



Agenda Item	Notes / Questions
<p><b>Program style overview</b></p>	<p>The instructional style is experiential, interactive, relational and reflective. Each module is 4 hours. Modules 3, 4, and 5 may be delivered in different orders depending on the class.</p> <p>Considerable use of cases, scenarios, and role play occurs, and participants are encouraged to apply content in various ways.</p>
<p><b>Module 1: Understanding Trauma</b></p> <ul style="list-style-type: none"> <li>• Risking Connection definition of traumatic experience</li> <li>• Impact of trauma on coping (table team activity)</li> <li>• Events that may be considered traumatic (participants add to charted category areas; discuss impact of development, culture, SES, and other factors on perception of event)</li> <li>• Carryover to adulthood—challenge of attribution</li> <li>• Characteristics of events people may characterize as traumatic—connector to previous content</li> <li>• Attachment—how it develops, impact of attachment on perception of experiences, and in healing conversation</li> <li>• Core Principles of Risking Connection</li> <li>• Obstacles to healing—lecture/discussion of how obstacles relate to behavior and healing</li> </ul>	<p>This is a “context-setting” module—the content is highly interconnected and presented in a way that helps participants begin to challenge their own beliefs that may have resulted in models of care that are less than helpful, yet may make their work easier.</p> <p>This module also—without calling anyone out—brings to bear the fact that almost if not everyone has experienced something traumatic, and that we all bring this to our work. This sets the foundation for the critical role of self-care in managing VT, reserved for the last module as an integrative process from the program.</p>



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<p><b>Module 2: The Effects of Trauma</b></p> <ul style="list-style-type: none"> <li>• Development and Trauma</li> <li>• Realm 1: Body and Brain</li> <li>• Realm 2: Memory and Perception</li> <li>• Realm 3: Judgment</li> <li>• Realm 4: Beliefs</li> <li>• Realm 5: Frame of Reference</li> <li>• Realm 6: Feelings</li> <li>• Communities and Trauma</li> </ul>	<p>Module 2 is straightforward, and is often new to the learners.</p> <p>Regarding the neurobiology of trauma, most audiences really need to recognize one simple fact: when any of us “go limbic” we can’t respond from the executive control portion of the brain.</p> <p>We use the content conveyed through lecture/discussion/case scenarios from the book to help people begin to connect the dots. Using others’ stories is safer at this point in the learning.</p> <p>Information about the Adverse Childhood Experiences study and long term physical health consequences is incorporated as well.</p>
<p><b>Module 3: RICH Relationships</b></p> <ul style="list-style-type: none"> <li>• What are RICH Relationships?</li> <li>• Benefits of RICH Relationships</li> <li>• The Behaviors of RICH Relationships</li> <li>• RICH Relationships and Healing</li> </ul>	<p>Risking Connection is grounded in relational psychology, and the RICH model is both a philosophy and operating model. While it is easy to spell out the acronym, helping participants relate the elements to the previous content, and once more consider outcomes and perceptions of cases in light of the previous content—and the new elements—is very exciting work.</p> <p>This sets the frame for transforming the milieu to a more life-based and healthier environment. It also lays the foundation for considering changes that may be beneficial in policy and process.</p>



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<p><b>Module 4:</b></p> <ul style="list-style-type: none"> <li>• Working with Your Cases</li> <li>• Completing the Initial Assessment</li> <li>• Completing the CSDT Evaluation</li> <li>• Working with Crisis and Dissociation</li> </ul>	<p>By now, I’ve pointed out many, many places in the 230-plus page book to use after I’m gone to help you stay on track with implementing Risking Connection.</p> <p>So in this module, learners reframe your toughest cases (redacted) though the lens of what they’ve learned using the book as a resource.</p>
<p><b>Module 5:</b></p> <ul style="list-style-type: none"> <li>• What is VT?</li> <li>• Why is VT Important?</li> <li>• How Does VT Impact Us?</li> <li>• Self-Care</li> <li>• VT and Communities</li> </ul>	<p>This module brings it back to the participant. We use handouts, of which clients receive masters and which are also reproducible from the book, to help everyone look at why they do the work they do and their history (privately), how to recognize countertransference, assessing their own Vicarious Traumatization, identify ways they can counter it, and finally they create a self-care plan. This module may be done as the third rather than the 5<sup>th</sup>.</p>
<p><b>Putting It All Together</b></p>	<p>Each closing is customized to the client’s situation.</p> <p>Contact: Elizabeth Power, M.Ed.  <a href="mailto:epower@epowerandassociates.com">epower@epowerandassociates.com</a>  615.714.6389</p>