

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

<b>Course Number:</b>	SW 393R31	<b>Instructor:</b>	Arlene Montgomery Ph.D., LCSW-S Barbara Jefferson LCSW-S
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<b>Semester:</b>	Fall 2021	<b>Office:</b>	3.XXX
<b>Meeting Time:</b>	Thursdays 2:30pm – 5:30pm	<b>Office Phone:</b>	Arlene Montgomery Ph.D., LCSW-S 512-480-8086 Barbara Jefferson LCSW-S (512) 413-9421
<b>Meeting Place:</b>	SSW 2.118	<b>Office Hours:</b>	By appointment online

**Neurodevelopment and Trauma**

**I. STANDARDIZED COURSE DESCRIPTION**

This course is designed as an Advanced Clinical Selective for graduate students in the Steve Hicks School of Social Work who wish to participate and eventually become certified in Phase I of the Neurosequential Model of Therapeutics (NMT). The course is grounded in a base of growing empirical evidence, which supports the identification, analysis, and assessment of neurodevelopmental trauma within specific regions of the brain. Following the NMT model, students will learn the sequence of interventions based on neurodevelopment by assessing the readiness of the brain. The course content is grounded in the NASW Standards and Indicators for Cultural Competence in Social Work Practice, and will cover the following: a) Neurosequential Model of Therapeutics; b) Selected aspects of neurodevelopment; c) Developmental trauma; d) Assessment and thinking critically about treatment planning; e) Ethical considerations with emphasis and sensitivity to working with diverse high-risk individuals and families. Students will develop a working understanding of children and adolescents from diverse backgrounds, affirming and respecting their strengths and differences.

**II. STANDARDIZED COURSE OBJECTIVES**

Upon completion of this course the student will be able to do the following:

1. Demonstrate knowledge and skill in the NMT clinical assessment approach with high risk children, adolescents, and adults from a developmentally informed and biological perspective.
2. Exhibit knowledge of major regions and normal developmental processes of the brain and the impact of developmental trauma on brain organization and core functions.
3. Demonstrate knowledge of key processes in neurodevelopment and the dimensions of neuroplasticity within the recovery process.
4. Establish knowledge of the NMT core concepts; key learning objectives;

identifying, timing, and dosing of therapeutic interventions; and use of the Metric Report to inform clinical assessment and to identify specific treatment interventions based on developmental needs of the client.

5. Deepen understanding of the value of relationship, resilience, cultural, and familial processes within the context of treatment for each individual client.
6. Apply the understanding of neurobiology of intergenerational and cultural trauma within trauma informed child and family serving systems.
7. Show evidence of knowledge of neurodevelopmental trauma and its impact across cultures, ethnic groups, socioeconomic groups, the young and elderly.
8. Apply the understanding of the impact of developmental trauma and develop the ability to identify ethical interventions and strategies to meet the needs of persons from diverse backgrounds, including race, ethnicity, culture, class, gender, sexual orientation religion/spirituality, physical or mental ability, developmental level, age and national origin, to meet NASW Cultural Competence Standards, and CSWE Standards.

### **III. TEACHING METHODS**

This course is designed to include a variety of teaching methodologies to achieve the expectation of student mastery in application of neurodevelopmental principles involved in working with children and families impacted by chronic adversity. The student will gain clinical assessment skills that include neurodevelopmental principles which are supported by scientific findings. Additionally, the student will have ability to use clinical assessment skills, which includes a neurobiological lens, to inform treatment planning and interventions. Readings, discussion, lecture, experiential exercise, videos, audio CDs, case examples, and presentations are designed to enhance the learning experience.

### **IV. REQUIRED TEXT AND MATERIALS**

1. “What Happened To You”, by Bruce Perry M.D., Ph.D. and Oprah Winfrey
2. Neurosequential Model Network Account to access Phase 1 materials.
3. “The Boy Who Was Raised As a Dog”, by Bruce Perry M.D., Ph.D, and Maria Slavitz

**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.

## V. COURSE REQUIREMENTS

All assignments must be submitted prior to/on the date and time indicated on the course syllabus. Assignments submitted after those dates may not receive comments from the instructor, but rather just a final grade with an appropriate reduction in grade (one letter grade per week).

To receive a passing grade for the course, all assignments must be completed and submitted. Weighting of class assignments is as follows:

- a) 15% Participation
  - a. Involvement in class discussion
  - b. Chapter note submission
- b) 35% 4 NMT Metrics:
  - a. 2 - Typical Metrics: 22.6 pts;
  - b. 1 Practice Rehearsal Fidelity Metric: 1 point;
  - c. 1 ER Metric: 11.4 points;
- c) 20% Presentation of 1 Final Practice Metric to include case abstract with metric report and treatment plan
  - a. Case abstract: 5 points
  - b. Metric Report: 5 points
  - c. Treatment plan and interventions: 5 points
  - d. Group Presentation of Final Practice Metric: 5 points
    - i. Each group member takes responsibility can facilitate discussion on:
      1. Case abstract;
      2. Considerations regarding the 4 domains of functioning;
      3. Clinical considerations for Part A and B for developmental history;
      4. Clinical considerations for Part C and D for current functioning;
      5. Clinical considerations for treatment recommendations and treatment plan.
- d) 15% Individual presentations on Core Concepts
- e) 15% Group presentations on application of Core Concepts to Culture and Diversity topics

### Reading Assignments.

All reading assignments are listed in the "Course Schedule." It is expected that students will come to class having read the materials and are prepared to discuss them.

**REQUIRED READINGS NOTE:** Reading NMN materials for this course are available via login to the NMT online training site at [nmt1.neurosequential.com](http://nmt1.neurosequential.com)  
Please note there will be reading materials available via Canvas.

### DESCRIPTION OF ASSIGNMENTS.

#### 1. Class participation and discussion contribution (15% final grade)

#### 2. Completion of five metrics (35% final grade)

- a. 2 "Typical" metrics;
- b. 1 "ER" metric;

- c. 1 Practice rehearsal fidelity metric;
- d. 1 Final Practice metric, to include case abstract and treatment plan.

### **3. Group Presentation Format (15% final grade)**

The group chooses 2 articles from their assigned topic.

- The night before the class, send a summary of the material to class and instructors.
- Give a 15 minute presentation to the class of major points of the material via power point, handout, etc.
- Create an 5 minute or so exercise for the class (e.g., small group discussions, break-out rooms, brief role play, and so on) to consider core concepts of NMT that might support important points of the material (at least 3 core concepts **(Study Group)**)
- Promote brief discussion with class of how concepts might be integrated into material
- Create 5 question “quizlette” for class that addresses major “take-home” points of presentation
- Core concepts – can be found in Multimedia Material in NMT account, and readings.

Note: reading this material is optional for class; material can be found in Canvas

### **Individual Presentation Format (15% final grade)**

The night before class, the presenter sends a summary of the required material to class and instructors.

- Give a 15 minute brief presentation of the required material to the class
- Choose a brief exercise, video, or small group discussion to illustrate 2 NMT core concepts from the required material **(Study Group)**
- Create 5 question “quizlette” for class that addresses major “take-home” points of presentation

Note: reading this material is required for class

- Core concepts – can be found in Multimedia Material in NMT account, and readings.

### **Assigned books:**

*What Happened To You*, by Bruce D. Perry, Oprah Winfrey, required reading throughout semester. Individual presentations will be assigned to chapters which addresses neurodevelopmental content for the student to identify and address.

*The Boy Who was Raised as a Dog* by Bruce D. Perry, required reading throughout semester. Individual presentations will be assigned to chapters which addresses neurodevelopmental content for the student to identify and address.

4. As part of learning the Neurosequential Model of Therapeutics, students will be given access to a “metric” tool that assesses clients’ historical and current relational environments, exposure to trauma, and neurodevelopment. Students will complete six of these metrics and submit the reports that are generated by completion of the metrics to the instructor.
5. Case abstract. Students will complete a case abstract and metric. Students will then write a brief case conceptualization applying key NMT concepts.

6. A formal treatment plan for a client/client system, with rationale of how NMT treatment planning principles have been applied. Abstract due day of in-class presentation; conceptualization, metric and treatment plan.

## **VI. GRADES**

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

## **VII. CLASS POLICIES**

### **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 race, 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. This atmosphere includes working intentionally to recognize and dismantle racism, sexism, heterosexism, and ableism in the classroom. 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/>.

### **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.

**Policy on attendance, participation, and due dates for assignments.**

Students are expected to attend class regularly and to participate in the class discussions by contributing meaningful questions and discourse with fellow students and the instructor. Readings are expected to be completed prior to class. Role will be taken; leaving class at the break will be considered an unexcused absence unless arrangements have been made with the instructor for the absence to be excused. Points will be deducted from the final grade for unexcused absences. The student is allowed one unexcused absence without penalty. Students will not be permitted to make up work missed during unexcused absences. Late assignments will not be accepted without penalty; some exceptions may be made by the instructor. Failure to attend class regularly and demonstrate through class discussion that one has read the assigned material will be considered in assigning the final grade. Use of a laptop computer should only pertain to class and not personal matters/interests.

**VIII. UNIVERSITY POLICIES**

**COVID-19 RELATED INFORMATION.** The University's policies and practices related to the pandemic may be accessed at: <https://protect.utexas.edu/>

**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.

**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/>.

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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.

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**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 (e.g. Facebook, Twitter, Instagram) and other forms of electronic communication (e.g. blogs) 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/>.



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**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>.

**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 on the basis of sex <https://titleix.utexas.edu/>. Faculty, field instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, stalking, dating violence, or any other forms of sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator. Further information, including student resources related to Title IX, may also be found at <https://titleix.utexas.edu/>.

**CAMPUS CARRY POLICY.** The University's policy on campus carry may be found here: <https://campuscarry.utexas.edu>.

**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 and COVID-19 ADVICE LINE (BCCAL).** If students have concerns about their behavioral health, or if they are concerned about the behavioral health of someone else, students may use the Behavior Concerns and COVID-19 Advice Line to discuss by phone their concerns. 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 <https://safety.utexas.edu/behavior-concerns-advice-line>. The Behavior Concerns and COVID-19 Advice Line has been expanded to support The University of Texas at Austin community during the COVID-19 pandemic. By calling 512-232-5050 - Option 2 for COVID-19, students, faculty and staff can be assisted in English and Spanish with COVID-19 support.

**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**

Class 1	What we will do today	Orientation
Intro	Topics:	<ul style="list-style-type: none"> <li>• Neuroscience in Social Work Practice</li> <li>• Orientation to the Neurosequential Model</li> <li>• Orientation to the NMT account</li> </ul>
Intro	Required Readings For Presentations	<p>Montgomery and Jefferson to address for the first class:</p> <p>Neuroscience in Social Work Practice:</p> <ul style="list-style-type: none"> <li>• Montgomery, A. (2002). Converging perspective of dynamic theory and evolving neurobiological knowledge. <i>Smith College Studies in Social Work</i>. 72(2), 177-196.</li> </ul> <p>Orientation to the Neurosequential Model:</p> <ul style="list-style-type: none"> <li>• PowerPoint – Intro to NMT</li> </ul>

Intro		<p><u>Group Discussion:</u> Orientation to your online NMT Metric Account.</p> <p>Materials in the NMT account.</p> <p>Requirements for Phase 1 NMT certification.</p>
Intro	Homework assignments to complete before next class 2	<p><u>Text:</u> “What Happened To You”, B.D. Perry M.D., Ph.D., Oprah Winfrey (2021).</p> <ul style="list-style-type: none"> <li>• Intro</li> <li>• Chapter 1</li> </ul> <p><u>View in NMT account:</u></p> <ul style="list-style-type: none"> <li>• Boot Camp clip (BCC) #1 – Brain Organization</li> <li>• Boot Camp clip (BCC) #2 – Basics of Brain Structure</li> <li>• The Human Brain 7 Slide Series (7SS) - 1</li> </ul> <p><u>Explore your online account.</u></p>

Class 2	What we will do today	<b>Introductory Concepts</b>
Module 1	Topics:	<ul style="list-style-type: none"> <li>• Development of Brain Organization and Function</li> </ul>
Class 2	Required Readings for Presentations	<p><b><u>Individual presentations:</u></b></p> <p><u>Text: What Happened to You (WHTY)</u></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Chapter 1</li> </ul> <p><u>Other sources:</u></p> <ul style="list-style-type: none"> <li>• Saxe, G.N., Ellis, B.H., &amp; Brown, A.D. (2016). Survival circuits: How traumatic stress is about survival-in-the-moment. <i>Collaborative treatment of traumatized children and teens</i> (2<sup>nd</sup> ed., pp. 31-44). New York: The Guilford Press.</li> <li>• Geller, S.M. &amp; Porges, S.W. (2014). Therapeutic presence: Neurophysiological mechanisms mediating feeling safe in therapeutic relationships. <i>Journal of Psychotherapy Integration</i>, 24(3), 178-192.</li> <li>• Tronick, E. (2007). The role of culture in brain organization, child development, and parenting. In: <i>The neurobehavioral and socio-emotional development of infants and children</i>. New York: W.W. Norton, 97-101.</li> </ul>
Class 2	Recommended Readings and Videos	<p><u>In NMT account:</u></p> <ul style="list-style-type: none"> <li>• Video Series 1.1 Challenging Our Beliefs (CTA Products)</li> <li>• Video Series 1.2 The Amazing Human Brain (CTA Products)</li> <li>• Video Series 1.3 How the Brain Develops (CTA Products)</li> </ul>

<p>Class 2</p>	<p>Class discussion</p>	<p><u>Group discussion – Brain development and organization</u>  Reminder Core Concepts can be found for reference in multimedia materials and readings.</p> <ul style="list-style-type: none"> <li>• Individual presentations</li> </ul>
<p>Class 2</p>	<p>Homework assignments to complete before next class</p>	<p><u>View from NMT account:</u>  Case based webinar:</p> <ul style="list-style-type: none"> <li>• NMT Overview: Dissociation and Intimacy Barrier</li> <li>• Interview with Client Mother – BD Perry</li> </ul> <p><u>Read from NMT account:</u></p> <ul style="list-style-type: none"> <li>• Answered Metric Scoring Questions</li> <li>• Fidelity Score Input Instructions</li> <li>• Jackson Metric Workbook</li> <li>• Metric Coding Guide</li> <li>• Metric Scoring Overview</li> <li>• Metric Use FAQ</li> <li>• NMT Database FAQ</li> </ul>

<b>Class 3</b>	What we will do today	<b>Overview of Metrics Part A</b>
Class 3	Topics:	<ul style="list-style-type: none"> <li>• Introduction to Metrics Part A</li> </ul>
	Required Readings for Metrics discussion	<u>In NMT account:</u> <ul style="list-style-type: none"> <li>• Answered Metric Scoring Questions</li> <li>• Fidelity Score Input Instructions</li> <li>• Jackson Metric Workbook</li> <li>• Metric Coding Guide</li> <li>• Metric Scoring Overview</li> <li>• Metric Use FAQ</li> <li>• NMT Database FAQ</li> </ul>
	Recommended recording	<u>In NMT account:</u> NMT Metric and Implementation Calls, Fidelity Series, and Calendar <ul style="list-style-type: none"> <li>• 7-15-21 Metric Call</li> </ul>



Class 3	Class discussion	<p><u>Group Discussion - Metrics</u></p> <p><u>View in class:</u> Intro to Metrics #1 Overview 2020</p> <p><u>To do in class:</u> Metric Report #1: We will do Typical Metric #1 in class, as a group.</p>
Class 3	Homework assignments to complete before next class	<p><u>View from NMT account:</u> <u>Recording Links</u> - Case based webinar:</p> <ul style="list-style-type: none"> <li>• Severe Early Abuse and Relational Templates – Melanie Davis and Kristie Brandt</li> </ul> <p><u>Documents: Metric Tool Resources</u></p> <ul style="list-style-type: none"> <li>• Review information contained in Metric Tool Resources</li> </ul>

<b>Class 4</b>	What we will do today	<b>Overview of Metrics Part B</b>
Class 4	Topics:	Introduction to Metrics Part B
Class 4	Required Readings for Presentations	<u>In NMT account:</u> <ul style="list-style-type: none"> <li>• Answered Metric Scoring Questions</li> <li>• Fidelity Score Input Instructions</li> <li>• Jackson Metric Workbook</li> <li>• Metric Coding Guide</li> <li>• Metric Scoring Overview</li> <li>• Metric Use FAQ</li> <li>• NMT Database FAQ</li> </ul>

Class 4	Class discussion	<p><u>Group Discussion and Questions – Metrics</u></p> <p><u>View in class:</u> Intro to NMT Metrics – Typical</p> <p><u>In class:</u> Complete Typical Metric #1 together as a group, or begin Typical Metric #2 in class.</p>
Class 4	Homework assignments to complete before next class	<p><b><u>View in NMT account:</u></b></p> <p><u>Recording Links:</u></p> <ul style="list-style-type: none"> <li>• Boot Camp Clip #3 Sequential Development of the Brain</li> <li>• Boot Camp Clip #4 Sequential Organization Documents: Covid 19 Support Materials and Slides</li> </ul> <p><u>Sequence of Engagement SDR 4</u></p> <p><u>Prepare for next class presentations.</u></p> <p><b><u>Complete Typical Metrics: #1 &amp; #2 before next class.</u></b></p>

Class 5	What we will do today	<b>Neurosequential Development</b>
Module 2	Topics:	<ul style="list-style-type: none"> <li>• Complexity of the developing brain</li> <li>• Neurosequential development</li> <li>• Developmental hot zones</li> <li>• Timing of trauma and its' impact on development</li> </ul>
Class 5	Required Readings for Presentations	<p><b><u>Individual Presentations:</u></b></p> <p><u>Text – WHTY:</u></p> <ul style="list-style-type: none"> <li>• Chapters 2</li> <li>• Chapters 3</li> </ul> <p><b><u>Group #1' Presentation: Migration and Refugee Issues:</u></b></p> <p><u>Other sources:</u></p> <ul style="list-style-type: none"> <li>• Dettlaff, A. &amp; Fong, R. (Eds.) (2012). Child welfare practice with immigrant children and families. New York: Taylor &amp; Francis Books.</li> <li>• Lopez. (2018). In Danger at the Border: Parents Are Children's Best Tool Against Toxic Stress. <i>Zero to Three</i>, 39(1), 22.</li> <li>• Lieberman (2018) When migration separates children and parents: Searching for repair. <i>Zero to Three</i> 39(1),55.</li> <li>• Fong, R. (2007). Immigrant and refugee youth: Migration journeys and cultural values. <i>The Prevention Researcher</i>, 14(4), 3-5.</li> <li>• Fong, R. &amp; Earner, I. (2007). Multiple traumas of refugees: Crisis reenactment play therapy. In Nancy Boyd Webb (Ed.). <i>Play therapy with children in crisis: Individual, group, and family methods</i>. 3<sup>rd</sup> ed. (pp.408-425). New York: Guilford Press.</li> <li>• Fong, R. (2007). Child welfare challenges in culturally competent practice with immigrant and refugees. <i>Protecting Children</i>. Vol. 22, No. 2, 99-105.</li> </ul>

Class 5	Recommended Readings and Videos	<p><u>In NMT account:</u></p> <ul style="list-style-type: none"> <li>• Perry, BD (2006) The Neurosequential Model of Therapeutics applying principles of neuroscience to clinical work with traumatized and maltreated children. In N.B. Webb (Ed.), Working with traumatized youth in child welfare (pp.27-52). New York: The Guilford Press.</li> <li>• Perry, B.D. &amp; Pollard, R. (1998). Homeostasis, stress, trauma and adaption: a neurodevelopmental view of childhood trauma. Child and Adolescent Psychiatric Clinics of North America, 7(1), 33-51.</li> <li>• Educators Package: Series 1 Neglect (view)</li> <li>• Educators Package Series 1, Trauma and the Fear Response (view)</li> <li>• Series 1.4 Neglect (view)</li> <li>• Series 1.5 The Fear Response (view)</li> <li>• Series 3.1 Neurodevelopmental Lens (view)</li> </ul>
Class 5	Class discussion	<p><u>Group discussion – Neurosequential Development</u>  Reminder Core Concepts can be found for reference in multimedia materials and readings.</p> <ul style="list-style-type: none"> <li>• Individual Presentations</li> <li>• Group Presentations</li> </ul>

Class 5	Homework assignments to complete before next class	<p><u>View in NMT account:</u></p> <p><u>Recording Links:</u></p> <ul style="list-style-type: none"> <li>• BCC # 8 – Acquisition of Cognitive Content</li> <li>• BCC #9 – Development, Memory, and Rhythm</li> <li>• State Dependent Functioning 7SS 4 (Covid 19 Support Materials and slides)</li> </ul> <p><u>Recording Links: Case based webinar</u></p> <ul style="list-style-type: none"> <li>• Dissociation &amp; Hyperarousal (G. Davis and D. Royball)</li> </ul>
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<b>Class 6</b>	What we will work on today	<b>Trauma and Stress</b>
<b>Module 3</b>	Topics:	<ul style="list-style-type: none"> <li>• State dependent functioning</li> <li>• Trauma and stress related alterations in physiological, behavioral, social, and cognitive functioning</li> </ul>
Class 6	Class 6 Required Readings for Presentations	<p><b><u>Individual Presentations:</u></b></p> <p>Text: WHY:</p> <ul style="list-style-type: none"> <li>• Chapter 4</li> <li>• Chapter 5</li> </ul> <p>In NMT account:</p> <ul style="list-style-type: none"> <li>• Perry, B.D. (2020). Child Maltreatment: The Neurosequential Model: a developmentally-sensitive, neuroscience-informed approach to clinical problem-solving (in Janise Mitchell, Joe Tucci, &amp; Ed Tronick, Eds.) The Handbook of Therapeutic Child Care: Evidence-informed approaches to working with traumatized children in foster, relative and adoptive care. Jessica Kingsley, London.</li> </ul> <p><b><u>Schore 2012 or 2003</u></b></p>

**Group #2 Presentations: Foster Care Issues**

Other sources:

- Pryce, J., Napolitano, L., & Samuels, G. M. (2017). Transition to adulthood of former foster youth: Multi-level challenges to the help seeking process, *Emerging Adulthood*, 5(5), 311-321.
- Pryce, J. M., & Samuels, G. M. (2010). Renewal and risk: The dual experience of motherhood and aging out of the child welfare system. *Journal of Adolescent Research*, 25(2), 205-230.
- Cushing, G., Samuels, G. M., Kerman, B. (2014). Profiles of Relational Permanence at 22: Variability in Parental Supports and Outcomes among Young Adults with Foster Care Histories. *Children and Youth Services Review*, 39, 73-83.
- Samuels, G. M. (2009). Ambiguous loss of home: The experience of familial (im)permanence among young adults with foster care backgrounds, *Children & Youth Services Review*, 31, 1229-1239.
- Ortiz-Hendricks, C. & Fong, R. (2006). Ethnically sensitive practice with traumatized children and families. In N. Webb. (Ed.). *Working with traumatized youth in child welfare*. (pp.135-154). New York: Guilford Press.
- Gur, R.C. (2005). Brain maturation and its relevance to understanding criminal culpability of juveniles. *Current Psychiatry Reports*. 7, 292-296.



Class 6	Recommended Readings and Videos	<p><u>In NMT account:</u></p> <ul style="list-style-type: none"> <li>• Perry, B.D. (2017) Understanding hyperarousal: the “Flock, Freeze, Flight and Fight” continuum. The NMC Ten Tip Series, CTA Press, Houston TX</li> <li>• Perry, B.D. &amp; Dobson, C. (2013) Application of the NMT in maltreated children. In treating complex traumatic stress disorders in children and adolescents.</li> <li>• Educators Package: Series 1, Living and Working with Traumatized Children.</li> <li>• Educators Package: Series 1, Violence and Childhood.</li> <li>• Series 1.6 Living and Working with Maltreated and Traumatized Children. (video)</li> <li>• Series 1.7 Violence and Children. (video)</li> </ul>
Class 6	What we will do today	<p><u>Group discussion</u> Reminder Core Concepts can be found for reference in multimedia materials and readings.</p> <ul style="list-style-type: none"> <li>• Individual presentations</li> <li>• Group Presentations</li> </ul> <p><u>Discuss:</u> #3 Practice ER abstract</p> <ul style="list-style-type: none"> <li>• When psychosocial history information is not available for a client or patient.</li> </ul>
Class 6	Homework Assignments to complete before next class	<p><u>View from NMT account:</u> <u>Recording Links: Case based webinar</u></p> <ul style="list-style-type: none"> <li>• FAS+ (Santa Fe Mental Health Team)</li> </ul> <p><u>Recording Links:</u></p> <ul style="list-style-type: none"> <li>• BCC #5 Introduction to Hyperarousal</li> <li>• BCC #6 Introduction to State Dependence</li> <li>• Threat Response Patterns 7SS 3</li> </ul> <p><u>Complete:</u> #3 Practice ER metric</p> <ul style="list-style-type: none"> <li>• Bring questions about metric to class.</li> </ul>

<b>Class 7</b>	What we will do today	<b>The Threat Response</b>
<b>Module 4</b>	Topics:	<ul style="list-style-type: none"> <li>• Hyperarousal response</li> <li>• Dissociative response</li> <li>• Arousal continuum</li> <li>• Trauma and relational buffering</li> </ul>
Class 7	Required Readings for Presentations	<p><b><u>Individual Presentations:</u></b></p> <p><u>Text – WHTY:</u></p> <ul style="list-style-type: none"> <li>• Chapter 6</li> <li>• Chapter 7</li> </ul> <p><u>In NMT account:</u></p> <ul style="list-style-type: none"> <li>• Perry, B.D. (2019). Understanding Dissociation. The NMC Ten Tip Series, NMN Press, Houston TX</li> </ul> <p><u>Other sources:</u></p> <ul style="list-style-type: none"> <li>• Van der Kolk, Bessel, <i>The Body Keeps the Score</i> (2014) <i>Running for your life: The anatomy of survival</i> (pp.51-73). Penguin Random House.</li> </ul> <p><u>Other sources:</u></p> <ul style="list-style-type: none"> <li>• Schore, A.N. (2003a). Parent-infant communications and the neurobiology of emotional development. <i>Affect dysregulation and disorders of the self</i>. New York: W.W. Norton &amp; Co. Chapter 4 (75-86).</li> <li>• Schore, A.N. (2003a). The effects of secure attachment relationships on right brain development, affect regulation, and infant mental health. <i>Affect dysregulation and disorders of the self</i>. New York: W.W. Norton &amp; Co. Chapter 6.</li> </ul> <p><b><u>Group #3 Presentation: Attachment Issues</u></b></p> <p><u>Other sources:</u></p> <ul style="list-style-type: none"> <li>• Berlin, L., Zeanah, C., &amp; Lieberman, (2008). Prevention and intervention programs for supporting early attachment security, In: Cassidy, J. &amp; Shaver, P., (Eds.). (2008). <i>Handbook of attachment: Theory, research, and clinical applications</i>. New York: The Guilford Press, 748-761.</li> <li>• D’Andrea, W., Ford, J., Stolbach, B., Spinazzola, J. &amp; van der Kolk, B. (2012). Understanding interpersonal trauma in children: Why we need a developmentally appropriate trauma diagnosis. <i>American Journal of Orthopsychiatry</i>, 82(2), 187-200.</li> </ul>

		<ul style="list-style-type: none"> <li>• Alana K. Tassie (2015) Vicarious resilience from attachment trauma: reflections of long-term therapy with marginalized young people, <i>Journal of Social Work Practice</i>, 29:2, 191-204, doi: 10.1080/02650533.2014.933406</li> <li>• Karen, R. (1990, February). Becoming attached. <i>The Atlantic Monthly</i>, 35-70.</li> <li>• Lyons-Ruth, K., &amp; Jacobvitz, C. (1999). Attachment disorganization: Unresolved loss, relational violence, and lapses in behavioral and attentional strategies. In J. Cassidy and P. Shaver, (Eds.), <i>Handbook of attachment: Theory, research, and clinical implications</i> (pp. 520-554). New York: Guilford Press.</li> <li>• Carlson, V. &amp; Harwood, J. (2003). Attachment, Culture, and the caregiving system: The cultural patterning of everyday experiences among Anglo and Puerto Rican mother-infant pairs. <i>Infant Mental Health Journal</i>, 24(1), 53-70.</li> <li>• Van Ijzendoorn, M. &amp; Sagi, A. (1999) Cross-cultural patterns of attachment: Universal and Contextual Dimensions. In: J. Cassidy &amp; P. Shaver (Eds.). <i>Handbook of attachment: Theory, research, and clinical applications</i>. New York: The Guilford Press, 880-882 &amp; 896-901.</li> <li>• Shaw, S.L.&amp; Dallos, R. (December, 2005). Attachment and adolescent depression. <i>Attachment &amp; Human Development</i> (7)4. 409-424.</li> </ul>
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Class 7	Recommended Readings and Videos	<p><u>In NMT account :</u></p> <ul style="list-style-type: none"> <li>• Dobson &amp; Perry, 2010, The role of healthy relational interactions to buffering the impact of childhood trauma.</li> <li>• Perry, B.D., 2017, Understanding Dissociation NMT Ten Tip Series</li> <li>• NMT Series 3.2 The Response to Threat, 2008. (view)</li> <li>• NMT Series 3.3 Memory and Processing, 2008. (view)</li> </ul>
Class 7	For class discussion	<p><u>Group discussion</u></p> <p>Reminder Core Concepts can be found for reference in multimedia materials and readings.</p> <ul style="list-style-type: none"> <li>• Individual presentations</li> <li>• Group presentations</li> </ul>

Class 7	Homework assignments to complete before next class	<u>View in NMT account:</u> <u>Recording Links:</u> <ul style="list-style-type: none"><li>• BBC #7 Sensitization</li><li>• Sensitization and Tolerance 7SS 2</li><li>• Dosing, Spacing, and Resilience DTS 7</li></ul> <u>Recording links: Case based webinar:</u> <ul style="list-style-type: none"><li>• Reconstruction of Developmental History (R. Potgeiter, CAATTCH)</li></ul>
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<b>Class 8</b>	What we will do today	<b>Sensitization Tolerance</b>  <b>Practice Rehearsal Fidelity Metric</b>
<b>Module 5</b>	Topics:	<ul style="list-style-type: none"> <li>• Sensitization and tolerance</li> <li>• Resilience</li> <li>• Neuroplasticity</li> <li>• Dosing and spacing</li> </ul>
Class 8	Required Readings for Presentations	<p><b><u>Individual Presentations:</u></b></p> <p><u>Text – WHTY</u></p> <ul style="list-style-type: none"> <li>• Chapter 8</li> <li>• Chapter 9</li> </ul> <p><u>In NMT account:</u></p> <ul style="list-style-type: none"> <li>• Perry, B.D. &amp; Dobson, C. (2013) Application of the NMT in maltreated children. In treating complex Traumatic Stress Disorders in children and adolescents. (J. Ford &amp; C. Courtois, Eds.) Guilford Press, New York, pp249-260.</li> </ul> <p><b><u>Group #4 Presentation – Racial and Ethnic Issues</u></b></p> <p><u>Other sources:</u></p> <ul style="list-style-type: none"> <li>• Fong, R. &amp; McRoy, R. (Eds.). (2016). Transracial and Intercountry Adoption Practices and Policies: A Resource for Educators and Clinicians. New York: Columbia University Press.</li> <li>• Jackson, K., &amp; Samuels, G. M. (2011). Multiracial “competence” in social work: Recommendations for culturally attuned work with multiracial individuals and families. <i>Social Work</i>. 56(3), 235-245</li> <li>• Fong, R., McRoy, R. &amp; Hendric-Ortiz, C. (Eds.). (2006). <i>Intersecting child welfare, substance abuse, and family violence: Culturally competent approaches</i>. Washington, D.C.: Council on Social Work Education. McCubbin, H. I., McCubbin, L., Samuels, G. M., Zhang, W., &amp; Sievers, J. (Eds). (2013). Multiethnic Children, Youth, and Families: Emerging Challenges to the Behavioral Sciences and Public Policy. <i>Family Relations</i>, 62(1), 1-253.</li> <li>• Samuels, G. M. (2009). Using the extended case method to explore identity in a multiracial context. <i>Ethnic and Racial Studies</i>, 32(9), 1599-1618.</li> </ul>

		<ul style="list-style-type: none"> <li>• James, J., Green, D., Rodriguez, C. &amp; Fong, R. (2008). Addressing disproportionality through undoing racism, leadership development, and community engagement. <i>Child Welfare</i>, 87(2), 279-296.</li> <li>• Glikman, H. (2004, April). Low-income fathers: Contexts, connections, and self. <i>Social Work</i>, 49(2), 195-206.</li> <li>• Samuels, G. M. (2010). Building kinship and community: Relational processes of bicultural identity among adult multiracial adoptees. <i>Family Process</i>, 49(1), 26-42.</li> <li>• Fong, R. (2007). Diversity in diversity: Changing the paradigm. <i>Journal of Ethnic and Cultural Diversity in Social Work</i>. Vol.16,3/4.113-122.</li> </ul>
Class 8	Recommended Readings and Videos	<p><u>Read in NMT account:</u></p> <ul style="list-style-type: none"> <li>• Zamegar, Hamrick, Perry, Azen, &amp; Peterson (2016), Clinical improvements in adopted children with Fetal Alcohol Spectrum Disorders through neurodevelopmentally-informed clinical interventions.</li> </ul> <p><u>View in NMT Account:</u></p> <ul style="list-style-type: none"> <li>• NMT Series 3.4 Neurosociology: Relational Neurobiology (2008)</li> </ul>
Class 8	Class discussion	<p><u>Group discussion – Sensitization &amp; Tolerance</u> Reminder Core Concepts can be found for reference in multimedia materials and readings.</p> <ul style="list-style-type: none"> <li>• Individual Presentations</li> <li>• Group Presentations</li> </ul> <p><u>Discussion: #4 Practice Rehearsal Fidelity Metric (TBD)</u> Options are to do this exercise:</p> <ul style="list-style-type: none"> <li>• Individually;</li> <li>• As partners;</li> <li>• As a Group</li> </ul>



Class 8	Homework assignments to complete before next class	<p><u>View in NMT account:</u></p> <p><u>Recording Links:</u></p> <ul style="list-style-type: none"> <li>• BCC #10 Intro to Relational Regulation</li> <li>• BCC #11 The Triune Association</li> <li>• Emotional Contagion (SDR 3)</li> </ul> <p><u>Recording Links - Case-based webinar:</u></p> <ul style="list-style-type: none"> <li>• Sexual Abuse and Failed Adoption (D. Beatty, J. Heritage, M. Smith)</li> </ul> <p><u>Begin working on:</u> #4 Metric - Practice Rehearsal Fidelity Metric</p> <p>Bring metric questions to next class.</p>
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<b>Class 9</b>	What we will do today	<b>Neurobiology of Relationships</b>
<b>Module 6</b>	Topics:	<ul style="list-style-type: none"> <li>• Neurobiology of relationship, reward, and regulation</li> <li>• Shaping of neural networks through bonding and attachment</li> <li>• Power of relationships to buffer distress and heal from past traumas</li> </ul>
Class 9	Required Readings for Presentations	<p><b><u>Individual Presentations:</u></b></p> <p><u>Text – WHTY:</u></p> <ul style="list-style-type: none"> <li>• Chapter 10</li> <li>• Epilogue</li> </ul> <p><u>Text – The Boy Who Was Raised as a Dog (BRAD)</u></p> <ul style="list-style-type: none"> <li>• Chapter 1</li> <li>• Chapter 2</li> </ul> <p><u>Video:</u></p> <ul style="list-style-type: none"> <li>• Porges, S. (2012). Understanding polyvagal theory: Emotion attachment and self-regulation [Video recording]. New York: Psychotherapy networker. Retrieved from:  <a href="http://search.alexanderstreet.com.flagship.luc.edu/view/work/2287050">http://search.alexanderstreet.com.flagship.luc.edu/view/work/2287050</a>  (AU Series)</li> </ul> <p><b><u>Group #5 Presentation: Transcultural Issues</u></b></p> <p><u>Other sources:</u></p> <ul style="list-style-type: none"> <li>• Tronick, E. (2007) The Manta pouch: A regulatory system for Peruvian infants at high altitude. In: The neurobehavioral and socio-emotional development of infants and children. New York: W.W. Norton, 123-133.</li> <li>• Fong, R. &amp; McRoy, R. (Eds.). (2016). <i>Transracial and Intercountry Adoption Practices and Policies: A Resource for Educators and Clinicians</i>. New York: Columbia University Press.</li> <li>• Fong, R., Dettlaff, A., James, J., &amp; Rodriguez, C. (Eds.). (2015). <i>Addressing racial disproportionality and disparities in human services: Multi systemic approaches</i>. New York: Columbia University Press.</li> </ul>
Class 9	Recommended Readings and Videos	<p><u>In NMT account:</u></p> <ul style="list-style-type: none"> <li>• Perry, Brandt, Seligman, &amp; Tronick (2014), The neuroarcheology of childhood maltreatment: the Cost of Maltreatment: Who Pays? We All do. (Perry, 2001)</li> </ul>

		<ul style="list-style-type: none"> <li>• The Neurosequential Model in Young Children/Infant and Early Childhood Mental Health: Core Concepts and Clinical Practice.</li> </ul> <p><u>View in NMT account:</u></p> <ul style="list-style-type: none"> <li>• Series 3.5 Neglect</li> </ul>
Class 9	Class discussion	<p><u>Group discussion</u></p> <p>Reminder Core Concepts can be found for reference in multimedia materials and readings.</p> <ul style="list-style-type: none"> <li>• Individual presentations</li> <li>• Group presentations</li> </ul>
Class 9	Homework assignments to complete before next class	<p><u>View in NMT account:</u></p> <p><u>Recording Links:</u></p> <ul style="list-style-type: none"> <li>• The Intimacy Barrier (SDR 13)</li> <li>• EC, bonding, and attachment (DTS 5)</li> <li>• Neglect and relational sensitization (DTS 6)</li> </ul> <p><u>Recording Links - Case based webinar:</u></p> <ul style="list-style-type: none"> <li>• Severe Neglect and Institutionalization (D. Mallon, G. Davis CYFD New Mexico)</li> </ul> <p><u>Continue working on (if needed): #4 Metric – Practice Rehearsal Fidelity Metric</u> Bring metric questions to next class.</p>

<b>Class 10</b>	What we will do today	<b>Relational Health</b>
<b>Module 7</b>	Topics:	<ul style="list-style-type: none"> <li>• Intimacy Barrier</li> <li>• Shaping of neural networks through bonding and attachment</li> <li>• Power of relationships to buffer distress and heal from past traumas</li> </ul>
Class 10	Required Readings for Presentations	<p><b><u>Individual Presentations:</u></b>  <u>Text: BRAD</u></p> <ul style="list-style-type: none"> <li>• <u>Chapter 3</u></li> <li>• <u>Chapter 4</u></li> <li>• <u>Chapter 5</u></li> </ul> <p>In NMT account:</p> <ul style="list-style-type: none"> <li>• Perry B.D., Hambrick, E.P., Brandt, K., Hofeister, C., &amp; Collins, J., (2018). Beyond the ACE Score: Examining relationships between timing of developmental adversity, relational health, and development outcomes in children.</li> <li>• Perry, B.D. (2019) The intimacy barrier: The NMC Ten Tip Series, NMN Press, Houston TX.</li> </ul>
Class 10	Recommended Readings and Videos	<p><u>In NMT account:</u></p> <ul style="list-style-type: none"> <li>• Hambrick, Brawner, &amp; Perry (2018), Examining developmental adversity and connectedness in child welfare-involved children.</li> <li>• Perry, B.D., (2016), The Long Shadow: Bruce Perry on the lingering effects of childhood trauma.</li> <li>• NMT Series 3.6 NMT Principles, 2008 (view)</li> </ul>
Class 10	Class discussion	<p><u>Group discussion</u>  Reminder Core Concepts can be found for reference in multimedia materials and readings.</p> <ul style="list-style-type: none"> <li>• Individual presentations</li> <li>• Group presentations</li> </ul>
Class 10	Homework assignments to complete before next class	<p><u>View in NMT account:</u>  <u>Recording Links:</u></p> <ul style="list-style-type: none"> <li>• Implicit Bias (SDR 10)</li> <li>• Historical Trauma with Lea Denny (SDR 16)</li> </ul> <p><u>Recording Links - Case based webinar</u></p> <ul style="list-style-type: none"> <li>• Toxic Relational Environments (G. Ward, Kinship Center)</li> </ul> <p>#4 Metric Practice Rehearsal Fidelity completed before class 11.</p>

Class 11	What we will do today	<b>Historical Trauma</b>
<b>Module 8</b>	<b>Topics:</b>	<ul style="list-style-type: none"> <li>• Intergenerational and cultural trauma</li> <li>• Shared trauma and state dependent functioning</li> </ul>
Class 11	Required Readings for Presentations	<p><b><u>Individual Presentations:</u></b>  <u>Text: BRAD</u></p> <ul style="list-style-type: none"> <li>• Chapter 6</li> <li>• Chapter 7</li> <li>• Chapter 8</li> </ul> <p><u>In NMT account:</u></p> <ul style="list-style-type: none"> <li>• Perry, B.D. (2017) Trauma and Stressor Related Disorders. Infants, Children, and Adolescent Psychopathology: 3<sup>rd</sup> Edition T.P. Beauchaine, S.P. Hinshaw, Eds., pp 683-705, Wiley, New York</li> </ul> <p><b><u>Group #6 Presentation: International Perspectives</u></b>  <u>Other sources:</u></p> <ul style="list-style-type: none"> <li>• Pryce, J., Napolitano, L., &amp; Samuels, G. M. (2017). Transition to adulthood of former foster youth: Multi-level challenges to the help seeking process, <i>Emerging Adulthood</i>, 5(5), 311-321.</li> <li>• Carlson, V. &amp; Harwood, J. (2003). Attachment, Culture, and the caregiving system: The cultural patterning of everyday experiences among Anglo and Puerto Rican mother-infant pairs. <i>Infant Mental Health Journal</i>, 24(1), 53-70.</li> <li>• Cameron, C.A., Talay-Ongan, A., Hancock, R. &amp; Tapanya, S. (2010) Emotional Security. In: Gillen, J. &amp; Cameron, C.A. (Eds.). (2010). <i>International perspectives on early childhood research: A Day in the Life</i>. New York: Pargrave Macmillan., 77- 99.</li> <li>• Fong, R., McRoy, R. &amp; Hendric-Ortiz, C. (Eds.). (2006). <i>Intersecting child welfare, substance abuse, and family violence: Culturally competent approaches</i>. Washington, D.C.: Council on Social Work Education.</li> <li>• Tronick, E. (2007) Multiple caretaking in the context of human evolution: Why don't the Efe know the Western prescription for child care? In: <i>The neurobehavioral and socio-emotional development of</i></li> </ul>

		<p>infants and children. New York: W.W. Norton, 102-122.</p>
Class 11	Recommended Readings and Videos	<p><u>In NMT Account:</u></p> <ul style="list-style-type: none"> <li>• Perry, B.D. (2014). The cost of caring: Understanding and preventing secondary traumatic stress when working with traumatized and maltreated children. <i>Child Trauma Academy Professional Series</i>. Houston, TX: Child Trauma Academy.</li> <li>• Perry, B.D. (1999). Memories of fear: How the brain stores and retrieves physiologic states, feeling, behaviors, and thoughts from traumatic events. In J.M. Goodwin &amp; R. Attias (Eds.), <i>Images of the body in trauma</i> (pp. 26-47). New York: Basic Books.</li> <li>• NMT Series 3.7 Clinical Application of the NMT, 2008 (view)</li> <li>• NMT Series 3.8 Questions and Answers, 2008 (view)</li> </ul>
Class 11	Class discussion	<p><u>Group discussion</u> Reminder Core Concepts can be found for reference in multimedia materials and readings.</p> <ul style="list-style-type: none"> <li>• Individual presentations</li> <li>• Group presentations</li> </ul>
Class 11	Homework to complete before next class	<p><u>View in NMT account:</u> <u>Recording Links:</u></p> <ul style="list-style-type: none"> <li>• Dosing and Spacing</li> <li>• Sport, Music, and Art: The Bedrock</li> </ul> <p><u>Recording Links – Case based series</u></p> <ul style="list-style-type: none"> <li>• Dissociation, Reward, and Relational Poverty (L. Schwab, Possibilities Healing Arts Center)</li> </ul>

Classes 12	What we will do today	<b>Dosing and Spacing</b>  <b>Conclusion of NMT modules</b>
	Modules 9 & 10 Topics:	<ul style="list-style-type: none"> <li>• Dosing, spacing, and therapeutics</li> <li>• Resilience building</li> <li>• Community and family role in creating a healing environment</li> </ul>
12	Required Readings	<b><u>Individual Presentations:</u></b> <u>Text: BRAD</u> <ul style="list-style-type: none"> <li>• Chapter 9</li> <li>• Chapter 10</li> <li>• Chapter 11</li> <li>• Chapter 12</li> </ul> <u>In NMT account:</u> <ul style="list-style-type: none"> <li>• Hambrick, E., Brawner, T., Perry, B.D., Wang, E. et al. (2018) Restraint and critical incident reduction following introduction of the neurosequential model of therapeutics (NMT), <i>Residential Treatment for Children &amp; Youth</i> DOI:10.1080/0886571X.2018.1425651 <a href="http://www.tandfonline.com/doi/full/10.1080/0886571X.2018.1425651">http://www.tandfonline.com/doi/full/10.1080/0886571X.2018.1425651</a></li> <li>• Cox, A., Perry, B.D., &amp; Frederico, M., (2021) Resourcing the system and enhancing relationships: pathways to positive outcomes for children impacted by abuse and neglect. <i>Child Welfare</i>.</li> </ul>
12	Recommended Readings and Videos	<u>In NMT account:</u> <ul style="list-style-type: none"> <li>• Anda, R., Felitti, V., Walker, J., Whitfield, C., Brenner, D., Perry, B., Dube, S., &amp; Giles, W., (2006) The enduring effects of childhood abuse and related experiences: a convergence of evidence from neurobiology and epidemiology.</li> <li>• Childhood Flourishing Symposium: Notre Dame (2014) Born for Love (view)</li> <li>• The Trauma Therapist Podcase (2017) Guy Macpherson – Interview with B. Perry</li> </ul> <u>Other sources:</u> <ul style="list-style-type: none"> <li>• Bragdon, A.D. &amp; Gamon, D. (2000). <i>Brains that work a little bit differently: Recent discoveries about common brain diversities</i>. USA: Allen D. Bragdon Publisher, Inc</li> </ul>

		<ul style="list-style-type: none"> <li>Hesse, A.M. (2002). Secondary Trauma: How working with trauma survivors affects therapists. Clinical Social Work Journal, 30(3), 292-310.</li> </ul>
12	Class discussion	<p><u>Group discussion</u> Reminder Core Concepts can be found for reference in multimedia materials and readings.</p> <ul style="list-style-type: none"> <li>Individual Presentations</li> </ul> <p><u>Discussion:</u> Recommendations and Treatment Plan</p> <p><u>Discussion:</u> Final Practice Metric #5 to include case abstract, metric report, and treatment plan.</p>
12	Homework assignments to complete before next class	<p><u>View in NMT account:</u> <u>Recording Links:</u></p> <ul style="list-style-type: none"> <li>Kate Silverton and Bruce Perry: Scotland (EPIONE)</li> <li>Pandemic Parenting</li> </ul> <p>Recording Links – case based series</p> <ul style="list-style-type: none"> <li>Outcomes Pre and Post</li> <li>Mount Saint Vincent Home</li> </ul> <p><u>Begin working on:</u> Metric #5 - Final Practice Metric. Refer to concepts, videos, to assist you in the development of your Final Practice Metric. Must include:</p> <ul style="list-style-type: none"> <li>Case abstract</li> <li>Metric report</li> <li>Treatment plan</li> </ul>



<b>Class 13</b>	What we will do today	<b>Begin Final Practice Metric Presentations</b>
Class 13	<b>Topics:</b>	Consolidation of core concepts into a Final Practice Metric Presentation. <ul style="list-style-type: none"> <li>• Presentations begin today.</li> </ul>
Class 13	Presentations	<b><u>Group Final Practice Metric Presentations:</u></b> <b><u>Must include:</u></b> <ul style="list-style-type: none"> <li>• Case abstract</li> <li>• Practice Metric Report</li> <li>• Treatment Plan based on recommendations</li> </ul>
Class 13	Recommended Readings and Videos	<b><u>In NMT account:</u></b> <ul style="list-style-type: none"> <li>• Perry, B.D. (2008). Healthy families, healthy communities: An interview with Bruce D. Perry. <i>Joining Forces, Joining Families</i>, 10(3), 1-7..</li> <li>• American Justice Summit, Multiple sessions (focus on community building and therapeutic ‘dosing’), <a href="https://youtu.be/Kao6OOp3s0E">https://youtu.be/Kao6OOp3s0E</a></li> </ul> <b><u>Other sources:</u></b> <ul style="list-style-type: none"> <li>• Cozolino, L.J. &amp; Santos, E.N. (2014). Why we need therapy—and why it works: A neuroscientific perspective. <i>Smith College Studies in Social Work</i>, 84(2-3), 157-177.</li> <li>• Fosha, D., Siegel, D.J., &amp; Solomon, M. (2009). The healing power of emotion: Affective neuroscience, development and clinical practice. New York:WW Norton &amp; Co</li> </ul>
Class 13	Homework assignments	Complete Final Metric Reports

<b>Class 14</b>	What we will do today	<b>Final Practice Metrics Presentations</b>
Class 14	Topics	Consolidation of core concepts into a Final Practice Metric
Class 14	Presentations	<b><u>Group Final Practice Metric Presentations:</u></b> <b>Must include:</b> <ul style="list-style-type: none"> <li>• Case abstract</li> <li>• Practice Metric Report</li> <li>• Treatment Plan based on recommendations</li> </ul>
Class 14	Presentations	<b><u>Group discussion:</u></b> <ul style="list-style-type: none"> <li>• In class presentations of Final Practice Metric.</li> </ul>

## X. BIBLIOGRAPHY

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