CERTIFICATE of ACHIEVEMENT

This is to certify that

Lubomir Lakatos

has completed the program

Certificate of Completion as a Clinical Traumatologist

May 29, 2024

Credit Hours: 98

Dr. Anna B. Baranowsky
Clinical Traumatologist (TITC-CT) Designation

TRAUMATOLOGY INSTITUTE

5FDVnIwkDM

CERTIFICATE of ACHIEVEMENT

This is to certify that

Lubomir Lakatos

has completed the course

TI-202 Overview of Assessment and Interventions

July 1, 2023

Credit Hours: 7

Dr. Anna B. Baranowsky
Successful completion Course TI-202
towards TITC-CT

TRAUMATOLOGY INSTITUTE

CERTIFICATE of ACHIEVEMENT

This is to certify that

Lubomir Lakatos

has completed the course

TI-203 Clinical Standards of Trauma Care:
Attachment, Systems and Context

July 1, 2023

Credit Hours: 7

Dr. Anna B. Baranowsky
Successful completion Course TI-203
towards TITC-CT

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CERTIFICATE of ACHIEVEMENT

This is to certify that

Lubomir Lakatos

has completed the course

TI-204 Tools for Trauma: A CBT Approach

March 28, 2024

Credit Hours: 14

Dr. Anna B. Baranowsky
Successful completion Course TI-204
towards TITC-CT

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CERTIFICATE of ACHIEVEMENT

This is to certify that

Lubomir Lakatos

has completed the course

TI-205 Group Approaches with Trauma Survivors: Clinical

March 28, 2024

Credit Hours: 14

Dr. Anna B. Baranowsky
Successful completion Course TI-205
towards TITC-CT

TRAUMATOLOGY INSTITUTE

CERTIFICATE of ACHIEVEMENT

This is to certify that

Lubomir Lakatos

has completed the course

TI-207 Compassion Fatigue Specialist (Therapist)

April 5, 2024

Credit Hours: 14

Dr. Anna B. Baranowsky
Successful completion Course TI-207
towards TITC-CFST

TRAUMATOLOGY INSTITUTE

CERTIFICATE of ACHIEVEMENT

This is to certify that

Lubomir Lakatos

has completed the course

TI-1001 Early Intervention Field Traumatologist

June 6, 2023

Credit Hours: 28

Dr. Anna B. Baranowsky
Student has successfully completed
the Traumatology Institute Training Curriculum
(TITC-FT) Designation

TRAUMATOLOGY INSTITUTE

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Clinical Traumatologist

Full Program Outline

Become Trauma Informed Today

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Course Outline

TI-1001 – Early Intervention Field Traumatologist

Course Description:

Early Intervention Field Traumatologist course 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 (ESMS) will be reviewed. You are encouraged to learn about your countries ESMS so you better understand how incidents are managed in your locality.

This course will provide training necessary to enable an individual to respond immediately to natural or human-caused disaster, to know what to do to lessen the negative impact caused by such crisis, and arrange for additional resources as necessary to resolve the stress/trauma accompanying the crisis.

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.

Learning Objectives:

- 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.

Required Course Reading:

Early Intervention Field Trauma Training (Manual for Course TI-1001).

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TI-1001 – Early Intervention Field Traumatologist Contents

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 Outline

TI-202 – Overview of Assessment & Interventions

Course Description:

Overview of Assessment & Interventions course 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.

Learning Objectives:

- 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.

Required Course Reading:

Overview Assessment & Interventions (Manual for Course TI-202).

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TI-202 – Overview of Assessment & Interventions Contents

Unit I - Training & Learning Goals – Introduction
Unit II – PTSD & Trauma Impact
- Diagnostic Criteria for PTSD
- Traumatic Events vs Traumatic Response
- Complex PTSD
- Glossary of Terms
- Neuropsychobiology of Trauma
- Anatomy of Anxiety
- Continuum of Post-Traumatic Responses
- 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 Outline

TI-203 – Clinical Standards of Trauma Care: Attachment, Systems & Context

Course Description:

Clinical Standards of Trauma Care course 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.

Learning Objectives:

- 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 Traumatologist
- 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

Required Course Reading:

Clinical Standards of Trauma Care: Attachment, Systems & Context (Manual for Course TI-203).

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TI-203 – Clinical Standards of Trauma Care: Attachment, Systems & Context Contents

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 Outline

TI- 204 – Tools for Trauma: A Cognitive Behavioral Approach

Course Description:

Tools for Trauma course 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.

Learning Objectives:

- 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

Required Course Reading:

Tools for Trauma – A CBT Approach **aka** "Trauma Practice: Tools for Stabilization & Recovery" (2010).

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TI- 204– Tools for Trauma: A Cognitive Behavioral Approach Contents

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)

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TI- 204– Tools for Trauma: A Cognitive Behavioral Approach
Contents

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

Unit IV – Reconnection

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

Unit V -- Appendix: Client Profiles
Unit VI -- References

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Course Outline

TI-205 – Group Approaches with Trauma Survivor-Clinical

Course Description:

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.

Learning Objectives:

- 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

Required Course Reading:

Group Approaches with Trauma Survivors (Manual for Course TI-205).

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TI-205 – Group Approaches with Trauma Survivor-Clinical Contents

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 Outline

TI-206 – Supervision in Clinical Traumatologist

Course Description:

Supervision in Clinical Traumatologist offers a forum for participants to practice and demonstrate proficiency in clinical traumatology skills under supervision. The practicum is offered in a 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.

Learning Objectives:

- 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

Required Course Reading:

Supervision in Clinical Traumatologist (Manual for Course TI-206).

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TI-206 – Supervision in Clinical Traumatologist Contents

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 Outline

TI-207 – Compassion Fatigue Specialist-Therapist (CFST)

Course Description:

The **Compassion Fatigue Specialist Training (CFST)** course was 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 course 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 course is both didactic and experiential.

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.

Learning Objectives:

- 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.

Required Course Reading:

Compassion Fatigue Specialist- Therapist (CFST) (Manual for Course TI-207).

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TI-207 – Compassion Fatigue Specialist-Therapist Contents

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
- PATHW AYS Package

Unit VII – Meeting V: Closure
- Safe Place Imagery – Creation of Committee of Support & Solidarity
- Contract for Mastery/Aftercare Plan

Unit VIII -- References

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