



Trauma Prevention: Clinical Interventions for Modern Stressors

MHA Credential

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Welcome

Congratulations on your decision to undertake training in this specialized field of mental health. We're thrilled to be joining you on this journey.

As we move further into the 21st century, trauma is more pervasive than ever. Humanity is grappling with the accelerating effects of climate change, increasingly frequent natural disasters, ongoing global conflicts, and the looming threat of future pandemics. In response, the helping professions have intensified their focus on trauma-informed care – training mental health practitioners in frameworks and techniques designed to support individuals recovering from traumatic experiences.

However, remediation – working with trauma-affected clients after the fact – is both costly and time-intensive. Preventing trauma before it occurs is a far more effective strategy, yet many practitioners feel ill-equipped to do so. This Credential Course bridges that gap.

The course includes engaging video lectures, handouts and presentation slides, insightful video interviews with experienced clinicians, peer-reviewed articles and resources carefully created or curated to augment your learning, plus much more.

Before you get started, please continue reading below. This guide provides important information and resources to help you access and progress through the course.

Kind regards,



Pedro Gondim
CEO, Mental Health Academy.

PS If you need any assistance whatsoever, just contact our friendly support team via help@mentalhealthacademy.net and we'll reply as soon as possible.

Learning Outcomes

By the end of this course, you will be able to:

1. Identify and describe the types of trauma most prevalent in the 21st century and their impact on individuals and communities.
2. Evaluate cultural considerations and integrate culturally responsive approaches when working with minoritized and marginalized client populations.
3. Evaluate personal biases and demonstrate heightened self-awareness of these and cultural factors, applying the awareness to the assessment and treatment of trauma-affected individuals.
4. Identify and analyze the effects on mental health and trauma of: COVID-19, climate change, and global conflicts.
5. Apply culturally informed approaches when assessing and treating mental health service providers impacted by trauma.
6. Identify trauma prevention interventions within both familial/social relationships and work environments and evaluate their effectiveness in mitigating trauma/stress and promoting resilience and long-term wellbeing.
7. Apply a broad range of trauma prevention theories and holistic clinical interventions to help clients cope with modern stressors across diverse cultural and community contexts.
8. Examine trauma prevention strategies through a decolonized lens, discussing how they inform trauma care and can be effectively applied in practice.
9. Enhance cultural self-awareness by integrating culturally sensitive techniques when assessing and treating these client groups: mothers during and after pregnancy, adolescents, the adult years, and the elderly.
10. Evaluate evidence-based models of trauma prevention and implement trauma prevention strategies effectively in mental health practice and trauma service settings.
11. Analyze the factors contributing to distress and trauma and identify evidence-based interventions tailored to clinical practice with the following populations: infant and maternal health, adolescence, adulthood, and the elderly.

Your Course Facilitator

Dr. Cirecie West-Olatunji, Ph.D., is an internationally-renowned trauma expert, with 30+ years of global experience in the field.



Dr. Cirecie West-Olatunji, Ph.D., currently serves as the CEO of CRESTSprogram. She is the founding director of the Center for Traumatic Stress Research (Xavier University of Louisiana), and a past president of the American Counseling Association (ACA) and the Association for Multicultural Counseling and Development (AMCD). In addition, she has served as editor-in-chief of the Journal of Multicultural Counseling and Development.

Dr. West-Olatunji has initiated several clinical research projects focusing on culture-centered community collaborations designed to address issues rooted in systemic oppression, such as transgenerational trauma and traumatic stress. She has conducted commissioned research under the auspices of the National Science Foundation, ACA Foundation, Kellogg Foundation, Federal Witness Assistance Program, Spencer Foundation, the American Educational Research Association, and the African-American Success Foundation. Her publications include two co-authored books, numerous book chapters, and over 60 articles in peer-reviewed journals.

Dr. West-Olatunji has coordinated disaster mental health outreach projects in post-Katrina New Orleans, Southern Africa, and Haiti. Cirecie West-Olatunji is also a fellow in the American Counseling Association.

Dr. West-Olatunji is also the author of Mental Health Academy's internationally-acclaimed Micro-Credential Courses, [*Disaster Mental Health Counseling*](#) & [*Working with Trauma: Interventions That Foster Resilience*](#).

Course Outline

Your Course is delivered entirely online and accessible on-demand, 24/7. The course is divided into 6 modules, with a total of 22 units.

Most units include a video lecture, a requisite reading, an assessment, and other learning resources – such as handouts, supplementary readings, and expert interviews. Following is a breakdown of the course content.

A snapshot of course resources

Core Resources



24 Video Lectures



Lecture Slides & Handouts



Multiple-Choice Assessments

Supplemental Resources



Peer-reviewed Articles



Expert Interviews



Other Reading Resources

Module 1

The Development and Impact of Trauma

Many contemporary mental health practitioners have awakened to the pervasiveness of trauma and the need to use trauma-informed approaches, yet fewer have also realized that it is possible to prevent trauma when clients are exposed to potentially traumatic experiences; many practitioners may also not be aware of trauma-prevention techniques.

In Unit 1, Dr. Cirecie West-Olatunji redefines trauma to include perceptual and contextual factors and explains why preventing trauma is so important. She does not just give you her expert opinion on the topic, however; in Unit 2, you delve into the neuroscience of stress and trauma, examining roles of prominent neuromodulators and parts of the brain in the stress process and the cost of prolonged neurochemical imbalance. Enduring self-care is relevant here. Unit 3 broadens the topic, examining the global impact of traumatic stress and how it disproportionately affects minoritized populations, who may already be experiencing racism and systemic oppression. Dr. West-Olatunji shows how you can look for strengths, emphasizing the importance of using interventions consistent with clients' worldviews. The progressive nature of the course is especially seen in Unit 4, which explores how we can attain a holistic perspective on mental wellbeing. Such an approach involves moving beyond a focus on intrapsychic processes, toward more ecologically-oriented approaches.

Module 1

The Development and Impact of Trauma

This module includes the following units:

1. The Neurobiology of Stress

In this first lecture of this unit, lecturer Dr. Cirecie West-Olatunji lays out the rationale for the course, giving an overview of each of the modules and emphasizing the various aspects of the course that are unique, such as examining trauma prevention over the life span, exploring continuous traumatic stress, and helping clinicians to decolonize their practice. The stressors commonly encountered not only by clients, but also parents and health professionals, are all included in this holistic, forward-looking, yet practical course on preventing trauma.

In the second lecture in this unit (to which the assessment pertains), Dr. West-Olatunji discusses the neuroscience of stress, explaining about the roles of prominent neuromodulators and parts of the brain in stress processes and the impact of prolonged neurochemical imbalance. She proposes enduring self-care as a response to longstanding experience with distress or trauma and emphasizes the importance of gratitude practices. Dr. West-Olatunji lists numerous tools to help practitioners think about the neurobiology of stress and cites ways to decolonize one's practice (a feature which appears throughout the course).

2. The Global Impact of Traumatic Stress

Like it or not, traumatic events unfold around the world and both clients already seeking mental health help and the professionals who serve them may be affected. In this unit, Dr. West-Olatunji shares an expanded definition of trauma which includes perceptual and contextual factors, including exposure to systemic oppression. The additive effect for minoritized populations means that they will be disproportionately affected by traumatic events, and it is the responsibility of the mental health professional to go at the client's pace, looking for strengths and providing interventions consistent with the client's worldview. Dr. West-Olatunji outlines numerous assessments used in trauma prevention and offers a case illustration drawn from her own experience during the last few years of heightened global turmoil.

3. A Holistic Perspective on Mental Wellbeing

In this unit on attaining a holistic perspective on mental wellbeing, Dr. West-Olatunji contrasts broader, holistic approaches with those which focus primarily on intrapsychic processes; she explains the rationale behind a holistic approach and lists assessment tools which help capture various aspects of trauma. West-Olatunji also tackles head-on the question of why some practitioners are uncomfortable including and discussing spirituality as part of a holistic approach and outlines obstacles which can stand in the way of employing this less conventional means of engaging trauma prevention.

Module 2

Fundamentals of Trauma Prevention

Dr. West-Olatunji cites the ever-accelerating pace of climate change, global conflicts , and pandemic effects to observe that, in the 21st century, preventing trauma is a far superior strategy to remediating its effects.

This module describes the basics of trauma prevention with an emphasis on cultural sensitivity and outlines aspects of mental health work that are critical to achieving a preventive approach. The 5As model of Unit 1 helps you transition from what is likely to have been remediation-oriented training, and in Unit 2, you learn about the pillars of holistic trauma prevention. Dr. West-Olatunji is consistent in urging that we do trauma prevention with a decolonized lens, and Unit 3 shows you how that looks, beginning with an understanding of how cultural hegemony and intergenerational trauma manifest.

Culture-centered therapies can help mitigate the effects of these as well as the continuous traumatic stress that marginalized groups frequently experience. Dr. West-Olatunji describes culture-centered interventions and assessments. By Unit 4, you are delving into how you can integrate culturally sensitive trauma prevention into your clinical work; you begin by evaluating your own practice and assessment tools for culture-centered interventions and assessments. We are reminded of the importance of expanding our trauma-prevention competence on both theoretical and practical levels.

Module 2

Fundamentals of Trauma Prevention

This module includes the following units:

1. The Goals and Mission of Trauma Prevention

Most mental health professionals would agree that prevention is better than fixing something after the problem has arisen, but do we know what prevention versus remediation means in the context of trauma? In this unit, Dr. West-Olatunji explains the difference between the two and invites you to use the three-tiered model she uses to conceptualize interventions. The 5As model is introduced and Dr. West-Olatunji elaborates on why trauma prevention is important for the 21st century. As always, you are encouraged to explore how you can incorporate cultural considerations into trauma prevention strategies.

2. Trauma Prevention Strategies That Work

This unit describes what is involved with a trauma-informed framework and outlines the pillars of holistic trauma prevention. The 5-4-3-2-1 coping skill is described as well as tools for assessment. Dr. West-Olatunji explains why trauma prevention is so crucial in the 21st century.

3. A Decolonized View of Trauma Prevention

In this unit, you learn what trauma prevention looks like with a decolonized lens. It involves understanding how cultural hegemony and historical and intergenerational trauma work. We need to comprehend how culturally marginalized groups experience continuous traumatic stress as a result of systemic bias, and how culture-centered therapies can mitigate the effects of such stress.

Dr. West-Olatunji emphasizes the importance of culture-centered interventions and assessments, highlighting how meaning-making varies across cultures. As always, you are encouraged to reflect on your personal biases and on the probable Eurocentric orientation of your counseling training materials.

4. Integrating Trauma Prevention Into Clinical Work

It is great to embrace the idea of culturally sensitive trauma prevention, but what does it mean in practice? In this unit, you are offered ways to integrate trauma prevention into your clinical work, starting with evaluating your practice and assessment tools for cultural sensitivity. Especially given the prevalence of remediation orientations in mental health care, it is important to expand our trauma prevention competence on both theoretical and practical intervention levels. Dr. West-Olatunji encourages you to “tweak” your assessment skills and notes that we, as mental health professionals, will best survive the 21st century using a trauma prevention approach.

Module 3

Trauma Prevention in Relationships & Social Contexts

Counseling training programs have traditionally prepared their students well to deal with intrapsychic distress, and some approaches expand their lens to include familial-level trauma and stressors. This module helps you to understand how, while these levels are important, practitioners must also address broader sources of trauma.

Thus, Unit 1 shows you the importance of addressing social determinants of health, which disproportionately traumatize minoritized groups. Unit 2 focuses on interventions for parental and familial challenges, identifying three primary sources of trauma at this level. Pediatric Counseling Theory has unique features which can be employed here. In Unit 3, you learn about trauma prevention interventions for trauma, abuse, and violence occurring in romantic relationships, including interventions for perpetrators as well as survivors. Unit 4 describes characteristics of a toxic work environment and observes how any workplace stress can have an additive effect for minoritized groups. And finally, Unit 5 helps you understand how to begin reversing the effects of systemic oppression due to many of the “isms” with which society is plagued: racism, sexism, classism, and more. Culture-centered assessment and interventions are proposed as the antidote to cultural marginalization and social bias, and non-Eurocentric counseling theories are suggested.

Module 3

Trauma Prevention in Relationships & Social Contexts

This module includes the following units:

1. Understanding Social Determinants of Psychological Health

Social factors can greatly influence a client's mental and physical health. In this unit, you hear what those factors are and how they come to disproportionately affect people who are already culturally marginalized. Fortunately, valid instruments are available to assess for social determinants which negatively impact clients. Dr. West-Olatunji outlines these, offering a case illustration from her own files to show the importance of assessing for social determinants in conceptualizing the client's case.

2. Interventions to Help Clients Cope with Parental and Familial Challenges

Trauma occurs widely in families: between parents/caregivers, between parents and children, and even between children. It is daunting to deal with, but as practitioners, we must be able to recognize when it is occurring and use appropriate interventions to increase safety. In this unit, Dr. West-Olatunji lists the three types of trauma that tend to occur in familial relationships and explains what needs to be considered in identifying and treating it. The symptoms of trauma in children are outlined, and Dr. West-Olatunji discusses Pediatric Counseling Theory as a set of interventions with unique features.

3. Interventions to Help Clients Cope with Abusive and Traumatic Intimate Relationships

In this unit, you learn about trauma prevention interventions for trauma, abuse, and violence occurring in romantic relationships. After reminding viewers of the grim statistics regarding intimate partner violence (IPV), Dr. West-Olatunji suggests four instruments which can help practitioners assess for violence from this source. She covers evidence-based interventions for IPV, for both perpetrators and survivors. A case illustration helps you to see how IPV continues intergenerationally.

4. Interventions to Help Clients Cope with Toxic Work Environments

Stress and trauma can occur over a prolonged period if someone is exposed every workday to adverse conditions in a work environment. In this unit, Dr. West-Olatunji offers two instruments which can assess the severity of workplace stress. She also notes numerous objective measures a consultant could use to determine general stress levels in a given workplace. Interventions to help achieve a positive workplace environment can be primary, secondary, or tertiary; Dr. West-Olatunji explains the type of interventions that could occur at each level. She also observes how any workplace stress can have an additive effect for minoritized groups.

5. Interventions to Help Clients Cope with Racism, Sexism, Classism and Homophobia

In this unit, Dr. West-Olatunji begins with a reality check on inequities based on group membership in society, citing the impact of systemic oppression on minoritized populations. She follows that up with the observation that traditional counseling training programs have failed to integrate some levels of factors, which mental health practitioners correspondingly fail to address in working with traumatized clients. Culture-centered assessment and interventions are proposed as the antidote to cultural marginalization and social bias; Dr. West-Olatunji lists both non-Eurocentric types of counseling theories and the characteristics of a culture-centered counseling approach.

Module 4

Trauma Prevention Across the Human Lifespan

Have you ever, in the middle of a stressful period, thought, “I can’t wait until I get to the next life stage; it’s sure to be less stressful”? If so, you are not alone, but you might be disappointed. In this module, Dr. West-Olatunji shows how stress and trauma occur throughout the lifespan, and how we as practitioners can help our clients through the stresses common at each stage.

Unit 1 outlines surprisingly high global rates for maternal mortality and stillbirth. She uses statistics from the Aboriginal and Torres Strait Island populations of Australia to illustrate how minoritized, marginalized populations are disproportionately affected. The next major life stage, adolescence, is the subject of Unit 2, where we confront the high rates of anxiety, depression, and behavioral disorders among the young. Key research findings cited by Dr. West-Olatunji set out four areas of trauma prevention strategy.

Unit 3 acknowledges that traumatic stress occurs through the lifespan for some groups in the form of CTS. You learn how notions of healing discourse can help marginalized populations which are, as always, affected more heavily than mainstream group members. Arriving at older age does not mean becoming stress-free, and in Unit 4, Dr. West-Olatunji outlines the major stressors at this life stage, occurring not only because of advancing age, but also as a result of numerous other factors. She details the primary and secondary effects of stress in this population along with trauma prevention strategies tailored to the senior set.

Module 4

Trauma Prevention Across the Human Lifespan

This module includes the following units:

1. Interventions to Help Clients Cope with Infant & Maternal Mental Health Challenges

In this opening unit of the module, Dr. West-Olatunji offers surprising statistics on global rates for maternal mortality. She illustrates the global issue of mental health problems perinatally through discussion of the minoritized Aboriginal and Torres Strait Island people of Australia, whose statistics in this area are typically worse than mainstream statistics. Dr. West-Olatunji explains the social factors generally impacting on these sorts of statistics and offers strategies for preventing the high rates of stillbirth also experienced by minoritized female populations. Four chief trauma prevention tools are offered.

2. Interventions to Help Clients Cope with the Modern Challenges of Adolescence

Global statistics on adolescent mental health, with high rates of anxiety, depression, and behavioral disorders, underscore the importance of this unit, which delves into what young people need in the way of trauma prevention. Dr. West-Olatunji cites key research findings and sets out four areas of trauma prevention strategy for this group.

3. Interventions to Help Clients Minimise Continuous Traumatic Stress

A module intending to examine trauma prevention across the lifespan necessarily must look at chronic traumatic stress (CTS): a stress that some individuals and groups will confront throughout their lives. In this unit, Dr. West-Olatunji reviews the characteristics of this type of stress, shows how marginalized groups are disproportionately affected by it, and shares intervention strategies, including the notion of “healing discourse”. You are offered numerous assessment tools to screen for CTS.

4. Acknowledging & Appreciating the Aging Process

Aging isn't for the fainthearted. In this unit, Dr. West-Olatunji explains why, citing statistics about how much of this population is troubled by mental health issues and stress, and identifying numerous factors beyond those of physical decline which cause stress in the elderly. She identifies both direct and secondary effects of stress in this population, along with numerous stress and trauma prevention strategies which are tailored for those in their senior years. As always, assessment tools are listed, one of which can also help identify caregiver stress.

Module 5

Trauma Prevention at a Global Scale

Pandemics! Natural disasters! Wars! There is no dearth of sources for trauma in the contemporary earthly experience; this module offers valuable insights into the global scale we are dealing with and how to be most fully prepared when these adverse phenomena occur.

Unit 1 describes the symptoms of the new COVID Anxiety Syndrome and trauma prevention strategies for dealing with it; you are advised to self-assess for any lingering COVID anxiety. Unit 2 tackles eco-anxiety, examining the impacts of climate change on mental health. Dr. West-Olatunji reminds us that, because minoritized populations are disproportionately affected by climate change, culture-centered theories can be maximally effective as frameworks for trauma prevention interventions, several of which are offered.

Perhaps more devastating than natural disasters are the man-made ones: global conflicts which displace and traumatize millions. Unit 3 delves into the effects of these on mental health and what is involved in the types of trauma they create. Trauma prevention approaches and interventions are described. You are encouraged to prepare now, in order to be ready when the next pandemic/disaster/global conflict causes mass suffering.

Module 5

Trauma Prevention at a Global Scale

This module includes the following units:

1. Post-pandemic/COVID-19 Effects

In this first unit of Module 5, Dr. West-Olatunji reveals the shocking statistics of how many people have contracted COVID-19, and how many have died from it. Introducing the (new) COVID Anxiety Syndrome, she describes its symptoms and then recommends trauma prevention strategies for dealing with it. Dr. West-Olatunji offers several assessment tools and recommends that you complete a self-assessment about it. The case illustration shares her experiences with both graduate students and faculty during the pandemic.

2. Managing the Daily Effects of Climate Change

In this unit, Dr. West-Olatunji examines the impacts of climate change on mental health, introducing new terms (such as “eco-anxiety”) that mental health professionals are likely to come across within this sphere. Four assessment tools are offered, along with a list of culture-centered theories which can be used as frameworks for mental health interventions to deal with climate impacts, especially for minoritized populations.

3. Waking Up to Global Conflicts

We can easily learn details of a conflict from the nightly news reports, but what do these conflicts mean – on physical, psychological, and social levels – for those caught up in the conflict? In this unit, you learn about the effects of global conflicts on mental health, and what is involved in four major types of trauma they create. Trauma prevention approaches are described, along with interventions which can help. Dr. West-Olatunji’s experience doing disaster response after U.S. Hurricane Katrina inspired her MHA credential course on the topic, which is recommended to gain a fuller picture of what is needed, including pre- and post-deployment.

Module 6

A Deep Dive Into Therapist Self-care

“Physician, heal thyself.” This injunction, arising from biblical times, highlights the importance of mental health helpers taking care of themselves if they would offer effective care to others, but do most of us know what is involved in self-care, and why helpers, especially mental health ones, are so vulnerable to stress and trauma?

Unit 1 sets about clarifying the extent of the challenge, noting that mental health professionals often experience compassion fatigue and – through their empathetic natures and caring interactions – vulnerability to secondary traumatic stress. These and burnout are differentiated from one another and a simple five-step framework is offered for keeping burnout at bay. In Unit 2, you hear a rationale for why caring for ourselves as helpers must be the first priority. Good and bad stress are differentiated, and a chart explains the optimal level of arousal for successful performance. The effects of allostatic load are explained.

Unit 3’s first lecture takes this much-needed differentiation a step further, observing that self-care to alleviate stress can be either temporary or more enduring. Neuroscience has now determined that the latter creates desirable changes in the brain, so Dr. West-Olatunji’s focus is on trauma prevention strategies which create enduring self-care. The unit components that are familiar by this stage – assessment tools, case illustrations, expert interviews, and requisite reading – are also offered in the first three units of Module 6. We then close this Module (and course) with a helpful summary and review, in the second lecture of Unit 3.

Module 6

A Deep Dive Into Therapist Self-care

This module includes the following units:

1. Unpacking Secondary Traumatic Stress & Burnout

Burnout is rife in modern work life, and compassion fatigue hits hard at helpers. We may know that we are vulnerable to secondary traumatic stress, but do we recognize it, or the other two conditions, when they are incipient? In this unit, Dr. West-Olatunji explains the characteristics of each condition, how they differ from one another, and which assessment tools can help. The five steps for burnout prevention she offers are a simple, classical framework for keeping burnout at bay.

2. The Need for Radical Self-care

In this unit, you learn why caring for ourselves should be the first priority, as it is a prerequisite to being able to care for others. Good and bad stress are differentiated, and you see a graph demonstrating the optimal level of arousal for successful performance. Dr. West-Olatunji outlines the effects of allostatic load and CRF, and you are offered three self-assessment tools regarding self-care, which you can use with clients.

3. Interventions for Enduring Self-care

In this unit, Dr. West-Olatunji offers what may be a novel idea for some: that we can have self-care that is either temporary or that is more enduring. She outlines the neuroscientific differences between the two for the brain, describes trauma prevention strategies which can create enduring self-care, and lists self-assessment tools for self-care. We then wrap up this unit, module and course with a final review and summary, in Dr. West-Olatunji's final lecture.

Credential & Certificate

Upon successful completion of all 22 mandatory assessments, you'll be issued with an MHA Digital Badge (Micro-Credential) and a CE Certificate of Attainment.

The total duration of this course is **38 hours**. This is based on a calculation of the number of hours required to read all requisite articles, watch video lectures and complete the online assessment components.

Digital Badge & CE Certificate



Upon successful completion of all 22 assessments, you'll be issued with an MHA *Trauma Prevention: Clinical Interventions for Modern Stressors* Digital Badge and a CE Certificate of Attainment.

A Digital Badge is a form of Digital Credential (also known as Micro-Credential) that can be verified/validated online. A digital badge signals your achievement to potential employers and stakeholders, as they are able to verify your learning/skill acquisition outcomes in real-time, over the web. In addition to your MHA Digital Badge, you'll receive a downloadable CE Certificate of Attainment highlighting the 38 CPD hours you've completed. Both the Digital Badge and Certificate of Attainment can be used to demonstrate your course completion and learning achievement.

How to Complete your Course

Once you have reviewed this Guide and are ready to tackle your first unit, we suggest following this 6-step workflow (repeating it for each unit).

Here's a 6-step suggested workflow:

1. **Read requisite readings.** This will set the stage for watching the video lecture, and any other video included in the unit.
2. If you like to take hand notes, **download and print the lecture's presentation slides and handouts.** If you prefer to write electronically, start a document.
3. **Watch the video lectures.** Stop (use the pause button) whenever you need to take notes or reflect on certain concepts. Tip: Lectures are broken down into smaller "chapters" to help you keep track of your progress. Tip: Prior to watching the first lecture, make sure you watch our short course introductory video.
4. **Complete the assessment for that unit.** If you do not pass on your first try, don't worry – you can review your responses and re-submit new answers.
5. **Explore the supplementary learning resources [OPTIONAL].** Each unit includes a range of additional resources. We highly recommend that you watch the expert interviews and listen to the practitioner insights!
6. **Interact via the course's Private Facebook Group [OPTIONAL].** Our Facebook Group ([click here to access](#)) is a private forum that facilitates discussions with other course participants and your course facilitator. While joining the group is not mandatory, it is a great way to network, join discussions and learn from your peers.

Assessment Methods

The course includes 22 multiple-choice, online assessments. To advance (i.e. unlock access) to the next module, you must complete the multiple-choice assessments for each of the units within the module you're currently in.

For successful completion of an assessment, you must attain a minimum 80% pass rate. As the assessment is competency-based, if you don't pass on your first try, you will have the opportunity to review, save and re-submit your answers.

Supplemental Learning Resources

Supplemental learning includes video interviews, audios, and more. Although these resources are not part of the core program, they were created or curated to expand your knowledge and understanding of the topic. As such, we recommend that you consider reviewing them.

After Completion

Through the MHA Learning Portal, you'll have lifetime, unrestricted access to all core course resources* – so you can refresh your knowledge at any time. You will also have continued access to the private [Facebook Group](#) – this medium will be used as a networking hub for mental health professionals participating in the course.

**Core course resources include your requisite readings, video lectures and handouts, and assessments. Some supplemental resources are accessible outside of the MHA portal, and may not be continually available in the future.*

Frequently Asked Questions

Questions & answers to help you navigate through the program

How are course content and learning materials delivered?

Your course materials will be accessible online via the MHA Learning Portal (i.e. website). Course materials include journal articles, handouts and other downloads, video lectures, and online (multiple-choice) assessments. You will be able to access these materials and learning tools from most computer systems and mobile devices. Technical support will also be available in case you experience any difficulty accessing course resources.

What is the duration of the course?

The total duration of this course is 38 hours. This is based on a calculation of the number of hours required to read all requisite (i.e. core) articles, watch video lectures and complete the online assessment components. It does not include additional time required to read/watch/access supplemental learning resources.

What are the assessment requirements for this course?

The course includes 22 multiple-choice, online assessments. To advance (i.e. unlock access) to the next module, you must successfully complete the multiple-choice assessments for each of the units within the module you're currently in. For successful completion of an assessment, you are required to attain a minimum 80% pass rate. As the assessment is competency-based, if you don't pass on your first try, you will have the opportunity to review, save and re-submit your answers (there are no re-attempt limits).

What Certification do I get upon completion of this course?

When you complete this course, you'll be issued with an MHA *Trauma Prevention: Clinical Interventions for Modern Stressors* Digital Badge and a CE Certificate of Attainment. A Digital Badge is a form of Digital Credential that can be verified/validated online. A digital badge signals your achievement to potential employers and stakeholders, as they are able to verify your learning/skill acquisition outcomes in real-time, over the web. In addition to your MHA Digital Badge, you'll receive a downloadable CE Certificate of Attainment, which can also be used as proof of completion and printed (if you would like to display it in your office/workspace).

How is the MHA Digital Badge different from a traditional CE Certificate?

Digital badges are a form of an electronic portfolio to track and showcase your educational achievements. When you are issued with a digital badge, you'll receive a unique URL (link) that includes information about your achievement – such as the duration of a course you completed, the organization that issued the badge, and what you had to do to receive it (e.g. complete assessments). Unlike a CE Certificate, information in your digital badge is verifiable online and in real-time, making it a more reliable source of data for prospective employers. Badges can also be more easily shared online and integrated into your website, digital professional profile (e.g. LinkedIn account), etc.

Will my MHA Digital Badge be recognized by employers?

Digital credentials are becoming increasingly more popular among employers and traditional educational institutions, such as Universities (you may have heard of the move towards micro-credentialing). Some of the world's biggest companies, such as Microsoft, and respected education providers, such as Harvard University, already issue digital credentials for their courses and workplace-related learning. Many experts believe that digital portfolios and digital credentials will eventually replace traditional CVs and provide learners with expanded opportunities to showcase their skills and educational achievements to prospective employers.

Does MHA offer other credential courses?

Yes. Visit <https://www.mentalhealthacademy.net/credentials> to learn more about other Credentials we currently offer.

Can I save course content for future reference?

Your course guide, requisite readings, handouts and other supplemental materials can be downloaded and saved to your computer. Video content and assessments cannot be downloaded; however, they are accessible via the MHA Learning Portal at any time (including after you have successfully completed the course). All enrolled course participants will have lifetime access to requisite course learning materials.

What are the system requirements for watching videos?

Our video platform (Vimeo) is compatible with all up-to-date browsers (Chrome, Safari, Firefox, Opera, and Edge) and operating systems (Windows, Mac and mobile devices), and most residential internet connections should be more than adequate to watch the videos. If you experience any difficulties accessing video content, you can contact us for support at any time.

Do I need a Facebook Profile to join the forum (i.e. Facebook Group)?

Yes, to access the forum and join in the group discussions, you will need a Facebook Profile. If you do not have a Facebook profile, we recommend setting one up to join the group, as it may enhance your learning experience and provide you with the opportunity to learn from and interact with your peers and course facilitator. While recommended, joining the Facebook Group is not a requirement to access and complete this course.

I live in a remote area with slow internet. Will I be able to access the lectures and other videos?

You may experience difficulties watching videos if your internet speed is very slow. We recommend that you contact your Internet Service Provider (ISP) to devise a solution. If that's not possible, you may wish to consider allocating time for travel, so you can access video content using a more appropriate connection (there will be approximately 13 hours of video content throughout the course).

What is your course refund policy?

This course includes a 14-day money back guarantee that empowers you to try the program entirely risk-free. If within 14 days of your enrolment and before completion of the first module* you're not entirely thrilled with the high-level content you have access to, just email us at help@mentalhealthacademy.net and we'll give you your money back. No questions asked.

**Refund eligibility criteria: You will not be eligible for a full refund if: 1) You have completed all assessments for Module 1 or 2) Your cancellation/refund request is emailed 15 (or more) days after your enrolment date. Please see our Terms & Conditions for more details.*

Can I copy and or share course learning materials and resources?

Course materials are only to be used by the individual person who enrolled in the course. Sharing your course access details and resources constitutes a breach of copyright and may result in the cancellation of your enrolment and ineligibility to access Certificates.

I'm an MHA subscriber. How is this course different from what I can access with my subscription?

MHA Membership Courses (available via our Catalogue) are shorter, specific programs – with most courses ranging from 1 to 4 hours in duration. MHA Credential Courses are designed to provide a deeper-dive, content-rich experience (20+ hours of learning) backed up by in-depth, real-life case studies and illustrations.



Need Support? Contact us and we'll get back to you as soon as possible.

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