

# Community & Workplace Traumatologist

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Course Outline

Become Trauma Informed Today!





45 Sheppard Ave. E., Suite 419  
Toronto, Ontario, M2N 5W9

Anna B. Baranowsky, Ph.D., C.Psych, Executive Director  
J. Eric Gentry, Ph.D., Consulting Director

Phone: (416) 229-1477 ext. 235 • Fax (416) 229-9882  
Email: [info@psychink.com](mailto:info@psychink.com) Website: <http://www.ticlearn.com>

## **COURSE OUTLINE**

### **TI-1001 Early Intervention Field Traumatology**

#### **Course Description**

Field Trauma skills have been offered as long as there have been humans on this planet. The Old Testament of the Bible provides accounts of neighbors and friends who offer comfort and counsel to individuals and families who have suffered natural disasters such as floods, plagues and fire. This provision of comfort and counsel to those who have suffered the effects of natural and man-made critical incidents is the purpose of Field Traumatology. With the advent of Critical Incident Stress Management [(CISM) Mitchell & Everly, 1989], the practice of Field Trauma has focused upon the prevention and minimization of posttraumatic stress and PTSD. There are many conflicting reports in the literature about the degree of effectiveness of these techniques, but it is generally agreed that there are interventions that may be helpful to those who have suffered traumatic events. This course will provide an overview of the skills and techniques utilized in Field Traumatology.

#### **Course Goals**

At the end of this course, students will be able to respond immediately to the emotional and mental traumas of victims of natural or human-caused disaster; know what to do to lessen the negative impact caused by such crises; and arrange for additional resources as necessary to resolve the stress/trauma accompanying the crisis.

#### **Certificate of Completion**

Upon successful completion of all required learning tasks and examinations, students will have online access to a Certificate of Completion for the program.

#### **Who Would Benefit From Participation?**

Our TI-1001 Early Intervention Field Traumatology Course will benefit first responders (e.g., fire/rescue, emergency medical services, law enforcement, etc.), mental health, health care professionals and volunteers.

#### **Training Objectives**

At the completion of this course, participants will be able to:

- Define levels of grief stages, bereavement, stress and related symptoms.
- Differentiate between stress and trauma.
- Learn to respond to the emotional component of natural or human-caused disaster.
- Lessen the negative impact resulting from the stress/trauma caused by crisis.



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- Define four types of trauma, grief stages and bereavement.
- Conduct an initial trauma evaluation and fit intervention to client needs.
- Survey group, individual, debriefing and Defusing Models.
- Learn how to apply the effective Educate, Assess and Refer (EAR) Field Trauma Model.
- Understand reactions and respond to Chemical/Biological/Radioactive/Nuclear Terrorism.
- Identify emergency management, phases of disaster, & concepts of disaster mental health.
- Discuss responder resiliency, prevention and self-care strategies.
- Recognize burnout and Compassion Fatigue and describe related symptoms.
- Emergency Site Management System (ESMS) will be reviewed. You are encouraged to learn about your country's ESMS so that you better understand how incidents are managed in your locality.

### **Educational Activities**

Throughout the course, students will be encouraged to engage in the following activities:

1. Online narrative presentation: The course module will contain a power point presentation and narration by Dr. Anna Baranowsky to help students better understand the material and recommended self-study practices, as well as to learn how to utilize the course interventions.
2. Interactive: The course will contain interactive, computer-based components. These components are for your learning purposes only.
3. Readings: Students are required to read the course manual for TI-1001 Early Intervention Field Traumatology and encouraged to complete the recommended readings (as listed below) following the program.

### **Course Extensions**

If you require additional time to complete your courses, please feel free to contact us at [learn@psychink.com](mailto:learn@psychink.com).

### **Course Evaluation**

Students are required to pass the final quiz of the Early Intervention Field Traumatology Course. The passing mark is an 80% or higher. You will have 6 attempts to pass the final quiz.

### **Required Course Readings**

1. Early Intervention Field Traumatology (manual for course TI-1001). While we do not require a text for this course other than the course manual, we do expect that participants will responsibly read the recommended material suggested during the program.

### **Recommended Course Readings**

None.



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## **COURSE OUTLINE**

### **TI-102 Trauma Evaluation & Community Resources**

#### **Course Description**

In order to help trauma survivors effectively, Community & Workplace Traumatologists must be knowledgeable about the different types of traumas, treatment methods and the community resources available in order to convey this information to the trauma survivor. This course will cover the foundational knowledge of psychological trauma and community resources needed for effective case management work.

#### **Course Goals**

This course addresses an overview of effective approaches for trauma recovery and identifying posttrauma warning signs. Students will review the history, theory and treatment methods associated with traumatic stress disorders. Skills building will focus on networking for self and clients, case conferencing, consulting, advocacy, as well as making referrals and identifying useful community resources.

#### **Certificate of Completion**

Upon successful completion of all required learning tasks and examinations, students will have online access to a Certificate of Completion for the program.

#### **Who Would Benefit From Participation?**

Our TI-102 Trauma Evaluation & Community Resources Course will benefit professionals, paraprofessionals, and volunteers who work with trauma survivors or wish to gain skills to do so. The courses in this certification stream are designed to enhance skills development among individuals whose work, volunteer or personal activities take them into contact with individuals or groups who have been directly exposed to trauma.

#### **Training Objectives**

At the completion of this course, participants will be able to:

- Overview history, theory and treatment methods associated with traumatic stress disorders.
- Increase knowledge of types of evaluation and treatments available for stress reactions.
- Identify the major symptoms of acute and chronic post-traumatic stress disorders.
- Access community resources, case-conferencing, consultation and advocacy.
- Understand phase-oriented treatment with trauma survivors.
- Discuss how the helper may effectively employ the “self” as a helping instrument.



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## **Educational Activities**

Throughout the course, students will be encouraged to engage in the following activities:

1. Online narrative presentation: The course module will contain a power point presentation and narration by Dr. Anna Baranowsky to help students better understand the material and recommended self-study practices, as well as to learn how to utilize the course interventions.
2. Interactive: The course will contain interactive, computer-based components. These components are for your learning purposes only.
3. Readings: Students are required to read the course manual for TI-102 Trauma Evaluation & Community Resources and encouraged to complete the recommended readings (as listed below) following the program.

## **Course Extensions**

If you require additional time to complete your courses, please feel free to contact us at [learn@psychink.com](mailto:learn@psychink.com).

## **Course Evaluation**

Students are required to pass the final quiz of the Trauma Evaluation & Community Resources Course. The passing mark is an 80% or higher. You will have 6 attempts to pass the final quiz.

## **Required Course Readings**

1. Trauma Evaluation & Community Resource (manual for course TI-102). While we do not require a text for this course other than the course manual, we do expect that participants will responsibly read the recommended material suggested during the program.

## **Recommended Course Readings**

Lucas da Silva, M., Kostakos, V. & Matsumoto, M., Improving Emergency Response to Mass Casualty Incidents. University of Bath. <http://www.ee.oulu.fi/~vassilis/files/papers/percom08.pdf>

Baranowsky, A. Directory of Trauma Professionals – Offering Services when and where needed! Traumline1 <http://psychink.com/directory-trauma-professionals/>

Baranowsky, A. PTSD Statistics and Demographics. <http://traumaline1.com/node/54624> Baranowsky, A. What IS? <http://traumaline1.com/faq>

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Brymer M, Jacobs A, Layne C, et al; National Child Traumatic Stress Network and National Center for PTSD. Psychological first aid: field operations guide. 2nd ed. Washington, DC: U.S. Department of Veterans Affairs; 2006. Available at [www.ptsd.va.gov/professional/manuals/psychfirst-aid.asp](http://www.ptsd.va.gov/professional/manuals/psychfirst-aid.asp).

Foa EB, Keane TM, Friedman MJ and Cohen J eds. Effective treatments for PTSD: practice guidelines from the International Society for Traumatic Stress Studies 2nd ed. New York, NY: Guilford Press; 2009.

Norris F, Sloane LB. The epidemiology of trauma and PTSD. In: Friedman MJ, Keane TM, Resick PA, eds. Handbook of PTSD: Science and practice. New York, NY: Guilford Press; 2007. p. 78-98.

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## COURSE OUTLINE

### TI-103 Standards of CWT Care: Attachment, Systems & Context

#### Course Description

Individual client histories contribute to a large part of the clients' identities. This course will help students begin their inquiry into a client's background in order to responsibly attend to the individual's sensitivities.

#### Course Goals

At the end of this course, students will be able to know the factors influencing trauma response and recovery in each client (e.g. age, gender, race, culture, social class). This course addresses the social work and case management associated with providing the best fit between appropriate treatment and individual need.

#### Certificate of Completion

Upon successful completion of all required learning tasks and examinations, students will have online access to a Certificate of Completion for the program.

#### Who Would Benefit From Participation?

The TI-103 Standards of CWT Care: Attachment, Systems & Context Course will benefit professionals, paraprofessionals, and volunteers who work with trauma survivors or wish to gain skills to do so. The courses in this certification stream are designed to enhance skills development among individuals whose work, volunteer or personal activities take them into contact with individuals or groups who have been directly exposed to trauma.

#### Training Objectives

At the completion of this course, participants will be able to:

- Overview history and treatment approaches associated with post-trauma responses and disorders.
- Learn about attachment & development.
- Signs and symptoms of trauma in children and the legacy of traumatized children.
- How to respond to the Traumatized child.
- Understand the impact of family systems and how to make trauma interventions work in a system.
- Meaningfully respond to Traumatized families.
- Develop cross cultural competencies and awareness of own and others culture values/framework.
- Recognize differences in responses among cultural, racial, gender, age, group and communities.
- Apply ethical standards of care for traumatologists.



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## **Educational Activities**

Throughout the course, students will be encouraged to engage in the following activities:

1. Online narrative presentation: The course module will contain a power point presentation and narration by Dr. Anna Baranowsky to help students better understand the material and recommended self-study practices, as well as to learn how to utilize the course interventions.
2. Interactive: The course will contain interactive, computer-based components. These components are for your learning purposes only.
3. Readings: Students are required to read the course manual for TI-103 Standards of CWT Care in conjunction with the online course material and encouraged to complete the recommended readings (as listed below) following the program.

## **Course Extensions**

If you require additional time to complete your courses, please feel free to contact us at [learn@psychink.com](mailto:learn@psychink.com).

## **Course Evaluation**

Students are required to pass the final quiz of the Standards of CWT Care Course. The passing mark is an 80% or higher. You will have 6 attempts to pass the final quiz.

## **Required Course Readings**

1. Standards of Community & Workplace Trauma Care (manual for course TI-103). While we do not require a text for this course other than the course manual, we do expect that participants will responsibly read the recommended material suggested during the program.

## **Recommended Course Readings**

Lucas da Silva, M., Kostakos, V. & Matsumoto, M., Improving Emergency Response to Mass Casualty Incidents. University of Bath. <http://www.ee.oulu.fi/~vassilis/files/papers/percom08.pdf>

Baranowsky, A. Directory of Trauma Professionals – Offering Services when and where needed! Traumline1 <http://psychink.com/directory-trauma-professionals/>

Baranowsky, A. PTSD Statistics and Demographics. <http://traumaline1.com/node/54624> Baranowsky, A. What IS? <http://traumaline1.com/faq> Baranowsky, A.

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Brymer M, Jacobs A, Layne C, et al; National Child Traumatic Stress Network and National Center for PTSD. Psychological first aid: field operations guide. 2nd ed. Washington, DC: U.S. Department of Veterans Affairs; 2006. Available at [www.ptsd.va.gov/professional/manuals/psychfirst-aid.asp](http://www.ptsd.va.gov/professional/manuals/psychfirst-aid.asp).

Foa EB, Keane TM, Friedman MJ and Cohen J eds. Effective treatments for PTSD: practice guidelines from the International Society for Traumatic Stress Studies 2nd ed. New York, NY: Guilford Press; 2009.

Norris F, Sloane LB. The epidemiology of trauma and PTSD. In: Friedman MJ, Keane TM, Resick PA, eds. Handbook of PTSD: Science and practice. New York, NY: Guilford Press; 2007. p. 78-98.

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## **COURSE OUTLINE**

### **TI-104 Motivational Interviewing After Trauma**

#### **Course Description**

Extreme life events and Post Traumatic Stress create a barrier that hinders an individual's motivation for change due to physiological and psychological states of fear and anxiety. As anxiety increases, the tendency is to avoid rather than to engage in our lives. Motivational Interviewing (MI) can be used in supporting clients to learn to stabilize before going into their stories. It is an evidence-based counselling approach that was developed by clinical psychologists Stephen Rollnick and William Miller (1991). It involves a style of communicating with clients that specifically resolves ambivalence and/or resistance and builds motivation for change. MI can be utilized to support clients to be able to stabilize prior to beginning to share and work through their traumatic experiences.

#### **Course Goals**

At the end of this course, students will be able to empower the trauma survivors to motivate themselves in everyday activities (education, work, relationships and home life). A strong emphasis is placed on designing activities for recovery and reconnection such as rituals and memorials. Creating or re-creating community connections and healthy outlets will be the main focus of this course.

This program offers a wide variety of non-clinical hands-on approaches for assisting trauma survivors in a community setting incorporating Motivational Interviewing techniques.

#### **Certificate of Completion**

Upon successful completion of all required learning tasks and examinations, students will have online access to a Certificate of Completion for the program.

#### **Who Would Benefit From Participation?**

This program will benefit professionals, paraprofessionals, and volunteers who work with trauma survivors or wish to gain skills to do so. The courses in this certification stream are designed to enhance skills development among individuals whose work, volunteer or personal activities take them into contact with individuals or groups who have been directly exposed to trauma.

#### **Training Objectives**

At the completion of this course, participants will be able to:

- Understand Miller and Rollnick's motivational interviewing principles.
- Learn to use the overarching philosophical underpinnings of motivational interviewing in the context of trauma work.
- Listen and respond to change talk.



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- Ensure that the focus on future is not used incorrectly in the context of the work with traumatized clients (often people who have suffered trauma may have a great deal of difficulty looking into the future).
- Use MI when working on stabilizing clients.
- Integrate new skills such as “Rolling with Resistance”, using “controlled” empathy, developing discrepancy and reflective listening”.

### **Educational Activities**

Throughout the course, students will be encouraged to engage in the following activities:

1. Online narrative presentation: The course module will contain a power point presentation and narration by Dr. Anna Baranowsky to help students better understand the material and recommended self-study practices, as well as to learn how to utilize the course interventions.
2. Interactive: The course will contain interactive, computer-based components. These components are for your learning purposes only.
3. Readings: Students are required to read the course manual for TI-104 Motivational Interview after Trauma in conjunction with the online course material and are encouraged to complete the recommended readings (as listed below) following the program.

### **Course Extensions**

If you require additional time to complete your courses, please feel free to contact us at [learn@psychink.com](mailto:learn@psychink.com).

### **Course Evaluation**

Students are required to pass the final quiz of the Motivational Interview after Trauma Course. The passing mark is an 80% or higher. You will have 6 attempts to pass the final quiz.

### **Required Course Readings**

1. Motivational Interviewing after Trauma (Manual for Course 104). While we do not require a text for this course other than the course manual, we do expect that participants will responsibly read the recommended material suggested during the program.

### **Recommended Course Readings**

Baranowsky, A. Directory of Trauma Professionals – Offering Services when and where needed!  
Traumaline1 <http://psychink.com/directory-trauma-professionals/>

Baranowsky, A. PTSD Statistics and Demographics. <http://traumaline1.com/node/54624>

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## **COURSE OUTLINE**

### **TI-105 Group Approaches with Trauma Survivors**

#### **Course Description**

While individual support and therapy may prove to be a great approach, for some, working in a supportive group may allow for a sense of community and normalization of personal struggles. Group work for trauma survivors can be approached as a healthy holding unit for establishing stabilization in the trauma survivors' symptoms. Group members can enhance each others' recoveries through a supportive environment that encourages skill development and recovery.

#### **Course Goals**

At the end of this course, students will be able to utilize a Group Approach for enhancing Resiliency and Recovery among Trauma Survivors. Some of these techniques include: Psycho-education, Stabilization, Self-Reflection and Memorials. Basic information on group work along with a suggested group format will be presented.

Students will learn to facilitate non-counselling group support for their clients.

#### **Certificate of Completion**

Upon successful completion of all required learning tasks and examinations, students will have online access to a Certificate of Completion for the program.

#### **Who Would Benefit From Participation?**

This program will benefit professionals, paraprofessionals, and volunteers who work with trauma survivors or wish to gain skills to do so. The courses in this certification stream are designed to enhance skills development among individuals whose work, volunteer or personal activities take them into contact with individuals or groups who have been directly exposed to trauma.

#### **Training Objectives**

At the completion of this course, participants will be able to:

- Learn about supportive Posttraumatic Growth, and Resiliency Enhancement Models.
- Acquire knowledge of group intake procedures.
- Promote and program development approaches.
- Learn underlying principles of group dynamics and group selection decisions.
- Address the needs of trauma survivors in a group format.
- Select an appropriate group model for the needs of treatment in a personal setting.
- Practical applications of group models with trauma survivors.
- Utilize the Resiliency & Recovery group approach for trauma survivors.



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- Provide Psycho-education to group members.
- Teach stabilization, self-reflection and memorial techniques for group members.
- Learn about group promotion and program development.

### **Educational Activities**

Throughout the course, students will be encouraged to engage in the following activities:

1. Online narrative presentation: The course module will contain a power point presentation and narration by Dr. Anna Baranowsky to help students better understand the material and recommended self-study practices, as well as to learn how to utilize the course interventions.
2. Interactive: The course will contain interactive, computer-based components. These components are for your learning purposes only.
3. Readings: Students are required to read the course manual for TI-105 Group Approaches with Trauma Survivors in conjunction with the online course material and encouraged to complete the recommended readings (as listed below) following the program.

### **Course Extensions**

If you require additional time to complete your courses, please feel free to contact us at [learn@psychink.com](mailto:learn@psychink.com).

### **Course Evaluation**

Students are required to pass the final quiz of the Group Approaches with Trauma Survivors Course. The passing mark is an 80% or higher. You will have 6 attempts to pass the final quiz.

### **Required Course Readings**

1. Group Approaches with Trauma Survivors (manual for course TI-105). While we do not require a text for this course other than the course manual, we do expect that participants will responsibly read the recommended material suggested during the program as well as view and/or listen to recommended videos and extra reading materials.

### **Recommended Course Readings**

None.



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## COURSE OUTLINE

### TI-106 Supervision in Community & Workplace Traumatology

#### Course Description

Supervision in Community & Workplace Traumatology Course is designed to operationalize the skills and information that students have acquired during the previous curriculum components. The course is offered in a format designed to challenge and help participants grow into competent providers of care for traumatized individuals, families, organizations and communities.

#### Course Goals

In this course, students will learn to integrate learning and demonstrate practical application. Direct feedback is provided on their required course submissions in order to evaluate the level of learning and integration achieved.

#### Certificate of Completion

Upon successful completion of all required learning tasks and examinations, students will have online access to a Certificate of Completion for the program.

#### Who Would Benefit From Participation?

The Supervision in Community & Workplace Traumatology Course is designed to enhance skills development among individuals whose work, volunteer or personal activities take them into contact with individuals or groups who have been directly exposed to trauma. No special requirements or degrees are necessary for this entry-level training stream.

#### Training Objectives

At the completion of this course, participants will be able to:

- Recognize when to refer and when to provide support as a Community & Workplace Traumatologist.
- Practice effective screening, evaluation and referral skills with traumatized individuals, families and groups.
- Address with client comprehensive, measurable and reality-based intervention plans attending to both trauma stabilization and referral.
- Design and implement trauma response, stabilization and referral interventions with a focus upon appropriate care to fit the individual and situation.
- Practice competent case management with the traumatized clients you serve including recording, report-writing, ancillary services and referral.
- Re-enforce learning and integrate ethical standards of Traumatology practice.
- Develop and implement outcome measurements.



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- Develop strong skills in maintaining a NON-ANXIOUS PRESENCE; becoming increasingly intentional and less reactive in the interventional theatre.
- Participate in on-going supervision during which the student is expected to address their own difficulties working with traumatized individuals as well as developing strategies for circumventing secondary traumatization and compassion fatigue.
- Develop action plans to address biases, blind spots and deficiencies discovered in the supervision process.

### **Educational Activities**

Throughout the course, students will be encouraged to engage in the following activities:

1. Online narrative presentation: The course module will contain a power point presentation and narration by Dr. Anna Baranowsky to help students better understand the material and recommended self-study practices, as well as to learn how to utilize the course interventions.
2. Interactive: The course will contain interactive, computer-based components. These components are for your learning purposes only.
3. Readings: Students are required to read the course manual for TI-106 Supervision in Community & Workplace Traumatology in conjunction with the online course material and are encouraged to complete the recommended readings (as listed below) following the program.
4. Mini Assignments: Students must successfully complete the two mini assignments included in this course.

### **Course Extensions**

If you require additional time to complete your courses, please feel free to contact us at [learn@psychink.com](mailto:learn@psychink.com).

### **Course Evaluation**

Students are required to pass the final quiz of the Supervision in Community & Workplace Traumatology Course. The passing mark is an 80% or higher. You will have 6 attempts to pass the final quiz. In addition, students must also achieve a pass in the two required course assignments. Written feedback will be presented along with the pass/fail grade.

### **Required Course Readings**

Supervision in Community & Workplace Traumatology (manual for course TI-106). While we do not require a text for this course other than the course manual, we do expect that participants will responsibly read the recommended material suggested (as listed below) during the program.





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J. Eric Gentry, Ph.D., Consulting Director

Phone: (416) 229-1477 ext. 235 • Fax (416) 229-9882  
Email: [info@psychink.com](mailto:info@psychink.com) Website: <http://www.ticlearn.com>

### Recommended Course Readings

Baranowsky, A. Directory of Trauma Professionals – Offering Services when and where needed!  
Traumaline1 <http://psychink.com/directory-trauma-professionals/>

Baranowsky, A. PTSD Statistics and Demographics. <http://traumaline1.com/node/54624> Baranowsky, A.  
What IS? <http://traumaline1.com/faq>

Baranowsky, A. B. (2017, March 09). When tragedy strikes - the emotional consequences of trauma.  
Retrieved March 09, 2017, from <http://psychink.com/ticlearn/tragedy-strikes-emotional-consequences-trauma/>

Baranowsky A. & Lauer, T. (2012). What is PTSD? 3 Steps for Healing Trauma. Toronto, ON:  
Traumatology Institute.

Brymer M, Jacobs A, Layne C, et al; National Child Traumatic Stress Network and National Center for  
PTSD. Psychological first aid: field operations guide. 2nd ed.

Washington, DC: U.S. Department of Veterans Affairs; 2006. Available at  
[www.ptsd.va.gov/professional/manuals/psych-first-aid.asp](http://www.ptsd.va.gov/professional/manuals/psych-first-aid.asp).

Gentry, J. E., & Baranowsky, A.B. (2013). Compassion Fatigue Resiliency: A New Attitude.  
<http://psychink.com/ticlearn/compassion-fatigue-resiliency-a-new-attitude/>



45 Sheppard Ave. E., Suite 419  
Toronto, Ontario, M2N 5W9

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## **COURSE OUTLINE**

### **TI-107 Compassion Fatigue Resiliency & Recovery - Educator**

#### **Course Description**

Compassion Fatigue Resiliency & Recovery – Educator course provides clear messaging around the impact of caring for trauma survivors and the commitment needed for ongoing care for oneself. It has long been known that stress has negative physical and emotional effects and that ongoing high levels of stress can produce or increase the chances of developing many physical and emotional illnesses including heart disease, cancer, alcoholism/addiction, depression, hypertension, and the list goes on and on.

As Community & Workplace Traumatologists are often exposed to Primary, Secondary and Vicarious Trauma, Compassion Fatigue - the result of cumulative traumatic stress and burnout in care professionals - comes as part of the occupational hazard. However, it does not have to be this way. By developing and implementing good self-management and self-care skills, CW Traumatologists will have improved skills in managing stress levels and regaining higher levels of functioning.

#### **Course Goals**

At the end of this course, students will be able to know how to respond to Compassion Fatigue & Burnout warning signs and implement resiliency strategies.

Students will be able to refresh their outlook by exploring what happens in high demand careers or when caring for others where exposure to secondary trauma is a common element. Find out what approaches work well to re-energize and replenish care providers when demands seem overwhelming.

Participants will have the chance to win a copy of our Compassion Fatigue Resiliency & Recovery Self-Care audio recording download.

#### **Certificate of Completion**

Upon successful completion of all required learning tasks and examinations, students will have online access to a Certificate of Completion for the program.

#### **Who Would Benefit From Participation?**

This course will benefit professionals, para-professionals, mental health practitioners, emergency responders, medical staff, legal professionals, Red Cross members, those working in Victim Services and others who work to provide services for those who have experienced trauma, serious injury or illness.

#### **Training Objectives**

At the end of the course, participants will be able to:

- Gain an overview of Compassion Fatigue, Secondary Traumatic Stress, Burnout & Stress reaction.



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- Review relevant literature in the area of Compassion Fatigue, Vicarious Traumatization, Burnout & Secondary Trauma Response.
- Be exposed to self-evaluation materials for self-reflection or referral to others.
- Identify Compassion Fatigue responses and related difficulties.
- Identify key approaches and strategies for addressing Compassion Fatigue and related stressors.
- Understand the proposed and theoretical “active ingredients” to effective Compassion Fatigue care.
- Reflect on effective tools for self-care.

### **Educational Activities**

Throughout the course, students will be encouraged to engage in the following activities:

1. Online narrative presentation: The course module will contain a power point presentation and narration by Dr. Anna Baranowsky to help students better understand the material and recommended self-study practices, as well as to learn how to utilize the course interventions.
2. Interactive: The course will contain interactive, computer-based components. These components are for your learning purposes only.
3. Readings: Students are required to read the course manual for TI-107 Compassion Fatigue Resiliency & Recovery – Educator in conjunction with the online course material and encouraged to complete the recommended readings (as listed below) following the program.

### **Course Extensions**

If you require additional time to complete your courses, please feel free to contact us at [learn@psychink.com](mailto:learn@psychink.com).

### **Course Evaluation**

Students are required to pass the final quiz of the Compassion Fatigue Resiliency & Recovery - Educator Course. The passing mark is an 80% or higher. You will have 6 attempts to pass the final quiz.

### **Required Course Readings**

There are no required course readings for this entry level program. Below is a list of recommended course readings.

### **Recommended Course Readings**

Gentry, J. E., & Baranowsky, A. B. (2013). Compassion Fatigue Resiliency: A New Attitude. <http://psychink.com/ticlearn/compassion-fatigue-resiliency-a-new-attitude/>