is the realization that there is no "that moment" at some other time, except in thought. In actuality, there is only this moment for dropping in".

2024 Weekly Schedule: Assignments due and Topics

January 9th thru March 12th 2024

Post Reading Highlights in Moodle Before Class

- 1. January 9th** Obtain required Textbooks- Review Syllabus & weekly schedule
Fill in and submit information on Demographic Form- Read Informed Class Content-
Class overview & structure-Community Building
Introductions-Working Definitions of “Trauma” & Clinician Self-Care Practice-
Bring Self-Care “Album” to each class meet

- 2. January 12th TOPIC: Neuro Informed Understanding of Trauma Impacts**
Assignments due: **2 Highlights from EACH chapter of Each book read- post in Moodle**
Body Keeps the Score: Chapters 1-6
Body Remembers: Introduction and Chapters 1 & 2
Racial Trauma: Preface
Bring Self-Care “Album” to each class meet

- 3. January 19th TOPIC: Childhood Developmental Trauma**
Assignments due: **2 Highlights from EACH chapter of Each book read- post in Moodle**
Body Keeps the Score: Chapters 7-8
Body Remembers: Chapter 3
Racial Trauma: Chapter 1
Truth and Repair: Introduction
Bring Self-Care “Album” to each class meet

- 4. January 26th TOPIC: Dissociative Experiences & Trauma Impact**
Assignments due: **2 Highlights from EACH chapter of Each book read -post in Moodle**
Body Keeps the Score: Chapters 9-10
Body Remembers: Chapter 4
Racial Trauma: Chapters 6
Truth and Repair: Power: **Choose ONE chapter** (1 or 2 or 3)
Bring Self-Care “Album” to each class meet

- 5. February 6th TOPIC: Destructive Cult Trauma Impacts**
Assignments due: **2 Highlights from EACH chapter of Each book read -post in Moodle**
Body Keeps the Score: Chapters 11-12
Body Remembers: Chapter 5
Racial Trauma: Chapters: 7 & 8
Truth and Repair: Visions of Justice: **Choose ONE chapter** (4 or 5 or 6)
Bring Self-Care “Album” to each class meet

6. February 13th TOPIC: Military Service Trauma Impacts

Assignments due: 2 Highlights from EACH chapter of Each book read post in Moodle

Body Keeps the Score: Chapters 13-15

Body Remembers: Chapter 6

Racial Trauma: Chapters: 9 & 10

Truth and Repair: Healing: chapter 7

Bring Self-Care "Album" to each class meet

7. February 20th TOPIC: Self Harm & Suicidality

Assignments due: 2 Highlights from EACH chapter of Each book read post in Moodle

Body Keeps the Score: Chapters 16-18

Body Remembers: Chapter 7

Racial Trauma: Chapters: 11 & 12

Truth and Repair: Healing: chapter 8

Bring Self-Care "Album" to each class meet

**8. February 27th TOPIC: Grief and Mourning &
Disaster Mental Health & Psychological First Aid**

Assignments due: 2 Highlights from EACH chapter of Each book read post in Moodle

Body Keeps the Score: Chapters 19-20

Body Remembers: Chapter 8

Racial Trauma: Chapters: 13 & 14

Truth and Repair: Healing: chapter 9

Bring Self-Care "Album" to each class meet

9. March 5th DUE: INDIVIDUAL CLASS PRESENTATIONS

Assignments due: Reading Only- no Highlights

Body Keeps the Score: Epilogue

Body Remembers: Appendix

Racial Trauma: Chapters: 15 & Epilogue

Truth and Repair: Healing: Conclusion

Bring Self-Care "Album" to each class meet

10. March 12th DUE: INDIVIDUAL CLASS PRESENTATIONS

Assignments due: Reflection & Intention Paper/Map Due: Sunday March 31st (midnight)

Bring Self-Care "Album" to final class meet