

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

Course Number: SWN 393R1

Unique Number: 89305

Semester: Summer 2022

**Meeting Time/Place: 1:30-4:00 Monday
and Wednesday, Rm. SSW 2.122**

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Office Hours: By appointment on zoom

CLINICAL ASSESSMENT AND DIFFERENTIAL DIAGNOSIS

I. Standardized Course Description

This course will focus on the incidence, etiology, and assessment of health and mental health issues with children, adolescents, adults, and families. 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. Students will learn models of assessment to evaluate human functioning throughout the lifecycle. A bio-psycho-social-spiritual and cultural emphasis will be applied to the diagnostic categories within the DSM5. Students will develop an advanced understanding of people from diverse backgrounds, affirming, and respecting their strengths and differences. The course is built on the ability to provide clinical assessment through conducting a one-to-one diagnostic interview, as well as developing an understanding of the identification, analysis, and implementation of empirically-based assessment tools that have incorporated statistically valid reliability and validity studies. Major classification systems, such as Diagnostic and Statistical Manual of Mental Disorders and the International Classification of Diseases, and other schemes for assessing and understanding human behavior, will be covered. Students will develop ability to apply knowledge of health and mental health issues into treatment planning for children, adolescents, adults, and families.

II. STANDARDIZED COURSE OBJECTIVES

By the end of the semester, students should be able to:

1. Demonstrate an in-depth understanding of biological, psychosocial, and cultural theories on the etiology of mental health and mental illness;
2. Demonstrate the ability to conduct a diagnostic interview and its' application into treatment planning;
3. Demonstrate understanding of the various methods of empirically-based assessment tools and techniques, including those developed through classificatory schemes, standardized measures, and qualitative typologies;
4. Demonstrate an advanced clinical knowledge of the relationship between assessment and intervention as it relates to the strengths, capacities and resources of individuals and families;
5. Demonstrate the ability to adapt assessment models to reflect an understanding, of persons from diverse backgrounds, including (but not limited to) race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin;
6. Critically evaluate and analyze different theoretical and assessment models as to their efficacy in given situations. This includes: a) the adequacy of the research and knowledge base; b) the range of applicability; c) the value and ethical issues, including

the student's own value system, and d) the policy implications involved in assessment and delivery of services;

7. Demonstrate an understanding of the limitations in using classification schemes in understanding human behavior and the danger of mislabeling people, particularly those from at-risk populations. Demonstrate advanced knowledge of social work values and the ethical decision-making processes as they relate to ethical dilemmas in clinical assessment and practice.

III. TEACHING METHODS

This course is designed to include a variety of teaching methodologies to achieve the expectation of student mastery of the skills involved in the examination of social work practice as it is supported by selected scientific findings. Readings, discussion, lecture, experiential exercise, videos, audio CDs, case examples, and presentations are designed to enhance the learning experience.

IV. REQUIRED TEXTS AND MATERIALS

Required and Optional Texts/Materials

Required material:

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders, Fifth edition (DSM-5-TR)*. Washington, DC

American Psychiatric Association. (2022). *The Pocket Guide to The DSM-5-TR Diagnostic Exam*, Abraham M. Nussbaum, M.D., Washington, DC

Optional Texts/Materials:

Preston, J. & Johnson, J.(2015). *Clinical psychopharmacology made ridiculously simple, edition 8, updated for DSM-5*, Miami, Florida: MedMaster, Inc.

V. COURSE REQUIREMENTS

The assignments include the following:

***Note: All articles associated with this class are contained in Canvas.**

Group Presentations:

Each group will do 2 presentations.

1. Case Presentation:

Case presentation – the group will create a **Summary** to be submitted to the instructor and the students before class.

Case Presentation:

The class will be led in a discussion of a case in which potential diagnoses has been identified by the group. Some of the case studies for the case presentations are located in the Pocket Guide to the DSM-5-TR, and some of the case studies are located in Canvas. The expectation is for all class members to have read the case study in order to engage in class discussion.

The group will present their case in class and highlight the presenting problems, identification of considerations in the diagnostic interview and evaluation process, identification of questions that would be asked during the diagnostic evaluation, detail the critical thought process that went into consideration of diagnoses and potential differential diagnoses that were considered and why, as well as critical thought process on developing an alliance and connection with the client.

The group will develop a potential treatment plan based on the case assigned and should be included in their paper. Additionally, the group will lead the class in discussion through their diagnostic evaluation process and engage the class in the development of the treatment plan.

The Group Case Presentation Summary should include the following (each summary worth 10 points for a total of 20 points):

- Were there cultural factors that could potentially affect the diagnostic process – 2 points.
- Example of 1 defense mechanism typical of this “client’s” diagnosis including examples of the following: the coping style, the function, inferred cognition, potential impact of this on interactions with others – 2 points.
- Brief description of what you might anticipate with the client’s response to the diagnostic interview and how you would engage with the client – 2 points.
- The group’s agreed up diagnosis (or diagnoses), and brief description of the treatment plan – 4 points

2. Film Material Presentation:

Film material presentation – the group will create:

- **1 paper** to be submitted to the instructor,
- Provide the class and instructor with a **1 page brief summary** highlighting the points the group plans to address in class.

Film Material Presentation:

Each group will lead a discussion on some of the film material as they illustrate certain technical material from the texts and other assigned material. The expectation is for all class members to watch the film under study before the discussion in class. The presenter(s) will guide us in attending to selected scenes that illustrate the technical material to be discussed.

Clinical material illustrated through films such as “What’s Eating Gilbert Grape”, “Like Water for Chocolate”, “Taxi Driver”, “Fatal Attraction”, “As Good As It Gets”, “Girl Interrupted”, “Sybil”, “Trainspotting”, and others may be used.

Students will view the film clips with both diagnosis identification and potential differential diagnostic questions in mind. This will be address during class discussions. All class discussions are to be treated as a clinical staffing in a clinical setting.

Each panel (or presenter) will summarize briefly the clinical points in material assigned to their particular film examples. Each classmate and the instructor will be provided with a copy of the summaries via email before the class. The purpose of the summary is to provide an outline for the discussion. The panel is expected to have mastered those points in order to integrate the material in a class discussion. Note: the assigned material from the DSM-5-TR should not be outlined in detail; further instructions will be provided on the first-class day.

The Group Film Presentation **Paper** should include the following (10 points for each paper for a total of 20 points):

- Identification of 10 defenses - 1 point
- Identification of at least 2 ethical dilemmas, as defined by NASW Code of Ethics; quote the ethical standard – 1 point
- Identify ways the factors of age, class, culture, race, ethnicity, country of origin, language(s), educational attainment, religious background, sexual orientation, clinician value conflict and/or physical *ability may influence (limit, compromise, or enhance)* the clinical diagnostic effort and the diagnosis – 1 point
- The effect of trauma and economic/social oppression on the diagnostic process and on the diagnosis – 1 point
- Description of diagnoses that the group agreed upon and supporting information that led to this (include symptoms considered and potential assessment measures that you would use) - 1 point
- Legal issues that might arise – 1 point
- Differential diagnoses considered – 1 point
- Strengths of client or client system – 2 point
- Group member's own reactions to the characters experiences and how the individual clinician might manage reactions that could potentially arise – 2 point
- What would the individual's or family's treatment plan include? – 2 point

The Group Film **Summary** (1 page) to be provided to instructor and students before class – 5 points for each one for a total of 5 points.

Individual Article Presentations:

Each student will do 2 article presentations which will include **1 paper (no more than 5 pages)** for each presentation.

All of the articles are available in Canvas to choose from. You can also reference material from the DSM manual and the DSM Pocket Guide.

The articles you choose for your individual presentation should relate to the diagnosis topic. In your presentation, you will tie the article you've chosen to the topic being addressed that week. The instructor will address this in more detail on the first day of class

The paper should include the following (15 points for each paper):

- What is the article about? – 2 points.
- The main points of the article – 2 points.
- Identification of the biological, psychosocial, cultural theories, diversity issues that are considered, or should be considered - 2 points.
- Identification of neurobiological issues that are considered, or should be considered – 2 points.
- Your critical analysis of how the article ties into the topic being discussed at the time of your presentation – 9 points

Class Participation:

The information addressed in class will be approached as a case staffing that you would encounter through clinical supervision or case consultation within a clinical working environment.

To develop your critical analysis and clinical problem-solving skills, engaging in discussion either as a presenter as well as someone who is listening to the information being presented, being actively involved in the discussion through asking questions, providing your insights, feedback, ideas, clinical concerns, etc., is essential to assisting in your own growth clinically, as well as contributing to the growth of your colleagues.

Class participation – 20 points

Grading

Percent of final grade

10%	Paper #1 Group Film Paper, due on day of presentation
10%	Paper #2 Group Film Paper, due on day of presentation
5%	#1 Group Film Summary
5%	#2 Group Film Summary
10%	Summary #1 Case summary, due on day of presentation
10%	Summary #2 Case summary, due on day of presentation
15%	#1 Individual Article Paper
15%	#2 Individual Article Paper
20%	Class Participation

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

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/>.

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/>.

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 ACADEMIC INTEGRITY. Students who violate University rules on academic 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 academic dishonesty will be strictly enforced. For further information, please visit the Student Conduct and Academic Integrity website at: <http://deanofstudents.utexas.edu/conduct>.

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.

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.

UNIVERSITY ELECTRONIC MAIL STUDENT NOTIFICATION. Electronic mail (email), like postal mail, is a mechanism for official University communication to students. The University will exercise the right to send email communications to all students, and the University will expect that email communications will be received and read in a timely manner. Students can find UT Austin's policies and instructions for updating their e-mail address at <https://it.utexas.edu/policies/university-electronic-mail-student-notification-policy>.

RELIGIOUS HOLY DAYS. A student who misses classes or other required activities, including examinations, for the observance of a religious holy day should inform the instructor as far in advance of the absence as possible so that arrangements can be made to complete an assignment within a reasonable period after the absence. A reasonable accommodation does not include substantial modification to academic standards, or adjustments of

requirements essential to any program of instruction. Students and instructors who have questions or concerns about academic accommodations for religious observance or religious beliefs may contact the [Office for Inclusion and Equity](#). The University does not maintain a list of religious holy days.

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

Date	Topic	In class today	Assignments
6/6	Introduction to course: DSM-5-TR	Becoming familiar with the DSM-5-TR	<p><u>For next class:</u> Explore the DSM-5-TR</p> <p>Read: Pocket Guide Case #3 Roberto, pg 56</p> <p>Read: DSM-5-TR: Neurocognitive Disorders, pgs. 667-732</p>
6/8	The Diagnostic Interview Neurocognitive Disorders Case	<p>Considerations for conducting a diagnostic interview</p> <p>As a group: walk through a diagnostic interview on Case #3 Roberto</p> <p>As a group: using diagnostic evaluation to create a treatment plan</p>	<p><u>For next class:</u> Read: Pocket Guide: Ch. 2, Alliance Building During a Diagnostic Interview pgs. 15-25</p> <p>Ch. 3, The 30-Minute Diagnostic Interview, pgs. 27-44</p> <p>Ch. 10, Mental Health Treatment Planning, pgs. 215-220</p> <p>Read: DSM-5-TR Posttraumatic Stress Disorder, 301-313;</p> <p>Watch movie: Like Water for Chocolate</p>

6/13	Trauma & Stressor Related Disorders Film	Group #1 Presentation: Like Water for Chocolate Group #1 Members present individually on chosen articles and/or text book:	<u>For next class:</u> Read: DSM-5-TR Acute Stress Disorder, 313-319; Prolonged Grief Disorder, 322-327; Other Specified Trauma-and Stressor-Related Disorder, 327-328; Unspecified trauma- and Stressor-related Disorder 328; Depersonalization/Derealization Disorder, 343-347. Read: Pocket Guide: Case #2 Ruth, pgs 54-55
6/15	Trauma & Stressor Related Disorders Case #2 Ruth Case	Group #2 presentation: Diagnostic Case Formulation Treatment Plan	<u>For next class:</u> Read: DSM-5-TR Schizophrenia Spectrum and Other Psychotic Disorders, 10-138 Watch: Taxi Driver
6/20	Schizophrenia Spectrum and Other Psychotic Disorders Taxi Driver Film	Group 3 Presentation: Taxi Driver Group #3 members: Present individually on chosen articles and/or text book:	<u>For next class:</u> Read: Pocket Guide: Case #1 Woo-jin, pgs 51-52
6/22	Schizophrenia Spectrum and Other Psychotic Disorders,	Group #4 presentation: Diagnostic Case	<u>For next class:</u> Read DSM-V-TR: Personality Disorders, 733-778

	<p>Case #1 Woo-jin</p> <p>Case</p>	<p>Formulation for Case Study</p> <p>Treatment Plan</p>	<p>Watch:</p> <p>Class will need to decide on the film. As Good as It Gets, Fatal Attraction, or Girl Interrupted.</p>
6/27	<p>Personality Disorders</p> <p>Film choice</p> <p>Film</p>	<p>Group #5 Presentation:</p> <p>Film choice</p> <p>Group #5 members:</p> <p>Present individually on chosen articles and/or text book:</p>	<p>For next class:</p> <p>Read Pocket Guide:</p> <p>Case #4 Keith, pgs 59-60</p>
6/29	<p>Personality Disorders</p> <p>Case #4 Keith</p> <p>Case</p>	<p>Group #6 presentation:</p> <p>Diagnostic Case Formulation for Case Study</p> <p>Treatment Plan</p>	<p>For next class:</p> <p>Read from DSM-5-TR:</p> <p>Depressive Disorders, 155-189;</p> <p>Anxiety Disorders, 215-261;</p> <p>Dissociative Disorders, 329-348;</p> <p>Refresh your memory on Trauma and Stress Related Disorders.</p> <p>Read Case #5 in Canvas</p>
7/4	<p>No Class</p>		
7/6	<p>Multiple Diagnoses: Depressive Disorder Trauma and Stressor Related Disorders, Dissociative Disorders, Anxiety Disorders,</p> <p>Case Study #5 – this case study is in Canvas</p> <p>Case</p>	<p>Group #1 presentation:</p> <p>Diagnostic Case Formulation for Case Study</p> <p>Treatment Plan</p>	<p>For next class:</p> <p>Refresh your memory on:</p> <p>Depressive Disorders, 155-189;</p> <p>Anxiety Disorders, 215-261;</p> <p>Dissociative Disorders, 329-348;</p> <p>Refresh your memory on Trauma and Stress Related Disorders.</p> <p>Watch:</p> <p>Sybil</p>

7/11	<p>Multiple Diagnoses Depressive Disorder Trauma and Stressor Related Disorders Dissociative Disorders, Anxiety Disorders.</p> <p>Sybil</p> <p>Film</p>	<p>Group #2 Presentation: Sybil</p> <p>Group #2 Members present individually on chosen articles and/or text book</p>	<p><u>For next class:</u> Read Case #6</p> <p>Read DSM-5-TR: Neurodevelopmental Disorders, 35-92</p>
7/13	<p>Neurodevelopmental Disorders</p> <p>Case #6</p> <p>Case</p>	<p>Group #3 presentation: Diagnostic Case Formulation for Case Study</p> <p>Treatment Plan</p>	<p><u>For next class:</u> Watch: Gilbert Grape</p> <p>Read from DSM-V-TR: WHODAS 2.0 (World Health organization Disability Assessment Schedule 2.0)</p>
7/18	<p>Neurodevelopmental Disorders</p> <p>Gilbert Grape</p> <p>Film</p>	<p>Group #4 Presentation: Gilbert Grape</p> <p>Group #4 Members present individually on chosen articles and/or text book</p>	<p><u>For next class:</u> Read DSM-V-TR: Substance-Related and Addictive Disorders, pgs 543-565</p>
7/20	<p>Substance-Related and Addictive Disorders</p> <p>Case #5</p> <p>Case</p>	<p>Group #5 presentation: Diagnostic Case Formulation for Case Study</p> <p>Treatment Plan</p>	<p><u>For next class:</u> Watch: Trainspotting</p>
7-25	<p>Substance-Related and Addictive Disorders</p> <p>Trainspotting</p> <p>Film</p>	<p>Group #6 Presentation: Trainspotting</p> <p>Group #6 Members present individually on chosen articles and/or text book</p>	<p>That's all folks!</p>

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X. BIBLIOGRAPHY

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Video Material resources on Neurodevelopment and Trauma - YouTube resources:

Perry, Bruce (2014). *Seven Slide Series: State-dependent functioning (10 min. 42 sec)*.
The ChildTrauma Academy Channel.

Perry, Bruce (2013). *Seven Slide Series: Sensitization and Tolerance (10 min. 13 sec.)*.
The ChildTrauma Academy.

Perry, Bruce (2013). *Seven Slide Series: Threat Response Patterns (12 min. 04 sec)*.
The ChildTrauma Academy.

Perry, Bruce (2013). *Seven Slide Series: The Human Brain (13 min. 40 sec)*.
The ChildTrauma Academy

van der Kolk, Bessel (2021). *6 ways to heal trauma without medication (8 min. 53 sec)*.
Big Think.

van der Kolk, Bessel (2021). *What is trauma? (7 min. 48 sec)*.
Big Think

van der Kolk, Bessel (2021). *How to rewire your brain after trauma (3 min. 31 sec)*.
Big Think