

**THE UNIVERSITY OF TEXAS
STEVE HICKS SCHOOL OF SOCIAL WORK**

Course Number: SW 393R9

Unique Number: 61590

Semester: Fall 2018

Meeting Time: Thurs. 2:30 – 5:30pm

Meeting Place: SHSSW 2.122

Instructor: Rachel Union, LCSW

E-mail: rachelaunion@gmail.com (preferable)

Contact #: 512-324-0000 ext: 86661

Office Location: 3.104A

Office Hours: Mondays, 4:00; Thurs, 1:30p
or by appointment; Canvas Conference Office Hours
available by appointment.

Assessment and Interventions with Victims of Trauma

I. COURSE DESCRIPTION

The course is designed as an advanced clinical elective for graduate students in the School of Social Work who wish to increase knowledge and skills for practice with traumatized populations. Students will develop a working understanding of traumatized populations from diverse backgrounds, affirming and respecting their strengths and differences.

This course is grounded in the identification, analysis, and implementation of empirically-based intervention strategies. It will focus on skill building and will include multiple perspectives in the advanced application of theories, models and skills utilized in varying treatment modalities, with emphasis placed at the micro and mezzo levels of practice. The framework of the course is based on social work values and the ethical decision-making process, as illuminated by the NASW Code of Ethics.

II. COURSE OBJECTIVES

At the end of this course students will:

1. develop assessment skills for the diagnosis of posttraumatic stress disorder (PTSD) as well as the impact of trauma on other disorders;
2. demonstrate understanding and skills in the core components of the treatment of trauma, such as treatment stages, psychoeducation, the therapeutic relationship, and safety and arousal reduction techniques;
3. describe the key features distinguishing alternative evidence-based treatment approaches for trauma-related symptoms;
4. demonstrate skills in at least one trauma treatment modality;
5. demonstrate evaluation skills by accurately appraising how well others evince skills in at least one trauma treatment modality;
6. identify steps practitioners can take to prevent or ameliorate their own vicarious/secondary trauma;
7. demonstrate the ability to adapt intervention models and strategies to reflect an

understanding of persons from diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion/spirituality, physical or mental ability, developmental level, age, and national origin;

8. demonstrate the ability to tailor and integrate clinical interventions based on the context in which they are delivered; and

9. demonstrate advanced knowledge of social work values and ethical decision-making processes as they relate to ethical dilemmas in clinical intervention with traumatized individuals.

III. TEACHING METHODS

This class provides opportunities for development of both theoretical thinking and clinical skills. Learning takes place through a combination of readings, lectures, videos, small group exercises, demonstrations, case studies, role playing, guest speakers, and in-class discussions. Each student is expected to contribute as appropriate. Students will be expected to have done the assigned readings before class. *All in-class discussions related to personal values, beliefs, or life experiences must be kept confidential.*

IV. REQUIRED TEXTS

Van de Kolk MD, Bessel (2014), *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*, Penguin Books, New York, New York. (Peruse the *End Notes* for each as well).

Epstein, Helen (1979), *Children of the Holocaust: Conversations with Sons and Daughters of Survivors*, Penguin Books, New York, New York.

Various readings/podcasts/on-line resources to be assigned throughout the course and will be available on CANVAS.

V. COURSE REQUIREMENTS

The grade for this course will be based on your ability to demonstrate knowledge and skills related to trauma assessment and treatment, as well as on your degree of *active* involvement in learning (i.e., class readings, informed discussion, and experiential exercises.)

Students will have the option to choose assignments from those outlined below as long as the total number of points for all assignments turned in is equal to or greater than 80 points. The remaining 20 points for the class is for class participation.

- I. **Literature Review of Relevant Research or a Poster Presentation: (80 pts):** This project requires the student(s) to read, review, and write a paper (double-spaced, 1" margins, size 12 font) or create a professional poster presentation on 12-15 research articles on a specific type of trauma and related evidenced-based interventions (for example: military/war time trauma; child abuse; domestic violence; sexual assault). Articles must come from peer reviewed journals or books by professionals in the field of treating victims of trauma. This assignment

requires a class presentation regarding the results of your review. This project can be completed individually or in groups of 2.

The research paper should be 12-15 pages long, double spaced, with 1” margins and must be submitted via CANVAS in Word format. The Poster Presentation should be at least 3ft (width) by 2ft (length). The Campus Documentation Center is able to help print these presentations for a small fee.

- II. Power Point Presentation: (50pts):** This project requires the student to create and present to the class a Power Point presentation about a particular type of trauma therapy (not already on the syllabus) with at least one modality/tool which discusses the theoretical framework for the intervention, when and how the treatment is used, the population to which it applies, implications for using the tool with diverse populations including age, gender/gender identity, race, religion, and ethnicity. The presentation must include at least 10 references and have an accompanying 8 – 10 pg paper (double-spaced, 1” margins, size 12 font) that is the narrative of the presentation. This project can be worked on in a group format with no more than 3 participants in each group. If completed in a group setting, each member of the group will be expected to complete a short evaluation of the group and its members with the intent that each group member receives the same grade. The accompanying paper must be submitted via CANVAS in Word format.
- III. Speaker Essay: (10pts): DUE: One week (the following class meeting) after each speaker presentation.** This assignment requires the student to write a 2-4 page (double-spaced, 1” margins, size 12 font) paper on one of the speakers who presented to the class. This assignment can only be turned in once by each student and must be submitted via CANVAS in Word format.
- IV. Journal Article Review: (10pts/article): DUE:** This assignment requires the student to review 1 journal article on a specific modality of treatment for victims of trauma and write a 2 page, double spaced (1” margins and 12 point font) essay. Students may read and write essays for a maximum of 5 articles, each on a different treatment modality. There are many resources listed at the end of this syllabus and also at the end of each text used for this class.
- V. Online Training in TF-CBT (10pts) DUE: No later than Dec. 6 (last day of class)**
There is a free online training for Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) available at the website of the Medical University of South Carolina. The 10-hour course trains you in the basics of using a TF-CBT model that is widely accepted in therapeutic practice. Print and bring the certificate to class for credit or submit it through Canvas. Link to the training at <https://tfcbt.musc.edu/>.

Class Attendance and Participation

Regular attendance and participation in class activities and discussion is important for your learning. If you have any circumstances that prevent attendance or participation, please inform the instructor as soon as possible. You are allowed one unexcused absence without penalty. Each additional unexcused absence will incur a **two-point** grade penalty. Participation will be evaluated on both the quantity and quality of your contribution. If you have concerns about your participation grade, please make an appointment to speak with the instructor. (See Section VI: **Class Policies** for more information about attendance).

Each class we will be reviewing the reading assigned from the class before (on syllabus). Each student should be prepared to discuss the reading and provide some “take away” lessons from each reading assignment. These “take away” lessons will be considered when assigning class participation grades.

VI. GRADES

GRADING SCALE

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

Grading of all written assignments will take into account the quality of the writing (grammar and sentence structure) as well as the content. *The Publication Manual of the American Psychological Association – Sixth Edition* format should be used. Assignments should be carefully proofread and errors corrected (e.g., punctuation, typos, spelling) or points will be lost.

VII. CLASS POLICIES

1. Students are expected to attend class sessions promptly and regularly, and participate in an interactive framework between collegiate students and professor. Informing the professor of upcoming absences is expected, but does not constitute an ‘excused absence.’ If you have a trip planned or other plans that might interfere with class attendance, please arrange your schedule in a manner which takes into account traffic patterns, flight cancelations, work hours, family needs, etc. In extenuating circumstances of absence, students are to notify the professor as soon as possible and provide documentation of reason for absence (eg: doctor’s note; bill from a towing company; or similar). Students are responsible for any material missed due to absences.

2. Please turn off cell phone ringers and refrain from text messaging and other non-class activities during the class period. Laptop computers are also not allowed unless discussed with instructor first for the purposes of taking notes or required for specific learning needs. Checking email and working on outside class assignments is frowned upon and will be reflected in your final grade.

The instructor is often aware of students who are not paying attention or are involved in something other than what is happening in class. The instructor will note this behavior but will not

necessarily bring this to your attention as to not embarrass you in class. To avoid misunderstandings and confusion regarding your electronic usage, it is best to wait until the instructor has requested that you use electronics or discuss your needs with your instructor prior to the start of class. Many students rent on-line textbooks or need electronics for learning needs. You are expected to notify the instructor during the first week of class of any learning needs you might have which must be documented through the Office of Student Services.

3. Students are expected to complete the readings prior to class, and should be well prepared to participate in discussions and experiential learning assignments. Reading assignments will not be reviewed in totality in class but will most likely be discussed.

4. Failure to regularly attend class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade. The instructor is unable to determine your understanding of the assigned material or learning objectives if you do not participate in class discussions and group work.

7. Late assignments WILL NOT be accepted without a 5 point **per day** penalty. Students are expected to turn in all required assignments on the due date listed in the syllabus unless other arrangements have been made with the instructor. Assignments turned in after class starts will be considered late. Students are expected to work on assignments throughout the semester and not wait until the last minute to complete them. In dire emergencies, such as acute hospitalization, the instructor will require both written notice and any notes/rough draft materials the student has completed prior to the due date to determine point deduction. Lacking enough evidence of prior work and documentation of emergency will result in 5 points being deducted for each day a student's assignment is late.

8. If quizzes will be administered throughout the semester, they will be unannounced prior to class and will not be made up in cases of absences. Quizzes are typically used when students routinely demonstrate having not completed assignments, such as reading, prior to class.

9. Students are expected to both learn and demonstrate knowledge of intervention theories and skills specific to work with families. This may entail a search of the literature in a defined area in order to develop specialized knowledge regarding treatment of a specific problem area and/or for a specific population. In addition, students will demonstrate their level of applied knowledge of interventions and skills in projects.

10. The instructor is willing to work with any student concerned about his/her grade in effort to help improve his/her course grade prior to the end of the semester. In cases such as this, "prior to the end of the semester" means at least 3 weeks prior to the end. Beyond this time, the instructor will not meet with students for these purposes. Please make an appointment to meet with the instructor or email questions at any time greater than 3 weeks prior to the end of the semester.

FINAL GRADES ASSIGNED IN THE COURSE ARE NOT NEGOTIABLE.

11. The instructor and students have the ethical responsibility to their colleagues to see that the class environment is maintained as a respectful and confidential setting.

12. **Eating in class is now allowed** as it is unprofessional and distracting to the person eating, those around him/her, and the instructor. Since this is a long class, please eat prior to class, during the break (15 minutes) or after class.

VIII. UNIVERSITY POLICIES:

THE UNIVERSITY OF TEXAS HONOR CODE. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at [512-471-3515](tel:512-471-3515) or online at

New link: <https://cmhc.utexas.edu/>

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate

any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (<http://deanofstudents.utexas.edu/sjs/>).

USE OF COURSE MATERIALS. The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information,

New link: <http://diversity.utexas.edu/disability/>

RELIGIOUS HOLIDAYS. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING. In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX,

may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY. The University's policy on concealed firearms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY. Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call [512-232-5050](tel:512-232-5050) or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

IX. COURSE SCHEDULE

This schedule is intended only as a guide. Students should complete the readings as they are outlined, in order to space them evenly throughout the semester. The student is responsible for all readings whether or not the material is covered in lectures.

Date	Topic	Assignment Due	Readings (Due)
Aug. 30	Class overview; Syllabus review; defining trauma; ACE Study (TEDMed); relevant websites		
Sept. 6	Trauma Informed Care; Assessment/Reframing and Empathic Statements	<i>Journal Article: 1 due</i>	The SW Podcast #: 78 An Overview of Trauma-Informed Care: Interview with Nancy J. Smyth, Ph.D. VDK: Part I: The Rediscovery of Trauma, pp. 1 – 47
Sept. 13	Mind/Body Connection; physiological impact of Trauma/ Mindfulness/ Yoga/ Acupressure Role Play: Assessment Reframing/Empathic Statements	Take Away VDK Part I	VDK: Part II: This is Your Brain on Trauma, pp. 52-104
Sept. 20	Speaker: Rhadika Khara, LCSW Center for the Survivors of Torture Crisis Intervention (CI) Role Play: CI	Take Away from VDK Part 2 and Podcast #107; <i>Journal Article 2 due</i>	VDK: Part 3: The Minds of Children, pp. 107 - 170
Sept. 27	Individual vs System treatment Solution-Focused Therapy	Take Away VDK Part 3 <i>Speaker Paper Due</i>	VDK: Part 4: The Imprint of Trauma, pp. 173 – 201

Oct. 4	TA Class: Healing Neen video; Canvas Discussion Board	Take Away VDK: Part 4	VDK: Part 5, pp. 205 - 278
Oct. 11	EMDR Nuero feedback	Take Away VDK: Part 5 <i>Journal Article 3 due</i>	VDK: Part 5: pp: 279- 360
Oct. 18	Classroom Speaker Lynn Monnat, PhD, Texas Child Study Ctr (PCIT; TF-CBT)	Take Away VDK: Part 5	VDK: Resources & Further Reading
Oct. 25	Review Rough Draft materials Role Play/Case Analysis	Rough Draft of Final Papers (lit review; PP; or poster presentation) w/References <i>Speaker Paper due</i>	HE: <i>Children of the Holocaust</i> inSocialWork Podcast: Episode #208: Dr. Nancy Kusmaul and Lisa Kendall: Impacts of Trauma in Later Life , (Jan. 30, 2017)
Nov. 1	Role Play/Case Analysis		HE: <i>Children of the Holocaust</i> SW Podcast # 37: <i>Shared Trauma</i>
Nov. 8	Complex Trauma Shared Trauma Transference/ Countertransference/ Epigenetic Transmission of Trauma	<i>Journal Article 4 due</i>	HE: <i>Children of the Holocaust</i> Testa, Maria, (2011) <i>Intergenerational Transmission of Sexual Victimization as Mediated by Parenting</i> , <i>Child Abuse Negl.</i> 2011 May ; 35(5): 363–371. doi:10.1016/j.chiabu.2011.01.010. (on Canvas)
Nov. 15	Classroom Speakers: Miriam Raviv Alan Alhades (video)	<i>Journal Article 5 due</i>	

Nov. 22	Happy Thanksgiving!	<i>Speaker Paper due</i>	CIS Trauma Video: www.ciscentraltexas.org/resources/traumatraining/inSocialWork Podcast #: 133: Burnout and Self Care in Social Work
Nov. 29	Speaker: Kris Downing, LCSW, Communities in Schools Relaxation Training Self-Care; Compassion fatigue vs. burnout	<i>All Final Written Assignments due:</i> <i>Power Point Presentations ; Poster Presentations ; Literature Review Paper</i>	Finish presentation materials for next class.
Dec. 6	Last Class; Class Presentations	<i>TF-CBT Certificate Due Speaker Paper Due</i>	

X. BIBLIOGRAPHY

Badenoch, B. (2008). *Being a brain-wise therapist: A practical guide to interpersonal neurobiology*. New York, NY: W. W. Norton & Company. [Also has a workbook for therapists.]

Bovin, M., Marx, B., & et. al. (2016). Psychometric properties of the PTSD Checklist for Diagnostic and Statistical Manual of Mental Disorders–Fifth Edition (PCL-5) in veterans. *Psychological Assessment*, 28(11), 1379-1391.

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Tervalon, M., & Murray-García, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved*, 9(2), 117-125.

van der Kolk, B. A., et. al. (2013). Yoga as an adjunctive treatment for posttraumatic stress disorder: A randomized controlled trial. *Journal of Clinical Psychology*, 75(0), e1-e7.

Online resources about trauma:

1. National Center for PTSD: www.ptsd.va.gov Created by the Veterans Administration (VA). A wealth of information and resources, especially for PTSD in vets but applicable to other populations too. Offers continuing education, some for free. Listing of evidence-based treatments, although somewhat limited. Citations for research papers.

2. The Professional Consultation Program: (866) 948-7880 or PTSDconsult@va.gov. Very helpful program associated with the National Center for PTSD at the VA. Offers free phone or email consultations with experts in PTSD for anyone treating any veteran in any setting. This service is also extended in some cases of mass trauma such as natural disasters and mass shootings. Can ask questions or request a virtual consultation meeting.

3. National Child Trauma Stress Network: www.nctsn.org A trauma-focused non-profit funded by several federal government departments. Good source for working with trauma in children. Articles, training, a list of evidenced-practices, sections for parents and school personnel, and more.

4. Other places to find resources include federal agencies such as SAMHSA or the National Institute for Mental Health (NIMH), international groups such as the Red Cross and World Health Organization (WHO), and specialized groups such as Traumaweb, an evidence-based Israeli center for the study of trauma.

5. For information about specific therapeutic approaches, there are often international or national associations that give information specific to that approach. For example, the EMDRIA (EMDR International Association) is a good source for information about EMDR, and the Somatic Experiencing Trauma Institute has information about SE.

Recommended books about trauma:

Waking the tiger by Peter Levine

In an unspoken voice by Peter Levine

Somatic experiencing by Peter Levine

Trauma-proofing your kids by Peter Levine

The courage to heal (and workbook) by Laura Davis

A terrible thing happened (for children) by Holmes et al

Black & blue by Anna Quindlen

A general theory of love by Lewis, et al

My stroke of insight by Jill Bolte Taylor

Healing trauma by Dan Siegel & Marion Solomon

Mindsight by Dan Siegel

The developing mind by Dan Siegel

Brainstorm by Dan Siegel

The whole-brain child by Dan Siegel

Parenting from the inside out by Dan Siegel

Growing up again: Parenting ourselves, parenting our children by Clarke & Dawson

Wherever you go, there you are by Jonathon Kabat-Zinn

Meditation for beginners by Jack Kornfield

The new people making by Virginia Satir

Feeling good by David Burns

The dance of anger by Harriet Lerner

Daring greatly by Brene Brown

The gifts of imperfection by Brene Brown

The power of vulnerability by Brene Brown

Tiny Beautiful Things: Advice from love and life by Dear Sugar by Cheryl Strayed

Trauma Competency: A clinician's guide by L. A. Curran

The Body Remembers: The Psychophysiology of trauma and Trauma Treatment