

**THE UNIVERSITY OF TEXAS AT AUSTIN**

**STEVE HICKS SCHOOL OF SOCIAL WORK**

|               |                      |              |  |
|---------------|----------------------|--------------|--|
| Course No.    | 393R9                | Instructor   | Margaret Hill, LCSW                                |
| Unique No.    | 60015                | Email        | margaret.hill@austin.utexas.edu                    |
| Semester      | Fall 2019            | Phone        | 512.964.2595<br>7 days a week, 8 am - 10 pm please |
| Meeting Time  | Thursdays, 2:30-5:15 | Office       | SSW 3.104a (Adjunct office)                        |
| Meeting Place | SSW 2.122            | Office Hours | After class and by appointment                     |

**ASSESSMENT AND TREATMENT OF TRAUMATIZED POPULATIONS**

**I. Course Description**

The course is designed as an advanced clinical selective 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. Although the assigned readings and focus of class sessions will be on traumatized adults, supplemental readings will be identified for students aspiring to work with traumatized children or adolescents. Such students will have the option of focusing their role plays on applying the treatment modalities covered in this course to work with children or adolescents, based on the supplemental readings. 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 adults.

### **III. Teaching Methods**

This class provides opportunities for development of both theoretical understanding 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 completed all assigned readings before class. *All in-class discussions related to personal values, beliefs, or life experiences must be kept confidential.*

### **IV. Required Text and Materials**

*There are no required texts for this course.* A variety of readings will be assigned throughout the semester. These are accessible in Canvas, either as files or as links to UT library resources.

### **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 through informed discussion, participation in experiential exercises, and so on.

#### ***My Maintenance Self Care Worksheet***

**Due: Sep. 5**

**10 points**

You will complete a self-care self assessment worksheet and submit it through Canvas.

#### ***Reading Responses***

**Due: Six of seven various dates (see schedule)**

**30 points**

You will complete a short reading response (about 400 words or most of a double-spaced page) to a set of questions related to the assigned readings. The responses will be posted to an electronic discussion board through Canvas. You may complete all seven reading responses, in which case only the highest six grades will be counted.

### ***Case Study***

**Due: Oct. 31 (draft of parts 1, 2, and 3), Dec. 5 (completed paper)**

**40 points**

You will choose a case from the list provided on Canvas. These cases are real cases of clients who experienced trauma and are often difficult to read. Please look at these ahead of time and use good self-care. You are free to ask me questions about the cases and if I know the answer, I will share it with you.

This written assignment may be completed individually or in teams of two. For the team grade, both parties will receive the same grade. If teammates contribute unequally and are unhappy, the grade may be adjusted individually to reflect each person's contribution.

A draft of the first three parts of the case is due on July 16. This draft will count for 10 points of the 40 points. The draft will be graded and returned to you in time to make edits for the final case, which is worth 30 points. Much of the paper can be written fairly early in the semester and students are encouraged to start as soon as possible.

### ***Class Attendance and Participation***

**Due: Dec. 5**

**20 points**

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 one-point grade penalty.

### ***Extra Credit***

**Due: Dec. 5**

**up to 2 points**

There is a list of approved Extra Credit opportunities that offer online or in-person training or education in topics related to trauma. Please suggest any additional opportunities that you find. Each hour of training equals one extra credit point. Please obtain a completion certificate if possible or other documentation. If you don't have any documents, then write a paragraph about the topic and what you learned. You may earn up to two points total.

## Course Grading Criteria

|   |            |
|---|------------|
| My Maintenance Self Care Worksheet              | 10         |
| Reading responses (6 total at five points each) | 30         |
| Case study                                      | 40         |
| Class attendance and participation              | 20         |
| Extra Credit                                    | 2          |
| <b>TOTAL</b>                                    | <b>102</b> |

### VI. Grades

#### Grading Scale

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

Please note you will *not* earn credit for an MSSW course if your final grade falls below a C. You must earn a C or above for credit to be given for the course. Also, MSSW students must maintain an overall B average.

### VII. Class Policies

- Students are responsible for any material missed during absences.
- Due dates are at 11:59 pm on the day assigned. Late assignments will incur a grade penalty, except in the case of extreme emergencies and then only with the permission of the instructor. If an anticipated conflict exists, students must discuss and negotiate another due date well in advance.
- Feedback about the course is welcome and the course is viewed as a joint effort between students and the instructor. This is your class. Make the most of it!
- The online Canvas system will be extensively used in this class. It is your responsibility to obtain access to Canvas and to check regularly for materials. If you have any difficulties, please let the instructor know immediately.
- The instructor has the right to make changes, additions, and deletions to the course syllabus and schedule, and will give appropriate advance notice to the students when such changes are made.

### 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 or online at <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, visit <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/grg-sexualharassment.pdf>.

**CAMPUS CARRY POLICY.** The University's policy on concealed fire arms 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 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

| Date    | Topics   | In Class  | Readings   | Assignments   |
|---------|--|---|--|---|
| Aug. 29 | <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Outline of the course</li> <li>• Clinician trauma safety &amp; self-care</li> <li>• What is trauma?</li> </ul> | <ul style="list-style-type: none"> <li>• Syllabus &amp; schedule overview</li> <li>• Practice “trauma safety” talk</li> </ul> |  |   |
| Sep. 5  | <ul style="list-style-type: none"> <li>• Finish outline &amp; self-care</li> <li>• Assessing trauma</li> </ul>   | <ul style="list-style-type: none"> <li>• PowerPoint: Trauma Assessment</li> </ul>   | <ul style="list-style-type: none"> <li>• Syllabus &amp; schedule</li> <li>• Introduction &amp; chapter 1 of What About You?</li> <li>• At least one more self-care article of your choice</li> </ul>   | <ul style="list-style-type: none"> <li>• My Self-Care Maintenance Worksheet</li> </ul>                  |
| Sep. 12 | <ul style="list-style-type: none"> <li>• Evidence-based assessment of trauma</li> </ul>  | <ul style="list-style-type: none"> <li>• Investigate trauma assessment tools</li> </ul>                                       | <ul style="list-style-type: none"> <li>• <a href="#">Psychometric Properties of the PTSD Checklist for DSM-5 (PCL-5) in Veterans, Bovin et al</a></li> <li>• Trauma Assessment Tools</li> <li>• PCL-5 assessment</li> <li>• <i>Skim:</i> Other trauma assessments (in folder)</li> </ul> |   |
| Sep. 19 | <ul style="list-style-type: none"> <li>• More about assessment</li> </ul>  | <ul style="list-style-type: none"> <li>• PowerPoint: Assessment of Dissociation</li> </ul>                                    | <ul style="list-style-type: none"> <li>• <a href="#">Treating Complex Trauma, Chapter 7,</a></li> </ul>  | <ul style="list-style-type: none"> <li>• Response 1. <u>Choose</u> Steele &amp; van der Hart</li> </ul> |



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|---------|---|---|---|---|
|         | <ul style="list-style-type: none"> <li>• Assessing &amp; treating dissociation</li> </ul>   | <ul style="list-style-type: none"> <li>• Practice trauma assessment</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">Steele &amp; van der Hart</a></li> <li>• <a href="#">Neurobiology Essentials for Clinicians</a>, Chapter 4, Montgomery</li> </ul>  | <ul style="list-style-type: none"> <li>• <a href="#">or</a> Montgomery (turn in on Canvas)</li> </ul>   |
| Sep. 26 | <ul style="list-style-type: none"> <li>• Neurobiology of trauma</li> </ul>  | <ul style="list-style-type: none"> <li>• PowerPoint: Trauma's Impact</li> <li>• Activity about trauma processing</li> </ul>             | <ul style="list-style-type: none"> <li>• <a href="#">The Body Keeps the Score, Chapter 4, van der Kolk</a></li> </ul>   | <ul style="list-style-type: none"> <li>• Response 2. van der Kolk</li> </ul>  |
| Oct. 3  | <ul style="list-style-type: none"> <li>• Effects of trauma: development, attachment, growth, &amp; shame</li> </ul>   | <ul style="list-style-type: none"> <li>• Practice recognizing shame</li> </ul>  | <ul style="list-style-type: none"> <li>• Compass of Shame Scale</li> <li>• Adult &amp; child attachment interviews</li> <li>• <a href="#">Therapeutic Presence</a>, Geller &amp; Porges</li> <li>• <a href="#">The Mindful Therapist</a>, chapter on Attunement, Siegel</li> </ul>  | <ul style="list-style-type: none"> <li>• Response 3. <a href="#">Choose Geller &amp; Porges</a> <a href="#">or</a> Siegel</li> </ul>  |
| Oct. 10 | <ul style="list-style-type: none"> <li>• Assessing &amp; treating diverse clients</li> <li>• Assessing &amp; treating suicidal clients {if time}</li> </ul> | <ul style="list-style-type: none"> <li>• PowerPoint: Trauma &amp; Suicide</li> <li>• Practice assessment of suicidal clients</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Cultural humility versus cultural competence</a>, Tervalon &amp; Murray-García</li> <li>• <a href="#">Redressing first nations historical trauma</a>, Gone</li> <li>• <a href="#">Handbook of PTSD, Chapter 21, Osterman &amp; De Jong</a></li> <li>• <i>IS PATH WARM?</i></li> <li>• <a href="#">Collaborative Assessment &amp; Management of Suicidality, chapter 1, Jobs</a></li> </ul> | <ul style="list-style-type: none"> <li>• Response 4. <a href="#">Choose Tervalon &amp; Murray-García</a> <a href="#">or</a> Gone <a href="#">or</a> Osterman &amp; De Jong</li> </ul> |

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|--|--|--|---|--|
|  |  |  | <ul style="list-style-type: none"> <li>• <i>Skim</i>: CAMS documents</li> </ul>   |  |
| <b>AFTER THIS POINT IN THE SEMESTER, THE SCHEDULE IS SOMEWHAT FLUID.</b> |  |  |   |  |
| Oct. 17  | <ul style="list-style-type: none"> <li>• Stages in treating trauma</li> <li>• Psychoeducation about trauma</li> <li>• Emotional regulation skills</li> </ul> | <ul style="list-style-type: none"> <li>• Writing a brief psychoeducation</li> <li>• Practice emotional regulation skills</li> </ul>                                      | <ul style="list-style-type: none"> <li>• <u>Trauma Therapy Stages</u></li> <li>• Emotional Regulation Skills documents</li> <li>• Purpose of Emotions</li> <li>• Psychoed Practice Clients</li> </ul> |  |
| Oct. 24  | <ul style="list-style-type: none"> <li>• Psychodynamic approaches &amp; attunement</li> </ul>  | <ul style="list-style-type: none"> <li>• PowerPoint: Psychodynamic Therapy for Trauma</li> <li>• Video: Accelerated Experiential Dynamic Psychotherapy, Fosha</li> </ul> | <ul style="list-style-type: none"> <li>• <u>The Transforming Power of Affect</u>, chapters 1 &amp; 3, Fosha</li> </ul>  | <ul style="list-style-type: none"> <li>• Response 5. <u>Choose</u> chapter 1 <u>or</u> chapter 3, Fosha</li> </ul> |
| Oct. 31  | <ul style="list-style-type: none"> <li>• Prolonged Exposure</li> <li>• Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)</li> </ul>                       | <ul style="list-style-type: none"> <li>• PowerPoint: Trauma-Focused Cognitive Behavioral Therapy</li> <li>• CBT practice</li> </ul>                                      | <ul style="list-style-type: none"> <li>• <u>CBT in Clinical Social Work Practice, chapter 2, MacLaren &amp; Freeman</u></li> <li>• CBT documents</li> </ul>   | <ul style="list-style-type: none"> <li>• Draft of case study (parts 1, 2, and 3)</li> </ul>                        |
| Nov. 7   | <ul style="list-style-type: none"> <li>• Eye Movement Desensitization &amp; Reprocessing (EMDR)</li> </ul>   | <ul style="list-style-type: none"> <li>• PowerPoint: EMDR Therapy for Trauma</li> <li>• EMDR demonstration</li> <li>• EMDR techniques for groups</li> </ul>              | <ul style="list-style-type: none"> <li>• <u>Chapter 1, Shapiro</u></li> <li>• <u>The Body Keeps the Score</u>, Chapter 15, van der Kolk</li> </ul>  | <ul style="list-style-type: none"> <li>• Response 6. <u>Choose</u> Shapiro <u>or</u> van der Kolk</li> </ul>       |
| Nov. 14  | <ul style="list-style-type: none"> <li>• Trauma and Addictions</li> <li>• Body-based approaches: Somatic</li> </ul>  | <ul style="list-style-type: none"> <li>• PowerPoint: Body-Based Therapies for Trauma</li> </ul>  |   |  |

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|---------|---|--|--|---|
|         | Experiencing (SE) & Sensorimotor Therapy  | <ul style="list-style-type: none"> <li>• SE and Sensorimotor videos</li> </ul>                   |  |   |
| Nov. 21 | <ul style="list-style-type: none"> <li>• Mindfulness approaches</li> <li>• Bodywork &amp; yoga approaches</li> </ul>  | <ul style="list-style-type: none"> <li>• PowerPoint: Alternative Therapies for Trauma</li> </ul> | <ul style="list-style-type: none"> <li>• <u>Meditation-based approaches in the treatment of PTSD</u>, Talkovsky &amp; Lang</li> <li>• <u>Mindfulness and dance/ movement therapy</u>, chapter 6, Tantia</li> </ul> | <ul style="list-style-type: none"> <li>• Response 7. <u>Choose</u> Talkovsky &amp; Lang <u>or</u> Tantia</li> </ul> |
| Nov. 28 | No class. Enjoy your Thanksgiving!  |  |  |   |
| Dec. 5  | <ul style="list-style-type: none"> <li>• Last class day</li> <li>• Working with children &amp; adolescents</li> </ul> | <ul style="list-style-type: none"> <li>• Course Evaluations</li> </ul>                           | <ul style="list-style-type: none"> <li>• <u>Being a Brain-Wise Therapist</u>, chapter 21, Badenoch</li> </ul>  | <ul style="list-style-type: none"> <li>• Completed case Study</li> <li>• Extra credit</li> </ul>                    |
|         | <ul style="list-style-type: none"> <li>• No final exam. Have a terrific Winter Break!</li> </ul>                      |  |  |   |

## X. Bibliography

### Required books, chapters, and articles.

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.

Courtois, C. A., & Ford, J. D. (2009). *Treating complex traumatic stress disorders: An evidence-based guide*. New York, NY: Guilford Press.

Fosha, D. (2000). *The transforming power of affect: A model for accelerated change*. New York, NY: Basic Books.

- Geller, S., & Porges, S. (2014). Therapeutic Presence: Neurophysiological Mechanisms Mediating Feeling Safe in Therapeutic Relationships. *Journal of Psychotherapy Integration, 24*(3), 178–192.
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- Shapiro, F. (2014). *Eye movement desensitization and reprocessing: Basic principles, protocols, and procedures, 2<sup>nd</sup> edition*. New York, NY: Guilford Press.
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- Talkovsky, A., & Lang, A. (2017). Meditation-based approaches in the treatment of PTSD. *PTSD Research Quarterly, 28*(2), 1-3.
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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. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York, NY: Viking.
- 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](http://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 VA Professional Consultation Program: (866) 948-7880 or [PTSDconsult@va.gov](mailto: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](http://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 evidence-based 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 for your further education 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* by B. Rothschild