

The Emotional Aspects of Trauma

Course Director: Rachel Brooks, MD



Faculty

Rachel Brooks, MD, FCA

Agenda On-Demand Series:

1. Understanding & Recognizing Emotional Trauma
2. Working with Emotional Trauma
3. Overview of the Neurobiology
4. Approaches to Treatment -- Part 1
5. Approaches to Treatment -- Part 2

Instructional Format

Internet (on-demand) event with slides and audio.

CME: Osteopathy's Promise to Children (OPC) designates this activity for a maximum of **7.5 AOA Category 1-A credits** & will report CME and specialty credits commensurate with the extent of the physician's participation in this activity.

Cost: \$300 for series, register [here](#)
(individual sessions not available for purchase)

CME Sponsor

Osteopathy's Promise to Children

Activity Website

<https://promise.ce21.com/>

Target Audience

This activity is for osteopathic and medical physicians (DO/MD) and students, and for International Osteopaths.

Prerequisite

There are no prerequisites for the target audience.

Statement of Need

This course addresses a lack of knowledge and skills related to the treatment of the emotional aspects of trauma. Particular focus is on improving the practitioners communication, confidence, and osteopathic application to meet the needs of the patients.

Lecture Series Description

The five presentations in this series are part of my course entitled "The Power of Presence 3". The emphasis of this teaching is on exploring the emotional aspects of trauma in our patients and applying the key concepts of Presence, using Stillness, and the use of active engagement with compressive forces. Practitioners may be uncomfortable with these emotional aspects because it is not often highlighted in our training.

This series will offer approaches for communicating and working with patients where emotional trauma is a significant factor. The foundation for this course is grounded in the work of WG Sutherland and several members of his teaching faculty that I had the privilege to learn from. These teachings can be integrated into whatever your current approaches to treatment are and are appropriate for all levels of practitioners.

Educational Learning Objectives

After completing this activity, learners will be able to:

Session 1: Understanding and Recognizing Emotional Trauma

- Understand the nature, reach, and range of emotional trauma.
- Incorporate inquiries about emotional trauma into the history taking.
- Recognize the palpatory clues that emotional trauma may be a significant factor.

* Core Competencies met: Osteopathic Principles and Practice, Medical Knowledge and Its Application into Osteopathic Medical Practice, Osteopathic Patient Care, Interpersonal and Communication Skills in Osteopathic Medical Practice.

Session 2: Working with Emotional Trauma

- Appreciate the crucial role of being grounded, centered, and present and develop skills in being a good listener.
- Develop perspectives and tools for managing the trauma reactions of their patients.
- Develop reflections and strategies for managing their own trauma reactions.

* Core Competencies met: Osteopathic Patient Care, Interpersonal and Communication Skills in Osteopathic Medical Practice, Professionalism in Osteopathic Medical Practice.

Session 3: Overview of the Neurobiology

- Understand and apply the basic principles of the Polyvagal Theory.
- Identify some of the key regions of the brain impacted by emotional trauma.
- Assess the patient for signs of disrupted neurobiology.

* Core Competencies met: Medical Knowledge and Its Application into Osteopathic Medical Practice.

Session 4: Approaches to Treatment -- Part 1

- Develop skills for addressing acute and chronic shock.

- Develop skills for addressing the midline function of the patient.
 - Identify some of the key anatomic structures and regions associated with emotional trauma.
- * Core Competencies met: Osteopathic Principles and Practice.

Session 5: Approaches to Treatment -- Part 2

- Apply osteopathic treatment to key anatomic structures and regions.
 - Understand the use of active engagement and compressive forces in treatment.
 - Identify several adjunctive approaches and understand the rationale for their use.
- * Core Competencies met: Osteopathic Principles and Practice, Medical Knowledge and Its Application into Osteopathic Medical Practice

Evidence-based Resources

1. *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma* by Bessel Van Der Kolk, MD (multiple citations)
2. MacMillan KK, Lewis AJ, Watson SJ, et al. Maternal trauma and emotional availability in early mother-infant interaction: findings from the Mercy Pregnancy and Emotional Well-being Study (MPEWS) cohort. *Attach Hum Dev.* 2021;23(6):853-875.
3. Giotakas O. Neurobiology of emotional trauma. *Psychiatriki.* 2020;31(2):162-171.
4. Keeshin BR, Bryant BJ, Gargaro ER. Emotional dysregulation: a trauma-informed approach. *Child Adolesc Psychiatr Clin N Am.* 2021;30(2):375-387.
5. Macia KS, Blonigen DM, Shaffer PM, et al. Trauma-related differences in socio-emotional functioning predict housing and employment outcomes in homeless veterans.

6. *Soc Sci Med.* 2021; doi: 10.1016/j.socscimed.2021.114096. Epub 2021 Jun 2.
7. Fijtman A, Bückner J, Strange BA, et al. Emotional memory in bipolar disorder: Impact of multiple episodes and childhood trauma. *J Affect Disord.* 2020;260:260-213.
8. Dana D. *The polyvagal theory in therapy: Engaging the rhythm of regulation.* 2018, Norton, NY, NY.

Additional Resources

1. *Accessing the Healing Power of the Vagus Nerve: Self-Help Exercises For Anxiety, Depression, Trauma, and Autism* by Stanley Rosenberg
2. *Polyvagal Exercises for Safety and Connection: 50 Client-Centered Practices* by Deb Dana (and other books by her)

Instructional Method of Participation

To participate in the activity, physicians will be required to take the following steps:

1. Read the brochure with Statement of Need, Educational Learning Objectives, Faculty Disclosures and Agenda.
2. Complete Pre-Activity Test. (Via your account online.)
3. Participate in the activity..
4. Attest to the satisfactory participation in the activity. OPC verifies attestation against the live sign-in sheets and your CME attestation via your account.
5. Complete Post-Activity Test via your account. (A grade of 75% or above is required to pass the quiz. Attempts allowed are 3. And the grading method is the highest grade achieved.)
6. Complete the Post-Activity Speaker and Course Evaluation and the Outcome Survey.
7. You will receive CME credit upon successfully passing the Post-Activity Test and completing all Post-Activity Evaluations and Surveys..

8. Your Certificate of Completion (or Certificate of Attendance) can be accessed in your account via the orange Certificate button after ALL these steps are complete.

Accreditation Statement/Credit Designation

This activity has been planned and implemented in accordance with the accreditation requirements and policies of the American Osteopathic Association (AOA). This education program is designed to provide CME for osteopathic physicians and other health care professionals who practice OMM/OMT.

[Osteopathy's Promise to Children \(OPC\) is accredited by the American Osteopathic Association to provide osteopathic continuing medical education for physicians.](#)

Osteopathy's Promise to Children (OPC) designates this activity for a maximum of 7.5 AOA Category 1-A credits and will report CME and specialty credits commensurate with the extent of the physician's participation in this activity.

OPC Faculty Disclosure Declaration

Osteopathy's Promise to Children has implemented a policy to comply with the AOA and ACCME standards for Commercial Support requiring resolution of all conflicts of interest. Faculty declaring a relevant commercial interest must be identified in the activity syllabus and/or program. In accordance with disclosure policies of AOA and the ACCME, every effort has been made to ensure all CME activities are balanced, independent, objective, and scientifically rigorous. These policies include complying with ACCME's Standards for Commercial Support and resolving all possible conflicts of interest for the Planning committees, Authors, Faculty and staff.

The following faculty, presenters and planning committee members have indicated that they have

no relationship that could be perceived as a potential conflict of interest:

Name of Faculty or Presenter	Role(s)	Reported Financial Relationship
Rachel Brooks, MD, FCA	Course Director, Content Developer & Lecturer	No relevant financial relationships to disclose

The following faculty member has indicated that they have a relationship that could be perceived as a potential conflict of interest:

Name of Faculty or Presenter	Role(s)	Reported Financial Relationship
There are no recorded conflicts of interest		

Course Director



Rachel Brooks, MD, FCA

Rachel Brooks, MD, FCA, will speak on “The Emotional Aspects of Trauma”. She is a graduate of the University of Michigan Medical School and completed her post-graduate work there in Physical Medicine and Rehabilitation.. She holds certifications as Diplomate - American Board of Physical Medicine and Rehabilitation and Diplomate - National Board of Medical Examiners. She currently practices physical medicine and rehabilitation at her private practice in Portland, OR, specializing in osteopathic manipulative medicine. She is a Fellow of the Osteopathic Cranial Academy, and a member of the American Academy of Osteopathy and the Osteopathic Cranial Academy.

Dr. Brooks has been involved in teaching cranial osteopathy since 1986. Her osteopathic journey began when she met Dr. Rollin E. Becker in 1975, just before she entered the University of Michigan

Medical School. That first meeting with Dr. Becker inspired her to pursue the study and practice of osteopathy. After completing a residency in physical medicine and rehabilitation in 1982, She began her private practice in osteopathy the following year. At that time, she had the opportunity to study for many years with Anne Wales, DO.

In addition to her teaching, she has undertaken several publication projects. She assisted Anne Wales, DO in the editing of *Teachings in the Science of Osteopathy* by William G. Sutherland, DO, and she helped edit the second edition of Sutherland's *Contributions of Thought*. Dr. Brooks is the editor of the Stillness Press books on the teachings of Rollin Becker: *Life in Motion* and *The Stillness of Life*.

Dr. Brooks was a member of the board of trustees of the Sutherland Cranial Teaching Foundation, serving from 1988 through 2004. She continues to be sought worldwide for her personal and historical insights regarding the practice and foundations of Osteopathic practice.

Commercial Support Statement

The AOA requirements for category 1-A CME require notice of commercial support. If monetary or in-kind contributions are given to a CME sponsor that are used to pay for all or part of the costs of a CME activity, it must be reported that the program event was commercially supported. No commercial support was received for this program.

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By submitting an application for this course, the applicant (the “Applicant”) agrees that fifteen percent (15%) of the total registration fee is a non-refundable administrative charge. If after submitting a course application the Applicant desires to cancel his or her registration, the Applicant must notify Osteopathy’s Promise to Children (“OPC”) in writing no less than fourteen (14) calendar days prior to the initial start date for

the course. If Applicant timely and properly notifies OPC of its cancellation, OPC will issue a refund to Applicant in the amount of eighty-five percent (85%) of his or her total registration fee. If OPC receives a notice of cancellation less than fourteen (14) days prior to the initial start date for the course, OPC will not issue a refund. Unless Applicant timely and properly notices OPC pursuant to this policy, OPC will not issue a refund for an applicant's failure to attend the course.

Disclaimer

The information in this educational activity is for general medical education purposes only and is not meant to substitute for the independent medical judgment of a physician relative to diagnostic and treatment options of a specific patient's medical condition. The viewpoints expressed in this CME activity are those of the authors/ faculty. They do not represent an endorsement by OPC. In no event will OPC be liable for any decision made or action taken in reliance upon the information provided through this CME activity.

Liability Release

This program may involve physical activity, including contact by and with faculty and other course participants. This physical activity, including but not limited to physical diagnostics and manual therapeutics, could possibly entail risk for course participants of new injury or aggravation of pre-existing conditions. All course participants acknowledge and agree to assume all responsibility and risk for all losses and damages, including but not limited to any bodily injury, death, and property damage, arising out of or incident to (i) attending the course, (ii) participating in the course, (iii) using equipment or facilities during the course, and (iv) using or misusing any knowledge or information obtained or derived from the course. All course participants acknowledge and agree to indemnify, defend, and hold harmless OPC, OPC's officers, directors, employees, agents, affiliates, licensors,

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Statement of Professional Ethics & Standards

Osteopathy's Promise to Children CME courses will foster an educational atmosphere of tolerance and mutual respect concerning gender, race, developmental challenges, sexual orientation, and professional background. Furthermore, these courses will adhere to the highest standards of osteopathic medicine's professional ethics especially in regard to patient, student, and physician faculty communication and interactions. This includes clear informed consent when participating in educational exercises, and only utilizing osteopathic techniques and practices designed to educate practitioners and/or compassionately and appropriately address patient suffering through osteopathic diagnosis, and treatment. Any deviation of these professional standards by physician faculty, staff, or student during a given course will not be tolerated.

Contacts

Osteopathy's Promise to Children
3706 Ruffin Road, San Diego, CA 92123
cme@the-promise.org
619-548-8815

For questions regarding the content of this program, contact:
Beth Levendoski, Executive Director
at director@the-promise.org.

For questions regarding CME's, please contact:
CME Administrator at cme@the-promise.org.



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Osteopathic Center San Diego
3706 Ruffin Road, San Diego CA 92123