

TRAUMATOLOGY INSTITUTE TRAINING CURRICULUM – On-Line Learning TRAUMATOLOGY INSTITUTE (CANADA)



COMMUNITY & WORKPLACE TRAUMATOLOGIST

Designed for professionals, paraprofessionals, and volunteers who work with trauma survivors or trauma-related. The courses in this stream will enhance the skills required for activities with individuals or groups who have been directly or indirectly exposed to trauma. No special requirements or degrees are necessary for this entry-level non-counselling training stream. Successful completion of the following courses (or equivalencies) is required for **COMMUNITY & WORKPLACE TRAUMATOLOGIST Certificate of Completion**: TI-1001, 102 - 107. A blend of face-to-face or on-line courses is accepted. Before enrolling in course 106, participants must complete 102-105.

C & W COURSE OFFERINGS

Course 1001 – Early Intervention Field Trauma Training

Course 102 – Trauma Referral & Community Resources

Course 103 – Standards of Care: Attachment, Systems & Context

Course 104 – Tools for Trauma: A Multidimensional Approach

Course 105 – Group Approaches for Community Trauma Response

Course 106 – Supervision in Community Traumatology

Course 107 – Compassion Fatigue Resiliency & Recovery - Educator Designation

**Traumatology Institute Training Curriculum – Online Training
Traumatology Institute (Canada)**

**Community & Workplace Traumatologist Stream
1001, 102, 103, 104, 105, 106 and 107**

Course 1001 – Early Intervention Field Traumatology Intensive – 4 credit course

OBJECTIVES:

Field Traumatology 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 will be reviewed.

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.

Participants will:

- 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 attend all sessions or complete make-up assignments in order to successfully complete this program. Please refer to the **Student Evaluation** Package for the grading, the assignment schedule and the instructions.

REQUIRED COURSE READINGS:

Field Traumatology (Manual for Course #1001)

Course 1001 - CONTENT

Title: FIELD TRAUMATOLOGY

Course Overview - Training Objectives

Agenda – 4 credit course

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 102 – Trauma Referral & Community Resources – 1 credit course

OBJECTIVES:

In Trauma Referral & Community Resources we will review of history, theory and treatment methods associated with traumatic stress disorders. Participants increase knowledge of types of trauma evaluation and treatment options available for disorders of extreme stress. Students learn about effective approaches for trauma recovery and awareness of post-trauma warning signs. Skill building will focus on utilizing networking for self and clients, case conferencing, consulting, advocacy, as well as making referrals and identifying useful community resources. Ethical approaches to trauma assistance will be reviewed and discussed.

WHO WOULD BENEFIT FROM PARTICIPATION?

This program will benefit professionals, paraprofessionals, and volunteers who work with trauma survivors or wish to gain skills to do so. The courses in this certificate 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.

Participants will:

- 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 materials on-line, read through the manual and other related or recommended materials. Certificates of Completion for the course and the stream will be provided once all requirements are met.

REQUIRED COURSE READINGS:

Trauma Referral Sources & Community Resources (Manual for Course #102)

Course 102 - CONTENT

Title: TRAUMA REFERRAL SOURCES & COMMUNITY RESOURCES

Unit I - Training & Learning Goals – Introduction

- ◆ My Goals

Unit II - Review of T101

- ◆ Diagnostic Criteria for PTSD
- ◆ Glossary of Terms
- ◆ Neuropsychobiology of Trauma
- ◆ Continuum of Post Trauma Responses
- ◆ Essential Elements of Narrative Trauma Processing (Louis W. Tinnin)

Unit III - Evaluation & Resource Referral

- ◆ Intake and Evaluation: Pre-Meeting Ritual
- ◆ My Pre-Meeting Ritual
- ◆ Intake
- ◆ Helpful Information
- ◆ Community & Workplace Resource Template
- ◆ Sample C & W Resource List
- ◆ Community & Workplace Incident Evaluation Kit
- ◆ Traumatology Institute Interview Template
- ◆ The Trauma Profile
- ◆ Data Summary
- ◆ Sample Report
- ◆ Safety Net Plan

Unit IV - Tri-Phasic Model: Safety

- ◆ Grounding & Containment
- ◆ Managing Regression

Unit V - Tri-Phasic Model: Treatment

- ◆ Community Approaches
- ◆ Clinical Approaches for Referral
- ◆ Active Ingredients to Treatment

Unit VI – Helper Responses to Trauma Work

- ◆ Emotional preparedness for trauma work
- ◆ Acclimatization of skills
- ◆ Identification of the trauma history
- ◆ The helping environment

Bibliography: On-Line Resources & Recommended Reading

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Course 103 – Standards of Trauma Care: Attachment, Systems & Context – 1 credit course

OBJECTIVES:

Standards of Trauma Care: Attachment, Systems & Context goal is to train the traumatologist to empower the individual, family, community or organization. This program examines age, gender, race, culture, social class and other factors that impact trauma response and recovery. 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?

This program will benefit professionals, paraprofessionals, and volunteers who work with trauma survivors or wish to gain skills to do so. The courses in this certificate 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.

Participants will:

- Learn about attachment & development
- The legacy of traumatized children
- Understand the impact of family systems and how to make trauma interventions work in a system
- How to respond to Traumatized families
- Develop cross cultural competencies and awareness of own and others culture values/framework
- Recognize differences in trauma responses among varied cultural, racial, gender, age, group and communities
- Apply ethical standards of care for traumatologists

COURSE EVALUATION:

Students are required to complete all training materials on-line, read through the manual and other related or recommended materials. Certificates of Completion for the course and the stream will be provided once all requirements are met.

REQUIRED COURSE READINGS:

Standards of Trauma Care: Attachment, Systems & Context (Manual for Course #103)

Course 103 -- CONTENT

Title: STANDARDS OF TRAUMA CARE: ATTACHMENT, SYSTEMS & CONTEXT

Unit I – Course Outline -- Introduction

- Purpose, Description, Activities, Structure, Grading & Recommended Readings,
- Schedule

Unit II -- Attachment & Development

- “Good Enough” (Normal) Parenting & Secure Attachment
- Problematic Attachment Styles (Anxious, Avoidant/Distorted)

Unit III -- Effect of Trauma of Attachment

- The Traumatized Child
- The Legacy
- Tools Children use to diminish traumatic anxiety
- Assessment & Identification
- Risk Factors
- Abused Child Grows Up
- Resiliency Factors

Unit IV -- Treatment of Traumatized Children

- Guidelines for Evaluation & Treatment & Referral Planning
- Critical Aspects of Treatment & Referral
- Helper’s Responses to Children’s Experiences
- Emotional States to Be Considered in Treatment & Referral Planning

Unit V -- Family Systems

- Assumptions about the Family
- Key Concepts

Unit VI -- Helping Traumatized Families

- How Families Cope with Trauma
- Functional Family Coping
- Understanding the Impact of Trauma with a Traumagram
- Family Empowerment Therapy (FET)

Unit VII -- Making Trauma Work Systemic – A Protocol

Unit VIII -- Systemic Traumatology

- Evaluation
- Language
- Interventions
- Helper and Survivor Issues

Unit IX -- Cross Cultural Competencies: A Conceptual Framework

- Helper Awareness of Own Cultural Values & Biases
- Helper Awareness of Another’s World View
- Culturally Appropriate Intervention Strategies

Unit X -- Standards of Care for Traumatologists – Ethical Guidelines

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Course 104– Tools for Trauma: A Multidimensional Approach – 2 credit course

OBJECTIVES:

Tools for Trauma: A Multidimensional Approach offers a multitude of non-clinical hands-on approaches for working with trauma in a community setting. There is a strong emphasis on developing activities for recovery and reconnection. Participants will learn how to involve individuals in building resiliency and re-engaging with their community in a meaningful and healthy manner. This program will be participatory and engaging but will not be oriented toward counseling or clinical skills. Nonetheless, it will prove to be a valuable skills addition for anyone working in this field.

WHO WOULD BENEFIT FROM PARTICIPATION?

This program will benefit professionals, paraprofessionals, and volunteers who work with trauma survivors or wish to gain skills to do so. The courses in this certificate 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.

Participants will:

- Review of helpful materials to guide the process
- Learn how to establish or re-establish community connections
- Understand how to develop an outreach system
- Learn how to use individual peer support models
- Recognize essential tools for building resiliency
- Utilize a personal mission statement to clarify life goals and direction
- Establish a practical problem solving approach
- What to do when an individual requires more help
- How to establishing healthy outlets
- Understand how to invest in today
- Review examples of trauma tools used well.

COURSE EVALUATION:

Students are required to complete all training materials on-line, read through the manual and other related or recommended materials. Certificates of Completion for the course and the stream will be provided once all requirements are met.

REQUIRED COURSE READINGS:

Tools for Trauma: A Multidimensional Approach (Manual for Course #104)

Course 104 - CONTENT

Title: TOOLS FOR TRAUMA: A MULTIDIMENSIONAL APPROACH

Unit I – Course Overview

- Syllabus
- Learning Objectives and Goals
- Link to Community Stream Courses of Traumatology Institute

Unit II – Publications and Handouts

- A helpful series on “Coping with Stress” by Health Canada –
- www.hc-sc.gc.ca/pphb-dgspsp/publicat/oes-bsu-02/index.html
- Redrafting materials to fit your Community & Workplace needs
- Identifying the basics – using the Health Canada series as a starting point

Unit III – Establishing and Re-establishing Community Connections

- Identifying the basics – using the Health Canada series as a starting point
- Spiritual Connections
- Memorials and Rituals
- Individual Peer Support Models
 - Identifying Beliefs and Meanings
 - Follow up Support and Checking in

Unit IV – Building Resiliency

- Personal Recovery
- Psycho-Education
- Crisis Intervention Strategies for Survivors
- Creating Personal Mission
- Problem Solving Exercises
- Managing Symptoms: Breathing, Relaxation Technologies

Unit V – When you require more help

- Self Assessment Tools: Utilize Pleasant Events Scale
- Seeking Professional Help
 - How to Select a Therapist
 - Finding Legal Counsel
 - Other Help

Unit VI – Further along the recovery road: Establishing healthy outlets

- Connections with people
 - Relationships and family
 - Social Outlets
- Creating a spiritual lease
- Pathways to Recovery – A Personal Approach to Self-Care

Unit VII – After Trauma: Investing in Today

- Meaning of life
- Meaningful Activities – Man’s Search for Meaning (Frankl)
- Purpose and Hope

Unit VIII – Using Trauma Tools Successfully

- Case Studies & Follow up Community Support

Unit IX -- Books and Other Resources

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**Community & Workplace Traumatologist Stream
1001, 102, 103, 104, 105, 106 and 107**

Course 105 – Group Approaches for Community Trauma Response – 2 credit course

OBJECTIVES:

Group Approaches for Community Trauma Response explores peer models of group intervention with trauma survivors. Psychoeducational group approaches with self-help and personal empowerment components will form the basis of this program. Various types of program promotion and admission procedures will be addressed.

WHO WOULD BENEFIT FROM PARTICIPATION?

This course is one component of the Community Traumatologist designation and will benefit professionals, paraprofessionals, and volunteers who work with trauma survivors or wish to gain skills to do so. The courses in this certificate 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.

Participants will:

- Peer and “Support” type group approaches for work with trauma survivors that include:
- Supportive, Psychoeducational, Self-Help, Personal Empowerment Models
- Group member selection decisions
- Promotion and program development
- 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 group and the setting
- Practical applications of group models

COURSE EVALUATION:

Students are required to complete all training materials on-line, read through the manual and other related or recommended materials. Certificates of Completion for the course and the stream will be provided once all requirements are met.

REQUIRED COURSE READINGS:

Group Approaches for Community Trauma Response (Manual for Course #105)

Course 105 -- CONTENT

Title COMMUNITY GROUP WORK WITH TRAUMA SURVIVORS

Unit I -- Introduction to Training & Learning Goals

- ♦ Training philosophy and process

Unit II -- Professional Issues in Group Work Section

- What qualifies as trauma? Who would benefit from community groups?
- The value of doing trauma work in a group format
- Overview of Different Models for Group Work that would be appropriate in the Community model.
 - Types of Groups (Psycho-educational, support, commemorative, community restorative, preventive).
 - Definition of purpose and goals of group
 - Group member selection
 - Length of Group, number of members, open or closed
 - Fitting the Participant to the group (Informed consent, declaration of intention and purpose, good candidates, mixed or homogenous groups)
 - Addressing the particular needs of trauma survivors in a group format (Boundaries, What to deal with and what not).
- Group Dynamics. Character and group member dynamics
- Promotion and Program Development Approaches (see books on psych business)
 - How to get group participants?
 - Grants, community base, hospital base, university involvement, clinic programs

Unit II -- Group Models

- Community Groups
- Personal Empowerment groups models
- Psycho-Education Groups: Stress Reactions (Stressors, Triggers & Early Warning Signs)
- Peer/Community Support Groups: (Stabilization Groups see 105 Clinical Stream). Also Self-Help Group format.
- (See Course #102) Commemorative & Memorial Groups
 - Rituals, Memorials & letting go
- Prevention Groups

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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**Community & Workplace Traumatologist Stream
1001, 102, 103, 104, 105, 106 and 107**

Course 106 – Supervision in Community & Workplace Traumatology – 3 credit course

OBJECTIVES:

Group Supervision in Community & Workplace Traumatology offers a framework for participants to practice and demonstrate proficiency in community traumatology skills under the direction of a Certified Traumatologist. The program is offered in a format designed to challenge and help participants grow into competent providers of care for traumatized individuals, families, organizations and communities. Participants must have completed courses 102 – 105 in order to enroll in this 106 Supervision course.

WHO WOULD BENEFIT FROM PARTICIPATION?

This course is one component of the Community Traumatologist certificate and will benefit professionals, paraprofessionals, and volunteers who work with trauma survivors or wish to gain skills to do so. The courses in this 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.

Participants will:

- Recognize when to refer and when to provide support as a “Community Traumatologist”
- Practice ethical and competent service management within your practice mandate
- Practice & demonstrate proficiency in Community Traumatology skills under group supervision
- Preparation and presentation of case studies
- Identify appropriate “Community Traumatology” solutions
- Recognize cases that require referral and identify appropriate referral types and sources
- 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 materials on-line, read through the manual and other related or recommended materials. Certificates of Completion for the course and the stream will be provided once all requirements are met.

REQUIRED COURSE READINGS:

Supervision in Community & Workplace Traumatology (Manual for Course #106)

Course 106 -- CONTENT

Title SUPERVISION IN COMMUNITY & WORKPLACE INTERVENTION

Unit I -- Overview

- Learning Objectives & Goal Statement
- Mission Statement
- Integrative Community Trauma Article www.aaets.org/arts/art1.htm

Unit II -- Self-Of-The-Helper & Alliance

- Self-Of-The-Helper
- Ten Key Capacities of the Real Self
- DIFFSU
- Non-Anxious Journal
- Self-Soothing (Anxiety Reduction) Skills
- Helping Alliance

Unit III -- Intake & Evaluation

- Pre-Helping Ritual
- Case Presentations: In-field/practical Community Intake
- Case Presentations: Alternate Community/Workplace Trauma Evaluations

Unit IV -- Intervention Models

- Safety First
- Case Presentations - Psychological First Aid & Referral (CWT intervention, referral to services, safety, education, supports and advocacy)
- Practical use of E.A.R. FT Model (Baranowsky & Watson-Elliott, 2002)
- The Tri-Phasic Model: Judith Herman
- Nova
- Referrals and Community Resources
- Interventions to fit the environment. Practical tools for interventions

Unit V -- Self-Care – Resiliency & Prevention

- Resiliency Models
- Contract for Self-Care

Continuing Peer Supervision Model

- Reflective Practice for on-going development (Watson-Elliott)
- Definition of supervision,
- Supervision as part of ongoing learning process

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Course 107 – Compassion Fatigue Resiliency & Recovery (Educator Designation) - 1 credit course

OBJECTIVES:

Compassion Fatigue Resiliency & Recovery: Brief Accelerated Recovery Program (ARP) an intensive one credit intensive program was developed with the caring professional in mind. This program is for those who wish to learn more about Compassion Fatigue prevention and resiliency. The popular didactic and experiential program is based on the Traumatology Institute's Accelerated Recovery Program. The program is based on the Traumatology Institute's ARP program.

WHO WOULD BENEFIT FROM PARTICIPATION?

This one day Compassion Fatigue Self-Care program was developed for professional, paraprofessional and volunteer or family care-providers who have found that their work has precipitated a compromise in well-being.

Participants will:

- The meaning of Compassion Fatigue (CF) in the lives of care-providers
- Recognize CF warning signs and symptoms
- Learn protocols for self-assessment, treatment and prevention skills
- Recognize common risk factors
- Develop a resiliency and prevention using approaches for negative arousal reduction
- Challenge cognitive distortions and enhance self-mastery.
- Learn useful stress reduction methods
- Know what to do when you feel overwhelmed by your work
- Recognize blocks to self-care
- Discover resolution exercises that may assist in the release of emotional wounds that limit abilities

COURSE EVALUATION:

Students are required to complete all training materials on-line, read through the manual and other related or recommended materials. Certificates of Completion for the course and the stream will be provided once all requirements are met.

REQUIRED COURSE READINGS:

Compassion Fatigue Resiliency & Recovery (Manual for Course #107)

Course 107 -- CONTENT

Title **COMPASSION FATIGUE & SELF-CARE: RESILIENCY & RECOVERY**

Unit I -- Intentionality

- Self-Awareness and knowledge of Compassion Fatigue
- Assessment - Compassion Fatigue Self-Test and Scoring
- Values & Mission
- Make good sense of the symptoms – Life is a Balancing Act!
- ◆ Intention to recover, prevent and become resilient

Unit II – Anxiety Management

- Intention to recover, prevent and become resilient
- Early Warning Signs – Yours & Theirs
- Stress Transmission & Being Intentional vs. Reactive
- Breathing
- Gifts: Born to Your Work
- Safety Anchor
- Anger – You are the LIGHTENING ROD

Unit III -- Narrative

- Need for processing time (aka The Buddha Trick)
- Time-line
- SUDS rating for Time-Line

Unit IV -- Recall & Resolve

- Resolution exercise - Safety Anchor & Review

Unit V -- Self-Supervision

- Cognitive Challenge - What do I deserve? I'm a giver not a taker!
- The righteousness of selfishness - Self-care means sustainability
- Letter of Self-Support

Unit VI -- Connection with others – The balm of life!

- “Teas for the Soul”
- The Tile Wall
- “Play dates”, “workgroups”, “buddies” and other connection models

Unit VII -- Resiliency & Prevention

- PATHWAYS
- Other CF –Busters

Unit VIII -- Other Models of interest

- Accelerated Recovery Program for Compassion Fatigue (Baranowsky, Gentry & Dunning, 1997). See Appendix D.
- The Assaulted Staff Action Program (Flannery, 1998)

Unit IX – Bibliography

Unit X – Appendices – Support Materials

- Appendix A: Compassion Fatigue Symptoms
- Appendix B: Case Studies
- Appendix C: Key Signals (Warning Signs) of Compassion Fatigue/Burnout
- Appendix D: ARP: The Accelerated Recovery Program for Compassion Fatigue