

TRAUMA - ASSESSMENT AND TREATMENT

For clinicians, typically with a graduate degree and 2 years experience. The intent is that clinicians would learn the content of the work in the training and be provided with supervision and consultation to achieve competency over time.

COURSE	DESCRIPTION	OBJECTIVES	APPROX. LENGTH
Foundational Theories	Understanding foundational theories of child development, attachment, neuroscience and trauma informs our clinical work with children and youth who have experienced trauma. The use of a trauma framework will allow for the incorporation of most models and approaches.	<ul style="list-style-type: none"> To provide a context and definitions to understand trauma To review the foundational theories and explore how theory informs clinical practice To highlight a trauma framework that guides the delivery of services 	1.5 to 3 hours
Trauma Informed Care	To be trauma-informed, individuals and organizations must understand trauma, respond sensitively, and examine their practices. This includes supporting racialized and marginalized groups affected by trauma by realizing, recognizing, responding compassionately, resisting re-traumatization, and building resilience.	<ul style="list-style-type: none"> To provide opportunities to explore a trauma-informed workplace and practice by using the 5 R's of trauma informed care To examine issues in providing responsive services to the diverse and cultural needs of our clients and integrating an ABR/EDI/Decolonized and trauma informed lens 	6.0 hours
Trauma Assessments	A comprehensive trauma assessment is the cornerstone of effective treatment. Each persons' response to a traumatic experience is unique, thus the need to assess the potential impact of the experience on all areas of functioning across their life span. The use of psychometric measures provides an additional objective determination of the impact of the traumatic experiences on current functioning.	<ul style="list-style-type: none"> To identify the areas of functioning to be assessed To examine the trauma specific areas to be assessed, developing questions, tools and aids, used to solicit information matched to the client's age, developmental stage and learning challenges. To explore the use of psychometric measures available for use in assessment 	6.0 hours

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Developing Individualized Treatment Plans	<p>The assessment identifies the strengths and factors that may mediate the impact of the trauma. Recommendations are based on the ideal, i.e. what is in the best interest of the child regardless of the circumstances. The recommendations then need to be ethically communicated to ensure comprehension and adherence to privacy legislation. In conjunction with the client, the recommendations are then translated into specific and measurable treatment goals.</p>	<ul style="list-style-type: none"> • To examine the synthesis of the data from all sources; identifying strengths, risks, and areas requiring intervention • To practice translating recommendations into specific and measurable treatment goals • To discuss the communication of recommendations 	3.0 to 6.0 hours
Safety and Stabilization	<p>Trauma assessment and treatment interventions are not a crisis service. This first stage of treatment involves significant psychoeducational information, learning how to teach about trauma, enhance emotional coping and regulation skills, manage trauma symptoms and distorted or faulty belief systems. Involving the child/youth in the development of their individualized treatment plan is essential to counter experiences of loss of control through the trauma.</p>	<ul style="list-style-type: none"> • To review the tasks for safety and stabilization, and the use of psycho-educational materials to support both the child and parents • To address symptom management and issues of responsibility as well as to update cognitive disturbances and belief systems 	3.0 hours
From Dysregulation to Regulation	<p>One of the most significant impairments to functioning as a result of trauma is an activated limbic system and a compromised ability to regulate. Clinicians need to understand dysregulation and the implications related to attachment, neurobiology and their developmental trajectory. State dependent functioning is an important concept for clinicians to understand and to provide interventions to help children and youth return to a regulated and calm state. Involving caregivers to support the child/youth move from external required support to developing the internal awareness and competence to self-regulate.</p>	<ul style="list-style-type: none"> • To explore dysregulation, its origins in attachment, neurobiology and developmental implications • To review state-dependent functioning in order to assess, understand and intervene to help a child or youth regulate their emotional, mental and physical states. • To identify a variety of tools and strategies that can be used to promote emotional and behavioural regulation 	3.0 hours

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Resolving the Trauma	<p>There is no rehearsal for a trauma disclosure; therefore, it is common to require a corrective emotional experience and parents will need to be supported through this process. Identifying and managing traumatic triggers and externalizing the traumatic material will help in the preparation of the trauma narrative. The child/youth will benefit from integrating the traumatic experience (connecting to the thoughts, feelings, memories and bodily sensations) and finding a way to document or bring a voice to their experience. The trauma narrative used in TF-CBT will provide one such example.</p>	<ul style="list-style-type: none"> • To discuss the desensitization of triggers, the externalization of graphic imagery, and the management of the traumatic responses • To examine how to facilitate a corrective disclosure response • To understand the purpose and process to help a child/youth write the narrative or document their traumatic experience 	3.0 to 6.0 hours
Creative Interventions	<p>Creative interventions require an understanding of how to adapt treatment strategies for developmental age/stage and learning styles, strengths and differences. There are many resources available to address the impact of trauma, in the form of workbooks, treatment tools and models. Intentionality is required to identify the treatment activity best suited to address the specific need. It is important to be able to explain to a client or parent the purpose of the intervention and to be able to adapt in-session interventions to the particular child or youth.</p>	<ul style="list-style-type: none"> • To explore how treatment interventions are matched to the child/youth's developmental level and learning needs • To develop interventions that promote the integration of experiences through multiple modalities • To practice developing creative interventions to address specific issues 	3.0 hours
Healthy Sexuality & Unpacking Masculinity & Gender Issues	<p>Childhood trauma can affect self-perception, boundaries, and voice. Teaching healthy sexuality is crucial in trauma treatment for children and youth, as well as, involving parents and considering developmental stages.</p> <p>Addressing masculinity and gender is vital when working with boys who have experienced sexual abuse.</p>	<ul style="list-style-type: none"> • To discuss the importance of sexual health and the use of a developmentally appropriate lens • Explore age-appropriate sexual health resources and how to present information in-session • To examine issues related to the sexual abuse of males; including common myths, abuse characteristics, disclosures, media depictions and the professional response. 	1.5 to 3.0 hours

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Working with Parents	Involvement of parents/caregivers in child/youth treatment supports the young person, aids in therapy generalization, and is crucial for children under 12. A developmental approach helps anticipate future needs. Parents may need extra support due to their own trauma history or impact from their child's experiences.	<ul style="list-style-type: none"> • To highlight the potential tasks and information required for parents to support their children in treatment • To discuss ways to engage and support parents • To examine the developmental impact of the traumatic experience and how parents can identify the need for future services 	1.5 to 3.0 hours
Closure & Integration	It is important to ensure the child/youth has integrated the traumatic experience (connection to their thoughts, feelings, behaviours and physical sensations). Closure is a process, rather than a celebration day. Relationships are repaired and future perspectives identify how the abuse or neglect experience will be integrated into their lives moving forward. Matching the closure activity to the needs of the child and family will help to bring meaning to the experience.	<ul style="list-style-type: none"> • To understand how to ensure clients have integrated the traumatic experience • To examine ways to help the consolidation of learning and ongoing use of their coping skills and tools • To highlight the planning and organization of the celebration activity 	1.5 to 3.0 hours
Treatment Consolidation	This session will focus on consolidating the learning. Case examples will be used to demonstrate treatment planning and evaluation skills. Participants will be challenged to develop their critical thinking skills and to be flexible to adapt a treatment plan to match the needs of the child/ youth. Professional development in the area of trauma is an ongoing process. A number of models and approaches will be reviewed and key skills will be highlighted.	<ul style="list-style-type: none"> • To highlight the use of a metacognitive approach, developing competencies as flexible, adaptable and critical thinkers • To review NCTSN supported models and approaches for trauma, highlighting key skills and avenues for future training 	3.0 to 6.0 hours

CHILDREN UNDER 12 YEARS WHO HAVE ENGAGED IN CONCERNING SEXUAL BEHAVIOURS - ASSESSMENT & TREATMENT

Prerequisite knowledge and experience working with children and youth who have experienced trauma is recommended.

COURSE	DESCRIPTION	OBJECTIVES	APPROX. LENGTH
Understanding Concerning Sexual Behavior in Children	Children under 12 years showing concerning sexual behaviours are diverse. Understanding their actions before puberty requires a developmentally appropriate perspective to differentiate between normative sexual behaviours and concerning ones.	<ul style="list-style-type: none"> To understand characteristics and motivations of children with problematic sexual behavior To examine normative behaviors from a development perspective To create safety plans for children's well-being in various environments 	3.0 to 6.0 hours
Assessment of Children Who Have Engaged in Concerning Sexual Behaviours with Children Under 12 years	A comprehensive assessment is essential and considered best practice. Assessing all areas of functioning will help determine the child's strengths and areas of concern. Working with children under 12 also requires the involvement of parents/caregivers.	<ul style="list-style-type: none"> To examine functional areas to be assessed To identify age-appropriate language and assessment tools To discuss the use of psychometrics To identify a formulation which includes strengths, needs, and recommendations for intervention 	3.0 to 6.0 hours
Treatment for Concerning Sexual Behaviour with Children Under 12 years	Individualized treatment for children showing concerning sexual behaviour is based on a thorough assessment considering age, development, temperament, past experiences, and stability. Tailored interventions aim to help children understand the behaviour's function and develop unique strategies based on their specific circumstances.	<ul style="list-style-type: none"> To develop creative and specific interventions tailored to match the needs of a child To teach age-appropriate healthy sexuality, and to desensitize children who have been prematurely exposed to adult sexuality To provide appropriate resources and supports for parents and caregivers 	6.0 hours

ADOLESCENTS WHO HAVE ENGAGED IN SEXUALLY ABUSIVE BEHAVIOURS - ASSESSMENT & TREATMENT

Prerequisite knowledge and experience working with children and youth who have experienced trauma is recommended.

COURSE	DESCRIPTION	OBJECTIVES	APPROX. LENGTH
Understanding Youth Who Have Engaged in Sexually Abusive Behaviour	There is no one set of characteristics of youth who engage in sexually abusive behaviours and their motives are multiply determined. These youth are still developing children and hence are uniquely different from adults who commit sexual offences. This training day will focus strongly on the developmental and trauma informed approaches when working with youth. Understanding the research will provide an overview of the unique characteristics and approaches to working with these youth.	<ul style="list-style-type: none"> To highlight history and current Canadian societal context as it relates to sexual abuse and sexually abusive behaviours by adolescents To apply a child development and trauma informed lens when sexually abusive behaviours arise with adolescents Determine what makes a sexual behaviour by an adolescent concerning How to ask the right questions if you are worried about a youth's sexual behaviour and determine if the behaviour requires more specialized intervention. Overview of common therapy targets 	3.0 to 6.0 hours
Assessment of Youth Who Have Engaged in Sexually Abusive Behaviour	A comprehensive assessment of adolescents engaging in sexually abusive behaviors identifies their unique strengths, risks, and overall treatment needs. The focus is on the youth's and family's unique circumstances. We are moving away from the term "risk of reoffending" and instead focus on providing holistic recommendations using various assessment tools.	<ul style="list-style-type: none"> To examine the components of a comprehensive assessment and how to use developmentally appropriate language and assessment tools To understand and use the Risk, Need, Responsivity principle in determining the specific treatment needs To practice formulating recommendations 	6.0 to 9.0 hours

COURSE	DESCRIPTION	OBJECTIVES	APPROX. LENGTH
Treatment for Adolescents Who Have Engaged in Sexually Abusive Behaviour	<p>Psychotherapy for adolescents who have engaged in sexually abusive behaviour is individualized and must be based on the results of a comprehensive assessment. Specific to sexually abusive behaviours, topics will include understanding the sexually abusive behaviours, navigating sexual media, problematic sexual arousal and interest patterns, victim impact, apology letters, and healthy sexuality. Adolescence is a time of great change in the lives of youth. Believing a youth can make substantive changes and go on to lead a healthy life is critical in both the therapeutic stance and approach to treatment.</p>	<ul style="list-style-type: none"> • To understand how to translate assessment recommendations into uniquely tailored treatment plans • To examine interventions to address specific sexually abusive behaviours • To discuss the impact of pornography, sexual health, consent and sexual decision-making • To review victim impact, helping the youth understand the harm caused and examine ways to make amends using a restorative justice approach 	6.0 to 9.0 hours
Sibling Sexual Abuse and Reunification	<p>There are unique features and issues that arise when sexual abuse happens within a family, and particularly, when the sexual abuse is committed by an adolescent. This training will include an overview of the unique features of sibling sexual abuse, and a review of a community protocol, including the VORS Principles, to guide decision making throughout the process – from disclosure to treatment completion. The key to successful outcomes sits with the capacity of creating safety plans and examination of a “new normal”. These must be family specific, dynamic, and flexible enough to allow for safe contact to occur.</p>	<ul style="list-style-type: none"> • To review the unique features within families where sibling sexual abuse has occurred • To explore a protocol to work with families where sibling sexual abuse has occurred utilizing the VORS Principles: Voice, Openness, Responsibility, Safety • To highlight the unique treatment issues with a focus on safety planning, communication and contact between siblings • To examine the role of parents and caregivers, with a focus on how to involve and support parents • To share our cumulative observation and experience in working with families where sibling sexual abuse has occurred 	6.0 to 9.0 hours

SUPPORTING THE WORK AND TRAUMA INFORMED CARE

These components can be added to the design and delivery of all training programs.

COURSE	DESCRIPTION	OBJECTIVES	APPROX. LENGTH
Establishing a Trauma Program	Families benefit from having a coordinated service delivery pathway to a specialized trauma program. Offering comprehensive trauma assessment and treatment services requires a commitment to ensure the appropriate support is established for the program, the staff, and the clients. Informed consent, confidentiality, and evaluating treatment effectiveness are key components.	<ul style="list-style-type: none"> To discuss the creation of a coordinated service delivery pathway within a community To identify the elements for an evidenced based trauma program To examine the ways to evaluate the program, the staff and the client services 	1.5 to 3.0 hours
Being a Trauma Supervisor	Supervision of trauma cases requires competencies in both administrative and clinical supervision. It is also important for supervisors to remain current with research and best practices. There are unique issues in the supervision of trauma cases and the use of reflective supervision can help the clinicians understand their personal response to the material separate from understanding the unique responses of their clients.	<ul style="list-style-type: none"> To understand the clinical core competencies to deliver trauma assessment and treatment services To discuss issues relevant to clinical supervision of trauma cases To understand the support supervisors need to oversee the clinical services 	3.0 to 6.0 hours
Creating a Community of Practice	Working with traumatized children and youth or those exhibiting sexually harmful behaviour is demanding and requires specialized skills. A team approach, especially for clinicians new to this field, is recommended. Establishing a Community of Practice can support the staff's work and development, providing a forum to mitigate the challenges they may face.	<ul style="list-style-type: none"> To examine the rationale, description and development of a community of practice To teach and promote reflective practice as a skill 	1.5 to 3.0 hours

COURSE	DESCRIPTION	OBJECTIVES	APPROX. LENGTH
Becoming a Trauma Therapist	Becoming a clinical therapist working with children and youth who have experienced trauma requires not only a choice, but also specific clinical knowledge and skills. Having an understanding of self and engaging in a self-reflective practice are essential. Relational presence is the ability to be attuned to yourself so that you can be present and attuned to others and it is a quality that is particularly important when working with those who have experienced trauma.	<ul style="list-style-type: none"> • To review the core competencies in clinical practice • To provide opportunities to explore clinical skills, knowledge and learning gaps • To build an awareness of the therapeutic stance that facilitates effective trauma assessments and treatment 	1.5 to 3.0 hours
Addressing the Potential Impact of the Work	Working with clients who have experienced trauma has both its benefits and hazards. Understanding the potential impact of doing this work allows clinicians to make an informed choice. Both the staff and the organization need to develop a plan to support the work and to help mitigate the potential negative impact.	<ul style="list-style-type: none"> • To highlight the definitions related to the potential impact of the work • To discuss organizational strategies to mitigate the risk • To provide an opportunity for participants to develop a self-care plan 	3.0 hours
Engaging Clients and Being Culturally Relevant	Engaging clients and helping families overcome the barriers and supporting them from a trauma-informed lens has unique challenges. Enhancing cultural sensitivity when working with those who have experienced trauma involves the examination of factors within ourselves, our practices, and our organization. Creating safe and brave spaces will help to facilitate the delivery of culturally sensitive and trauma-informed practices.	<ul style="list-style-type: none"> • To discuss family focused engagement, barriers to participation, and motivation to receive trauma services • To review definitions and identify factors that contribute to cultural sensitivity • To explore the creation of safe and brave spaces within an organization 	1.5 to 3.0 hours
What Happened to You? Conceptualizing & Assessing Needs, Translating them into Pragmatic Treatment Plans	To effectively create goals and treatment plans for youth, helping professionals should consider the question "What happened to you?" Being trauma-informed involves being clear, predictable, and directive to provide targeted interventions for traumatized youth in community and milieu settings.	<ul style="list-style-type: none"> • To apply Bronfenbrenner's Social Ecological Theory to understand the inherent interconnection between the individual and all of the systems in which they are immersed • To focus on your role to collect information and establish the baseline, what to filter out, and what to focus on 	3.0 - 6.0 hours

TRAUMA-INFORMED CARE

For staff and professionals who are not doing psychotherapeutic work with trauma but need to understand trauma and potentially provide support.

COURSE	DESCRIPTION	OBJECTIVES	APPROX. LENGTH
Authentic & Compassionate Care: Understanding Trauma and Trauma Informed Care	Trauma can occur when we experience or witness events that overwhelm our body's ability to cope. Depending upon the individual's experience of the event and how they may make meaning of it, trauma can potentially impact every area of functioning. Working in Children's Mental Health, many of our clients have experienced traumatic events; however, they may not be seeking these specialized services. Understanding and being able to explain trauma and trauma-informed care will help to direct clients to the appropriate services.	<ul style="list-style-type: none"> To provide a context and definitions to understand trauma and trauma informed care To review the foundational theories related to trauma and the development of a trauma informed lens To provide opportunities to explore a trauma informed workplace 	3.0 to 6.0 hours
Understanding Dysregulation and Building Skills for Safety and Stabilization	People working in a trauma informed organization need to understand dysregulation and the implications when interacting with clients. Trauma assessment and treatment interventions are not a crisis service. This first stage of treatment involves a significant amount of psychoeducational information for both the child/youth and their caregivers. Teaching about trauma and practicing emotional coping and regulation skills is a primary focus of intervention at this stage. Involving the youth in the development of their individualized treatment plan is essential to counter experiences of loss of control through the trauma.	<ul style="list-style-type: none"> To explore dysregulation, its origins in attachment, neurobiology and developmental implications To review the tasks for safety and stabilization, To identify a variety of tools and strategies that can be used to promote emotional and behavioural regulation 	3.0 to 6.0 hours

COURSE	DESCRIPTION	OBJECTIVES	APPROX. LENGTH
<p>Authentic & Compassionate Care: Trauma-Informed Care for Walk-Ins & Brief Services</p>	<p>Walk-in services are not appropriate for comprehensive trauma assessment and treatment; however, they are essential to identify and direct the client to the appropriate services. Having a trauma-informed lens and being able to ask about adverse childhood experiences helps to direct the client to the appropriate service without having to continually retell their experience – which is not therapeutic. Being comfortable with disclosures, maintaining a client centered presence, and being able to discuss the need for trauma assessment and treatment are important skills for clinicians at walk-in and brief services settings.</p>	<ul style="list-style-type: none"> • To provide a brief overview of trauma, to assist in the identification and appropriate referral of clients • To identify and discuss the therapeutic presence that engages clients • To discuss specific strategies for clinicians to understand and manage their own and client's responses • To develop reflective practice skills which promotes self-care and mitigate the risk of vicarious trauma 	<p>3.0 to 6.0 hours</p>
<p>Authentic & Compassionate Care: Trauma Informed Care for Justice Involved Youth</p>	<p>Many youth who have been involved in the juvenile justice system have had adverse childhood experiences. Clinicians and professionals working with these youth need to have an understanding of trauma and have a trauma informed lens when planning interventions or building relationships. While a recommendation for trauma specific counselling may be an appropriate referral, there are many strategies that can help to engage these youth, to identify their strengths and teach healthy regulation and coping skills.</p>	<ul style="list-style-type: none"> • To examine the use of a trauma informed lens with at-risk youth • To understand dysregulation, state dependent functioning, and trauma responses in youth who have engaged in illegal or risky behaviours • To examine the therapeutic stance working with clients who are often mandated to treatment 	<p>6.0 to 9.0 hours</p>

YOUTH DATING VIOLENCE

Prerequisite knowledge and experience working with children and youth who have experienced trauma is recommended.

COURSE	DESCRIPTION	OBJECTIVES	APPROX. LENGTH
<p>COMING SOON</p> <p><i>Stay Tuned</i></p>			

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