

## Clinical Traumatologist Training Curriculum

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### Course 1001 – Field Traumatology

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#### **OBJECTIVES:**

Field Traumatology explores the knowledge and skills needed to respond to the emotional trauma associated with natural or human-caused disasters or crisis. Topics include warning signs, recovery stages, fitting interventions to client needs, the new Educate, Assess and Refer (EAR) Field Trauma Response model, Reactions and Response to CBRN Terrorism, steps to lessen crisis impact, utilization of community resources for prevention/resolution. In addition, Compassion Fatigue risk factors, symptoms and prevention/self-care strategies will be addressed. This course is both didactic and experiential. Emergency Site Management System will be reviewed.

#### **WHO WOULD BENEFIT FROM PARTICIPATION?**

This certificate will benefit first responders (e.g., fire/rescue, emergency medical services, law enforcement, etc.) as well as mental health and health care professionals.

#### **Participants will:**

- Learn to respond immediately to the emotional component of natural or human-caused disaster
- Lessen the negative impact resulting from the stress/trauma caused by crisis
- Differentiate between stress and trauma
- Define grief stages and bereavement
- Conduct an initial trauma assessment
- Survey group, individual, debriefing and Defusing Models
- Learn how to apply the new Educate, Assess and Refer (EAR) Field Trauma Model
- Understand reactions and how to respond to Chemical/Biological/Radioactive/Nuclear Terrorism
- Identify emergency management, phases of disaster, and key concepts of disaster mental health
- Discuss responder resiliency, prevention and self-care strategies

#### **COURSE EVALUATION:**

Students are required to complete all training components in order to successfully complete this program. Please refer to the **Student Evaluation** Package for the grading, the assignment schedule and the instructions.

#### **REQUIRED COURSE READINGS:**

Field Traumatology (Manual for Course #1001). Available on the [www.ticlearn.com](http://www.ticlearn.com) course portal.

## Course 1001 - CONTENT

### Title: FIELD TRAUMATOLOGY

Course Overview - Training Objectives

Agenda - 28 instruction hours

#### Unit I - Introduction to Training & Learning Goals

- ♦ Training philosophy and process
- ♦ Preparing oneself for work in post trauma response
- ♦ Field of Traumatology: Clinical & Community Traumatology Allies

#### Unit II - History of Trauma

- ♦ Early History
- ♦ Science & Practice of Traumatology
- ♦ Domestic & Community Violence (Neuropsychobiology)

#### Unit III - Disaster & Stress

- ♦ Measuring Life Stress
- ♦ Key Concepts of Disaster Mental Health
  - Definition of Disaster
  - Disaster Epidemiology & PTSD prevalence
    - ♦ Stress Reactions of Survivors
    - ♦ Acute Stress Disorder & Post Traumatic Stress Disorder
- ♦ Chemical/Biological/Radioactive/Nuclear (CBRN) Terrorism

#### Unit IV - Scene & Trauma Assessment

- ♦ Emergency Preparedness Canada (EPC) & Site Mgt System (ESMS)
- ♦ Psychological Response Stage of Post-Trauma/Disaster
  - Fit Intervention to Recovery Stage
  - Contact Log

#### Unit V - Crisis Intervention Methods

- ♦ Clinical & Community Traumatology
- ♦ Communication Drills (Descillo, 1997)
- ♦ Four Waves of Assistance (Figley, 1995)
- ♦ Disaster Traumatology: Intervention Roles
  - ♦ Key Characteristics & Helping Behaviors of Disaster Mental Health
  - ♦ Individual Defusing: A Six Step Guide (Young & Ford, 1998)
  - ♦ Individual Debriefing Model (Gentry, 1997)
  - ♦ Educate, Assess & Refer (E.A.R.) Field Trauma Model
- ♦ Trauma Recovery Approaches

#### Unit VI - Compassion Fatigue & Burnout

- ♦ Compassion Fatigue – ARP (Gentry, Baranowsky, & Dunning, 1997)
- ♦ Compassion Satisfaction/Fatigue Self-Test for Helpers

#### Unit VII - Administration & Disaster Deployment

#### Unit VIII - Knowledge Assessment

- ♦ Outline - Course Evaluation Components

#### Unit IX - Course Conclusion/Summary

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### Course 202 – Overview of Assessment & Interventions

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#### **OBJECTIVES:**

Overview of Assessment & Interventions, covers clinical interventions, assessment approaches, research, theory and practical applications to help the traumatologist assist clients. Materials focus on how to conduct assessments that might contribute to a professional diagnosis. Participants learn to distinguish between normal and distressed behavior, handle cases with skill, and have minimal negative impact upon the client and family.

#### **WHO WOULD BENEFIT FROM PARTICIPATION?**

This course will benefit psychologists, social workers, master's level counselors and other skilled mental health professionals who work with trauma survivors or wish to gain skills to do so. Participants will enhance their practice specialty in the area of trauma recovery.

Participants will:

- Overview history, theory and treatment methods associated with traumatic stress disorders
- Increase knowledge of types of expertise in assessment & treatment options for disorders of extreme stress
- Identify post-traumatic stress responses and disorders from the perspective of trauma theory
- Identify the major symptoms of acute and chronic post-traumatic stress disorders
- Identify key instruments used to assess disorders associated with traumatic stress
- Understand phase-oriented treatment with trauma survivors and implementation of a tri-Phasic treatment model
- Understand the proposed and theoretical "active ingredients" to effective trauma treatment
- Discuss how the therapist may effectively employ the "self" as a tool for healing

#### **COURSE EVALUATION:**

Students are required to complete all training components in order to successfully complete this program. Please refer to the **Student Evaluation** Package for the grading, the assignment schedule and the instructions.

#### **REQUIRED COURSE READINGS:**

Overview Assessment & Interventions (Manual for Course #202). Available on the [www.ticlearn.com](http://www.ticlearn.com) course portal.

## Course 202 - CONTENTS

### Title: OVERVIEW OF TRAUMA ASSESSMENT & INTERVENTIONS

#### Unit I - Training & Learning Goals – Introduction

#### Unit II - Review of T1001

- Diagnostic Criteria for PTSD
- Glossary of Terms
- Neuropsychobiology of Trauma
- Essential Elements of Narrative Trauma Processing (Louis W. Tinnin)

#### Unit III - Assessment & Diagnosis

- Psychotraumatology Evaluation: Intake and Client Information
- Pre-session Ritual
- Client Information
- Traumatology Institute Assessment Protocol
- The Trauma Profile
- Data Summary
- Sample Report
- CAPS
- Dissociative Experiences Scale (DES)
- Dissociative Regression Scale (DRS)
- Global Check Set (GCS)
- Impact of Events Scale (IES)
- Symptom Check List - 45 (SCL-45)
- Trauma Intake Assessment (TIA)
- Toronto Alexithymia Scale (TRS)
- Trauma Recovery Scale (TRS)
- Safety Net Plan

#### Unit IV - Tri-Phasic Model: Safety

- Grounding & Containment
- Managing Dissociative Regression

#### Unit V - Tri-Phasic Model: Treatment

- Overview of Approaches-CBT (p. 78); CISM (p. 79); EMDR (p. 86); TFT (p. 88); TIR (p.89); TLTT (p. 90); VK/D-NLP (p. 91);
- EMDR Exercise: Establish Safe Place
- TFT Algorithm
- VK/D-NLP - Anchoring
- Active Ingredients to Trauma Treatment

#### Unit VI – Clinician Responses to Trauma Work

- Emotional preparedness for trauma work
- Acclimatization of listening skills
- Identification of the trauma history
- The therapeutic environment

#### Unit VII -- Bibliography: On-Line Resources & Recommended Reading

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### Course 203 – Clinical Standards of Trauma Care: Attachment, systems & Context

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#### **OBJECTIVES:**

Clinical Standards of Trauma Care goal is to train the traumatologist to develop an understanding of the practical applications of the traumatology skills, research, and theory among individuals and communities grossly affected by trauma. The program examines age, gender, race, culture, social class, systemic issues, community standards of care, and other factors that are important in designing and implementing a program that fits client needs with appropriate treatment.

#### **WHO WOULD BENEFIT FROM PARTICIPATION?**

This course will benefit psychologists, social workers, master's level counselors and other skilled mental health professionals who work with trauma survivors or wish to gain skills to do so. Participants will enhance their practice specialty in the area of trauma recovery.

Participants will learn about:

- Attachment & Development
- The legacy of Traumatized children
- Treatment of Traumatized Children
- Understand family systems relative to traumatic stress and be able to provide systemic interventions with entire traumatized family and/or other system(s)
- Making Trauma Work Systemically
- Cross Cultural Competencies & Standards of Care for Traumatologists
- Identify various trauma responses among different cultural, racial, gender, age, groups and communities
- Developing awareness of own and other's cultural values and framework

#### **COURSE EVALUATION:**

Students are required to complete all training components in order to successfully complete this program. Please refer to the **Student Evaluation** Package for the grading, the assignment schedule and the instructions.

#### **REQUIRED COURSE READINGS:**

Clinical Standards of Care: Attachment, Systems & Context (Manual for Course #203). Available on the [www.ticlearn.com](http://www.ticlearn.com) course portal.

## Course 203 -- CONTENT

### Title: STANDARDS OF TRAUMA CARE: ATTACHMENT, SYSTEMS & CONTEXT

#### Unit I -- Course Outline -- Introduction

#### Unit II -- Review 202 (PTSD)

#### Unit III -- Attachment & Development

- “Good Enough” (Normal) Parenting & Secure Attachment
- Problematic Attachment Styles (Anxious, Avoidant/Distorted)
- Effect of Trauma of Attachment

#### Unit IV -- The Traumatized Child

- The Legacy
- Tools Children use to diminish traumatic anxiety
- Assessment & Identification
- Risk Factors
- Abused Child Grows Up
- Resiliency Factors

#### Unit V -- Treatment of Traumatized Children

- Guidelines for Evaluation & Treatment Planning
- Critical Aspects of Treatment
- Therapist’s Responses to Children’s Experiences
- Traumagenic States to Be Considered in Treatment Planning

#### Unit VI -- Trauma & Aging

- Developmental Tasks & Recovery Process
- Key Concepts
- A Narrative Exercise: My Life Story

#### Unit VII -- Systemic Traumatology

- Assumptions about the Family
- Key Concepts

#### Unit VIII -- Helping Traumatized Families

- How Families Cope with Trauma
- Functional Family Coping
- Traumagram: A Systemic Exercise
- Family Empowerment Therapy (FET)

#### Unit IX -- Making Trauma Work Systemic – A Protocol

- Self-of-Therapist
- Therapeutic Stance

#### Unit X -- Culture & Trauma

- PTSD in Cultural Perspective
- Key Concepts

#### Unit XI -- Cross Cultural Competencies: A Conceptual Framework

- Counselor Awareness of Own Cultural Values & Biases
- Counselor Awareness of Client’s World View
- Culturally Appropriate Interventions
- Cross Cultural Competencies: Exercise

#### Unit XII -- Standards of Care for Traumatologists – Ethical Guidelines

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Course 204 – Tools for Trauma: A Cognitive Behavioral Approach

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### OBJECTIVES:

Tools for Trauma will provide both the novice and advanced trauma therapist with the knowledge and skills necessary to begin utilizing Cognitive Behavioral Therapy (CBT) in their treatment of trauma survivors. In addition to presenting a didactic foundational understanding of the theoretical tenants of Cognitive Behavioral Therapy, this course will provide experiential training in many of the most popular and effective techniques of CBT. Interventions include: Reciprocal Inhibition, Stress Inoculation Training, Systematic Desensitization, Exposure Therapy, Cognitive Processing Therapy, Behavioral Rehearsal and Relaxation Training. Treatment applications will be framed within a tri-Phasic model.

### WHO WOULD BENEFIT FROM PARTICIPATION?

This course will benefit psychologists, social workers, master's level counselors and other skilled mental health professionals who work with trauma survivors or wish to gain skills to do so. Participants will enhance their practice specialty in the area of trauma recovery.

Participants will learn about:

- Treatment approaches within a Tri-Phasic model: Safety & Stabilization; Remembrance & Mourning; Reconnection
- Addressing post-trauma responses of the Body, Mind, Behavior and Emotion using CBT
- Over 20 CBT interventions for trauma recovery
- Learn underlying principles of CBT, and the development of Behavioral, Cognitive and CBT approaches
- Application of CBT toward fulfilling each stage of the Tri-Phasic treatment model
- Practical applications of CBT among trauma survivors
- Hands on approaches for working with trauma survivors on their journey to recovery through community reconnection

### COURSE EVALUATION:

Students are required to complete all training components in order to successfully complete this program. Please refer to the **Student Evaluation** Package for the grading, the assignment schedule and the instructions.

### REQUIRED COURSE READINGS:

Tools for Trauma – A CBT Approach aka “Trauma Practice: Tools for Stabilization & Recovery” (2010). Available on the [www.ticlearn.com](http://www.ticlearn.com) course portal.

## Course 204 - CONTENT

### Title: TOOLS FOR TRAUMA: A COGNITIVE BEHAVIORAL APPROACH

#### Unit I -- Introduction to the Course and CBT

- Behavioral Therapy
- Cognitive Therapy
- Cognitive-Behavioral Therapy
- Cognitive-Behavioral Therapy Research
- Tri-Phasic Model (Herman, 1992)
  - Safety & Stabilization
  - Remembrance & Mourning
  - Reconnection
- Body, Cognition, Behavior & Emotion/Relation

#### Unit II -- Safety & Stabilization

- What is Safety?
- Body
  - Braking & Acceleration -- Part I: Titration
    - Trigger List – Sample
  - Progressive Relaxation
  - Autogenics
  - Diaphragmatic Breathing
  - 3-2-1 Sensory Grounding & Containment
  - Postural Grounding
- Cognition
  - Anchoring Part I: Safety
  - Safe Place Visualization
  - Positive Self-Talk & Thought Replacement
    - Reflection Sheet #1
    - Reflection Sheet #2
  - Flashback Journal
  - Thought Stopping
  - Buddha's Trick
- Behavior
  - Rituals
    - Contract for Safety and Self-Care
  - Safety Net Plan
  - Timed & Metered Expression
- Emotion/Relation
  - Transitional Objects
  - Support Systems – Committee of Support & Solidarity
  - Drawing Icon & Envelope (Emotional Containment)
  - Internal Vault (Emotional Containment)



### **Unit III -- Remembrance & Mourning**

- Body
  - Braking & Acceleration – Part II (Rothschild, 2000, p. 78)
  - Layering (Baranowsky, 1997)
  - Anchoring Part II: Collapsing Anchors
  - Comfort in One Part (Dolan, 1991, p. 26)
- Cognition
  - Downward Arrow Technique (Baer, 2001, p. 100)
  - Cognitive Continuum (Baer, 2001, p. 102)
  - Calculating True Danger (Baer, 2001, p. 102)
  - Looped Tape Scripting
  - Cognitive Processing Therapy
- Behavior
  - Skills Building Methods (Foa, Keane & Friedman, 2000)
  - Behavior Change Rehearsal Exercise
  - Reciprocal Inhibition (Wolpe, 1969)
  - In-Vivo Exposure
  - Stress Inoculation Training (Meichenbaum, 1994)
  - Systematic Desensitization
- Emotion/Relation
  - Assertiveness Training
  - Biofeedback & Relaxation Training

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### **Unit IV -- Reconnection**

- Body
  - Centering
- Cognition
  - Distorted Beliefs & Victim Mythology
- Behavior
  - Self-Help & Self-Development
- Emotion/Relation
  - Memorials
- In-Closing

### **Unit V -- Appendix: Client Profiles**

### **Unit VI -- References**

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### Segment #205 – Group Work with Trauma Survivors

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#### **OBJECTIVES:**

Group Work with Trauma Survivors explores clinical models of group intervention with trauma survivors. Therapeutic group approaches with recovery and personal awareness components will form the basis of this program. Various types of program promotions and intake/admission procedures will be addressed.

#### **WHO WOULD BENEFIT FROM PARTICIPATION?**

This course will benefit psychologists, social workers, master's level counselors and other skilled mental health professionals who work with trauma survivors or wish to gain skills to do so. Participants will enhance their practice specialty in the area of trauma recovery with a specific focus on group work for those who have been directly exposed to trauma.

Participants will:

- Group treatment approaches for work with trauma survivors that include:
- Supportive, Therapeutic, and Resiliency Enhancement Models
- Group intake procedures
- Promotion and program development approaches
- Learn underlying principles of group dynamics
- Addressing the needs of trauma survivors in a group format
- Selecting an appropriate group model for the needs of your treatment setting and client base
- Practical applications of group models with trauma survivors

#### **COURSE EVALUATION:**

Students are required to complete all training components in order to successfully complete this program. Please refer to the **Student Evaluation** Package for the grading, the assignment schedule and the instructions.

#### **REQUIRED COURSE READINGS:**

Group Work With Trauma Survivors (Manual for Course #205). Available on the [www.ticlearn.com](http://www.ticlearn.com) course portal.

## Course 205 -- CONTENT

### Title **GROUP WORK WITH TRAUMA SURVIVORS**

#### **Unit I – Professional Issues in Group Work**

- ◆ What qualifies as trauma?
- ◆ The value of doing trauma work in a group format
- ◆ Overview of Different Models for Group Work
  - ◆ Types of Groups
  - ◆ Definition of purpose and goals of group
  - ◆ Group member selection
  - ◆ Group Protocols
  - ◆ Participant Fit
  - ◆ Participant Needs
- ◆ Group Dynamics
- ◆ Promotion and Program Development

#### **Unit II -- Resiliency & Recovery Model**

- The Resiliency and Recovery Model
- Stressors, Triggers & Early Warning Signs
- Psycho-Education Stress Reactions
- Stabilization
  - Stabilization Exercises
  - Grounding & Containment Exercises
  - Deep Breathing Exercises
  - Deep Relaxation & Imagery
  - Safe-Place Visualization
- Self-Reflection
  - Mindfulness Exercises
  - Feeling in Your Body vs. Alexithymia
  - Journaling
  - Pain monitoring
  - Being your own Wise Counsel (Positive Self-Talk)
- Memorials
  - Letting Go
  - Rituals
- The value of doing trauma work in a group format

#### **Unit III -- Evaluation Assignment**

- Group Program Template
- Identify a clientele who might benefit from group work
- Rationalize what type of group work that would be of most beneficial for the clientele
  - Briefly describe how each of the issues below would be addressed in preparation of your group:
    - Types of Groups
    - Definition of purpose and goals of group
    - Group member selection
    - Group Protocols
    - Participant Fit
    - Participant Needs
    - Group Dynamics
    - Promotion and Program Development

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### Course 206 – Group Supervision in Clinical Traumatology

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#### **OBJECTIVES:**

Group Supervision in Clinical Traumatology offers a forum for participants to practice and demonstrate proficiency in clinical traumatology skills under supervision. The practicum is offered in a workshop format designed to challenge and help participants grow into competent providers of care for traumatized individuals, families, organizations and communities.

#### **WHO WOULD BENEFIT FROM PARTICIPATION?**

This course is one component Clinical Intervention Stream and will benefit psychologists, social workers, master's level counselors and other skilled mental health professionals. Participants will enhance their practice specialty in the area of trauma recovery. The courses in this stream are designed to enhance skills development among individuals whose professional activities take them into contact with individuals or groups who have been directly exposed to trauma.

Participants will:

- To practice effective screening, intake & assessment skills with trauma survivors
- To practice competent case management with traumatized clients including recording, report- writing, ancillary services and referral
- Design and implement trauma stabilization and resolution interventions with a focus upon developing mastery in a chosen brief treatment, theory-driven protocol
- Develop and maintain effective treatment trajectories with traumatized individuals utilizing a tri- Phasic model
- Develop and implement outcome measurements for working with clients to assess efficacy
- Develop action plans to address biases, blind spots and deficiencies discovered in the supervision process
- Develop strong skills in maintaining non-anxious presence; become increasingly intentional and less reactive.

#### **COURSE EVALUATION:**

Students are required to complete all training components in order to successfully complete this program. Please refer to the **Student Evaluation** Package for the grading, the assignment schedule and the instructions.

#### **REQUIRED COURSE READINGS:**

**Group Supervision in Clinical Traumatology** (Manual for Course #207). Available on the [www.ticlearn.com](http://www.ticlearn.com) course portal.

## Course 206 -- CONTENT

### Title **GROUP SUPERVISION IN CLINICAL TRAUMATOLOGY**

#### **Unit I – Overview=**

- Learning Objectives & Goal Statement
- Mission Statement
- PTSD Diagnosis and Treatment for Mental Health Clinicians (Friedman, M.D., Ph.D.)
- Exam I

#### **Unit II -- Self-Of-The-Therapist & Therapeutic Alliance**

- Self-Of-The-Therapist
- Ten Key Capacities of the Real Self
- DIFFSU
- Non-Anxious Journal
- Self-Soothing (Anxiety Reduction) Skills
- Therapeutic Alliance

#### **Unit III -- Intake & Assessment**

- Pre-session Ritual
- Intake
- Psychotraumatology Evaluation
- Case Presentations – Intake
- Case Presentations – Assessment
- Case Presentations -- Reports

#### **Unit IV -- Treatment – The Tri-Phasic Model**

- The Tri-Phasic Model: Judith Herman

#### **Unit IV -- Self-Care – PATHWAYS for Resiliency & Prevention**

- Pathways
- Contract for Mastery Plan

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### Course 207 – The Compassion Fatigue Specialist Training (CFST)

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#### OBJECTIVES:

The **Compassion Fatigue Specialist Training (CFST)** is an intensive two-day Compassion Fatigue resiliency program developed with the caring professional in mind. This course is designed to provide professionals with in-depth understanding of Compassion Fatigue & recovery interventions using the Accelerated Recovery Program (ARP, Gentry, Baranowsky & Dunning, 1997). This workshop provides all the tools necessary for the participant to implement the five-session ARP protocol for assisting professionals who have become compassion fatigued as a result of their caring work. The program is both didactic and experiential.

#### PRE-WORKSHOP PREPARATION

All participants are required to download and complete the materials posted on the website Bulletin Board at [www.psychink.com](http://www.psychink.com) in preparation for the workshop

#### WHO WOULD BENEFIT FROM PARTICIPATION?

This program is for skilled mental health professionals who wish to assist caring professionals deal with the impact of Compassion Fatigue. Interested participants may include therapists/counselors, psychologists, social workers, psychiatrists, clergy, employee assistance professionals, clinical supervisors and other helping professionals.

#### Participants will:

- Train experientially in each of the techniques utilized in the ARP
- Learn evaluation and treatment protocols to assist Compassion Fatigued care-providers
- Develop prevention and resiliency skills for self and others
- The meaning of Compassion Fatigue (CF) in the lives of care-providers
- Recognize compassion fatigue triggers and early warning signs
- Identify and utilize resources & plan for resiliency and prevention
- Master arousal reduction methods & grounding and containment skills
- Resolve internal/external conflicts & commit to wellness and self-care
- Discover resolution exercises to assist in the release of emotional wounds that limit abilities

#### COURSE EVALUATION:

Students are required to complete all training components in order to successfully complete this program. Please refer to the **Student Evaluation** Package for the grading, the assignment schedule and the instructions.

#### REQUIRED COURSE READINGS:

**The Compassion Fatigue Specialist Training (CFST)** (Manual for Course #206). Available on the [www.ticlearn.com](http://www.ticlearn.com) course portal.

## **Course 207 -- CONTENT**

### **Title THE COMPASSION FATIGUE SPECIALIST TRAINING**

#### **Unit I -- Intentionality**

- Self-Awareness and knowledge of Compassion Fatigue

#### **Unit I – Overview Compassion Fatigue Specialist Training**

- Training in a Nutshell
- Informed Consent – Hand-In Sheet
- Informed Consent – Participant Sheet
- CFST – ARP Agenda: Goals, Values and Strength

#### **Unit II – Compassion Fatigue – History, Highlights and Treatment**

- Treatment Cornerstones
- Accelerated Recovery Program (ARP)
- Pre-Session Referral and Screening

#### **Unit III – Meeting I: Assessment**

- Session One: Intake
- Compassion Fatigue Assessment Profile
- Compassion Satisfaction/Fatigue Self-Test for Helpers
- Trauma Recovery Scale
- Silencing Response Scale
- Global Check Set
- Index of Clinical Stress
- Structured Participant Interview
- Compassion Fatigue Evaluation
- Mission Statement
- Mission Statement (Alternate Short Form)

#### **Unit IV – Meeting II: Time-Line Narrative/Telling the Story**

- Session Two: The Power of Story
- Time-Line Graphic Narrative Worksheet

#### **Unit V – Meeting III: Desensitization & Reprocessing**

- Session Three: NART Manager
- Self-Management Plan – Anxiety Reduction
- Thought Field Therapy
- Desensitization & Reprocessing Procedure
- Letter from “The Great Supervisor”

#### **Unit VI – Meeting IV: Self-Supervision**

- Session Four: Self-Supervision
- Supervising the Self: Externalization of Conflict Script
- PATHWAYS Package

#### **Unit VII – Meeting V: Closure**

- Safe Place Imagery – Creation of Committee of Support & Solidarity
- Contract for Mastery/Aftercare Plan

#### **Unit VIII -- References**