CERTIFICATE of ACHIEVEMENT

This is to certify that

Lubomir Lakatos

has completed the program

Community & Workplace Traumatologist Designation

October 10, 2024

Credit Hours: 91

Dr. Anna B. Baranowsky
Community & Workplace Traumatologist
Certificate of Completion (TITC-CWT)

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

CERTIFICATE of ACHIEVEMENT

This is to certify that

Lubomir Lakatos

has completed the course

TI-102 Trauma Evaluation & Community Resources

August 10, 2024

Credit Hours: 7

Dr. Anna B. Baranowsky
Successful completion Course TI-102
towards TITC-CWT

TRAUMATOLOGY INSTITUTE

CERTIFICATE of ACHIEVEMENT

This is to certify that

Lubomir Lakatos

has completed the course

TI-103 Standards of CWT Trauma Care

August 10, 2024

Credit Hours: 7

Dr. Anna B. Baranowsky
Successful completion Course TI-103
towards TITC-CWT

TRAUMATOLOGY INSTITUTE

CERTIFICATE of ACHIEVEMENT

This is to certify that

Lubomir Lakatos

has completed the course

TI-104 Motivational Interviewing after Trauma

August 30, 2024

Credit Hours: 14

Dr. Anna B. Baranowsky
Successful completion Course TI-104
towards TITC-CWT

TRAUMATOLOGY INSTITUTE

CERTIFICATE of ACHIEVEMENT

This is to certify that

Lubomir Lakatos

has completed the course

TI-105 Group Approaches Trauma Survivors

August 30, 2024

Credit Hours: 14

Dr. Anna B. Baranowsky
Successful completion Course TI-105
towards TITC-CWT

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CERTIFICATE of ACHIEVEMENT

This is to certify that

Lubomir Lakatos

has completed the course

TI-106 Supervision in
Community & Workplace Traumatology

October 10, 2024

Credit Hours: 14

Dr. Anna B. Baranowsky
Successful completion Course TI-106
towards TITC-CWT

TRAUMATOLOGY INSTITUTE

CERTIFICATE of ACHIEVEMENT

This is to certify that

Lubomir Lakatos

has completed the course

TI-107 Compassion Fatigue Resiliency - Educator

June 16, 2023

Credit Hours: 7

Dr. Anna B. Baranowsky
Successful completion Course
TI-107 (TITC-CFE) Designation

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Community & Workplace 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:

TI-1001 Early Intervention Field Traumatologist Training Manual.

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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-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.

Who Would Benefit From Participation:

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.

Learning 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

Course Evaluation:

Students are required to complete all training components in order to successfully complete this program.

Required Course Reading:

TI-102 Trauma Evaluation & Community Resources course Manual

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TI-102 – Trauma Evaluation & Community Resources
Contents

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

Unit II - Review of T1001
- Diagnostic Criteria for PTSD
- Complex PTSD
- Glossary of Terms
- Neuropsychobiology of Trauma
- Continuum of Post Trauma Responses
- Review & Exploration of Trauma Impact
- Reacting to Trauma: Signs & Symptoms
- Additional Delayed Reactions
- Three Major Factors that Impact the Severity of Reactions to Trauma

Unit III - Evaluation & Resource Referral
- Intake and Evaluation: Pre-Meeting Ritual
- Intake
- Helpful Information
- Functional Evaluation
- Global Check Set
- Global Check Set – Scoring
- Trauma Response Checklist
- Trauma Response Checklist – Scoring
- Community & Workplace Resource Template
- Sample C & W Resource List
- Community & Workplace Incident Evaluation Kit Contents
  - Incident Type Form – Form 1
  - Incident Action Task Key – Form 2
  - Incident Communication & Action Plan – Form 3
  - Incident Record Form – Form 4
  - Needs Assessment Form – Form 5
  - Coping Guide – Form 6
  - At Risk Behavior Checklist – Form 7
  - My Trauma Response Checklist – Form 8
  - Scoring Key for "My Trauma Response Checklist"
  - Incident Follow-Up Form – Form 9
- Traumatology Institute Interview Template

Unit IV - Tri-Phasic Model: Safety
- What is Safety
- Safety Net Plan
- Stabilization Plans Following Dissociative Regression
- Stabilization Schedule following Dissociative Regression

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TI-102 – Trauma Evaluation & Community Resources
Contents

Unit V - Tri-Phasic Model: Treatment – Trauma Care that Helps
- Overview of Treatments (1)
- Cognitive Behavioural Therapy
- Eye Movement Desensitization & Reprocessing
- Active Ingredients to Trauma Treatment
- PTSD Coach Smartphone App
- Trauma Treatment Online Coach Web-based Application
- Overview of Treatments (2-6)

Unit VI – Helper Responses to Trauma Work
- Traumatologist Reponses to Trauma Work
  - Emotional preparedness for trauma work
  - Acclimatization of listening skills
  - Identification of the trauma history
  - The therapeutic environment

Bibliography: On-Line Resources & Recommended Reading

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Course Outline

TI-103 – Standards of CWT Trauma 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.
.

Who Would Benefit From Participation:

TI-103 Standards of CWT Trauma 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

Learning Objectives:

- 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.

Course Evaluation:

Students are required to complete all training components in order to successfully complete this program

Required Course Reading:

TI-103 Standards of CWT Trauma Care: Attachment, Systems & Context Course Manual

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TI-103 – Standards of CWT Trauma Care: Attachment, Systems & Context Contents

Section I: Course Outline
- Program Instruction Philosophy and the Traumatology Institute (Canada)
- Training & Learning Goals

Section II: Review 102
- PTSD overview
- Trauma Informed Care

Section III: Attachment & Development
- Secure attachment Style and "Good Enough Parenting"
- Insecure attachment styles
- Evaluating attachment in the community

Section IV: The Traumatized Child
- Signs and Symptoms of trauma in preschool, elementary, middle, high school children
- The Legacy
- Risk Factors
- Abused children grows up
- Resiliency Factors
- ACE Study

Section V: Helping Traumatized Children Heal
- 5 Steps of Client Contact
- Help after traumatic event
- Activities to restore Safety
- Finding Recourses
- Help with specific problems
- Treatment of Traumatized Children
- Overview of Trauma resolution strategies and approaches

Section VI: Trauma & Aging
- Developmental Tasks and Recovery Process
- Key Concepts
- A Narrative Exercise: My Life Story

Section VII: Systemic Traumatology
- Family Systems and Assumptions about the Family
- Key Concepts
- Exercise: Feel Heard and Understood, Relationship mastery technique.

Section VIII: Helping Traumatized Families
- How Families Cope with Trauma
- Functional Family Coping
- Traumagram: A Systemic Exercise

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TI-103 – Standards of CWT Trauma Care: Attachment, Systems & Context Contents

Section IX: Making Trauma Work Systemic – A Protocol
- Self-of-Traumatologist
- Therapeutic Stance

Section X: Culture & Trauma
- PTSD in Cultural Perspective
- Key Concepts

Section XI: Cross Cultural Competencies: A Conceptual Framework
- Traumatologist Awareness of Own Cultural Values & Biases
- Traumatologist Awareness of Client's World View
- Culturally Appropriate Interventions
- Cross Cultural Competencies: Exercise

Section XII: Standards of Care for Traumatologist – Ethical Guidelines

Section XIII: References

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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.

Who Would Benefit From Participation:

This 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.
.

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:

TI-104 Motivational Interviewing after Trauma Course Manual

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TI- 104– Motivational Interviewing After Trauma
Contents

Course Outline Program Instruction Philosophy & TI Training & Learning Goals
Motivational interviewing Agenda and learning objectives
The spirit of motivational interviewing (MI)
Collaboration, Evocation and Autonomy
The value of using MI – Why Do People Change
Ambivalence
Post-traumatic Stress Disorder
Trauma and Dysregulation
MIs Fit with Trauma
Creating New Neurons
Motivational Interviewing Techniques
Simple, Complex, Feeling, Amplified and Double-sided Reflections
Avoid argumentation
Develop discrepancy
Using the MI Skills
Preparing People to Change Health Behaviours Tips
Skills checklist
Prochaska and DiClemente's Stages of Change Model
Motivation & Ambivalence
Change Talk
Strategies for Evoking Change Talk
References

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Course Outline

TI-105 – Group Approaches for Community Trauma Response

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 other's' recoveries through a supportive environment that encourages skill development and recovery.

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.

Who Would Benefit From Participation:

This 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.

Learning Objectives:

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

Course Evaluation:

Students are required to complete all training components in order to successfully complete this program

Required Course Reading:

TI-105 Group Approaches for Community Trauma Response Manual

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TI-105 – Group Approaches for Community Trauma Response Contents

Section 1: Professional Issues in Group Work

1. What qualifies as trauma?
2. The value of doing trauma work in a group format
3. Guidelines for leading Care groups
   a. Creating and maintaining the group
   b. Assessment of potential members to determine their appropriateness
   c. Dynamic Issues in Groups
   d. Potential Problems in Groups
   e. Special considerations of treating trauma in a group format
4. Promotion and Program Development

Section 2: Resiliency & Recovery Model

1. The Resiliency and Recovery Model
2. Stressors, Triggers & Early Warning Signs
3. Psycho-Education Stress Reactions
4. Stabilization
   a. Stabilization Exercises
   b. Deep Breathing Exercises
   c. Anchors or Healing Metaphors
   d. Safe-Place Visualization
5. Self-Reflection
   a. Practice Diary
   b. Mindfulness Exercises
   c. Feeling in Your Body vs. Alexithymia
   d. Journaling
   e. Pain monitoring
   f. Being your own Wise Counsel (Positive Self-Talk)
6. Memorials
   a. Letting Go and Other Rituals

Section 3: Evaluation Assignment

1. Group Program Template

Section 4: Support Materials

Appendix A: Screening Protocol for the Resiliency & Recovery Model
- Global Check Set & Scoring
- Trauma Response Checklist & Scoring
- Trauma Recovery Scale & Scoring

Appendix B: Self-Knowledge and Trauma Self-Reflection
Appendix C: Brochure and Flier
Appendix D: If you are going to help me
Appendix E: Sweat Care Manual – Yalom's 11 Post-traumatic growth Factors
Appendix F: Johari Window Exercise

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Course Outline

TI-106 – Supervision in Community & Workplace Traumatologist

Course Description:

Supervision in Community & Workplace Traumatologist 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

Who Would Benefit From Participation:

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.

Learning Objectives:

- 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.
- 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.

Course Evaluation:

Students are required to complete all training components in order to successfully complete this program

Required Course Reading:

TI-106 Supervision in Community & Workplace Traumatologist Manual.

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TI-106 – Supervision in Community & Workplace Traumatologist Contents

Part I: Course Outline & Overview

3. Overview, Goals
4. Traumatology Institute Training Philosophy
5. Learning Objectives
6. CWT Goal Statement and Professional Mission Statement
7. TI CWT Application for Certificate of Completion
8. Code of Ethics
7. After Trauma from Impact to Recovery - WEBINAR link and details

Part II: Self-of-the-CWT and Trauma Care Alliance

7. Self-of-the-CWT (Helper)
8. Self-Compassion Skill Building
9. Ten Key Capacities of the Self
10. DIFFSU
11. Non-Anxious Journal
12. Self-Soothing (Anxiety Reduction) Skills
13. Trauma Care Alliance
14. The Empathy Scale (Burns, 1988)

Part III: Intake & Evaluation

1. Pre-Meeting Ritual
2. Intake
3. Gather Information
4. Traumagram

Part IV: Treatment – The Tri-Phasic Model

1. Tri-Phasic Model – Judith Herman
2. Safety Net Plan
3. Managing Dissociative Regression
4. Stabilization Plans
5. Stabilization Schedule
6. Group Program Template

Part V: Self-Care – Pathways for Resiliency & Prevention

1. Pathways
2. Contract for Mastery Plan

Appendix I: The Empathy Scale (Burns, 1988)
Appendix II: Assignment Outline
Appendix III: Informed Consent

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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.

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

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.

Learning Objectives:

- Gain an overview of Compassion Fatigue, Secondary Traumatic Stress, Burnout & Stress reaction.
- 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.
- Learn how to respond to Compassion Fatigue & Burnout warning signs and implement resiliency strategies.

Course Evaluation:

Students are required to complete all training components in order to successfully complete this program.

Required Course Listening:

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