

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

Course Number:	SW 393R9	Professor:	Anita Guajardo, LCSW-S
Unique Number:	88565		Clinical Assistant Professor
Semester:	Summer 2023	Pronouns:	she her ella
Meeting Day:	Mon & Wed	Office:	SSW 3.124B
Meeting Time:	8:30 – 11 am	Email:	anita.guajardo@austin.utexas.edu
Meeting Place:	SSW 2.122	Office Hours:	Wednesdays, 11 am – 12 pm or by appointment via Zoom

Assessment and Treatment of Traumatized Populations

I. STANDARDIZED 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. STANDARDIZED COURSE OBJECTIVES

Upon completion of this course, students will be able to:

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 METHOD

This course is approached with inclusive considerations, recognizing the impact of diverse experiences and backgrounds on the classroom environment. This course draws from experiential, critical compassion, and trauma-informed pedagogies to provide a dynamic learning experience. Through a mix of didactic and interactive teaching methods, including audio-visual materials, lectures, readings, class discussions, self-reflection, collegial consultation, small group activities, and role-plays, students are encouraged to engage with the course material at a level that feels appropriate to them, using critical thinking skills, creativity, and taking learning-centered risks. The instructor upholds social work values by promoting self-awareness, reflection, expression, and choice to respond to diverse learning needs, while utilizing trauma-informed pedagogies to support those who may have experienced trauma or marginalization. All students' diverse experiences and backgrounds are valued and respected. In-class discussions about personal values, beliefs, or life experiences should be held confidential, allowing students to engage with each other in a spirit of experiential, critical compassion. The instructor is available for questions, feedback, and individual meetings to support students' learning and development.

Canvas, a password-protected course management system at <http://canvas.utexas.edu>, is used for confidential communication, accessing readings outside the main text and assignment guidelines, and submitting assignments. Students can access 24/7 Canvas Help at 855-308-2494. Students are encouraged to set up Canvas notifications for announcements and to communicate any learning barriers to the instructor to problem-solve collaboratively.

Students who require academic accommodations due to a documented disability, physical or cognitive, should request an official letter outlining authorized accommodations as soon as possible. To obtain accommodation letters, students can contact Services for Students with Disabilities in the Office of the Dean of Students at 471-625 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing). Students are also encouraged to speak early on with their instructor about their accommodation needs.

IV. REQUIRED TEXT AND MATERIALS

Van der Kolk, Bessel A., 1943, & Milton H. Erickson Foundation. (2013). *The body keeps score: Integration of mind, brain, and body in the treatment of trauma*. Phoenix, AZ: Milton H. Erickson Foundation

Additional readings, podcasts, preparatory material, all updates, and in-depth course information will be provided on Canvas.

V. COURSE REQUIREMENTS

Detailed instructions for the below-listed course assignments will be posted on Canvas and discussed in class. For questions regarding assignments, students can communicate with the instructor during class, during office hours, or by emailing anita.guajardo@austin.utexas.edu.

Trauma-Informed Engagement (10 points)

**Due: June 28th
& July 24th**

This assignment includes in-class mid-semester and end-of-term reflections, where students self-evaluate their trauma-informed and ethical engagement with peers, the instructor, and course guests. Students are expected to embody trauma-informed principles, including timely attendance, effective communication, conscientious presence, inclusive language, active listening, empathy, critical reflection, and self-correction. By practicing these principles, students foster an environment of trust, collaboration, and ethical conduct, aligning with social work's core values and ethics.

Trauma-Informed Resiliency Plan (15 points)

Due: June 12th

To support vicarious and secondary trauma prevention, students will develop resilience-building strategies and engage in reflective practice related to ethical considerations of trauma work while promoting individual and collective care. Through this assignment, students will enhance their self-awareness, identify individual and collective resources, and create a trauma-informed resilience plan to support them during this course and in their ongoing work with traumatized populations.

Trauma Profile & Clinical Intervention Demonstration (25 points)

Due: July 7th

To enhance assessment, treatment planning, and cultural competence skills while integrating theoretical knowledge into practical applications, students will work in dyads to analyze a provided trauma case study and demonstrate their assessment and intervention skills. The assignment consists of three components: a written comprehensive analysis, a role-play demonstration, and a reflection on the role-play effectiveness.

Collective Trauma Impact Group Presentation (25 points)

Due: July 19th

To deepen their understanding of the impact of collective trauma on individuals, groups, and communities, students will work in small groups to choose a specific community or population, explore its historical, cultural, and intergenerational traumas, and complete an educational presentation on their

findings. This assignment requires outlining the collective trauma's dynamics, including community demographics, a brief assessment of the strengths and needs, the event(s) or conditions that caused harm/trauma, and intervention examples at the micro, mezzo, and macro levels.

Evidence-based Trauma Intervention: Student Choice (25 points)

Due: July 24th

Option A) The Online Certification in Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)

This 11-hour course, available through the Medical University of South Carolina's website for \$35, provides training in the basics of using the TF-CBT model that is widely accepted in therapeutic practice. Students will earn 25 points upon completion and after uploading or bringing their printed certificate to class. Link to the training: <https://tfcbt2.musc.edu/en>

Option B) Evidence-Based/Informed Intervention Guide

Students will choose a specific trauma intervention to create an interactive training guide for their peers. The training guide should be an organized information package that includes: a detailed overview of the intervention and theories/frameworks that shape it, examples and explanation of specific skills clinicians use and the components of how it is facilitated, summary of research that show its effectiveness with appropriate populations, additional resources (videos, links, published handouts), and ethical considerations.

Course Assignment	Points	Due Date
Trauma-Informed Engagement	15	6/28 & 7/24
Trauma-Informed Resiliency Plan	25	6/12
Trauma Profile & Clinical Intervention Demonstration	25	7/7
Collective Trauma Impact Group Presentation	25	7/19
Evidence-based Trauma Intervention: Student Choice	25	7/24
TOTAL	100	

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-	(Class failed/no credit)
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

DIVERSITY, EQUITY & INCLUSION. Consistent with the values of social work, I am committed to creating a classroom environment that supports and affirms diversity, equity, and inclusion. By diversity, I refer to the myriad ways in which humans differ in attributes that are visible and invisible, including race, ethnicity, nationality, citizenship, gender and gender identity, sexual orientation, religion, age, socioeconomic background, and ability. Diversity in thought is also encouraged. Equity in access to learning opportunities, and inclusion in virtual and physical learning spaces, is a student's right. All students are expected to uphold these principles, both individually and collectively. Students are asked to voice concerns directly to me as soon as they arise so that they may be addressed appropriately.

MAINTAINING CONFIDENTIALITY. Information shared in class about agencies and clients is considered confidential according to the NASW Code of Ethics standards on the sharing of information for educational purposes. However, discussion outside of class with individuals not in the cohort regarding information shared in class about clients, supervisors, or agencies is a breach of confidentiality. Breach of confidentiality is grounds for disciplinary action within the school and possible expulsion from the program.

PROFESSIONAL ACCOUNTABILITY & CONDUCT IN CLASS. Social work students must adhere to the Student Standards for Professional Conduct of the UT School of Social Work and the NASW Code of Ethics (found in the MSSW Handbook, see web addresses below) and assume responsibility for their own conduct.

Find the MSSW Handbook at <http://www.utexas.edu/ssw/current/forms/>

Find the MSSW Graduate Guide to Field at <http://www.utexas.edu/ssw/field/forms/>

Part of professional accountability includes treating others with respect and courtesy. Within the class, this entails listening to the opinions and concerns of others with openness, offering suggestions and ideas positively and respectfully, and being willing to promote group cohesiveness in the learning environment. At no time may any part of any class or class-related meeting be recorded in any way without expressed consent from all parties involved.

In the Practice I and Field I courses, the student is expected to bring any concerns directly to the professor individually if the issue is not appropriate for class discussion. Students should be prepared to discuss the concern openly, demonstrate a willingness to accept feedback, and offer possible solutions.

CLASSROOM COURTESY. As a courtesy to the class that meets after our class, please dispose of trash and return the classroom chairs and desks to rows or some organized arrangement.

PARTICIPATION & ATTENDANCE. Attendance and participation for allotted class time in full, with the additional hour of field seminar, is expected for all students. Classroom exercises, discussions, role plays, guest speakers and other class experiential exercises are essential for the students' professional

learning and continued development of self-awareness. This form of learning cannot be “made up” once missed. Attendance will be taken at the beginning of each class period. Being on time for class is expected, and **late arrivals will impact the student’s class participation score**. If a student is late for class on a consistent basis, a meeting with the professor can be expected to discuss a plan for improved timeliness. In extenuating circumstances of absence, students are to notify the professor. **Students will be allowed two (2) absences** (include absences due to medical problems or other emergencies). **Three (3) points will be deducted per missed class** (loss of class participation points) and students are responsible for any material missed due to absences. After two absences, the student is responsible for scheduling an office visit with the professor to discuss issues affecting attendance and professionalism. **Any student missing more than six classes in total (excused or unexcused) maybe in jeopardy of not passing this course**. There may be homework assignments based on discussion, and films shown in the class are due on the assignment dates and will be counted towards participation grades. In addition, the professor reserves the right to add or deduct up to 5 points to students’ final point total based on the overall quality of their classroom participation during the semester.

TIME MANAGEMENT. Except in the case of extreme emergencies, and then only with the permission of the professor, late assignments will not be accepted without penalty. Assignments are due to be uploaded to Canvas by 8:30 am on the due date unless otherwise specified in the assignment details. Material turned in after 8:30 am is considered late. Students will lose three (3) points per calendar day that an assignment is late (based on a 100-point scale). On subsequent days, assignments must be submitted before 8:30 am to avoid an additional 3-point penalty (based on a 100-point scale). If the due date is a problem, then the student is encouraged to meet with the professor and negotiate another due date well in advance.

USE OF COMPUTERS & CELL PHONES IN THE CLASSROOM. Practice I is a practice course, and class participation is essential to successful learning. Computers must be utilized in a professional way to the extent that they aid learning; commitment to attention to coursework and in-class activities should not be compromised by the presence of electronics. Cell phones should also be utilized only in a way that supports learning. Turning off notifications or silencing computers and phones and putting them aside will increase attention to the coursework and practice opportunities. Special exceptions can be made if emergencies are looming. Students must communicate with the professor if this is the case. These are issues of professionalism.

USE OF CANVAS IN CLASS. In this class the professor uses Canvas Web based course management system with password protected access at <http://canvas.utexas.edu> to distribute course materials, to communicate and collaborate online, to post grades, to submit assignments, and to give students online quizzes and surveys. Students can find support in using Canvas at the ITS Help Desk. For more information go to <http://www.utexas.edu/its/helpdesk/>.

ASSIGNMENTS & CONCERNS. The professor reserves the prerogative to change class assignments as needed to meet the course objectives. The changes will be discussed with the students in class or by email before implementation. Students with concerns or questions about grades are invited to discuss these with the professor. The professor cannot consider grade revisions beyond two weeks after the assignment is returned to the student. Students with concerns related to equitable distribution of work on a

group project should first give the colleague in question a chance to address the concerns. Discussing the problem with your peer first is requested, using skillful and direct communication provided in a way that can be heard. If concerns remain, the student(s) is/are encouraged to approach the professor during the assignment's completion process, **before** the assignment is due, to discuss strategies for completing the assignment.

WRITTEN ASSIGNMENTS. Students are expected to produce high quality written work in terms of clarity, appearance, writing style, and content. Points will be deducted for errors, misspellings, incorrect grammar and punctuation, poor organization, insufficient information, and inferior word processing. When using information from other sources, references and bibliography should conform to current APA style. Instances of plagiarism will be dealt with according to university policy. Students are strongly encouraged to consult with the SSW Writing consultant who can be reached at dinittowritingconsultant@gmail.com.

STUDENT FEEDBACK. Students will be asked to provide feedback on their learning and the professor's teaching strategies in informal as well as formal ways. It is very important for the professor to know the students' reactions to what is taking place in class, ensuring that the professor and students can create a dynamic and effective learning community. Students are encouraged to provide ongoing feedback to the professor during class and office hours.

CONTACTING YOUR INSTRUCTOR. Canvas and email will be frequently used modes of communication between the professor and students outside of class hours. All students are responsible for checking their email on a regular basis for class updates. Students are also responsible for alerting the professor about any changes to their email addresses. Students will be expected to use sound professional judgment when deciding what is appropriate to discuss in email as opposed to scheduling an office appointment or visiting the professor during office hours. Generally, students can expect a response to their email or message within 48-72 hours. Immediate responses should not be expected; as such, if students have questions about the course or assignments, they are encouraged to ask questions during class time, or arrange time outside of class with the instructor well in advance of the due date.

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 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.

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>.

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

All prep material, assignment guidelines, grading rubrics, and other essential information for this course are in Canvas; please check Canvas regularly. Note that this schedule is intended only as a guide and is subject to change. Changes to this schedule are made at Professor Guajardo's discretion and as circumstances require. Changes will be announced with as much advance notice as possible. It is the student's responsibility to note changes when announced. You must keep up with assigned readings independently, as we won't cover everything in class. Assigned readings are to be considered as "background reading" in preparation for class – in other words, complete readings before class, and if the readings cover new or unfamiliar concepts for you, re-read these and study them more carefully on your own time. Please come to class with at least an outline of the day's topic.

WK	Date	Topic(s)	Prep Material (to be completed by class time)	Assignment/Task Due
----	------	----------	---	---------------------

Starting From Within: Building Resilience for Trauma-Informed Practice				
2	Mon 6/5	Course & Syllabus Review Trauma-Informed Self-Care: Compassion Fatigue, Countertransference, and Vicarious Trauma	See Canvas Module 1	
Foundations of Trauma-Informed Care: Discourses, Theories, And Complexities				
2	Wed 6/7	Historical Context & Influential Discourses	See Canvas Module 2	
3	Mon 6/12	Theories Informing Trauma Care	See Canvas Module 2	Trauma-Informed Resiliency Plan <i>Due by 11:59 pm.</i>
3	Wed 6/14	Understanding Trauma and Its Complexities	See Canvas Module 2	
4	Mon 6/19	Juneteenth Holiday - No Class Today		
Building Trust: Trauma-Informed Engagement and Assessment				
4	Wed 6/21	The Intersection of Trauma, Dissociation, and Assessment	See Canvas Module 3	
5	Mon 6/26	Assessing Trauma Exposure and Symptomatology	See Canvas Module 3	
5	Wed 6/28	The Therapeutic Relationship in Trauma Care	See Canvas Module 3	Mid-semester Trauma-Informed Engagement Reflection <i>(completed in class.)</i>
Treatment Planning & Intervention				
6	Mon 7/3	Trauma Recovery: Safety, Stabilization, & Education	See Canvas Module 4	
6	Wed 7/5	Trauma Recovery: Processing, Remembering, and Mourning	See Canvas Module 4	Trauma Profile & Clinical

				Intervention Demonstration <i>Due by 11:59 pm on Friday, 7/7.</i>
7	Mon 7/10	Trauma Recovery: Resilience, and Meaning-Making: Navigating the Journey of Healing	See Canvas Module 4	
Trauma-Informed Care and Advancing Social Justice				
7	Wed 7/12	Intergenerational and Collective Trauma	See Canvas Module 5	
8	Mon 7/17	Trauma and Special Populations	See Canvas Module 5	
8	Wed 7/19	Integrating Ethics, Advocacy, and Trauma-Informed Care in Complex Systems	See Canvas Module 5	Collective Trauma Impact Group Presentation <i>Due by start of class.</i>
Continuing the Trauma-Informed Journey				
9	Mon 7/24	Reflection and Integration *Trauma-Informed Supervision: Supporting Clinicians in Providing Trauma-Informed Care	See Canvas Module 6	End-of-Term Trauma-Informed Engagement Reflection <i>(Completed in class.)</i> ----- Evidence-based Trauma Intervention: Student Choice <i>Due by 11:59 pm.</i>

X. BIBLIOGRAPHY

- Alexander, J. C., Eyerman, R., Giesen, B., Smelser, N. J., & Sztompka, P. (2004). *Cultural trauma and collective identity*. University of California Press.
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.).
- Anderson, F., Sweezy, M., & Schwartz, R. (2017). *Internal family systems skills training manual trauma-informed treatment for anxiety, depression, PTSD & substance abuse*. PESI Publishing & Media.
- Badenoch, B. (2008). *Being a brain-wise therapist: A practical guide to interpersonal neurobiology*. W.W. Norton & Co.
- Badenoch, B. (2018). *The heart of trauma: Healing the embodied brain in the context of relationships*. W.W. Norton & Company.
- Bednarek, S. (2021). Climate change, fragmentation and collective trauma. bridging the divided stories we live by*. *Journal of Social Work Practice*, 35(1), 5–17.
<https://doi.org/10.1080/02650533.2020.1821179>
- Berger, M., & Sarnyai, Z. (2014). “More than skin deep”: Stress Neurobiology and Mental Health Consequences of Racial Discrimination. *Stress*, 18(1), 1–10.
<https://doi.org/10.3109/10253890.2014.989204>
- Bisson, J. I. (2009). Psychological and social theories of post-traumatic stress disorder. *Psychiatry*, 8(8), 290–292. <https://doi.org/10.1016/j.mppsy.2009.05.003>
- Bulut, E., & Gayman, M. D. (2015). Acculturation and self-rated mental health among Latino and Asian immigrants in the United States: A latent class analysis. *Journal of Immigrant and Minority Health*, 18(4), 836–849. <https://doi.org/10.1007/s10903-015-0258-1>
- Busch, B., & McNamara, T. (2020). Language and trauma: An introduction. *Applied Linguistics*, 41(3), 323–333. <https://doi.org/10.1093/applin/amaa002>
- Bush, A. D. (2015). *Simple self-care for therapists: Restorative practices to weave through your workday*. W.W. Norton & Company.
- Cacari Stone, L., Avila, M., & Duran, B. (2021). El Nacimiento del pueblo mestizo: Critical discourse on historical trauma, community resilience and healing. *Health Education & Behavior*, 48(3), 265–275. <https://doi.org/10.1177/10901981211010099>
- Caldwell, C., & Leighton, L. B. (2018). *Oppression and the body: Roots, resistance, and resolutions*. North Atlantic Books.
- Clarke, K., & Bird, Y. M. (2022). Postcolonial trauma and memory work. In *Decolonizing pathways towards Integrative Healing in Social Work* (pp. 47–69). essay, Routledge.
- Compton, L., & Schoeneberg, C. (2021). *Preparing for trauma work in Clinical Mental Health: A workbook to enhance self-awareness and promote safe, competent practice*. Routledge.

- Corcoran, K., Rosenzweig, J. M., & Sundborg, S. A. (2015). The Neurobiology of Toxic Stress, Implications for Social Work Practice. In *Social Workers' desk reference* (3rd ed., pp. 292–300). essay, Oxford University Press.
- Curran, L. A. (2013). *101 trauma-informed interventions: Activities, exercises and assignments to move the client and therapy forward*. Premier Publishing.
- Daitch, C. (2007). *Affect regulation toolbox: Practical and effective hypnotic interventions for the over-reactive client*. W.W. Norton & Co.
- Dallamora, E. (2022). A small infinity: Expressing generational trauma through artistic method and experimental form. *Book 2.0*, 12(1), 97–113. https://doi.org/10.1386/btwo_00065_1
- Dana, D., & Porges, S. W. (2020). *Polyvagal exercises for safety and connection: 50 client-centered practices*. W.W. Norton & Company.
- Dernoot, L. L. van, & Burk, C. (2010). *Trauma stewardship: An everyday guide to caring for self while caring for others*. Accessible Publishing Systems, Pty, Ltd.
- Elbrecht, C. (2018). *Healing trauma with guided drawing: A sensorimotor art therapy approach to bilateral body mapping*. North Atlantic Books.
- Fisher, J. (2017). *Healing the fragmented selves of trauma survivors: Overcoming internal self-alienation*. Routledge.
- Forgash, C., & Copeley, M. (2008). *Healing the heart of trauma and dissociation with EMDR and ego state therapy*. Springer Publishing Company.
- Franklin, A. J., Boyd-Franklin, N., & Kelly, S. (2006). Racism and invisibility: race-related stress, emotional abuse, and psychological trauma for people of color. *Journal of Emotional Abuse*, 6(2–3), 9–30. https://doi.org/10.1300/j135v06n02_02
- George, M. (2010). A theoretical understanding of refugee trauma. *Clinical Social Work Journal*, 38(4), 379–387. <https://doi.org/10.1007/s10615-009-0252-y>
- Ghelani, A. (2021). Knowledge and skills for social workers on Mobile Crisis Intervention Teams. *Clinical Social Work Journal*, 50(4), 414–425. <https://doi.org/10.1007/s10615-021-00823-x>
- Hardy, K. V. (2023). *Racial trauma: Clinical strategies and techniques for healing invisible wounds*. Norton Professional Books.
- Healy, K. (2022). *Social work theories in context: Creating frameworks for practice*. Bloomsbury Academic.
- Herman, J. L. (2015). *Trauma and recovery: The aftermath of violence-from domestic abuse to political terror*. Basic Books.
- Hersey, T. (2022). *Rest is resistance: A Manifesto*. Little, Brown Spark.

- Holmes, M. R., Rentrop, C. R., Korsch-Williams, A., & King, J. A. (2021). Impact of COVID-19 pandemic on posttraumatic stress, grief, burnout, and secondary trauma of social workers in the United States. *Clinical Social Work Journal*, 49(4), 495–504. <https://doi.org/10.1007/s10615-021-00795-y>
- Hübl, T., & Avritt, J. J. (2023). *Healing collective trauma: A process for integrating our intergenerational and intercultural wounds*. Sounds True.
- Jarero, I., & Artigas, L. (2020). AIP model-based acute trauma and ongoing traumatic stress theoretical conceptualization. *Iberoamerican Journal of Psychotraumatology and Dissociation. Revista Iberoamericana de Psicotraumatología y Disociación*, 10(1).
- Kabat-Zinn, J. (2013). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain, and illness*. Bantam Books.
- Kiyimba, N. (2022). Historical Discourses of Psychological Trauma and PTSD. In *Discourses of Psychological Trauma* (pp. 13–37). essay, Palgrave Macmillan.
- Knight, C. (2015). Trauma-informed Social Work Practice: Practice Considerations and challenges. *Clinical Social Work Journal*, 43(1), 25–37. <https://doi.org/10.1007/s10615-014-0481-6>
- Lee, M. Y., Ng, S.-M., Yu, L. P. P., & Wan, C. C. L. (2018). *Integrative body-mind-spirit social work: An empirically based approach to assessment and treatment*. Oxford University Press.
- Levine, P. A. (2010). *In an unspoken voice: how the body releases trauma and restores goodness*. North Atlantic Books.
- Linklater, R. (2016). *Decolonizing trauma work: Indigenous stories and Strategies*. Fernwood Publishing Company.
- Malchiodi, C. A., & Perry, B. D. (2021). *Creative interventions with traumatized children*. The Guilford Press.
- McCormick, A., Scheyd, K., & Terrazas, S. (2018). Trauma-informed care and LGBTQ youth: Considerations for advancing practice with youth with trauma experiences. *Families in Society: The Journal of Contemporary Social Services*, 99(2), 160–169. <https://doi.org/10.1177/1044389418768550>
- McEwen, B. S., Gray, J. D., & Nasca, C. (2015). Recognizing resilience: Learning from the effects of stress on the brain. *Neurobiology of Stress*, 1, 1–11. <https://doi.org/10.1016/j.ynstr.2014.09.001>
- Menakem, R. (2021). *My grandmother's hands: Racialized trauma and the pathway to mending our hearts and Bodies*. Penguin Books.
- Mischke-Reeds, M. (2018). *Somatic psychotherapy toolbox: 125 worksheets and exercises to treat trauma & stress*. PESI Publishing.

- Mohatt, N. V., Thompson, A. B., Thai, N. D., & Tebes, J. K. (2014). Historical trauma as public narrative: A conceptual review of how history impacts present-day health. *Social Science & Medicine*, *106*, 128–136. <https://doi.org/10.1016/j.socscimed.2014.01.043>
- Nagoski, E., & Nagoski, A. (2020). *Burnout: The secret to unlocking the stress cycle*. Ballantine Books.
- Nakazawa, D. J. (2016). *Childhood disrupted: How your biography becomes your biology, and how you can heal*. Atria Paperback.
- National Association of Social Workers. (2021). *Code of ethics of the National Association of Social Workers*.
- Paivio, S. C., & Pascual-Leone, A. (2023). *Emotion-focused therapy for complex trauma an integrative approach*. American Psychological Association.
- Perry, B. D. (2009). Examining child maltreatment through a neurodevelopmental lens: Clinical applications of the neurosequential model of therapeutics. *Journal of Loss and Trauma*, *14*(4), 240–255. <https://doi.org/10.1080/15325020903004350>
- Perry, B. D., & Winfrey, O. (2021). *What happened to you?: Conversations on trauma, resilience, and healing*. Flatiron.
- Perry, B., & Hambrick, E. P. (2008). The Neurosequential Model of Therapeutics. *Reclaiming Children & Youth*, *17*(3), 38–43.
- Plante, W., Tufford, L., & Shute, T. (2022). Interventions with survivors of interpersonal trauma: Addressing the role of shame. *Clinical Social Work Journal*, *50*(2), 183–193. <https://doi.org/10.1007/s10615-021-00832-w>
- Pleines, K. E. (2019). An attachment-informed approach to trauma-focused cognitive behavioral therapy. *Clinical Social Work Journal*, *47*(4), 343–352. <https://doi.org/10.1007/s10615-019-00701-7>
- Porges, S. W. (2011). *The polyvagal theory neurophysiological foundations of emotions, attachment, communication, and self-regulation*. W. W. Norton.
- Reese, C. (2018). *Attachment: 60 trauma-informed assessment and treatment interventions across the lifespan*. PESI Publishing & Media.
- Rothe, A. (2012). Popular trauma culture: Selling the pain of others in the mass media. *Choice Reviews Online*, *49*(09). <https://doi.org/10.5860/choice.49-4890>
- Salberg, J., & Hopenwasser, K. (2017). The rhythm of resilience: A deep ecology of entangled relationality. In *Wounds of history: Repair and resilience in the Trans-generational transmission of trauma* (pp. 60–76). essay, Routledge.
- Salberg, J., Grand, S., & Gentile, K. (2017). Collectively Creating Conditions for Emergence. In *Wounds of history: Repair and resilience in the Trans-generational transmission of trauma* (pp. 169–188). essay, Routledge, Taylor & Francis Group.

- Salberg, J., Grand, S., & Vaughans, K. C. (2017). To Unchain Haunting Blood Memories Intergenerational Trauma among African Americans. In *Wounds of history: Repair and resilience in the Trans-generational transmission of trauma* (pp. 226–241). essay, Routledge, Taylor & Francis Group.
- Schwartz, A. (2020a). *A practical guide to complex PTSD: Compassionate strategies to begin healing from childhood trauma*. Rockridge Press.
- Schwartz, A. (2020b). *The post-traumatic growth guidebook: Practical mind-body tools to heal trauma, Foster Resilience and awaken your potential*. PESI Publishing & Media.
- Schwartz, R. C. (2021). *No bad parts: Healing trauma and restoring wholeness with the internal family systems model*. Sounds True.
- Shapiro, F. (2018). *Eye movement desensitization and reprocessing (EMDR) therapy: Basic principles, protocols, and procedures*. The Guilford Press.
- Shapiro, J. R., & Applegate, J. S. (2018). *Neurobiology for clinical social work: Theory and practice*. W.W. Norton & Company.
- Siegel, D. J. (2010). *The mindful therapist: A clinician's guide to mindfulness and neural integration*. W.W. Norton & Co.
- Siegel, D. J. (2011). *The Neurobiology of "We": How Relationships, the Mind, and the Brain Interact to Shape Who We Are*. Sounds True.
- Siegel, D. J. (2020). *The developing mind: How relationships and the brain interact to shape who we are*. The Guilford Press.
- Steele, W. (2019). *Reducing compassion fatigue, secondary traumatic stress, and Burnout: A trauma-sensitive workbook*. Routledge.
- Taylor, S. (2013). Theories and common concerns. In *What is discourse analysis?* (pp. 7–27). essay, Bloomsbury Academic.
- Tosone, C. (2013). On being a relational practitioner in an evidence-based World. *Journal of Social Work Practice*, 27(3), 249–257. <https://doi.org/10.1080/02650533.2013.818941>
- Va.gov: *Veterans Affairs*. PTSD History and Overview. (2007, January 31). https://www.ptsd.va.gov/professional/treat/essentials/history_ptsd.asp
- Van der Kolk, B. (2000). Posttraumatic stress disorder and the nature of trauma. *Dialogues in Clinical Neuroscience*, 2(1), 7–22. <https://doi.org/10.31887/dcons.2000.2.1/bvdolk>
- Van der Kolk, B. A. (2014). *The body keeps the score: brain, mind, and body in the healing of trauma*. Penguin Books.
- Walsh, J. (2013). *Theories for direct social work practice* (3rd ed.). Cengage Learning.

Waters, F., & Potgieter, R. (2021). The star theoretical model an integrative model for assessing and treating childhood dissociation. In V. Sinason (Ed.), *Treating Children with Dissociative Disorders* (1st ed., pp. 73–97). essay, Routledge.

Online resources about trauma:

1. **National Center for PTSD:** www.ptsd.va.gov Created by the Veterans Administration (VA). A wealth of information and resources, especially for PTSD in vets but applicable to other populations too. Offers continuing 12 education, some for free. Listing of evidence-based treatments, although somewhat limited. Citations for research papers.
2. **The Professional Consultation Program:** (866) 948-7880 or PTSDconsult@va.gov. Very helpful program associated with the National Center for PTSD at the VA. Offers free phone or email consultations with experts in PTSD for anyone treating any veteran in any setting. This service is also extended in some cases of mass trauma such as natural disasters and mass shootings. Can ask questions or request a virtual consultation meeting.
3. **National Child Trauma Stress Network:** www.nctsn.org, a trauma-focused non-profit funded by several federal government departments. Good source for working with trauma in children. Articles, training, a list of evidence 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.