

## Neuroplasticity: *Rewiring the Brain after Trauma*

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### Class Schedule (activity eligible for CE credits)

- Class 1: Nov 8th, 2022 @ 11 am - 12:30 pm MT
- Class 2: Dec 6th, 2022 @ 11 am - 12:30 pm MT
- Class 3: January 10th 2022 @ 11 am - 12:30 pm MT
- Class 4 February 14th,, 2022 @ 11 am - 12:30 pm MT
- Class 5: March 28th, 2022 @ 11 am - 12:30 pm MT
- Class 6: April 18, 2022 @ 11 am - 12:30 pm MT

### Location (Live, Online)

<https://us02web.zoom.us/j/83318266414?pwd=SWdvR25wenRwb0tnWWdhaTJlaklVQT09>

### This activity offers CE credit for...

- APA
- ASWB
- Other

(All other attendees may receive a Certificate of Participation)

### Faculty

- Lisa Wimberger
- Char Dillon, PhD

### Agenda

#### **Class 1: Nov 8th, 2022**

##### *The Role of the Vagus Nerve in Nervous System Regulation*

- 11 am - 11:30 am MT: Review teaching material
- 11:30 am - 12 pm MT: Review teaching demo
- 12 pm - 12:30 pm MT: Q&A

#### **Class 2: Dec 6th, 2022**

##### *The Prefrontal and Limbic Brain Relationship In Self-Regulation*

- 11 am - 11:30 am MT: Review teaching material
- 11:30 am - 12 pm MT: Review teaching demo
- 12 pm - 12:30 pm MT: Q&A

### Class 3: Jan 10th, 2023

#### *The Path to Intentional Self-Regulation*

- 11 am - 11:30 am MT: Review teaching material
- 11:30 am - 12 pm MT: Review teaching demo
- 12 pm - 12:30 pm MT: Q&A

### Class 4: February 14, 2022

#### *The SCARF Model: Identifying Patterns to Strengthen Social Engagement*

- 11 am - 11:30 am MT: Review teaching material
- 11:30 am - 12 pm MT: Review teaching demo
- 12 pm - 12:30 pm MT: Q&A

### Class 5: March 28, 2022

#### *A Whole-Brained Approach to Emotional Regulation*

- 11 am - 11:30 am MT: Review teaching material
- 11:30 am - 12 pm MT: Review teaching demo
- 12 pm - 12:30 pm MT: Q&A

### Class 6: April 18, 2022

#### *Neurosculpting® Wordplay and Somatic Identification for Stress Regulation*

- 11 am - 11:30 am MT: Review teaching material
- 11:30 am - 12 pm MT: Review teaching demo
- 12 pm - 12:30 pm MT: Q&A

### Statement of Need

When we suffer trauma or less-than-ideal caregiving experiences, the memory (of the event itself) imprints onto the amygdala—a part of the brain's limbic system associated with learning and memory. We carry these imprints throughout our lives as explicit and implicit memories that can affect our thoughts, emotions, physical and mental health... even our relationships.

The challenge in treating trauma and helping people restore a sense of safety—is that implicit memories when activated in the present—feel like the threat is immediate. As a result, the stress response stays over-activated, where the brain searches for danger, even when it's not there.

When we're not able to calm or down-regulate our nervous system, long-term exposure to stress hormones can disrupt body processes and put us at increased risk for a variety of physical, behavioral and mental health challenges. *Therapists need to learn how to improve the brain's innate neuroplasticity to apply a whole-person approach to trauma-informed*

*care—so that they can increase self-awareness, improve clients' mental health outcomes, prevent secondary/vicarious trauma and accelerate growth and healing of unresolved trauma.*

### Learning Objectives

- Explain in detail, the relationship between the vagus nerve and mental, emotional and physical stress management.
- Identify and articulate the nuances of the fight / flee response versus the freeze response.
- Support clients in their understanding of their own nervous system dysregulation
- Practice and role model 2 vagal toning exercises.
- Describe how to model a practice session with a client, where we review and then create a daily plan of vagal conditioning.
- Explain the importance of the relationship of the prefrontal cortex / limbic brain as it relates to emotional safety.
- Create a brain-activating checklist and list 3 somatic practices for dynamic regulation.
- Explain the developmental history of the *Stress Response Spectrum*.
- Demonstrate 2 top-down and bottom-up stress regulation practices using the Self-Regulation Wheel.
- Identify the connection between the prefrontal cortex to the overall capacity for nervous system regulation.
- Identify the connection between the prefrontal cortex needs and social/relational co-regulation.
- Describe the SCARF model as it applies to nervous system regulation for yourself and with your clients.
- Describe how lateralized processing can keep us stuck in stress dysregulation.
- Describe the key inputs to engage each of the brain's hemispheres.
- Explain the importance of bilateral stimulation as it relates to client regulation.
- Demonstrate key approaches to engage self-directed bilateral stimulation.

### Financial Support

There is no commercial support associated with this activity.

### Target Audience

Social Workers, Psychologists, Licensed Marriage & Family Therapists, Licensed Professional Counselors / Licensed Mental Health Counselors

## Credit Information



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INTERPROFESSIONAL CONTINUING EDUCATION

In support of improving patient care, this activity has been planned and implemented by Trauma Solutions and CME Outfitters, LLC. CME Outfitters LLC. is jointly accredited by the Accreditation Council for Continuing Medical Education (ACCME), the Accreditation Council for Pharmacy Education (ACPE), and the American Nurses Credentialing Center (ANCC), to provide continuing education for the healthcare team.



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ASSOCIATION

Continuing Education (CE) credits for psychologists are provided through the co-sponsorship of the American Psychological Association (APA) Office of Continuing Education in Psychology (CEP). The APA CEP Office maintains responsibility for the content of the programs.

*This activity is approved for 9 contact hours.*



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*Social workers completing this course receive 9 intermediate continuing education credits.*

## Claiming Credit

At the end of the program, a link will be sent to you to complete your activity evaluation.

Credit request forms, and activity evaluations must be completed online (requires free account activation) within 60 days after the last program session (by June 18th., 2023) Upon completion of the activity evaluation, participants can print their certificate or statement of credit immediately.

Please note, the evaluation website supports all browsers except Internet Explorer for Mac.

*\*Full attendance is mandatory and required in order to claim credit. There is no partial credit available.*

For complete technical requirements and privacy policy, visit:

<https://www.cmeoutfitters.com/privacy-and-confidentiality-policy>.

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### Faculty Disclosures

Lisa Wimberger, Char Dillon, PhD, David Cato LCSW, and Diane Heller, PhD, LPC have nothing to disclose.

### Planning Committee Disclosures

Charlotte A. Dillon, Ph.D., M.P.S., SEP, DARE certified, Ann Crays, Myrna Schommer, Diane David Cato, LCSW\_Scott J. Hershman, MD, FACEHP, CHCP has nothing to disclose.  
Susan Yarbrough, CHCP has nothing to disclose  
Candice Gillett, MPH has nothing to disclose

### Content and Accreditation Reviewers

Scott J Hershman, MD, FACEHP, CHCP has nothing to disclose

\*All relevant financial relationships have been mitigated.

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### Questions about this activity?

For the quickest response, please reach us via email at [help@dianepooleheller.com](mailto:help@dianepooleheller.com)—or call us at 720-324-1544.