



CORE WELLNESS

Targeted Trauma Treatment Plans: 2 CE

© **Joseph Tropper**
MS, LCPC, CCTP





CORE WELLNESS

About Core Wellness

Core Wellness is a dynamic training group offering evidence-based, practical workshops via live, webinar and home study delivery. Our passionate and knowledgeable trainers bring engaging and inspiring CE trainings that stimulate the heart and mind for client care and effective clinical skills.

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About the Presenter

Joseph Tropper, MS, LCPC holds a Master's degree in mental health counseling and is a highly sought-after trauma therapist, trainer & business consultant. As a Certified EMDR Therapist and Certified Clinical Trauma Professional (IATP) Joseph brings the art ad skills of trauma counseling and client motivation to life in his unique upbeat, hands-on approach that will engage, inspire and empower you as a therapist. Joseph is a full-time clinical supervisor and director and sees clients part time.





CORE WELLNESS



Course Schedule

Targeted Trauma Treatment Plans: 2 CE

Part One: Trauma Goal Imperatives and Challenges

Part Two: Trauma Treatment Based on Developmental Stages

Complex Issues, Troubleshooting; Q & A

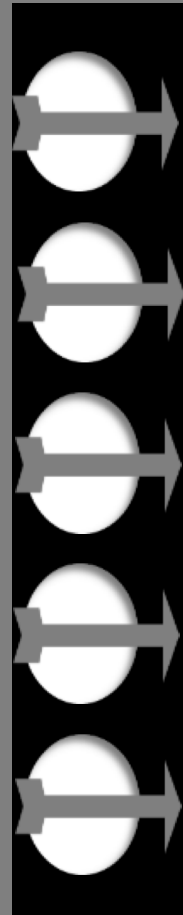
About the Presenter

Joseph Tropper, MS, LCPC, CCTP

- *Master's degree in mental health counseling*
- *LCPC Clinician and Supervisor*
- *Director of Operations of RCC and Core Wellness*
- *Sought-after trauma therapist and trainer*
- *Certified EMDR Therapist (EMDRIA)*
- *Certified Clinical Trauma Professional (IATP)*
- *Certified Hypnotherapist and Professional Coach*
- *Training in Somatic Experiencing, Sensorimotor Psychotherapy*
- *Training in Gottman, EFT, Imago and IFS modalities*



5 Goals for Today



principles and challenges of trauma treatment

5 skills to prioritize and set treatment goals

Timeline and treatment plans

5 skills to prioritize and set treatment goals

Using Developmental models of Freud and Erikson

Course Schedule

Targeted Trauma Treatment Plans: 2 CE

Part One: Trauma Goal Imperatives and Challenges

A close-up photograph of a woman with dark, curly hair. She has her eyes closed and her hands are pressed against her temples, with her fingers interlaced. Her expression is one of distress or pain. The background is a plain, light-colored wall.

What is Trauma?

Peter Levine- All trauma has two ingredients:

- 1 - Extreme overwhelm**
- 2 - Paralysis/helplessness**



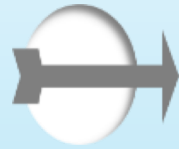
What is Trauma?

An event that transpires in which the victim does not have the external or internal resources to be able to deal with it.

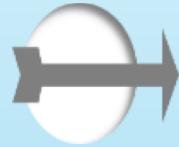
What is Trauma?



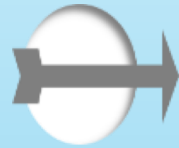
**Aspects
Of
Trauma**



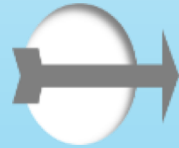
Helplessness



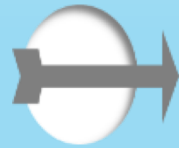
Powerlessness



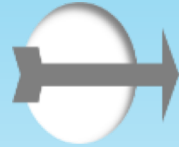
Overwhelm



Guilt



Anger



Sadness



**“Trauma shocks
the brain, stuns
the body and
freezes the
mind.”**

**-Dr. Bessel Van Der Kolk,
MD world renowned trauma
expert**

JUDITH HERMAN, MD - PSYCHIATRIST



TRAUMA and RECOVERY

*The aftermath of violence—
from domestic abuse to political terror*

WITH A NEW AFTERWORD BY THE AUTHOR

JUDITH HERMAN, M.D.

JUDITH HERMAN, MD - PSYCHIATRIST



**3 stage trauma
treatment framework:**

- 1) Regain Safety
- 2) Active Work
- 3) Transition to post
trauma life

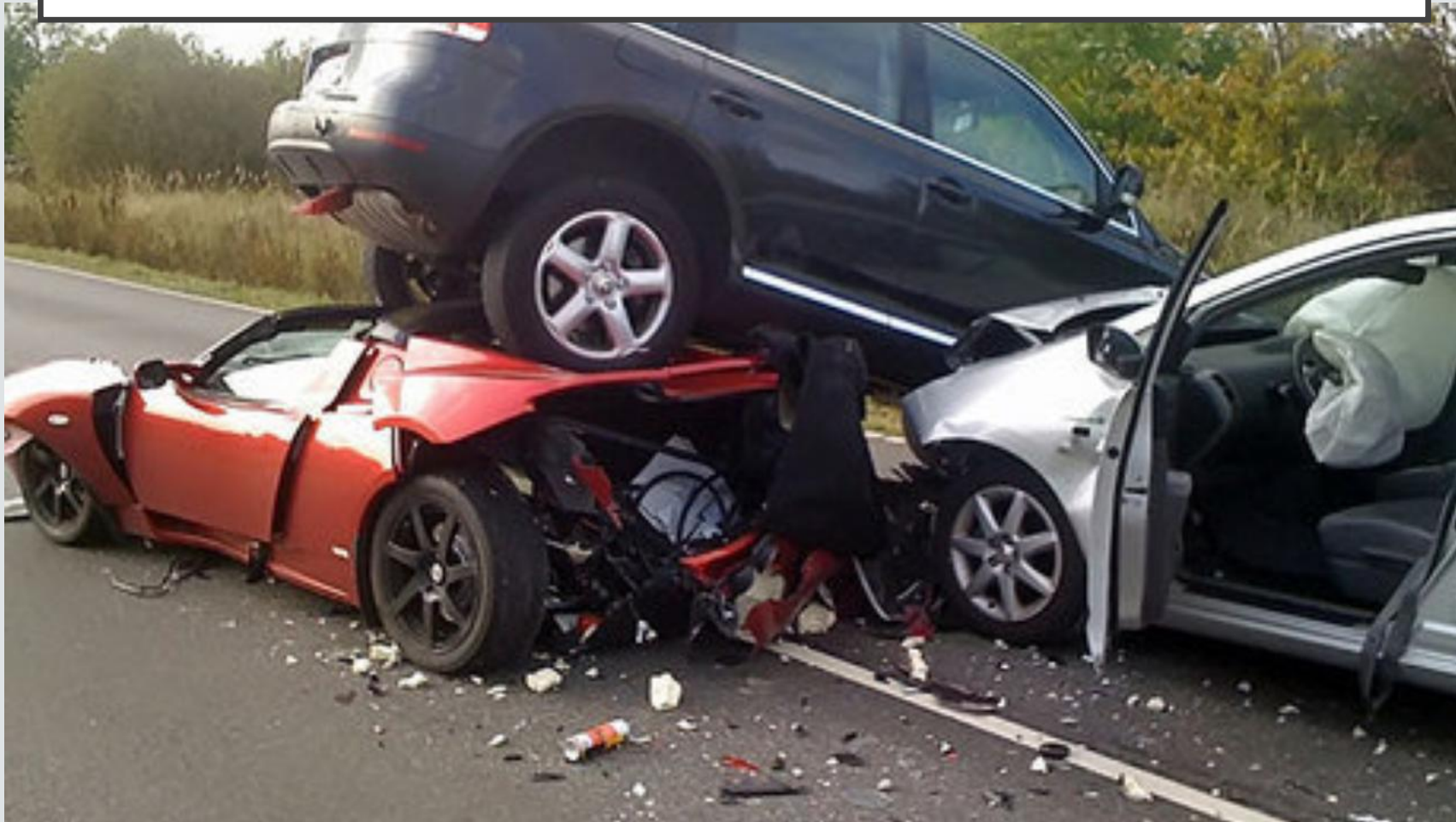
5 CHALLENGES

I- Lack of trust and rapport



5 CHALLENGES

2- Urgency that leads to inefficiency



5 CHALLENGES

3- Codependency and counter-dependency

Characteristics of Co-dependency



7 Lack of trust

6 Controlling

5 Caretaking

4 Repression

3 Obsession

2 Denial

1 Disconnected self

8 Angry

9 Dependant

10 Relationship problems

11 Weak boundaries

12 Sex problems

13 Poor communication

14 Other characteristics

5 CHALLENGES

4- Hopelessness



5 CHALLENGES

5- Lack of goals/direction

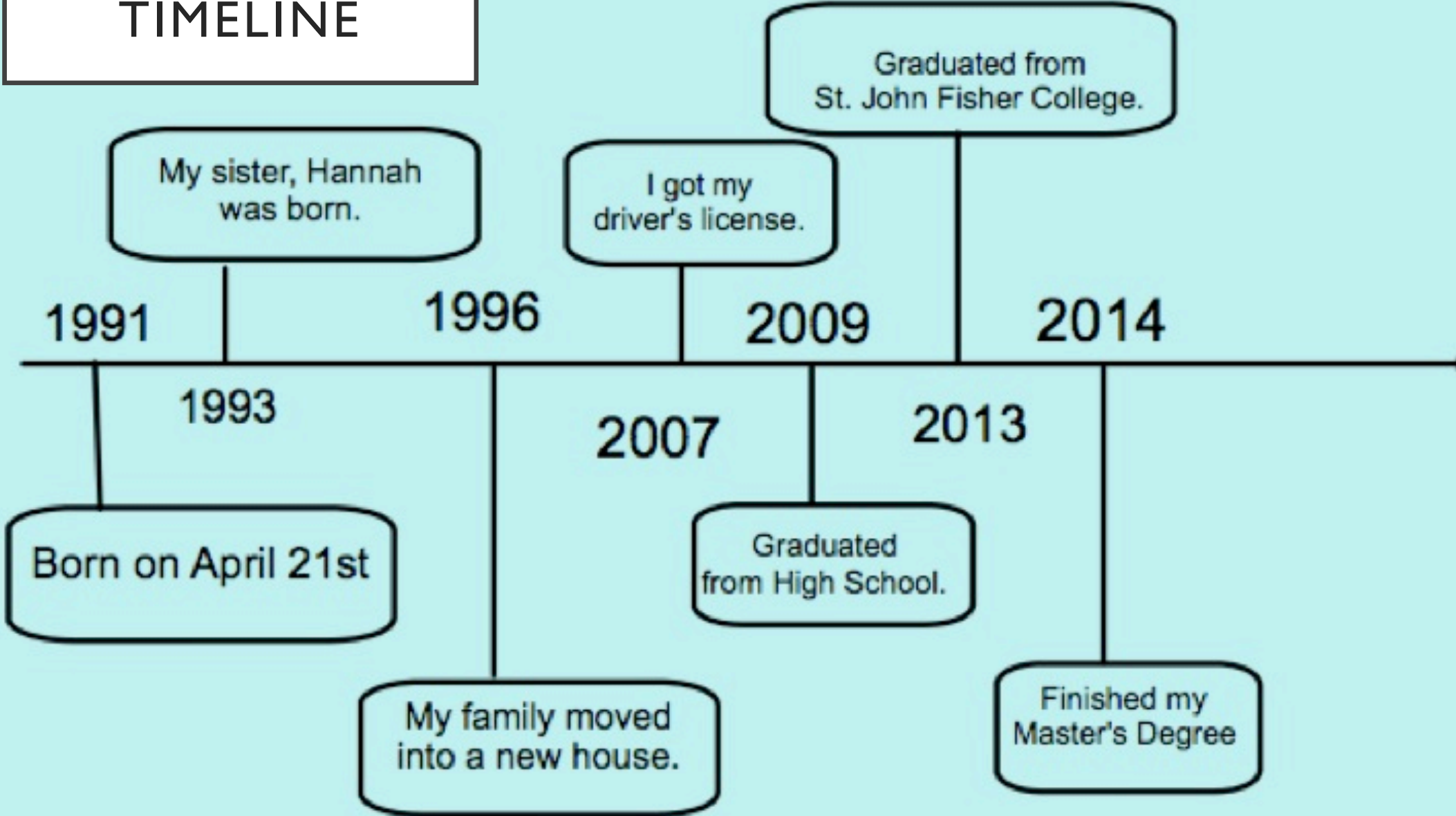


FOUNDATIONS FOR
TREATMENT PLAN

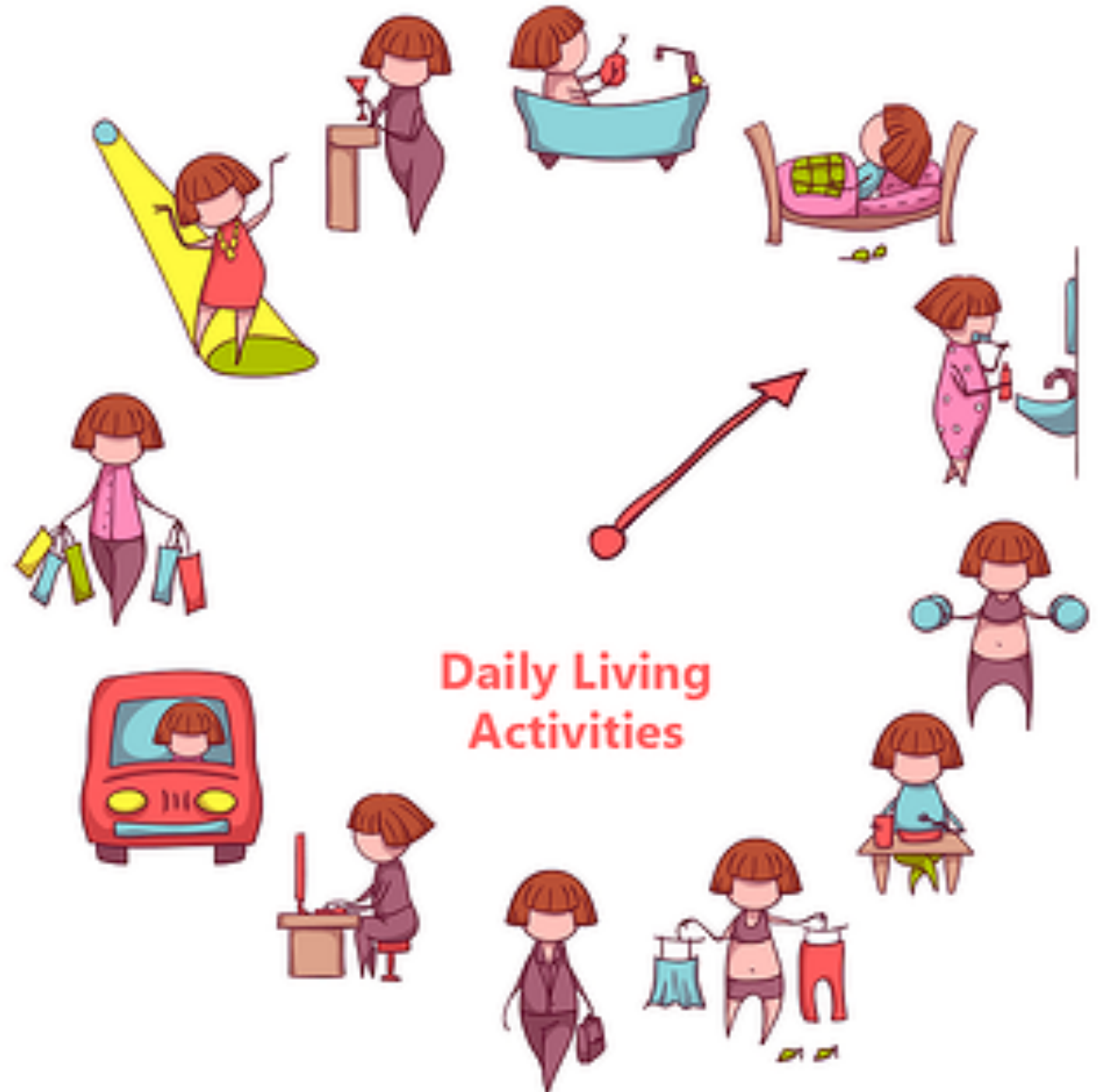


My Life

I. MAKE LIFE
TIMELINE



2- ASSESS BASIC FUNCTIONALITY



8 Dimensions of Wellness

Look at 8 areas of core functionality

1) **EMOTIONAL**—Coping effectively with life and creating satisfying relationships

Current satisfaction (0-100%) _____

10% upgrade challenge action: _____

2) **ENVIRONMENTAL**—Good health by occupying pleasant, stimulating environments that support well-being

Current satisfaction (0-100%) _____

10% upgrade challenge action: _____

3) **FINANCIAL**—Satisfaction with current and future financial situations

Current satisfaction (0-100%) _____

10% upgrade challenge action: _____

4) **INTELLECTUAL**—Recognizing creative abilities and finding ways to expand knowledge and skills

Current satisfaction (0-100%) _____

10% upgrade challenge action:

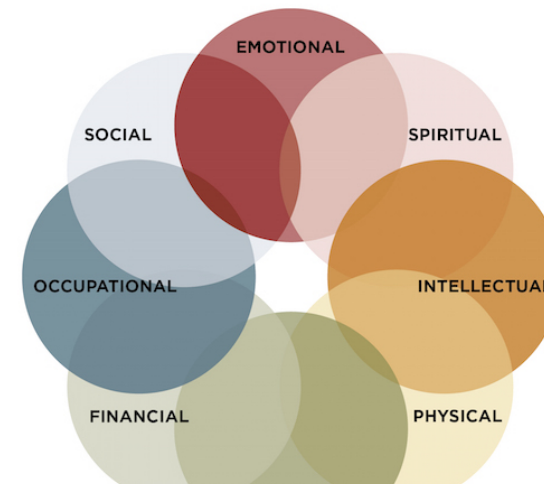
5) **OCCUPATIONAL**—Personal satisfaction and enrichment from one's work

Current satisfaction (0-100%)

10% upgrade challenge action:

6) **PHYSICAL**—Recognizing the need for physical activity, healthy foods, and sleep

Current satisfaction (0-100%)



Current satisfaction (0-100%) _____
10% upgrade challenge action: _____

5) OCCUPATIONAL—Personal satisfaction and enrichment from one’s work

Current satisfaction (0-100%) _____

10% upgrade challenge action: _____

6) PHYSICAL—Recognizing the need for physical activity, healthy foods, and sleep

Current satisfaction (0-100%) _____

10% upgrade challenge action: _____

7) SOCIAL—Sense of connection, belonging, and a well-developed support system

Current satisfaction (0-100%) _____

10% upgrade challenge action: _____

8) SPIRITUAL/MEANING—Expanding a sense of purpose and meaning in life

Current satisfaction (0-100%) _____

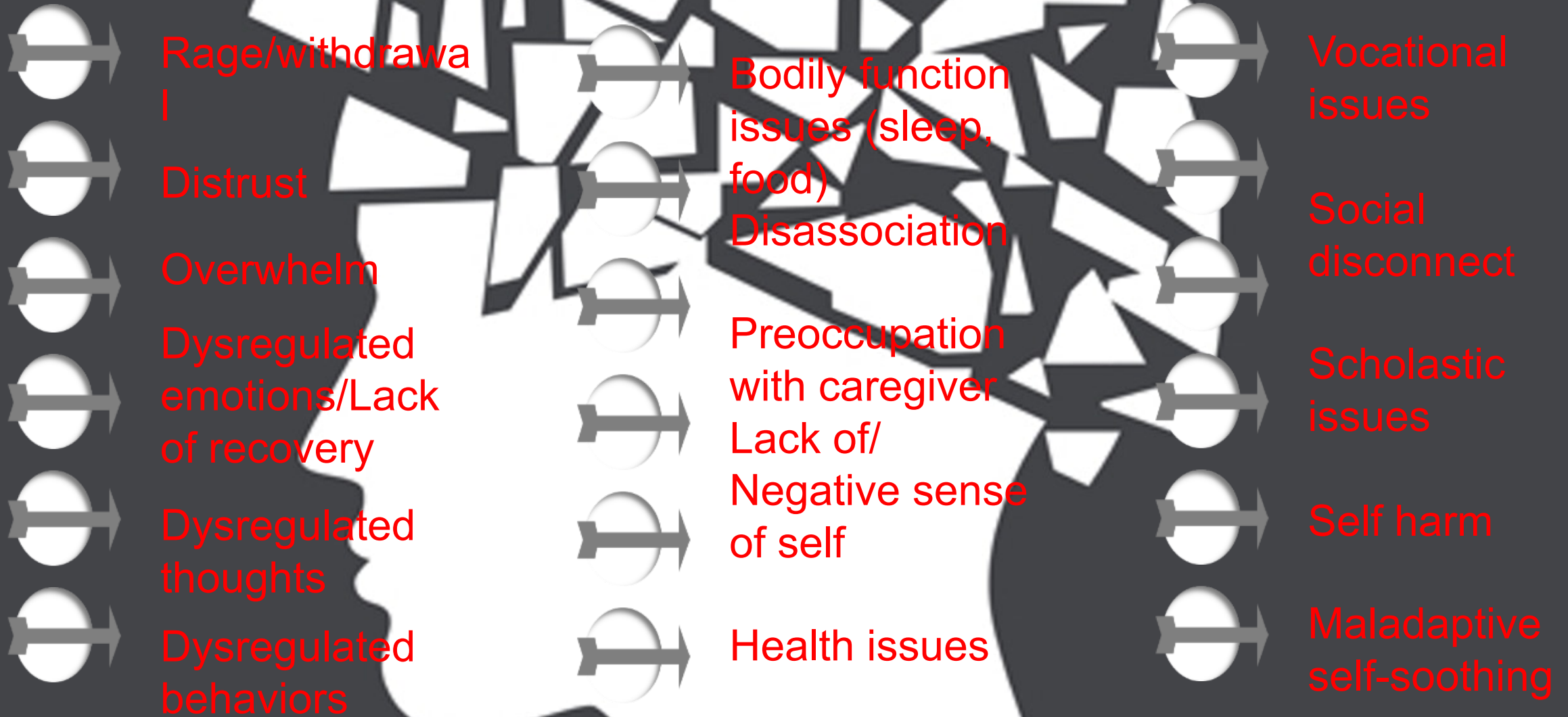
10% upgrade challenge action: _____



the 
miracle
question. 

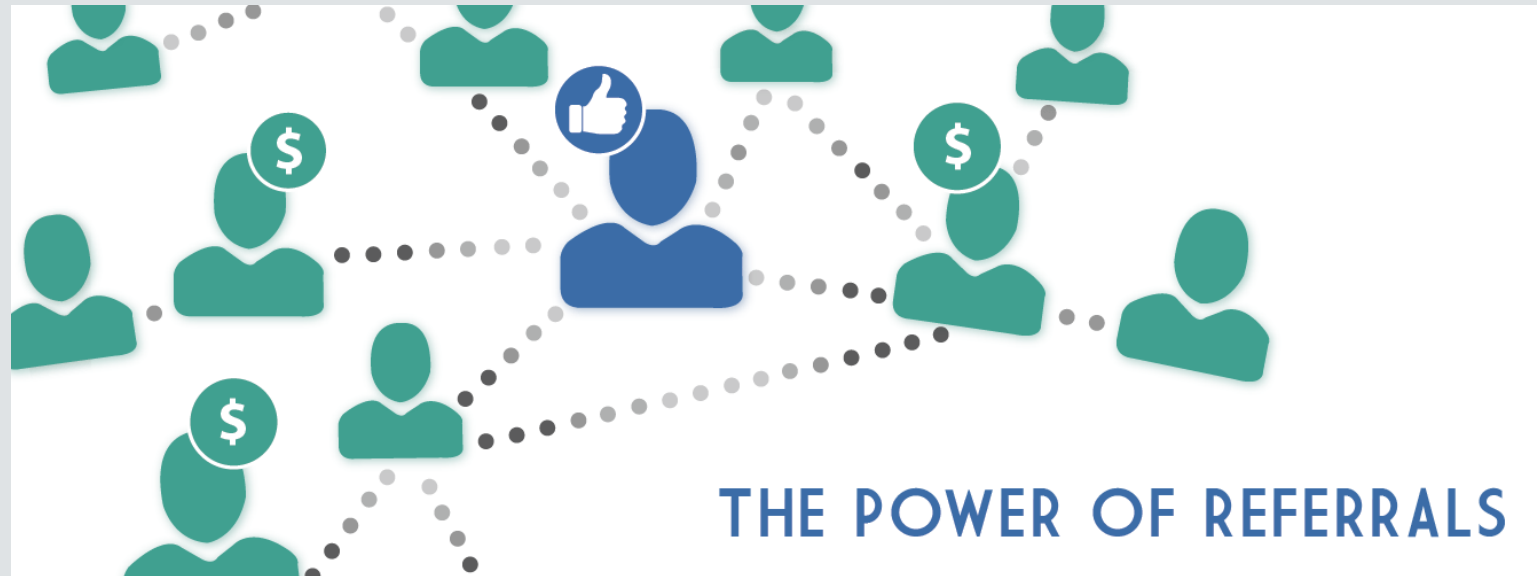

**3- SET CLEAR
GOALS**

4- Define Symptoms/ Impairment



- a) In my experience
- b) Based on what you said
- c) Collaboration
- d) Without blame/judgement
- e) Focus on benefits

6- DISCUSS REFERRALS/TREATMENT PLAN



Course Schedule

Targeted Trauma Treatment Plans: 2 CE

Part Two: Trauma Treatment Based on Developmental Stages

THE ADAPTIVE SYSTEM

Self-actualization

desire to become the most that one can be

Esteem

respect, self-esteem, status, recognition, strength, freedom

Love and belonging

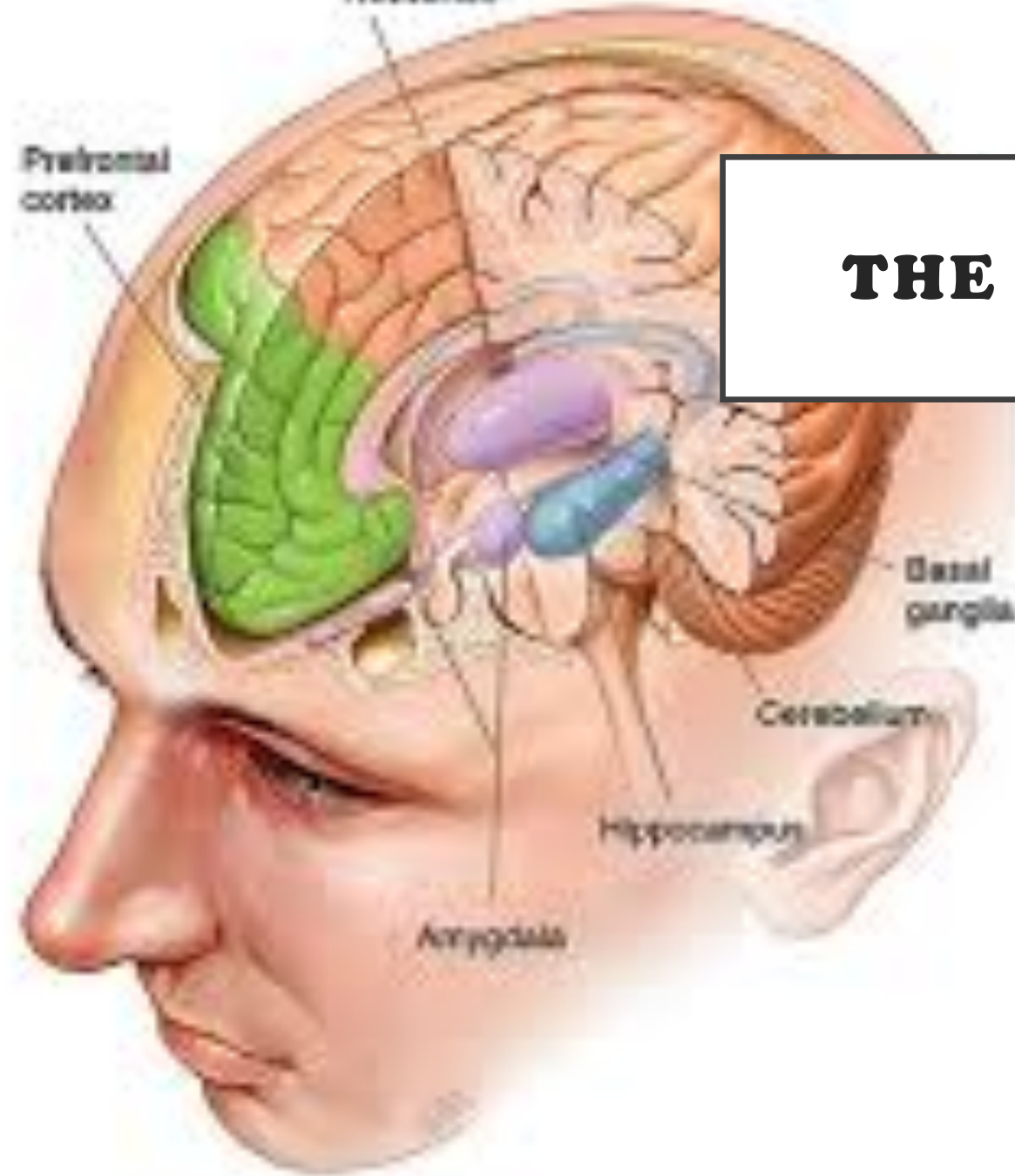
friendship, intimacy, family, sense of connection

Safety needs

personal security, employment, resources, health, property

Physiological needs

air, water, food, shelter, sleep, clothing, reproduction



THE ADAPTIVE SYSTEM

Trauma is an adaptive response on steroids set up to protect while often working on overkill. Most maladaptive feelings, emotions and behaviors are simply a misplaced defense mechanism gone awry. It is an attempt to control, maintain or improve, with an inappropriate usage and application.

JUDITH HERMAN, MD - PSYCHIATRIST



**3 stage trauma
treatment framework:**

- 1) Regain Safety
- 2) Active Work
- 3) Transition to post
trauma life

ABRAHAM MASLOW

1908 – 1970

- Famous Psychologist known for his theory of basic human needs.
- He theorized that a specific series of needs must be met for a person to be HEALTHY



Abraham Maslow

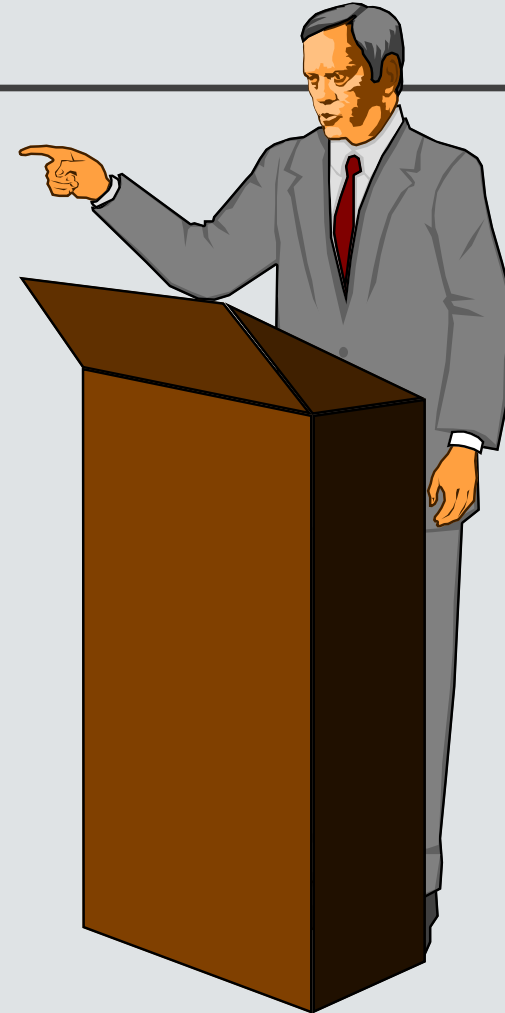
MASLOW'S EARLY LIFE

- was the eldest of seven siblings
- was a poor student as an adolescent
- was pressured by dad to become an attorney
- took one law class, dropped out of college for one year
- entered U of WI one year later to study scientific psychology

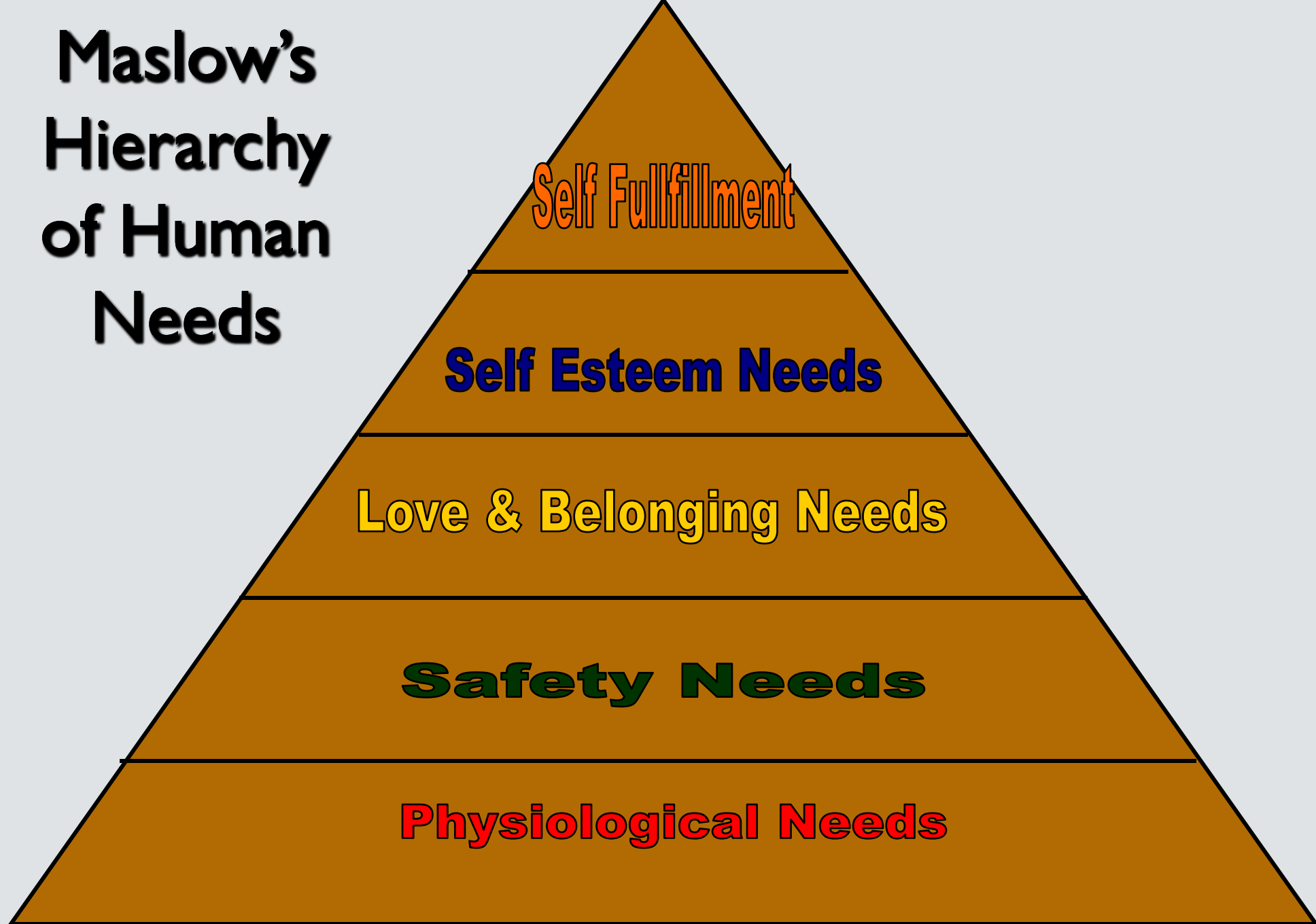


MASLOW'S PROFESSIONAL LIFE

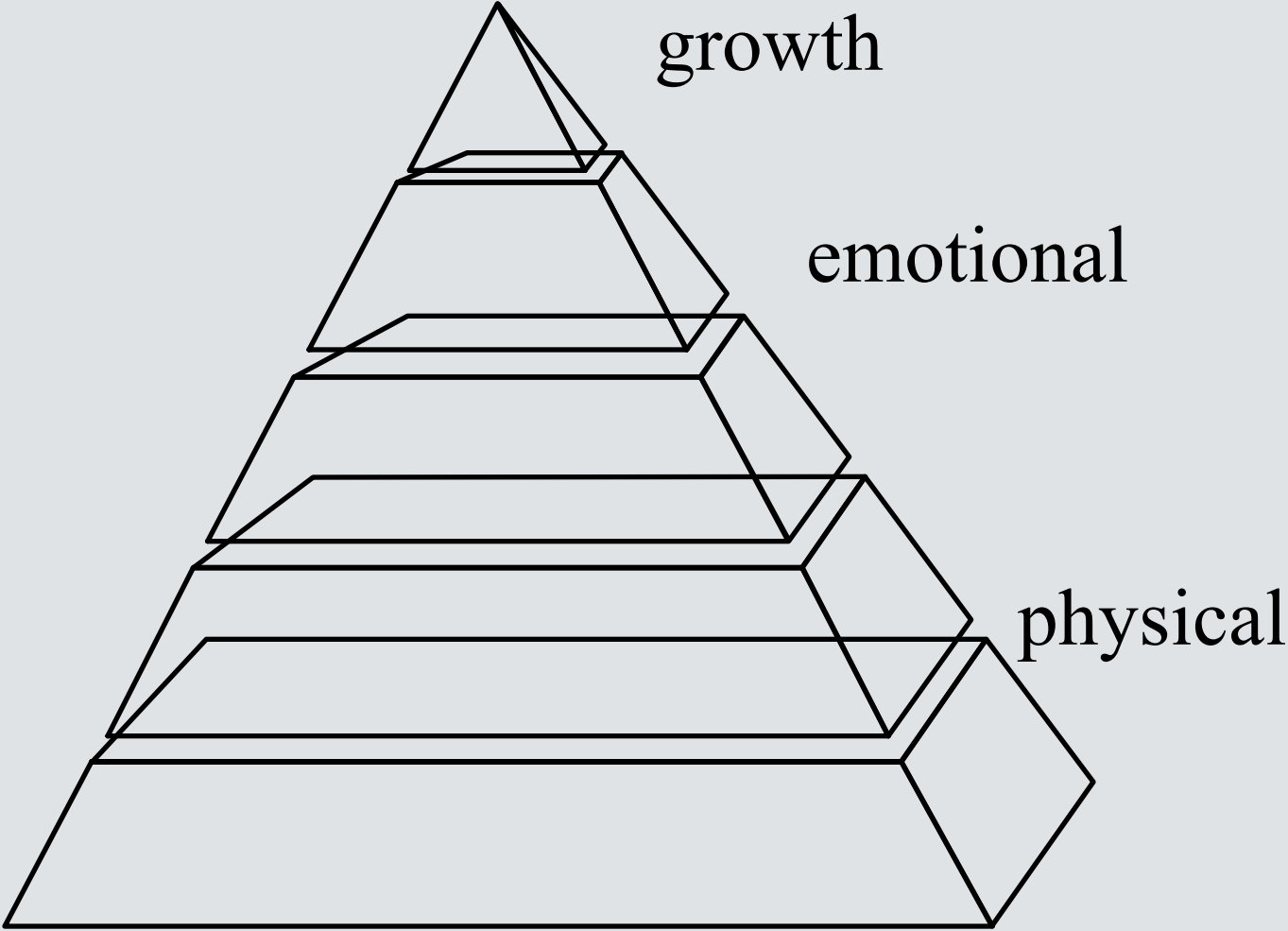
- studied dominance in monkeys
- received Ph.D. in experimental psychology in 1934
- was on the Brooklyn College faculty, 1937-1951
- was on the Brandeis U faculty, 1952-1969
- became a fellow of Laughlin Foundation in CA
- died in 1970, age 62



Maslow's Hierarchy of Human Needs



Hierarchy of Needs

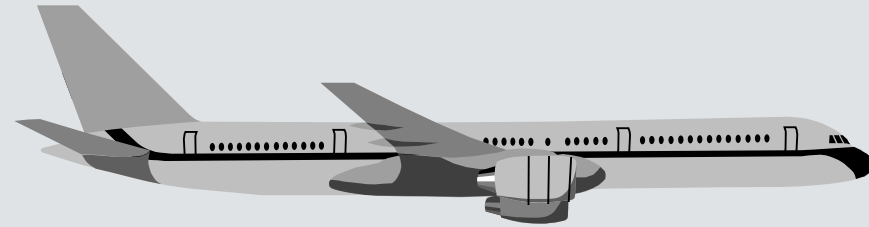


PHYSIOLOGICAL NEEDS (PHYSICAL NEEDS)

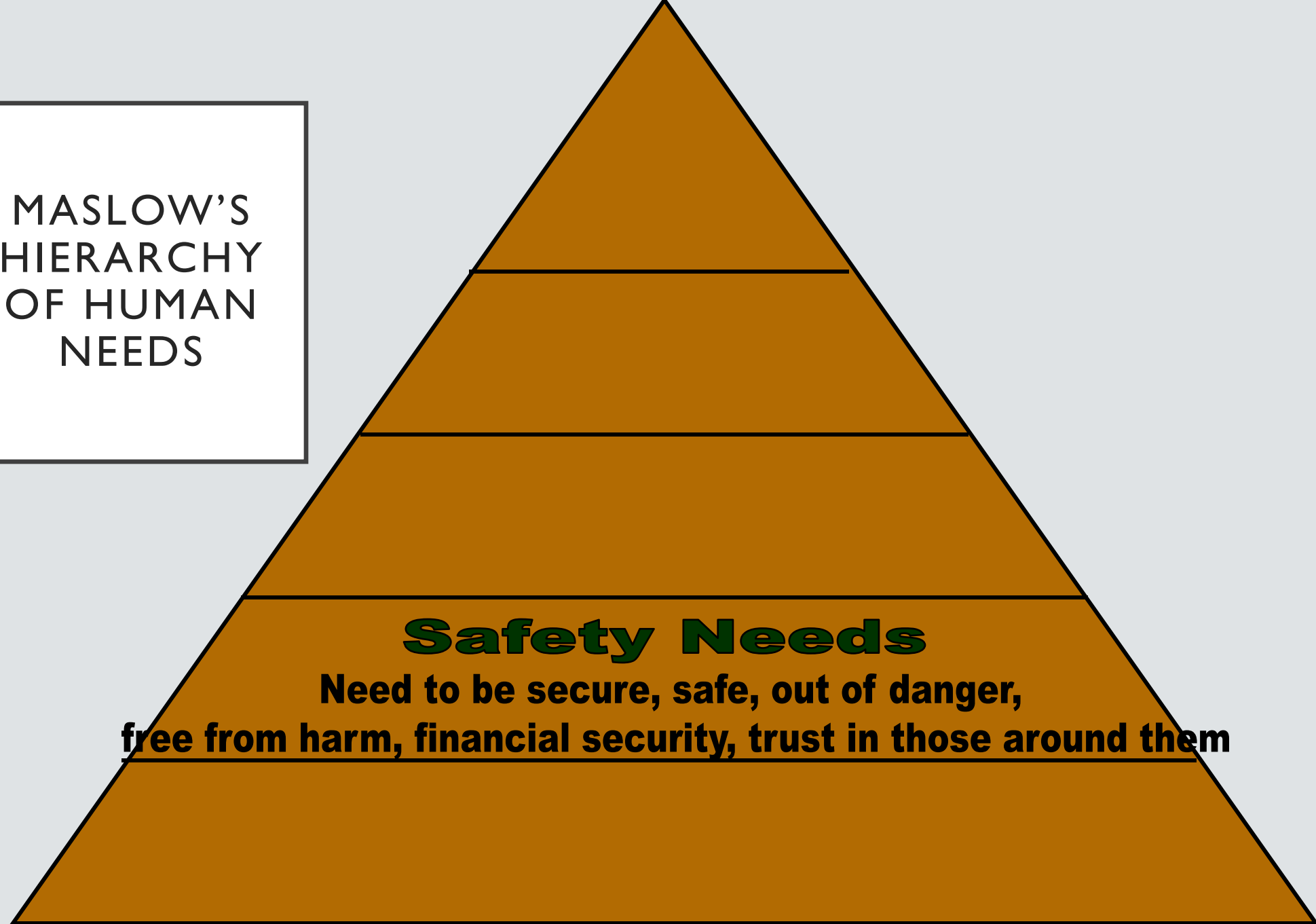
- This is the foundation of the pyramid – Maslow’s theory proposes that humans must have their most basic physical needs met in order to move on to other needs.
- This level includes things like – food, water, clean air, temperature, sleep, medical needs,
- If a person is hungry, sick, sleep deprived, etc.. They are not able to begin to meet the next level of needs and become stuck here – just trying to survive

Food: A Most Powerful Need

- South American Rugby team crashed in 1970
- Food was the most pressing problem.
- They ate human flesh for survival.
- Even the strongest taboo was broken to fill the basic need for food.



MASLOW'S
HIERARCHY
OF HUMAN
NEEDS



SAFETY: A MOST POWERFUL NEED

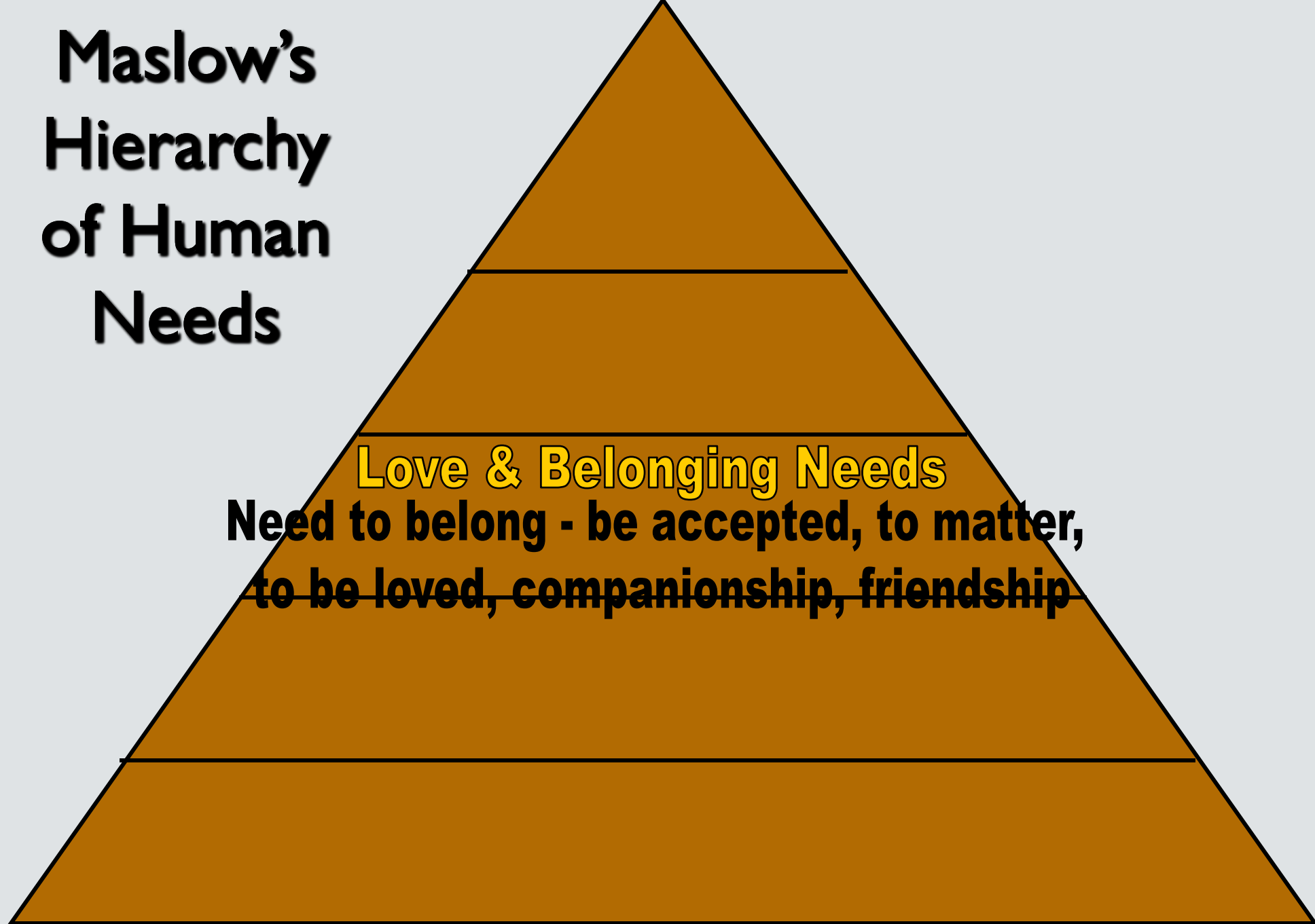
- when frightened, our thoughts and energies are diverted
- threat of, or actual attack creates “fight or flight” reaction
- threats to safety can be physical or emotional



SAFETY NEEDS

- If someone's physical needs are met, then they move to this level.
- Safety includes feeling secure – free from danger and harm, and feeling safe with the people around you.
- If a person does not ever feel safe – they live on high alert and are not able to move onto the next level of needs.

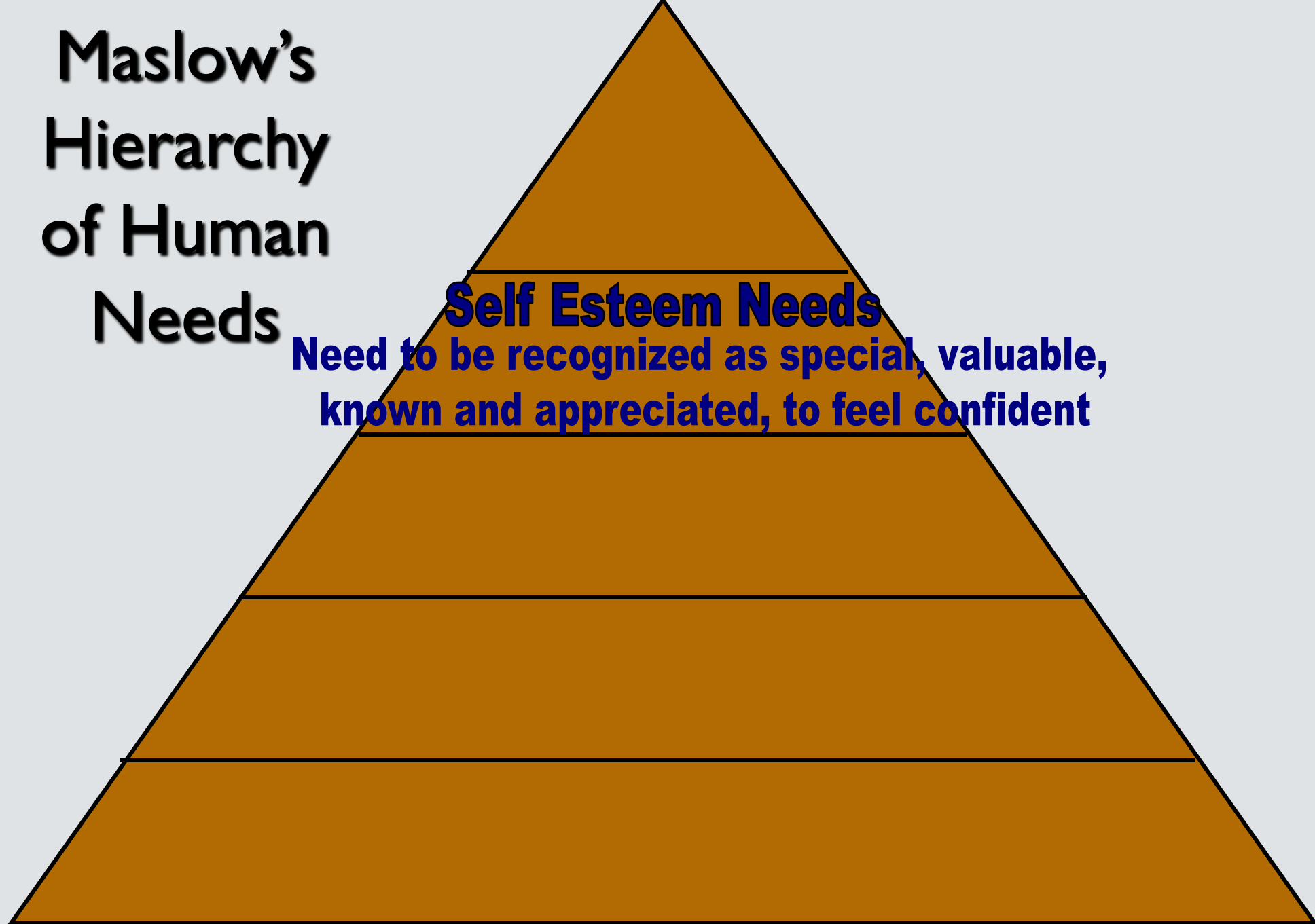
Maslow's Hierarchy of Human Needs



LOVE/BELONGING SOCIAL NEEDS

- Once a person's physical needs and needs for safety are met then they are able to focus on this level
- The need to feel loved, to feel like you belong, are part of a group and are important to people, to have friends and to feel loved and give love
- If a person is able to feel that they are loved and that they belong, then they can move to the next level...

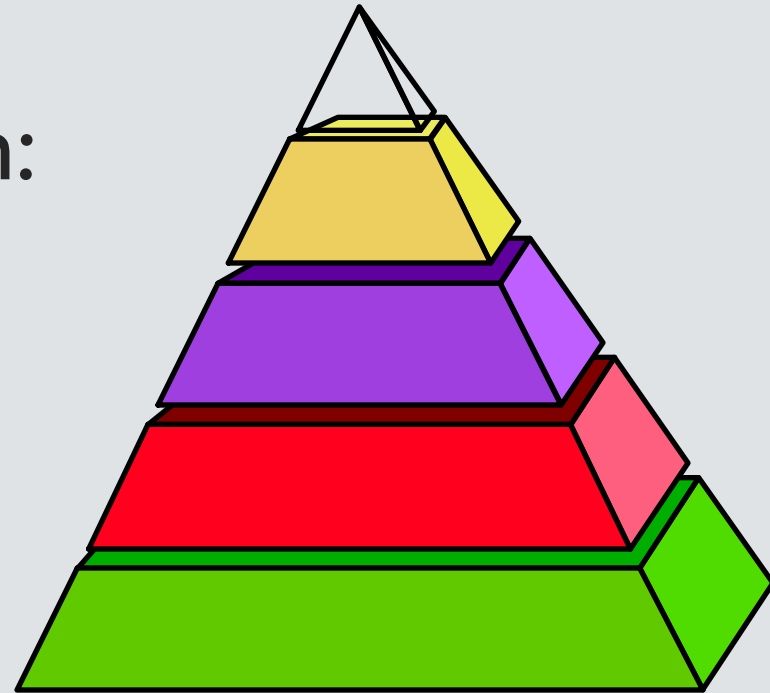
Maslow's Hierarchy of Human Needs



Esteem Needs

emotional (ego)

- respect from others through:
 - awards
 - honors
 - status
- respect for self through:
 - mastery
 - achievement
 - competence



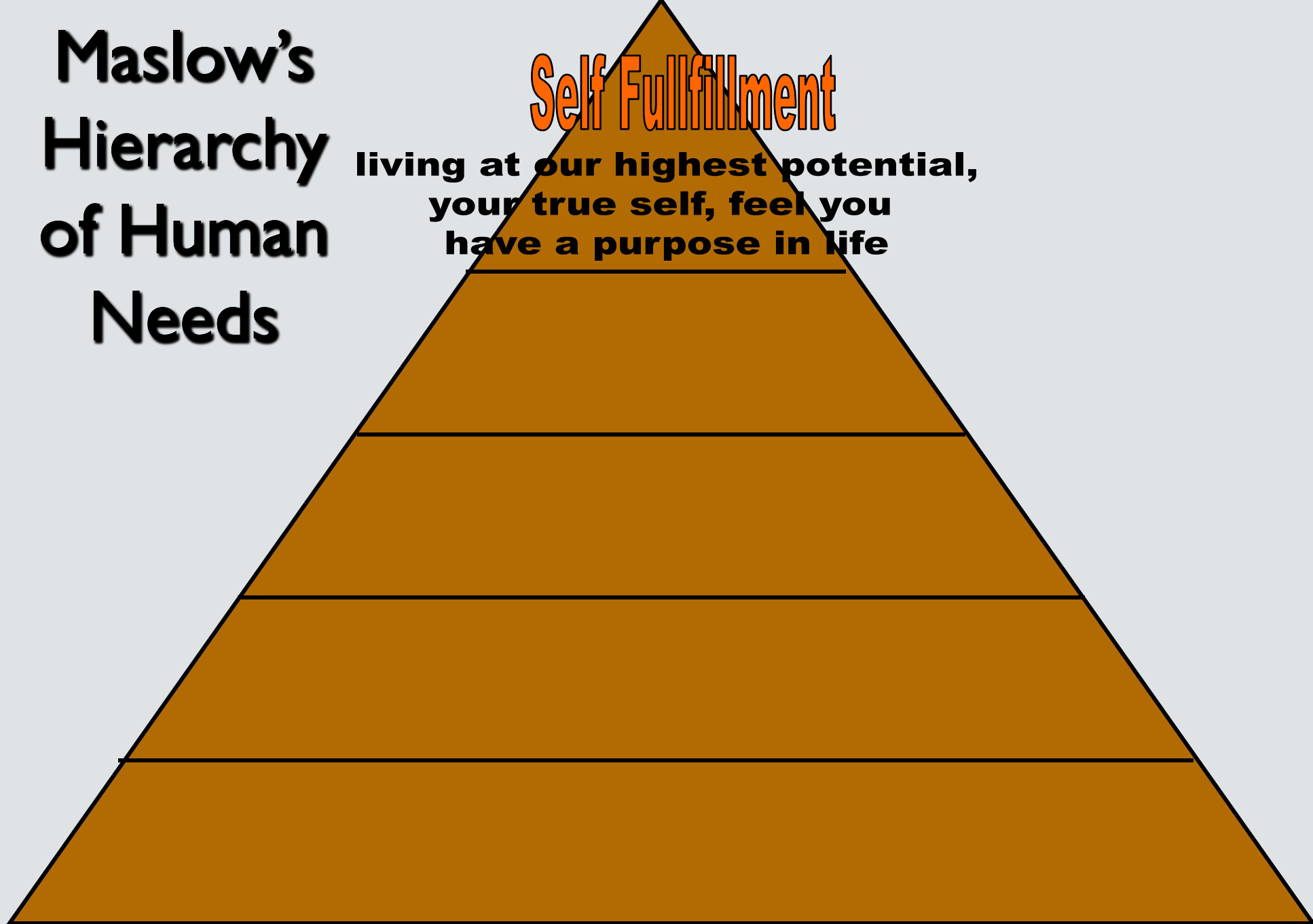
SELF-ESTEEM NEEDS

- We all need to feel valuable and important and have confidence in who they are.
- For many people the self esteem needs won't be fully fulfilled, for some they will move beyond self esteem to the next level...

Maslow's Hierarchy of Human Needs

Self Fulfillment

living at our highest potential,
your true self, feel you
have a purpose in life



SELF FULFILLMENT NEEDS

- A person who is able to fill the need of self fulfillment will be able to live to their full potential, to live as though they have a purpose in life and to be truly themselves.

Maslow's Hierarchy of Human Needs

Self Fulfillment

living at our highest potential,
your true self, feel you
have a purpose in life

Self Esteem Needs

Need to be recognized as special, valuable,
known and appreciated, to feel confident

Love & Belonging Needs

Need to belong - be accepted, to matter,
to be loved, companionship, friendship

Safety Needs

Need to be secure, safe, out of danger,
free from harm, financial security, trust in those around them

Physiological Needs

Need to satisfy, hunger, thirst, sleep
Need to have medical care, etc...

**I AM
ME!**

**I am Known
I am OK!**

**I BELONG!
I am Part of a Group!**

I feel SAFE enough

I am Comfortable enough now...

FREUD'S PSYCHOSEXUAL STAGES OF DEVELOPMENT



Freud proposed that psychological development in childhood takes place during five psychosexual stages: oral, anal, phallic, latency, and genital.

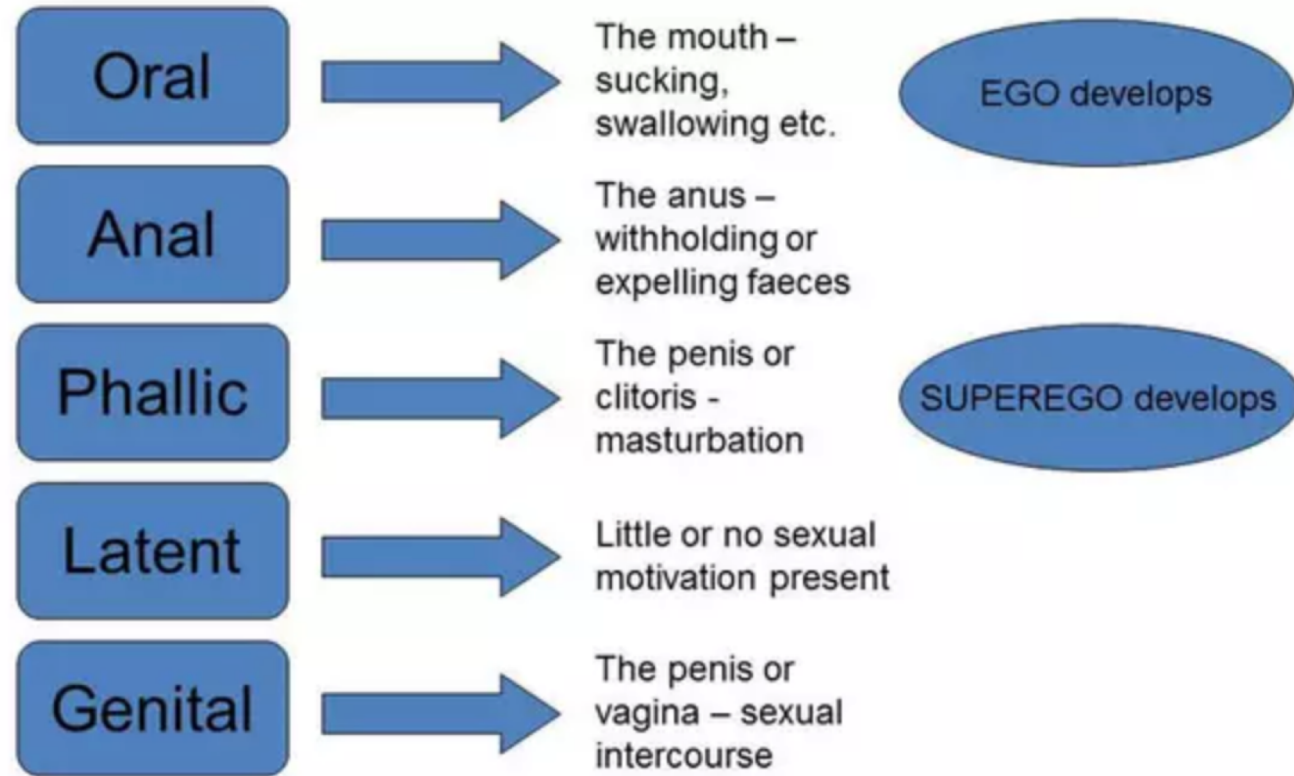
These are called psychosexual stages because each stage represents the fixation of libido (roughly translated as sexual drives or instincts) on a different area of the body. As a person grows physically certain areas of their body become important as sources of potential frustration (erogenous zones), pleasure or both.

Freud (1905) believed that life was built round tension and pleasure. Freud also believed that all tension was due to the build-up of libido (sexual energy) and that all pleasure came from its discharge.

In describing human personality development as psychosexual Freud meant to convey that what develops is the way in which sexual energy of the **id** accumulates and is discharged as we mature biologically. (NB Freud used the term 'sexual' in a very general way to mean all pleasurable actions and thoughts).

Freud stressed that the first five years of life are crucial to the formation of adult personality. The **id** must be controlled in order to satisfy social demands; this sets up a conflict between frustrated wishes and social norms.

Psychosexual Stages of Development



You can remember the order of these stages by using the **mnemonic**: “old (oral) age (anal) pensioners (phallic) love (latent) grapes (genital).”

5 PERSONALITIES

It's like having 5 miniature personalities, each lasting a couple years until you reach maturity.

Each stage presents you with a unique challenge, and if you successfully overcome that challenge, you acquire a fully mature personality.

FIXATIONS

But if you somehow fail to overcome a challenge of one of the stages you become stuck or fixated there.

This is where a lot of your personal uniqueness comes from, your “stuckness” or fixation at a particular stage of personality development.

THE ORAL STAGE



ORAL

During the first year of life, the mouth is site of sexual and aggressive gratification.

An infants life centers on his mouth.

One of the first objects out there that provides and infant with oral satisfaction is his mother's breast. The mother's breast is a main source of connection and satisfaction.

ORAL

Could this ever be a problem?

When was the last time you saw a 10 year old breast feeding?

Eventually all infants have to be weaned from their mothers breast.

Weaning presents the infant with his first conflict between his desire and reality.

If the infant fails to wean, or is weaned harshly or incompletely, he will become fixated at the oral stage.

He will develop an oral character in which he will feel dominated by feelings of dependency and hopelessness.

As we successfully overcome the challenge of weaning and gaining control over our ability to satisfy our oral desires, we move to the next stage of development.

FOR THOSE WHO GET STUCK IN THE ORAL STAGE....

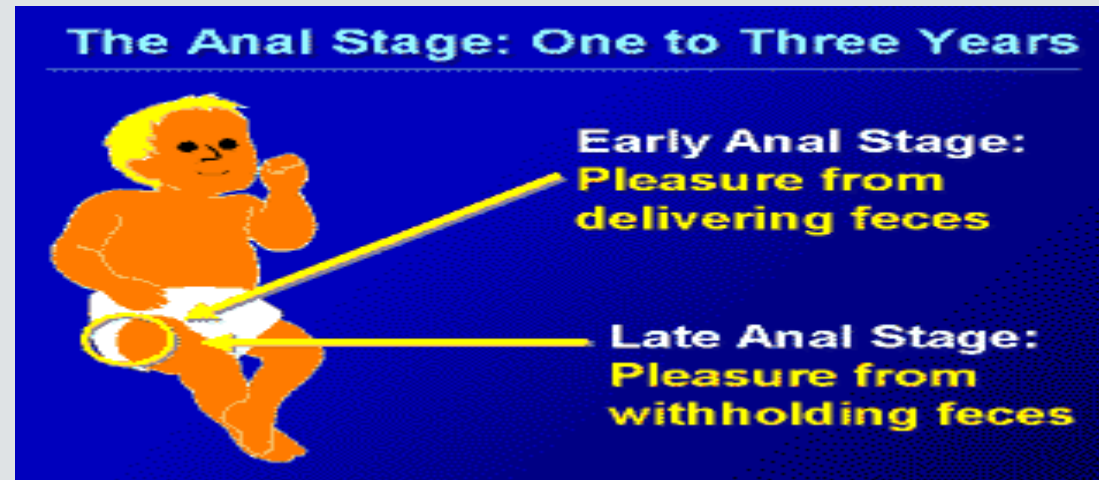
You may find yourself preoccupied with oral things, like talking, eating, smoking, and drinking.

You'll never outgrow the need for constant oral stimulation.

ANAL STAGE

All babies have to grow up some time, and when they do they graduate to the erogenous focus of the anal stage.

The question at this age is poop....To Poop or not to poop?



THINK DEFECATION

Freud emphasized the control over defecating as the pleasure center from 18 months to 3 years old. The central conflict for toddlers is control. Kids in this stage want the ability to poop whenever they want and wherever they want. Like in their pants! But the reality that they have to hold it in.



Some of your adult characteristics may be the consequence of how your parents handled your toilet training. Your creativity and productivity are indicators of how well you've successfully navigated the anal stage.

If you're messy, sloppy or careless, it speaks of an expulsive rebellion against parental control.

If you're withholding, obstinate, and obsessed with neatness, you've learned control in reaction to your toilet training experience.

Maturity and success in the anal stage result in your ability to control yourself. So let go, but make sure you're in the right place and the right time.

PHALLIC STAGE

Begins during the third year of life and may last until child is 6.

The child in this stage is focused on the stimulation of the genitals.

In the Phallic stage, gratification begins with autoeroticism. That means masturbation. But our need for satisfaction soon turns to our parents, typically the parent of the opposite sex.

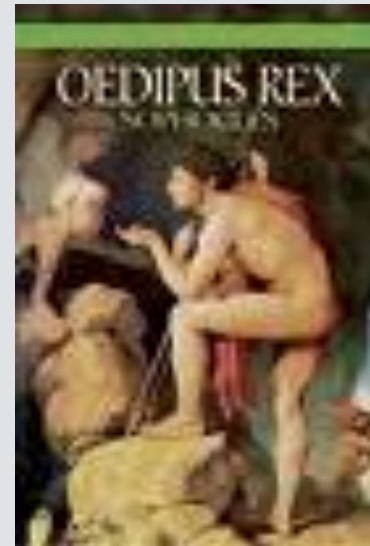
As this happens we find ourselves in one of Freud's most controversial and strange contributions to the study of personality, the Oedipus complex.

As adults, most of us would cringe at the thought of marrying someone like our mothers or fathers, least of all having sex with them, but we've all known a little boy who wants to grow up and marry his or her parent.

Freud observed that children in the phallic stage of personality shifted from self-gratification to seeking gratification from their opposite sex parent. There is one problem the parent of the same sex. And a resentment or childhood hate sometimes grows towards that parent of the same sex.

OEDIPUS REX

The basic story is about a king who has a male child who prophets predict will one day kill the king and marry the queen. To prevent this the king takes the child into the woods and leaves him to die. The child is saved and raised by a peasant family.



One day he returns to the city to find make a better life for himself, but on the road he encounters the king neither of them know of their relation to one another. There is a scuffle and the king is killed. He soon attracts the eye of the mourning queen and eventually marries her, thus fulfilling the prophecy.

BOYS

For the male child the attraction to the mother continues to develop into what Freud called the Oedipus Complex. The Male Childs father blocks him from his mother. This gets frustrating for the boy. So frustrating that it sometimes grows into a full blown hatred for his father. Boys find themselves afraid of their fathers. Freud called this castration anxiety.

.

The male child is afraid that the father will cut off his genitals.

Because of this fear the male takes another way out.

Basically if you cant beat em join em. Junior learns to identify with dad, adopting his masculinity and seeking his own “mother” of sorts

GIRLS

Freud was often criticized for his neglect of female sexuality. So he consulted the Greeks again, finding a similar Oedipal tale about a woman named Electra. Electra gets someone to kill her mother to avenge her father's death.

For girls, their attraction shifts to their fathers because they come to resent their mothers for a strange reason, penis envy. According to Freud little girls stop desiring their mothers because they realize that they lack a penis like their fathers. So What about that cant beat em join em theory.

SO like little boys, little girls can't identify with their father cause they lack a penis. So what to do? They spend the rest of their lives looking for a penis. Essentially they spend the rest of their lives looking for a man to make them complete.

FAILURE TO GRADUATE

If a man finds himself fixated because he fails to join forces with dad, he's been successfully emasculated. He becomes a failure at life, unable to strive for achievement because of his disabling guilt generated from competing with his father for his mother's attention.



*What's Your
Personality?*

ELECTRA COMPLEX

With successful resolution of the Electra complex, a girl finds herself equipped to deal with her adult sexual and intimate relationships. She turns her penis envy into a healthy search for a “fatherly” husband.

But if she fails, she becomes fixated and may be overly seductive and flirtatious.

LATENCY

During this stage, no new significant conflicts or impulses are assumed to arise. This lasts from about 7 years to puberty. The primary personality development during this time is that of the superego.

Things cool down, so to speak. There's no rivalry with the opposite sex parent.
There's no battle for control over satisfaction.

It's a time for a basic social exploration like making friends and forming little social cliques.



GENITAL STAGE

During this time the person directs sexual impulses toward someone of the opposite sex. Adolescence brings about a reawakening of Oedipal or Electra conflicts and a reworking of earlier childhood identifications. The child is now open to learning how to engage in mutually satisfying sexual relationships.



Keep In mind that Freud never stated that all people reach this point of full maturity.

This point is more like an ideal, something to strive for, a lifelong project.

But if somebody doesn't make it he could easily fall back into selfish phallicism. This seems to conjure up images of the selfish lover who doesn't care about the pleasure of the other partner.

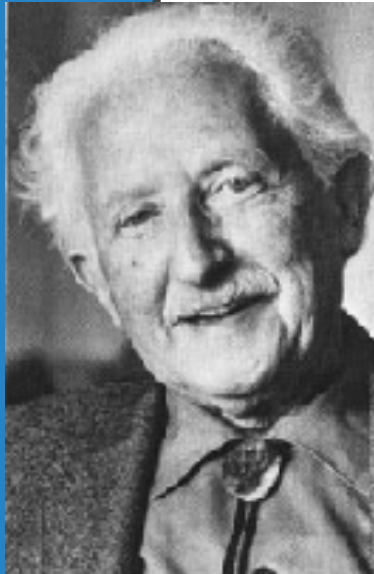
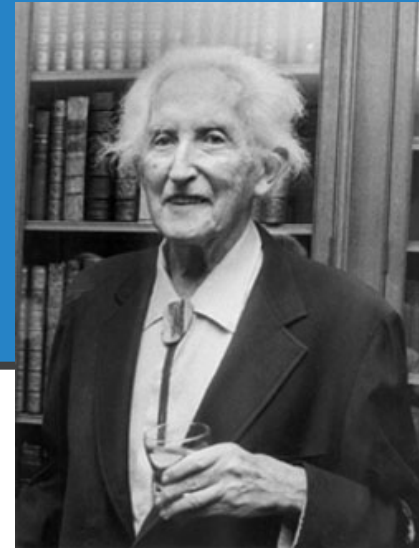


CONNECTION

If you make it you'll be attentive and actually care if the other person in the interaction is enjoying his or herself.



ERIK ERIKSON: PSYCHOSOCIAL DEVELOPMENT



PSYCHOSOCIAL DEVELOPMENT THEORY

- **Psychosocial development theory** is based on eight stages of development
- Erikson's theory is based on the idea that development through life is a series of stages which are **each defined by a crisis or challenge**
- The early stages provide the foundations for later stages so Erikson says that if a child does not resolve a crisis in a particular stage, they will have problems in later stages
- For example, if an adolescent does not establish their own identity, they will have difficulty in relationships as an adult

TABLE 10.1

ERIKSON'S STAGES OF PSYCHOSOCIAL DEVELOPMENT

Stage (approximate age)	Issues	Description of Task
Infancy (to 1 year)	Trust vs. mistrust	If needs are dependably met, infants develop a sense of basic trust.
Toddlerhood (1 to 2 years)	Autonomy vs. shame and doubt	Toddlers learn to exercise will and do things for themselves, or they doubt their abilities.
Preschooler (3 to 5 years)	Initiative vs. guilt	Preschoolers learn to initiate tasks and carry out plans, or they feel guilty about efforts to be independent.
Elementary school (6 years to puberty)	Competence vs. inferiority	Children learn the pleasure of applying themselves to tasks, or they feel inferior.
Adolescence (teen years into 20s)	Identity vs. role confusion	Teenagers work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are.
Young adulthood (20s to early 40s)	Intimacy vs. isolation	Young adults struggle to form close relationships and to gain the capacity for intimate love, or they feel socially isolated.
Middle adulthood (40s to 60s)	Generativity vs. stagnation	In middle age, people discover a sense of contributing to the world, usually through family and work, or they may feel a lack of purpose.
Late adulthood (late 60s and up)	Integrity vs. despair	When reflecting on his or her life, the older adult may feel a sense of satisfaction or failure.

THE STAGES ARE AS FOLLOWS:

- Stage 1 – Oral Sensory
- Stage 2 – Muscular-Anal
- Stage 3 – Locomotor
- Stage 4 – Latency
- Stage 5 – Adolescence
- Stage 6 – Young Adulthood
- Stage 7 – Middle Adulthood
- Stage 8 – Maturity

STAGE I – ORAL SENSORY TRUST VS. MISTRUST

- birth to 1 year (infancy)
- basic conflict is trust vs. mistrust
- the important event is feeding and the important relationship is with the mother
- the infant must develop a loving, trusting relationship with the mother/caregiver through feeding, teething and comforting
- failure to resolve this conflict can lead to sensory distortion, and withdrawal



TRUST VS. MISTRUST

This stage is all about fulfilling needs. The baby needs to trust the world around them to take care of their needs. If they are hungry, they need to develop trust that they will be fed. If they are not fed, or their diaper is left dirty, they may develop a mistrust in the outside world. This sense of trust or mistrust can affect us throughout the rest of our lives.

STAGE 2 – MUSCULAR-ANAL AUTONOMY VERSUS SHAME AND DOUBT



- age 1 to 3 years (toddler)
- Basic conflict is autonomy vs. shame/doubt
- The important event is toilet training and the important relationship is with the parents
- The child's energy is directed towards mastering physical skills such as walking, grasping and muscular control
- The child learns self control but may develop shame, doubt, impulsivity or compulsion if not handled well

AUTONOMY VS. SHAME & DOUBT

Autonomy means being your own boss. Here a toddler tries to control their own bodies by toilet training and their environment, by always saying "NO!!!!". Sometimes they do poopy in their pants or get yelled at by their parents, causing shame and doubt in their own abilities. If we learn how to control ourselves in reasonable ways, we develop a healthy will. We are then able to face the later challenges of life.

STAGE 3 – LOCOMOTOR INITIATIVE VERSUS GUILT

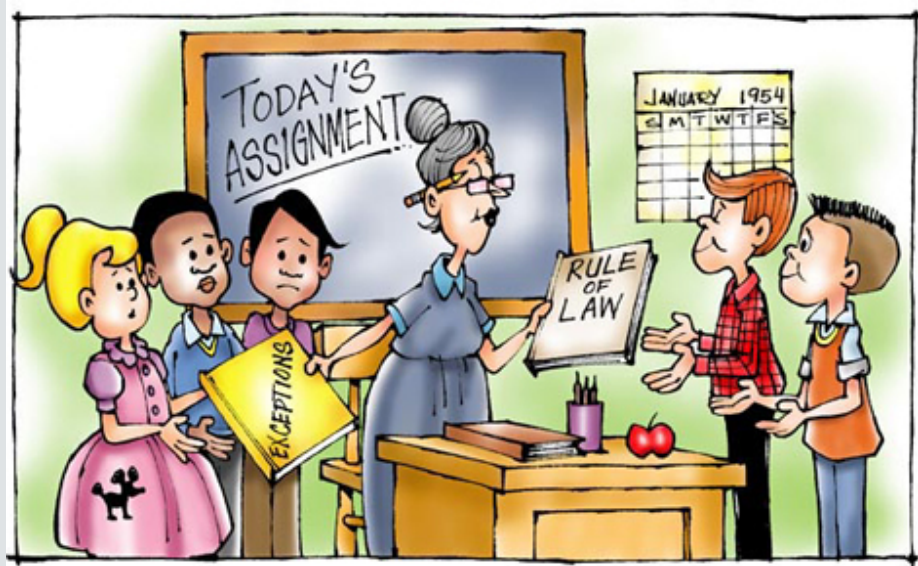
- age 3 to 6 years (preschool)
- basic conflict is initiative vs. guilt
- the important event is independence and the important relationship is family
- the child continues to become more assertive in exploration, discovery, adventure and play
- the child may show too much force in this stage causing feelings of guilt
- failure to resolve this conflict can lead to ruthlessness and inhibition



INITIATIVE VS. GUILT

Here the key word in a child's life changes from "No!" to "why?". In this stage children want to understand the world and they ask too many darn questions!!!! If their initiative in questioning the world is encouraged, then they will feel comfortable with expressing their curiosity throughout the rest of their life. If we discourage them and tell them to shut up, then they will feel guilty about their questioning and avoid being inquisitive later.

STAGE 4 – LATENCY INDUSTRY VS. INFERIORITY



- age 6 to 12 years (school age)
- the basic conflict in this stage is industry vs. inferiority
- the important event is school and the important relationships are teachers, friends and neighbourhood
- the child must learn to deal with new skills and develop a sense of achievement and accomplishment
- failure to do so can create a sense of inferiority, failure and incompetence

INDUSTRY VS. INFERIORITY

This is where most children begin formal education (what we call school). For the first time children are being formally evaluated. If a child raises their hand in class and answers a question correctly, then he/she will feel industrious (competent). If he/she tries to answer a question but stutters to get out the wrong answer, and other students all start making fun of his/her speech impediment, then the child will feel inferior.

STAGE 5 – ADOLESCENCE IDENTITY VS. ROLE CONFUSION

- age 12 to 20 years (adolescent)
- the basic conflict is identity vs. role confusion
- the important event is development of peer relationships and the important relationships are peers, groups and social influences
- The teenager must achieve a sense of identity in occupation, sex roles, politics and religion. In addition, they must resolve their identity and direction.
- Failure to make these resolutions can lead to the repression of aspects of the individual for the sake of others (fanaticism)



IDENTITY VS. ROLE CONFUSION

In adolescence, Erikson believed that a teenager's main social need is to discover his or her social identity. While searching for your identity, you may try out different roles, like trying to fit into various social groups, experimenting with drugs or sex, or just changing your wardrobe. You should be trying to find a stable sense of self now, or Erikson believed you may have an identity crisis later.

STAGE 6 – YOUNG ADULTHOOD INTIMACY VS. ISOLATION



- age 20 to 40 years
- the basic conflict in young adulthood is intimacy vs. isolation
- the important event is parenting and the important relationships are lovers, friends and work connections
- in this stage, the individual must develop intimate relationships through work and social life
- failure to make such connections can lead to promiscuity, exclusivity and isolation

INTIMACY VS. ISOLATION

Young adults (early 20s into early 30s) are trying to balance their career efforts (work, school or self-improvement) with the need to be in an intimate relationship with another person. How much time should I spend looking for a relationship? What if I don't find anybody? What if I am all alone for the rest of my life?

STAGE 7 – MIDDLE ADULTHOOD GENERATIVITY VS. STAGNATION

- age 40 to 65 years
- the basic conflict is generativity vs. stagnation
- the important event is parenting and the important relationships are with children and the community
- this stage is based on the idea that each adult must find a way to satisfy, support and contribute to the next generation; it is often thought of as giving back
- failure to resolve this stage can lead to overextension or reactivity



GENERATIVITY VS. STAGNATION

Erikson believed that by the time we reach our mid 30s to mid 50s we start to really examine our lives and see if it is going the way we planned it or did it take a drastic turn. This is where some people take drastic steps and change their lives. You could see a lot of late divorces or extreme changes in clothes or cars- we call this experience a mid life crisis.

STAGE 8 – MATURITY INTEGRITY VS. DESPAIR



- age 65 to death
- the basic conflict is ego integrity vs. despair
- the important event is reflection on and acceptance of the individual's life
- the individual is creating meaning and purpose of one's life and reflecting on life achievements
- failure to resolve this conflict can create feelings of disdain & despair.

INTEGRITY VS. DESPAIR

Towards the end of our lives we look back and evaluate ourselves. Did we live a good life? Leave behind a legacy of friends or family? Or did we waste our time playing Madden 2023 on Playstation 7? If we feel like there were many lost opportunities along the way we may fall into despair. I like to use this stage to try to shape my life now- you should too.

TABLE 10.1

ERIKSON'S STAGES OF PSYCHOSOCIAL DEVELOPMENT

Stage (approximate age)	Issues	Description of Task
Infancy (to 1 year)	Trust vs. mistrust	If needs are dependably met, infants develop a sense of basic trust.
Toddlerhood (1 to 2 years)	Autonomy vs. shame and doubt	Toddlers learn to exercise will and do things for themselves, or they doubt their abilities.
Preschooler (3 to 5 years)	Initiative vs. guilt	Preschoolers learn to initiate tasks and carry out plans, or they feel guilty about efforts to be independent.
Elementary school (6 years to puberty)	Competence vs. inferiority	Children learn the pleasure of applying themselves to tasks, or they feel inferior.
Adolescence (teen years into 20s)	Identity vs. role confusion	Teenagers work at refining a sense of self by testing roles and then integrating them to form a single identity, or they become confused about who they are.
Young adulthood (20s to early 40s)	Intimacy vs. isolation	Young adults struggle to form close relationships and to gain the capacity for intimate love, or they feel socially isolated.
Middle adulthood (40s to 60s)	Generativity vs. stagnation	In middle age, people discover a sense of contributing to the world, usually through family and work, or they may feel a lack of purpose.
Late adulthood (late 60s and up)	Integrity vs. despair	When reflecting on his or her life, the older adult may feel a sense of satisfaction or failure.

Course Schedule

Targeted Trauma Treatment Plans: 2 CE

Complex Issues, Troubleshooting; Q & A

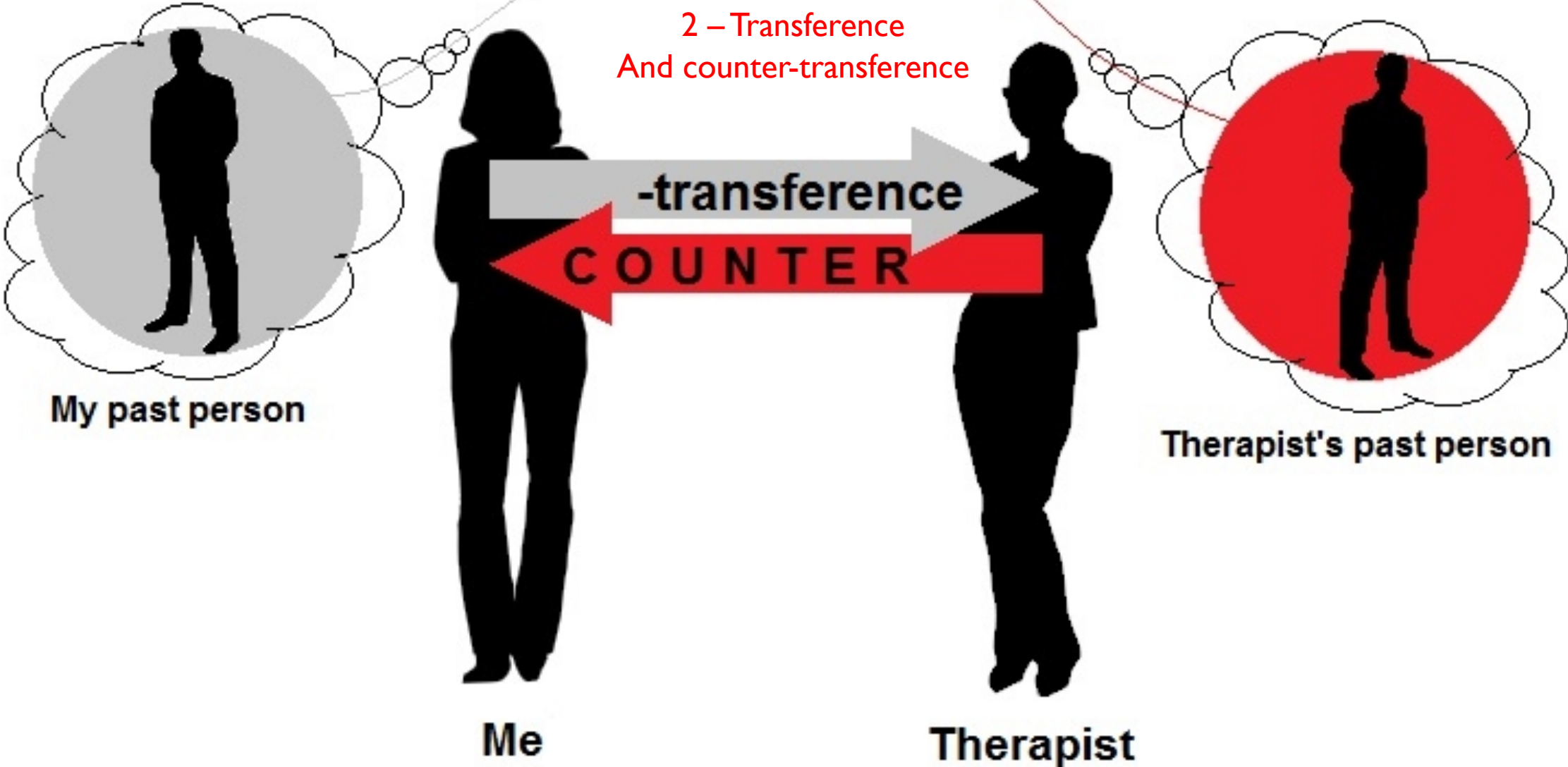
5 Complex Issues

I – Suicide Ideation



5 Complex Issues

2 – Transference
And counter-transference



5 Complex Issues

3 – Highly Triggered/Hopeless



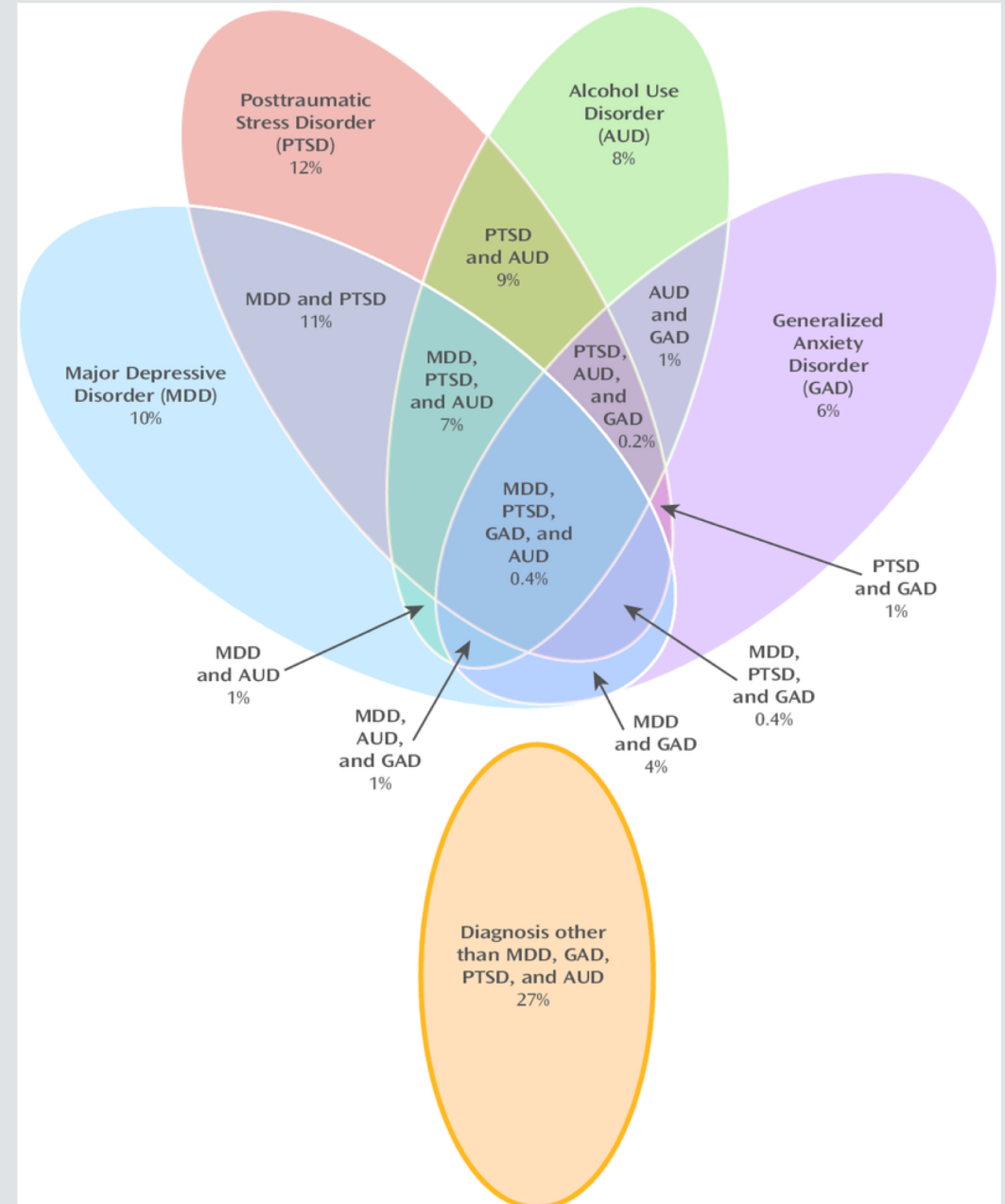
5 Complex Issues

4 – Stuck or Confused



5 Complex Issues

5 – Comorbidity of issues





HOPE +



HOPE + SKILLS =



Success!

Questions?



Resources

The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma

Bessel van der Kolk M.D. *Classic book on general topic of trauma and its treatment*

Waking the Tiger: Healing Trauma (1997)

Peter A. Levine *Amazing book, layman style about treating trauma*

In an Unspoken Voice: How the Body Releases Trauma and Restores Goodness (2010)

Peter A. Levine *Advanced more elaborate intermediate level book building on Waking The Tiger*

Trauma and Recovery: The Aftermath of Violence--From Domestic Abuse to Political Terror

Judith L. Herman *Groundbreaking first book to eloquently define developmental trauma*

The Crisis Counseling and Traumatic Events Treatment Planner, with DSM-5 Updates, 2nd Edition

(PracticePlanners) (2014) by Tammi D. Kolski, Rick A. Myer, Jongsma Jr., Arthur E.



CORE WELLNESS

Targeted Trauma Treatment Plans: 2 CE

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