

Humanitarian aid as social justice in support of the resiliency of individuals and communities impacted by trauma.



Anna A. Berardi, PhD., Director
 EMAIL: tri@georgefox.edu
 FACEBOOK: www.facebook.com/traumaresponseinstitute
 TWITTER: @TraumaInstitute

TRI

Trauma Response Institute
 Graduate School of Counseling
 College of Education at George Fox University

Spring Preview

TRMA 560: Trauma-Focused CBT

Cognitive Behavioral Therapy (CBT) is recognized as a best practice strategy effective in mitigating the impact of traumatic stress in those struggling in the aftermath of a critical incident. In this course, students will learn a series of CBT techniques useful in early and middle stage interventions with individuals and groups. Students will identify the difference between using these techniques in the context of crisis response versus therapy. Competence in the techniques will be demonstrated through written assessments and class role plays. Instruction format includes a blended learning environment including both face-to-face and online activities.

Instructor: Tracy Sandor, a GFU graduate as well as a frequent adjunct for the GSC.

TRMA 582: Developing a Professional Online Identity

The purpose of this online (zoom-based) course is to acquaint participants with professional online identity formation and profiles, to learn how to use social media responsibly and ethically, and to better understand the influence online information can have on careers.

Instructor: Trisha Wilson, a GFU graduate that also has a dual career as a web designer.

TRI Course Schedule - In Transition

Many of you know that it has been difficult picking up some of the most central TRMA courses as they have been offered in the Summer at the same time as other required courses. You spoke up - we agreed with you - and we have made some changes!

We've mapped out a new system, and we are now into the transition of this new schedule. Attached you will see a term-by-term schedule of TRMA courses. The transition will be complete by Fall 2019, at which time we can publish the new Yearly Course Offering map. Until then, just follow the attached term-by-term schedule.

The new system offers most TRMA core courses during Fall or Spring semester, giving students more time to complete the work (rather than compressed into an 8-week term full of other required courses). Many courses occur on Wednesdays and in the same time slots and weeks of the term so there is some level of predictability as you map out your schedule.

The transition means that a few courses will miss out on their usual once-a-year occurrence as its regular time slot gets pushed to a new term. For example, TRMA 500 and 501 will not occur in summer 2019. Instead, TRMA 500 will occur next Fall 2019; and TRMA 501 will be offered Spring 2020. This will not pose a problem for those who started their GSC program this Fall

and want to take TRMA courses, as you can jump into TRMA courses without either of these courses as prerequisites, and then catch them in Year 2 of your studies.

However, the schedule shift for TRMA 500 and 501 is a concern for those who want to earn the Trauma Post-Graduate Certificate. In fact, these courses are prerequisites (TRMA 500) and recommended prerequisites (TRMA 501) to enrolling in the project sequence (TRMA 571-73). As we are in a transition period, this prerequisite is waived. This means that if you want to enroll in the research project - as part of completing the post-graduate certificate - you can do that at anytime once you visit with Anna to begin the project brainstorming process. That's GREAT news! For more information about how to plan for the project, see the enclosed article giving some Trauma Project Insight and Tips.

Job Opening: TRI Administrative Assistant

Looking for a part-time job that will also add a significant set of skills to your vita? If so, check out the TRI Administrative Assistant job description on the Waiting Room or contact the TRI directly at tri@georgefox.edu for more information on how to apply. We would love to hear from you.

This role is a perfect fit for tech-savvy students who enjoy organizing details, working independently, and have experience with social media. I often describe the admin assistant as someone who tells me (Anna) what to do, as all the little details connected to the TRI are tracked by the admin assistant. While most of the work is best done in the GSC office during regular M-F work hours, there is a lot of flexibility based on ever-changing academic schedules. This year, since Anna is out of the office on sabbatical and we will need some extra help, the incoming assistant will begin the transition process in January.

The position begins as 5-hour per week, and then jumps up to 10 hours weekly beginning in April.

The deadline to apply is November 2, 2018. Don't hesitate to connect with Anna or Jake at tri@georgefox.edu for more information.

Trauma Research Project: Insight and Tips

Are you thinking of earning the TRI post-graduate certificate? If so, it requires that you complete a trauma-informed research project. You can begin preliminary work on your research project at any time, but students enroll in the 1-year research sequence (TRMA 571-73) once they are ready to dig in full steam. Here's your guide on how to get started:

1. *Visit with Anna to Brainstorm*

This is a time to share your vision for what you would like to do after graduation, and how to begin creating a TRMA research project that will serve your post-graduate vision. Anna's job is to help you craft a project that is manageable (it's not a dissertation!), relevant, practical, and trauma-informed in a way that helps you demonstrate trauma-informed expertise in an area of interest to you.

2. *Begin Your Literature Review*

Whether you are ready to start the TRMA 571-73 sequence or not, you can begin your literature review related to your topic of interest. All TRMA courses have a way for you to also choose a class project that is related to your research interests. Therefore, it allows you to not duplicate your efforts, but instead streamline your TRMA coursework to serve your research interests.

3. *Ask Your Research Methods and Tests/Assessments Profs for Research-Related Options*

Sometimes, the [GCEP 566: Research Methods & Statistics](#) and [GCEP 571: Test & Assessments](#) courses also allow for students to choose a project of personal interest. If you are thinking about earning OR have already decided to earn the post-grad certificate and you know your general topic area, consider sharing this with your professor to see if you can choose a project that will further your preparation to complete the TRI Research project.

4. *Begin Enrolling in the TRMA 571-573 Course Sequence*

Once you visit with Anna for brainstorming and a reminder to complete the TRI application (a very simple process for current GSC students), you are good to go on enrolling in the TRMA 571-573 research project sequence whenever you are ready.

What to expect when you begin: The research project is completed in an Independent Study format. You will meet monthly with Anna during the Fall and Spring terms, and twice during the Summer for a formal process check in. However, you can connect with Anna as much as you'd like between those formal meetings. Sometimes Anna will meet 1-1; other times it may be with others also engaged in TRI research projects. Most meetings occur via Zoom as we are often sharing documents.

The first semester of the research sequence (TRMA 571) is generally the term where the student articulates the nature of their project, and completes the literature review and project methodology, including data gathering and assessment processes. We follow the APA manual for constructing the write-up of these elements, with minor adjustments based on the nature of the project. The second semester (TRMA 572) is generally the term where the student implements the project, and gathers data; and the third semester (TRMA 573) is the term where the student is analyzing the data and completing the final sections of the thesis.

Once a student enrolls in TRMA 571, there is one calendar year to finish the project; students who are not near project completion must continue on enroll in a continuation course, congruent with how other thesis and dissertation projects are structured. The project is graded as either a Pass or Incomplete. Once the project and all other TRMA courses are complete - and the student has earned a qualifying graduate degree (often their GSC master's degree), the post-graduate certificate is conferred.

I hope this gives everyone a vision regarding how to jump into this process. I have learned that the project is much easier to complete if you start the sequence with a good-enough topic idea and end goal - which is why brainstorming first with me (Anna) is so helpful.

Looking forward to hearing more about your post-graduate professional vision!

Dr. Anna Berardi

Director, Trauma Response Institute
Program Director, Trauma Response Services Post-Graduate Certificate

TRI Director on Sabbatical and Jake Prepares to Fly

Every 6 years, the university grants faculty members a sabbatical. I can't remember how many years it has been, but I am finally taking a sabbatical beginning on December 15, 2018 and concluding at the end of August 2019. However, the TRI remains staffed and ready to serve you. Here's a few of the processes in place during my absence:

1. If you are enrolled in the TRMA 571-573 research sequence, I (Anna) will continue to meet with you while I am gone. We will likely meet together with other students according to a set schedule. My research students will sadly be the only student contact I will have during my time away.
2. The TRI office will be staffed by Jake Bassen, our current TRI administrative assistant, and our incoming administrative assistant. Either will be available to answer your questions about course sequencing.
3. If you would like TRI project brainstorming, you **MUST** visit with Anna before December 1st, 2018. You can also talk with other faculty members about your trauma interests while I am gone. Our TRI administrative assistants can help clarify the TRMA 571-73 registration process.
4. We have a series of professors lined up to teach TRMA courses. If you need help connecting with these instructors, please connect with the TRI staff.

A word from two of our TRI research students

Each year, TRI post-graduate certificate-seeking students engage in some of the most fascinating and practical research contributing to the application of trauma-informed principles in service to individuals and communities. Our current students have offered to share some of their work. I hope your curiosity is peaked, and if so, reach out to your peers with more questions. Enjoy!

Annalisa Shallahamer, CMHC program

Topic: Awareness of Sexual Exploitation in Schools

Thesis Statement: Sexual exploitation is prevalent in the United States, including Portland, OR. The average age of sexually exploited persons is 14 to 18 years old. Given the age of those most vulnerable, high schools can play a significant role in prevention. This research project will explore the efficacy of a psycho-education presentation in increasing a student's awareness of what constitutes sexual exploitation and how to respond to keep oneself safe and promote the safety of one's peers.

Current Status of My Research: I am creating a psycho-education presentation with a pre-test and post-test to find out how much students are aware of sexual exploitation, where they get their understanding of the topic and how comfortable they feel about discussing the issue with members of authority in the school. I will be presenting this material to two separate groups of high school students during late Fall 2018 or early Spring 2019.

What I've Learned Thus Far:

I have enjoyed doing research around the topic of sexual exploitation. I have been studying this issue throughout my master's program, and I continue to gain deeper insight into different programs, behaviors to look for, and how to help children in this predicament.

What's Next: My career goal is to counsel women and children who have been trapped in the sexual exploitation industry. I am hoping to continue helping students increase their awareness of sexual exploitation dangers especially within the school

setting. I am hoping this will open a door for more schools and for students to take the baton and be the voices within the school to make changes that need to be made to protect students.

Jen Pond, MCFC program

Topic: Strengthening primary attachment relationships to increase parenting resiliency in families with children with Autism Spectrum Disorder.

Thesis Statement: The purpose of this study is to research the effectiveness of a group model of Emotion Focused Couples Therapy (EFT) with parents of children with Autism Spectrum Disorder (ASD). Parents of children with ASD face added stress and ongoing trauma in daily life. By participating in EFT group therapy, they will have an opportunity to build a stronger relationship with their partner. By having a stronger relationship with a partner, it is proposed that their resiliency will improve thereby making them more effective parents and caregivers. This project is seeking to further advance research on the topic of using EFT with couples who have experienced trauma or continue to experience trauma in their day-to-day lives.

Current Status of My Research: The plan is for a group of 5-8 couples who all have a child or children with ASD to begin meeting for group EFT therapy. They will be given two assessments prior to the start of the group and after the group concludes to determine if this type of group is effective in building resilience through the couple's relationship.

At this point in my research I have received approval from the University's International Review Board to conduct the research, found therapists to facilitate the group and am planning for the group to begin in fall of 2018. I am excited to see what the research shows and look forward to observing the group at work.

What I've Learned Thus Far: I have learned quite a bit about how much work goes into research! I am fortunate to be working with amazing professors who make sure every detail is considered, which means this project is taking a lot of time to research, plan and execute.

What's Next: My hope is to submit this article for publication with my project mentor and share results at conferences. I hope to work with this population in my future practice and continue to research effective therapy techniques with parents and families of children with disabilities.

Note to Students: Please find an updated TRMA course schedule for Fall 2018 - Summer 2021 on the following page. Remember to always consult the course listings at class.georgefox.edu for the most up to date TRMA class offerings. Additionally, the *Best Routes* documents (found on the waiting room) should also be used as an essential reference to ensure you are meeting all of your main program requirements while pursuing your trauma studies.

Happy Fall!

Trauma Response Institute - Master Schedule

- * Contact the TRI Administrative Assistant for more course and certificate details, at tri@georgefox.edu. Visit Anna Berardi if interested in completing the post-grad certificate in trauma response services.
- * TRMA courses are undergoing schedule shifts to avoid overlapping other courses as much as possible. T=Temp. indicates a term or dates that are temporary and will be moving in future terms.
- * Most TRMA courses include Online Seat Time activities. A professor might shorten some of the pre-scheduled face to face times listed below if more time occurs online.
- * Students may enroll in TRMA-SD courses but these courses are held on-site in local school district. Contact Anna for specific locations. These courses can be taken to fulfill Block A, B, or C requirements depending on course topic.
- * **TRMA 571-573 (TRMA research project) can be started in any term once you connect with Anna.** TRMA 571-573 meets monthly on Wednesday (dates TBA). TRMA 543, 582, and the 571-573 sequence are held completely online using Zoom and other activities.

Course #	Title	[Bi]yearly courses offered in same time slot]	Frequency	Week of Term	Date	Day	Time	Block
2018-Fall [2018-19 Academic Year]								
TRMA 503	Grief & Loss Across Lifespan		Yearly	Wk 1, 9	8/31; 10/28	Fri	9:00am-5:00pm	A
TRMA 540	Trauma & Social Justice Conference		Yearly	2nd Fri in Sept	9/14	Fri	9:00am-4:00pm	B
TRMA 582	Organization Readiness and Response [Moves to Spr 2020]		EVEN Years	Wk 2, 15	9/5; 12/5	Wed	1:00-4:00pm	C
2019-Spring: [2018-19 Academic Year] Anna-Sabbatical								
TRMA 542	Developing a Prof Online ID [Even yrs-TRMA 582]		ODD Years	Wk 1, 12	1/16; 4/3	Wed	1:00-5:00pm	B
TRMA 560	Trauma-Focused CBT [Moves to Sum 2020]		EVEN - Summer	Wk 2, 13	1/23; 4/10	Wed	1:00-5:00pm	B
2019-Summer [2018-19 Academic Year] Anna-Sabbatical								
TRMA 502	IBNB Trauma [Even yrs-TRMA 544]		ODD Years	Wk 1, 6	5/15; 6/19	Wed	8:00am-1:00pm	A
TRMA 543	Trauma-Informed Emotion Focused Therapy		TBA	Wk 2, 4	5/22; 6/5	Wed	9:00am-3:00pm	B
TRMA 541	Race & Trauma [Even yrs-TRMA 560]		ODD Years	Wk 1, 6	5/15; 6/19	Wed	2:00-7:00pm	B
2019-Fall [2019-20 Academic Year]								
TRMA 500	Intro to Trauma & Trauma-Informed Care		Yearly	Wk 3, 11	9/11; 11/6	Wed	9:00am - 3:00pm	A
TRMA 503	Grief & Loss Across the Lifespan		Yearly	Wk 1, 9	8/30; 10/25	Fri	9:00am-3:00pm	A
TRMA 540	Trauma & Social-Justice-Conference [Not held Fall 2019]		Yearly	2nd Fri in Sept		Fri	8:00am-4:00pm	B
2020 Spring [2019-20 Academic Year]								
TRMA 501	Best Practices in Trauma-Informed Care		Yearly	Wk 3, 9	1/29; 3/11	Wed	9:00am-3:00pm	A
TRMA 582	Org Read & Response [Odd yrs-TRMA 542]		EVEN Years	Wk 2, 15	1/22; 4/22	Wed	1:00-5:00pm	C
2020 Summer [2019-20 Academic Year]								
TRMA 544	Tx Adults Sexually Abused as Children [Odd yrs-TRMA 502]		EVEN Years	Wk 1, 6	5/13; 6/10	Wed	8:00am-1:00pm	B
TRMA 543	Trauma-Informed Emotion Focused Therapy		TBA	Wk 2, 4	5/20; 6/3	Wed	9:00am-3:00pm	B
TRMA 560	Trauma-Focused CBT [Odd yrs-TRMA 541]		EVEN Years	Wk 1, 6	5/13; 6/10	Wed	2:00-7:00pm	B
2020 Fall [2020-2021 Academic Year] - Specific dates are tentative								
TRMA 500	Intro to Trauma & Trauma-Informed Care		Yearly	Wk 3, 11	9/2; 11/11	Wed	9:00am-3:00pm	A
TRMA 503	Grief & Loss Across the Lifespan		Yearly	Wk 1, 9	9/4; 10/30	Fri	9:00am-3:00pm	A
TRMA 540	Trauma & Social Justice Conference		Yearly	2nd Fri in Sept	9/11	Fri	8:00am-4:00pm	B
2021 Spring [2020-2021 Academic Year] - Specific dates are tentative								
TRMA 501	Best Practices in Trauma-Informed Care		Yearly	Wk 3, 9	1/29; 3/12	Fri	9:00am-3:00pm	A
TRMA 542	Developing a Prof Online ID [Even yrs-TRMA 582]		ODD Years	Wk 1, 12	1/13; 3/31	Wed	1:00-5:00pm	B
2021 Summer [2020-2021 Academic Year] - Specific dates are tentative								
TRMA 502	IBNB Trauma [Even yrs-TRMA 544]		ODD Years	Wk 1, 6	5/12; 6/16	Wed	8:00am-1:00pm	A
TRMA 543	Trauma-Informed Emotion Focused Therapy		TBA	Wk 2, 4	5/19; 6,2	Wed	9:00am-3:00pm	B
TRMA 541	Race & Trauma [Even yrs-TRMA 560]		ODD Years	Wk 1, 6	5/12; 6/16	Wed	2:00-7:00pm	B