

A **Road Map** for Counselor Educators to Find
Resources for Practice of
Trauma-informed Education &
Trauma-informed Services

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Community Meeting

1. How are you **feeling** today?

2. What are your **goals** for our time together?

3. If you need **help**, who would you like to ask (among us)?



Learning Objectives for Our Time Together



1. To have a better understanding of the needs for an increase in awareness of, knowledge of, and skills in trauma-informed education and services
2. To be better informed of the standards and guidelines for practice of trauma-informed education and services in the field
3. To develop a personal road map for resources to increase the awareness and knowledge of trauma-informed education and services

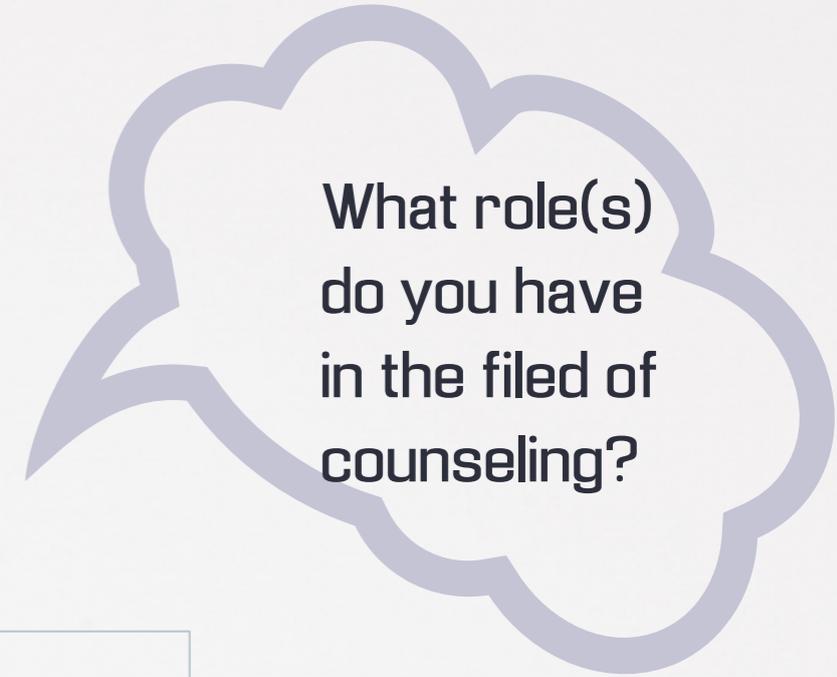
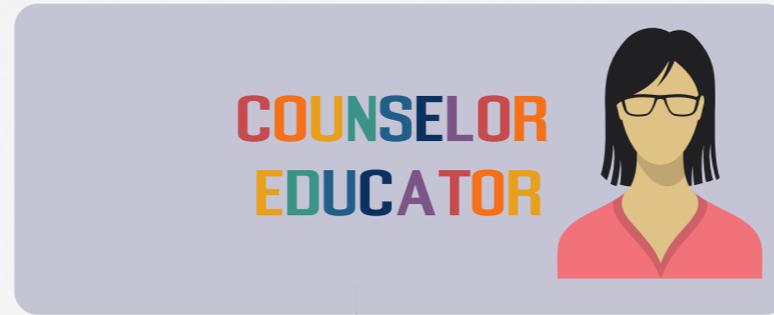
Responsibilities of Counselor Educators

American Counseling Association 2014 *Code of Ethics*

F.7.a. Counselor educators who

- are responsible for developing, implementing, and supervising educational programs are skilled as **teachers** and **practitioners**.
- are knowledgeable regarding the ethical, legal, and regulatory aspects of the profession.
- are skilled in applying that knowledge.
- make students and supervisees aware of their **responsibilities**.
- conduct **counselor education** and **training programs** in an ethical manner and serve as **role models for professional behavior** whether in traditional, hybrid, and/or online formats.

Roles of Counselor Educators



EDUCATOR

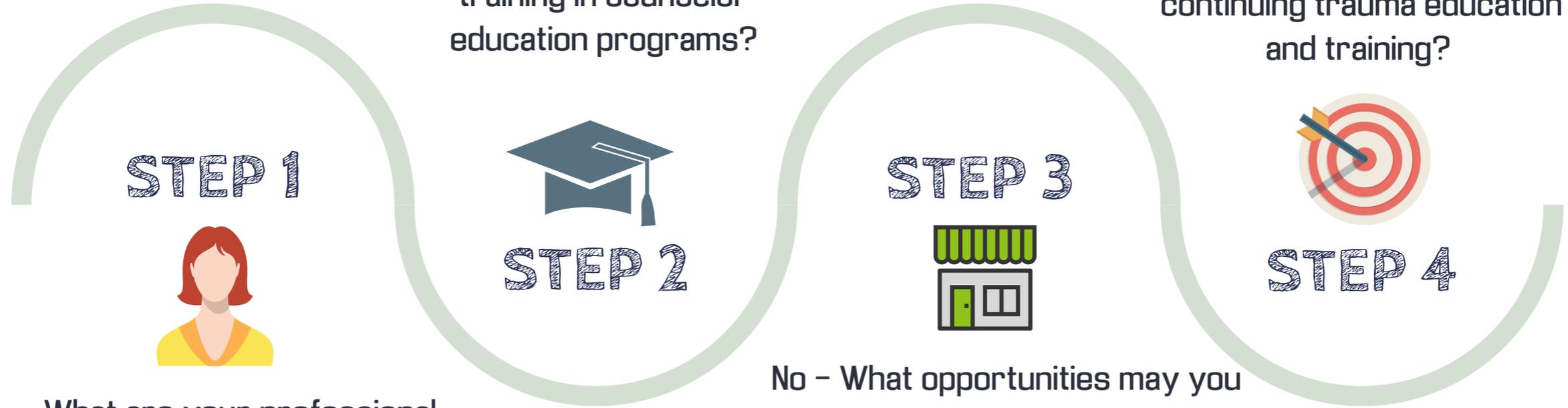
ADVISOR

MENTOR

SUPERVISOR

COUNSELOR

A Road Map for Counselor Educators



STEP 1



What are your professional roles in the field of counseling?

Did you receive trauma training in those roles during education and training in counselor education programs?



STEP 2

STEP 3



No – What opportunities may you have to get trauma education and training in the area(s) of your roles?

Yes – What opportunities may you have to get continuing trauma education and training?

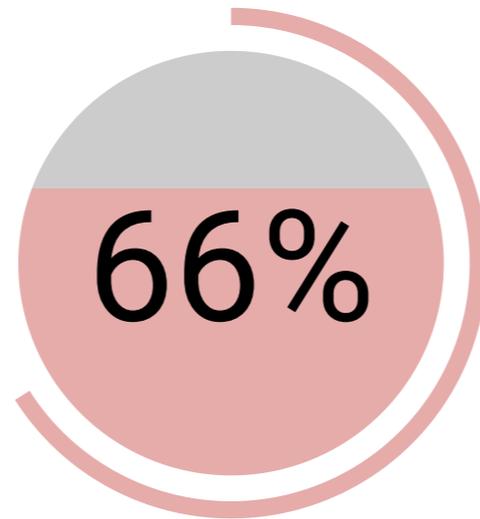
How may you locate education and training and/or resources for continuing trauma education and training?



STEP 4

High Prevalence of Trauma Exposure in College Students

The findings of a study by Read et al. (2011) suggest that approximately **66% of incoming college students** report **lifetime exposure to a traumatic life event**.



Did You Have Preservice Opportunities for Trauma Training during Your Education in Counseling and/or Counselor Education and Supervision?

Despite the rapid growth of trauma literature and persistent research outside the field of counseling, Cook and Newman (2014, p.300) noted, **“most clinicians have only a cursory knowledge of trauma science and do not apply evidence-based psychosocial treatments and assessments for post-traumatic stress disorder consistently, if at all”**.



Did You Have Preservice Opportunities for Trauma Training during Your Education in Counseling and/or Counselor Education and Supervision?

Until recently, trauma has generally not been taught in graduate programs, despite the high prevalence of adverse childhood adversity in the general population, high rates of exposure to a traumatic life event in emerging adulthood, and lifelong effects on human development and negative consequences over life spans; thus, **mental health clinicians and counselor educators may not have had preservice opportunities for trauma training** (Cook & Newman, 2014; Webber et al., 2017).

Terminology of Trauma, Trauma-Informed
Care, and Trauma-Informed Education
in Higher Education

Terminology of Trauma by SAMHSA (2014)

Trauma results from an event, series of events, or set of circumstances experienced by an individual as physically or emotionally harmful or life threatening and that has **lasting adverse effects on the individual's functioning and mental, physical, social, emotional, or spiritual wellbeing** (SAMHSA, 2014, p.7).



Terminology of Trauma-Informed Care by the SAMHSA (2015)

The Substance Abuse and Mental Health Services Administration (SAMHSA) called for healthcare entities to implement **trauma-informed care**, a term used to refer to **“a trauma-informed approach to the delivery of behavioral health services, including an understanding of trauma and an awareness of the impact it can have across settings, services, and populations.”** (SAMHSA, 2015, p.7).

Terminology of Trauma-Informed Teaching and Learning (TITL)

The Trauma Informed Teaching and Learning (TITL) is a term proposed by Carello to refer to as understanding the ways in which violence, victimization, and other forms of trauma can impact all classroom members and using that understanding to inform course content, policies, and practices for the following two purposes:

- minimize the possibilities of retraumatization and/or revictimization, and
- maximize the possibilities of educational success

(Carello, n.p.; Carello & Butler, 2014; Carellor & Butler, 2015; Elliot et al., 2005)

Application in Curriculum Design, Delivery in Classroom, and Evaluation Methods

Using **the Trauma Informed Teaching and Learning (TITL)**'s Principles
and **Sanctuary Model**

Trauma Education in Counseling

Since 2009, students in counseling programs accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP; 2009, 2016) have been required to meet **course curriculum standards for crises, disasters, and trauma on diverse individuals across the life span in the human growth and development area and to follow procedures for identifying and reporting trauma and abuse in the assessment and testing area** (Webber, et al., 2017).

The Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016)

In counseling curriculum, eight common core areas representing the foundational knowledge required of all entry-level counselor education graduates

1. Professional Counseling Orientation and Ethical Practice
2. Social and Cultural Diversity
3. Human Growth and Development
4. Career Development
5. Counseling and Helping Relationships
6. Group Counseling and Group Work
7. Assessment and Testing
8. Research and Program Evaluation

The Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016)

3. Human Growth and Development

d. theories and etiology of addictions and addictive behaviors

e. biological, neurological, and physiological factors that affect human development, functioning, and behavior

g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan

5. Counseling and Helping Relationships

m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

7. Assessment and Testing

c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

d. procedures for identifying trauma and abuse and for reporting abuse

The Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016)

In doctoral programs, five doctoral core areas that represent the foundational knowledge required of doctoral graduates in counselor education

1. Counseling
2. Supervision
3. Teaching
4. Research and Scholarship
5. Leadership and Advocacy

The Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2016)

3. Teaching

d. instructional and curriculum design, delivery, and evaluation methods relevant to counselor education

Sanctuary Model

The Sanctuary Model is a trauma-informed, evidence-supported model for **creating or changing an organization culture** based on the **active creation and maintenance of a nonviolent, democratic therapeutic community** in which staff and clients are empowered as key decision-makers to build a socially responsive, emotionally intelligent community that fosters growth and change (Bloom, 1997; Rivard, 2004)



Nonviolence



Emotional Intelligence



Social Learning



Shared Governance



Open Communication



Social Responsibility



Growth and Change



Trauma-Informed Teaching and Learning Principles (Carello, n.p.)

TITL Principles	Practice In Classroom	Your Practice in Classroom
Physical, Emotional, Social, and Academic Safety	Community meetings, emoji popsicles, ginger bread man emotions	
Trustworthiness and Transparency	Making expectations clear (thorough course syllabus, BlackBoard); consistency in practice	
Support and Connection	Community meetings, dyad assignment by preference, group assignment for class activities; cohort model	
Inclusiveness and Shared Purpose	Alignment assignments with course learning objectives and program's objectives on course syllabus	
Collaboration and Mutuality	Dyad work and group work for class activities and assignments, peer evaluation	
Empowerment, Voice, and Choice	Multiple modes of communication among peers and between student and instructor (e.g., anonymous feedback form)	
Cultural, Historical, and Gender Issues	Use of multicultural and social justice counseling competencies in interactions	
Resilience, Growth, and Change	Healing-centered, strength-based teaching and learning	

Example: Psychopathology Course

- Case Study
- List of Additional Readings (e.g., most accessible and least accessible) in addition to course syllabus
- Infographic: Ecobiodevelopmental Framework of Human Development and Human Diseases
- Infographic: Psychopathology Worksheet
- Infographic: Ecology of Human Development Worksheet
- Infographic: Gut-Brain-Microbiota
- Infographic: Adverse Childhood Experience and Toxic Stress
- Infographic: Epigenetics
- Emoji badges
- Self-care badges

Human Development

Structure and Function across Lifespan

Conception through Birth

- Immune system
- Metabolic system
- Cardiac system
- Nervous system (central and peripheral)
- Epigenetics
- Genetics
- Microbiome (gut)
- HPA axis
- Autonomic system



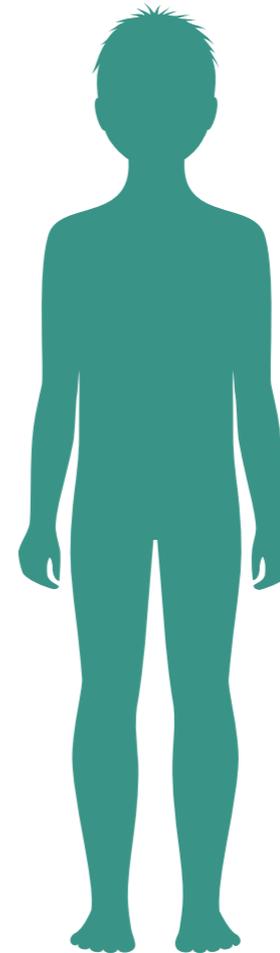
Childhood



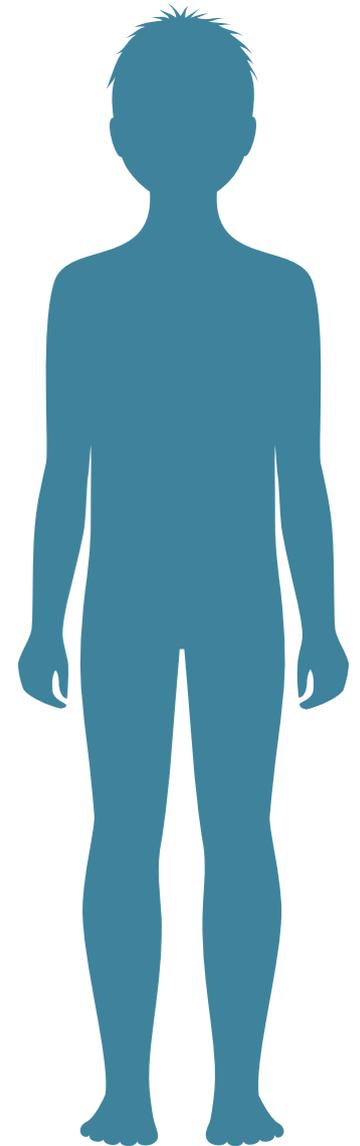
Adolescence



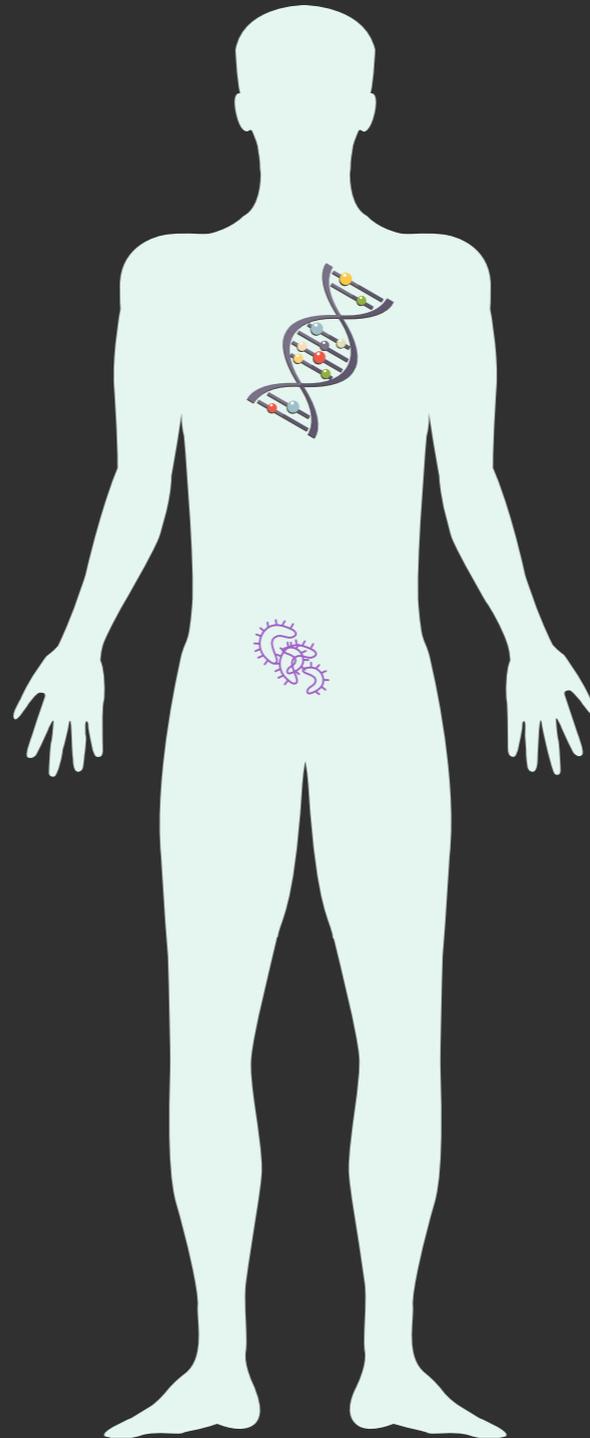
Emerging Adulthood



Adulthood



Creating structural and functional disruptions in the brain that lead to a wide range of physical and mental illnesses later in adult life ¹



Increases in inflammatory markers



Depression ^{2, 3}



Alterations in immune function ⁵

Less diversity in gut microbial communities and gastrointestinal disturbances ⁶



Cardiovascular diseases

Liver cancer, asthma
Chronic obstructive pulmonary disease



The timing of specific environmental insults during sensitive developmental periods ⁴



Relevant Policies and Principles of Trauma-Informed Education and Services

- Trauma-informed Education: Rep. Sappey's trauma-informed education signed into law by *Daily Local News*: https://www.dailylocal.com/news/local/rep-sappey-s-trauma-informed-education-signed-into-law/article_7a4fe9e4-9d02-11e9-a6b9-db5dba88c71b.html
- Trauma-informed Care Bipartisan "RISE from Trauma Act" introduced to address childhood trauma in American by *Mad in America* dated on June 17, 2019: <https://www.madinamerica.com/2019/06/address-childhood-trauma-america/>
- Congress holds historic healing on childhood trauma by *Mad in America*: <https://www.madinamerica.com/2019/07/house-committee-historic-hearing-childhood-trauma/>
- Principles of Trauma-Informed Teaching and Learning by Carello

Relevant Policies in Trauma-Informed Education and Services

- Trauma-Informed Practice & Policy Initiatives Every Student Succeeds Act: <https://www.gpo.gov/fdsys/pkg/BILLS-114s1177enr/pdf/BILLS-114s1177enr.pdf>
- Institute on Trauma and Trauma-Informed Care: <http://socialwork.buffalo.edu/social-research/institutes-centers/institute-on-trauma-and-trauma-informed-care.html>
- National Center for Trauma-Informed Care: <http://www.samhsa.gov/nctic>
- Trauma and Learning Policy Initiative: <http://traumasensitiveschools.org/>
- Trauma Informed Care Project: <http://www.traumainformedcareproject.org/resources.php>

Resources

- International Society for Traumatic Stress Studies (ISTSS): <https://www.istss.org>
- National Child and Traumatic Stress Network (NCTSN): <https://www.nctsn.org>
- Beacon House: Therapeutic Services and Trauma Team: <https://beaconhouse.org.uk>
- Somatic Experiencing Trauma Institute: <https://traumahealing.org/>
- Institute for Better Health (IBH): <http://www.iahb.org/>
- Trauma Reserach Foundation(TRF): <http://www.traumaresearchfoundation.org/index.html>
- Trauma-informed Practices & Creative Arts Therapy: <https://www.trauma-informedpractice.com>
- Center on the Developing Child at Harvard University: <https://developingchild.harvard.edu/>
- The National Institute for the Clinical Application of Behavioral Medicine (NICABM): https://www.nicabm.com/?fbclid=IwAR0bov-W7u6-yB5E8NORX39k97Z8YmwnMb60E3xXvCSKgRzelaMe_gt8FoA Adverse Childhood Experiences (ACES) Too High: <https://acestoohigh.com/got-your-ace-score/>
- Jefferson-Trauma Education Network (J-TEN) at Thomas Jefferson University: <https://www.jefferson.edu/university/health-professions/departments/counseling-behavioral-health/programs/community-trauma-counseling/jefferson-trauma-education-network.html>



THANK YOU!

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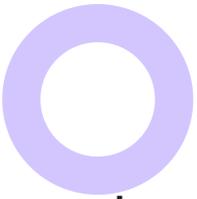
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