THE UNIVERSITY OF TENNESSEE COLLEGE OF SOCIAL WORK

Trauma Theory and Practice

Summer 2016

ONLINE – SW 531, CRN 83202, Section #001 (3 credit hours)

Prerequisites: SW 510, 512, 513, 517, 519, 520, 522, 537, 538, 539

Comment(s): Advanced Standing satisfies prerequisites.

Instructor: Nicoll Hannaway, MSSW, LCSW
Email: ehannawa@utk.edu

Phone: 615-969-6873
Office Hours: By appointment.

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (Hilltopics).

Disability

If you need course adaptations or accommodations because of a documented disability, or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865-974-6087). This will ensure that you are properly registered for services.

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/.

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical
disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

**Learning Environment**

This class is an online, asynchronous class. The student is a co-creator of the learning experience and environment. It is the purpose of this class to provide knowledge and access to resources that will serve as a springboard for class collaboration. This course is designed to balance the maximum flexibility in scheduling with a high degree of academic rigor. To accomplish this, the course utilizes multiple technologies to ensure that you receive the most from your education. The course will include PowerPoint, discussion boards, reading assignments, and academic papers. This format also requires that the learner structure their time to ensure that all course readings are completed by the class for which they are assigned. It should also be noted that due to the absence of actual in-class time, the reading requirements are often larger than those of a face to face class.

The Office of Information Technology (OIT) is available to assist students with Blackboard and other computer-related issues. OIT’s phone number is 865-974-9900. Additionally, if this is your first time taking an online class, a Blackboard tutorial is available at the following website: https://oit.utk.edu/instructional/tools/online/blackboard-tutorial/Pages/default.aspx

Once you are on Blackboard, at the top right there is a link “Technology@UTK” that can provide additional guidance. Students will need speakers for this class. A microphone is optional. Many computers have these capabilities built into the computer.

**Course Rationale, Description, and Organization**

Maltreatment of any form can be one of the most detrimental experiences that people can experience. In recent years, the developing neurophysiological literature has made it clear how profoundly such experiences can affect children, potentially resulting in lifelong neurophysiological changes. The 21st Century has also seen a different scale of tragedies—9/11; Katrina; use of the internet to engage in sexual exploitation; immigrants coming from countries wrecked by war, genocide, sexual slavery, and manmade/natural disasters such as tsunamis, cyclones, and earthquakes. This expanding scale of tragedies—at least the knowledge of such tragedies—has prompted much more research on the effects of disasters, catastrophic trauma, community violence, and sexual exploitation, along with new evidence-based practices (EBPs) and practice guidelines. The purpose of this course is to immerse students in the knowledge and issues related to working ethically and effectively with child, adolescent, and adult victims of maltreatment, interpersonal traumas, and manmade/natural disasters. The primary mode for gaining such an understanding of how to work with children, adolescents, and adults will be through case examples supplemented with salient readings. This course will pay particular attention to cultural status, including race/ethnicity, gender, sexual orientation, socioeconomic status, disability status, and others in understanding and working with traumatized children while maintaining a strengths perspective.
Course Competencies

By the end of the course, students will be able to:

1. Demonstrate an understanding of neurophysiological and other effects of maltreatment and trauma on children, adolescents, and adults and define appropriate interventions for resolving these and other effects in these populations. (HBSE1, HBSE2, P1)

   Content: neurophysiological effects of maltreatment and trauma in children, adolescents, & adults; normative neurophysiological development; developmental, ecological, transactional framework for modeling knowledge of maltreatment and trauma; psychological effects of maltreatment and trauma; interventions directed at reducing the neurophysiological and other effects of maltreatment and trauma

2. Demonstrate familiarity with cultural, institutional, political/policy, and social work values and ethics as they relate to working with maltreated and traumatized children and adolescents and their families, as well as traumatized adults. (HBSE1, PARSJ2, D1, D2, D3, VE1, VE2, VE3)

   Content: Cultural issues when working with maltreated and traumatized children and adolescents and their families, as well as traumatized adults; NASW competencies for working with child maltreatment; working with child welfare; current debates and issues such as those regarding whether children lie, false memories, the role of fathers in the child welfare system, institutionalized mother-blaming and non-offending parents, children of color as overrepresented in the child welfare system, and the impact of managed care on clinically appropriate treatment; importance of clinical self-awareness; policy issues in working with maltreated and traumatized children and adolescents and their families, as well as traumatized adults; content-specific social work values and ethics

3. Critically analyze, assess, and determine the cultural sensitivity of theories and models of practice, including evidence-based practices, for the assessment and evaluation, intervention, and prevention of child, adolescent and adult trauma and maltreatment. (HBSE1, D3, D4, EBP2, P3)

   Content: cultural sensitivity when working with maltreated and traumatized children and adolescents, as well as traumatized adults; practice theories; EBPs in assessment and evaluation, intervention, and prevention for maltreated and traumatized children, adolescents, and adults

4. Ask a question of interest regarding maltreatment or trauma in children, adolescents, or adults, locate the best scientific information available to answer that question, and critically assess the knowledge in a culturally sensitive manner. (D3; EBP1, EBP2, P2)

   Content: review of EBP methodology, including search strategies; critical thinking; important and accessible resources for child maltreatment and trauma and its EBPs

Required Texts

The following books/resources are required for the course and may be purchased from the usual book sellers:


**Required Readings**

For each week, required papers will provide greater depth or breadth and address specific issues. These papers are available as .pdf files and can be downloaded from the Blackboard site. Due to the nature of the course, the instructor reserves the right to add or amend readings as needed. New readings and amendments will also be available on the course website. Because we can only scratch the surface of the important literature, a supplemental bibliography is provided at the end of the syllabus so that you can peruse areas of further interest to you.

**Student Responsibilities**

When working with traumatized individuals, practitioners can do far more harm than good if they are naïve to the knowledge base. As such, students are expected to prepare adequately for discussion board and collaborative components of the class. This entails that students not only read the required material, but that they also critically consider the material.

Other student responsibilities include: (1) active participation; (2) completion of all required readings; (3) preparation for and participation in activities contributing to knowledge; (4) timely completion of assignments; and (5) feedback to the instructor.

**Policies**

1. Participation is considered a vital part of the learning experience in this class. As such, when there is a planned discussion, it is an expectation that students will come prepared to discuss and critically analyze the required readings. If you are unable to participate in a timely manner, please email me as soon as possible at ehannawa@utk.edu.

2. Other expectations that will be reflected in your participation grade are participation in learning environment, including but not limited to online class discussions. Discussions will begin with the assumption that you have read the articles, as I consider the required readings a jumping off point for further discussions. As such, I will not always mention all required readings during the class. This, however, does not relieve you of the responsibility for knowing this material, as it will put you at a disadvantage for the class work, the assignments, and for your practice.

3. The class learning environment depends upon student willingness to take responsibility for the class culture. Vibrant and exciting class learning environments are those in which students consistently contribute positive behaviors conducive to a positive class culture (e.g., active involvement in class discussions, a curious and querying state of mind, respect for others in the class), and hence learning environment, and consistently refrain from behaviors that detract from such a culture and environment (e.g., being unprepared).

4. All written work must be typewritten and double-spaced. Assignments are to be presented in a scholarly manner and well-documented by referencing the supporting literature. Papers are to be free of mechanical flaws, including errors in grammar or spelling. Bibliographic references must conform to American Psychological Association (APA) style, 6th edition. Points will be deducted for grammatical
errors- please proofread your work. Both presentation and content will be considered in evaluating assignments.

5. The quickest way to get in touch is by email (ehannawa@utk.edu). I am happy to set up a meeting with you in person, over the phone or through Skype at any time to discuss your work, the class, or issues in this area. Please feel free to utilize me, especially if you are having problems in the class or if you need more guidance on a paper.

Sensitive Nature of Class

Because of the sensitive nature of this class, issues of a personal nature may arise for students during the semester. Students who were themselves abused/neglected or otherwise traumatized or who have a close relationship with a victim may find some of the content especially difficult. Because of the difficulty of some of the topics, students who have not personally suffered child maltreatment may also experience some distress during the course of the semester. Because the personal affects practice, it is essential that students have methods for addressing issues that arise.

We will address the difficulty of the material in a number of ways. In our first class period, we will talk about how you can take care of yourself while taking this class. Here are some suggestions, both for what you can do this semester and what you can do in the future to take care of yourself.

1. Pair up with another person (or persons) in this class (or outside of this class) with whom you are comfortable sharing sensitive and personal material. Plan a time weekly when you can address issues that arise for you from taking this class. Alternately, you might want to find a group of individuals with whom you can occasionally process material from this class. Remember as well that this material may also be difficult for the person with whom you talk.

2. Keep a journal to allow time to process the material in this class and its effect upon you.

3. Plan some downtime after doing the readings so that you can distance yourself from the material before going to sleep.

4. Make sure that significant others in your life are aware that you are taking this course and that it often deals with very hard material. Let them support you when you need it.

5. Make sure to plan some time each week that allows you to get away from this material. This could be “silly” time, sports time, physical exercise, or any method that allows you a release.

6. If you are a survivor of abuse or other significant trauma, you are probably already aware that this class may bring up personal issues for you. Give special attention to how you will address those issues. If you are not working with a therapist, you might want to consider doing so for a brief period. Otherwise, please consider whom you can talk with about the effect of this class on you. Both now and as a future clinician you will need to have resources for working with difficult material. The other unique issue you will face as a clinician is the entanglement of your issues with those of the client. Good supervision, insight, and a previous working-through process for your own abuse will be important for working with other survivors, including children or adolescents.

7. Set up a time to meet with me so we can strategize about how to attend to your needs over the semester. We will also have certain practices in class designed to allow for the difficulty of the material.
Because part of what we must learn as clinicians working with survivors is how to maintain appropriate boundaries with our clients, however, class time will be devoted to the development of the professional. This practice is not meant to negate or minimize your experience, but to stress the importance of setting up in advance ways of taking care of yourself this semester. If you need help considering how to do this, please set up an appointment with me.

**Plagiarism**

It is assumed that all of your work is original and that you are aware of appropriate citation rules. If you are not completely familiar with citation rules, please review them at the UT Library web site: http://www.lib.utk.edu/instruction/learnhow/. This web site has other tutorials as well on how to use the library effectively, search strategies, etc., that may be of help. Please be aware that copying material verbatim from the web is considered plagiarism unless it is appropriately cited as verbatim material. Blackboard now provides the means for submitted papers, through SafeAssign, to be automatically scanned to determine if they include plagiarized material. Please plan to submit your paper through SafeAssign.

**Course Requirements**

**Discussion Board Participation (5@6pts. each): 30 points**

- Paper on topic of choice: 30 points
- Assessment paper: 30 points
- Participation: 10 points

**Discussion Board Participation (30 points total)**

5 discussions, 6 points each. Ongoing throughout term.

Fulfills Course Competencies 1-3.

For 5 of the 10 weeks, you will participate in a peer-led and instructor-facilitated discussion on the content for that week as specified in the syllabus. In advance of the discussion period, you will be expected to develop an initial 2-3 paragraph summary with discussion questions. The discussion will include a brief review of the readings for that week, your reflection on them as well and applying the readings to Bruce Perry’s case vignettes and the interventions discussed in the Rubin book. For example, in Week #2 we read about “Laura” in Bruce Perry’s book. You can apply the required readings on attachment to the story of “Laura.” If you desire, you can also reflect on the class material from the previous week. The purpose of this assignment is to help you integrate the readings and develop a better understanding of the content. The due dates are listed in the course outline below.

**NOTE:** The following subjects should be addressed in your discussions:

1. Culturally competent sensitive trauma theories and models of practice with diverse populations.

2. Social work values and ethics as they relate to working with traumatized individuals.
Please utilize the labeled forums corresponding to each week in order to post your individual threads. Your initial post is due by 5:30 p.m. Central time on the due date listed below and in your syllabus. Your responses are due by 5:30 p.m. on the Monday before the new discussion board opens. For example, discussion 1 will run from Monday, June 1 until Monday, June 8 at 5:29 p.m. Although you are allotted a full week to complete this assignment, I encourage you to participate early in order to get the most out of the experience.

Discussion 1 is due June 15, 2016
Discussion 2 is due June 29, 2016
Discussion 3 is due July 13, 2016
Discussion 4 is due July 27, 2016
Discussion 5 is due August 3, 2016

**Paper on Topic of Choice (30 points total)**

Due July 13, 2016

Fulfills Course Competency 4.

Using the methodology of evidence-based practice, you will develop a research question regarding child maltreatment or trauma that is of interest to you, locate the best scientific information available to answer that question, and critically assess the knowledge in a culturally sensitive manner. This question does not have to be related to an intervention. (This paper fulfills course competency 4 for this class).

To complete this approximately 8- to 10-page paper (plus cover page and references), you must submit to Blackboard the following:

1. By June 15, 2016, you must hand in a research question, formulated using the methods learned in your course on evidence-based practice. This will begin a dialogue with me regarding your topic. The purpose of this dialogue is to make sure that your topic (reflected in your research question) is neither too broad nor too narrow, given the state of the knowledge base. By June 22, 2016, your research question must be finalized.

2. By June 29, 2016, you must have completed your search and hand in an annotated bibliography (two to three sentences each) of at least 5 papers you expect to use to write your paper. Please do not simply copy the abstract.

3. By July 6, 2016, you must hand in a tentative outline. It is best to review as many of the papers as possible before completing the outline. While the outline will flow from your review of the knowledge base, you MUST include a section on cultural issues that discusses as appropriate, cultural sensitivity of theories and models of practice and evidence-based practices for the assessment and evaluation, intervention, and prevention of child trauma and maltreatment.

4. Submit your paper using the link in Blackboard by the due date on July 13, 2016.

Locating the Professional Literature

The professional literature is primarily found in reputable professional journals. These papers are peer reviewed before they are accepted for publication, giving you some assurance of the quality of the
There are obviously other sources, including professional books, publications by the government, etc. To search this literature base, one of the best sources is the search engines available through the library. The primary one we have available is PsychINFO, although others are also useful depending upon the topic. Another important database is the one provided by the National Center on Child Abuse and Neglect (http://www.calib.com/nccanch/database). For systematic reviews, the Cochrane Collaboration has several that are applicable to this class content. There are also places that you will most likely not locate the professional literature. First are lay magazines for general use, although there are infrequent exceptions. The other is the web, except for sites of reputable organizations or academics. Most materials on the web are not peer-reviewed. If you take information off the web, plan to justify the quality of the information. If you cannot do so, it is best not to use it.

Grading criteria for paper:

The paper will be assessed on writing quality, organization of the paper, ability to identify and reference the essential papers in the knowledge base, use of APA style for referencing sources, capacity to critically assess the literature, and insight. An A paper will do an excellent job of presenting, interpreting, and critically analyzing the knowledge base, both empirical and theoretical; will be insightful throughout; will address all objectives; will be well-organized with a high level of writing quality; will utilize the important available literature, and will use APA 6th edition style for paper format, in-text citations, and style.

A grade of B+ will not meet the standards for an A paper but exceeds the standards for a B paper. A B paper presents the literature although the interpretation and critical analysis of the literature may not be strong; exhibits less insight into the literature; may suffer from a lesser quality of writing and organization; adequately addresses all objectives but may not adequately utilize the available literature base. This paper is considered to be of average quality. Papers may also be awarded a B if they meet expectations for a higher grade but are incomplete or too short. A C paper may be incomplete or poorly written, does only an adequate job of presenting the literature, does not interpret or critically analyze the literature, and only poorly reviews the available literature. A D has significant problems throughout the paper and fails to address all objectives. An F paper has significant problems throughout the paper and fails to address most objectives.

Assessment Paper (30 points total)

Due August 3, 2016.

Fulfills Course Competencies 1-4.

You will be provided with a vignette of a maltreated child from which you will write a neurophysiological and biopsychosocial assessment, with an emphasis on the effects of the traumas. In other words, you are to address physical, social and psychological effects of the trauma as well as the possible neurophysiological damage and linkages of this damage to the visible effects of the trauma. For example, one might hypothesize that the corpus callosum is smaller in the individual, leading to the problems he or she is having with integrating the verbal narrative of the trauma with the affective and sensory parts of the trauma. Please use the following format.

A. Brief (1-2 pages) overview of the traumas experienced by the child prior to the time they received treatment, as well as attachment strengths and concerns with parents and parent figures.
B. Assessment of the effect of these traumas and attachment-related concerns on the child within the following domains: physical, social, psychological, and neurophysiological.

C. Brief (one page or less) summary of the treatment you recommend based on your assessment.

Grading criteria include:

• Correct identification of primary traumatic events and attachment concerns in the child’s life that contributed to her maladaptive behavior and dysregulation.  
• Correct identification of the effects of the trauma and attachment issues across physical, social, psychological, and neurophysiological domains.  
• Insight-oriented understanding of the complexity of the effects of the trauma and attachment issues on Mia.  
• Interventions that logically follow the assessment.  
• Well-written paper without grammatical and spelling errors  
• Correct use of APA 6th edition style in formatting of paper.

Grading

A = (95-100) Outstanding/Superior: Exceptional performance. Consistently exceeds expectations.

B+ = (90-94) Very Good: Student consistently meets, and occasionally exceeds, normal expectations for the course.  B = (85-89) Good: Student consistently meets normal expectations for the course.  C+ = (80-84) Average: There is unevenness in grasping course content. Student is inconsistent in meeting normal expectations for the course.  C = (75-79) Poor: There is lack of understanding of course content. Student does not meet course expectations.  F = (74-Below) Very Poor: There is a lack of attendance or incomplete assignments. Course expectations are not met.

Participation (10 points total, 2 points per zoom session)

Even though this is an online course, participation is expected and will primarily be assessed based on Zoom session attendance. All classes will last one hour. Our class is scheduled for zoom sessions on the following dates:

Live Zoom Sessions:

Wednesday, June 8, 2016 at 5:30pm CST
Wednesday, June 22, 2016 at 5:30pm CST
Wednesday, July 6, 2016 at 5:30pm CST
Wednesday, July 20, 2016 at 5:30pm CST
Wednesday, August 3, 2016 at 5:30pm CST

Late Assignments

Late assignments will not be accepted for credit without prior authorization of the course instructor.

Course Outline

Week 1: June 8, 2016  Introduction; Trauma-Informed Systems

LIVE ZOOM SESSION

Content: Establishing a framework (ecological, transactional, developmental/ neurophysiological); wellness; defining maltreatment. Trauma-informed systems and interventions.
**Required Readings:**


*Exercise: Complete Lesson 1, “Beginning with the Human Brain” of the Amazing Human Brain and Human Development, by the Child Trauma Academy. These weekly lessons provide greater depth to your understanding of the brain. You do not need to complete the assignments or take the quiz, although some of the information in the assignments is quite interesting.*


*Supplemental:*


**Week 2: June 15, 2016**

*Laura: Attachment; Failure to thrive*

Content: Attachment; responsive parenting; failure to thrive; self- and mutual regulation; intergenerational transmission; attachment interventions. Neurophysiology—basic processes; reward system; sensitive periods; mirror neurons; hormonal dysregulation; growth hormones; plasticity; memory; use it or lose it; sequential development.
**Leon:** Emotional deprivation; development of empathy; antisocial personality disorder

Content: Emotional deprivation; lack of empathy; early intervention; autism & asperger’s; conduct disorder & antisocial personality disorder. Issues—working with mentally handicapped parents; offenders. Neurophysiology—patterned, repetitive stimuli; theory of mind; neurotransmitters; mirror neurons; butterfly effect.

**Required Readings:**


OR (Choose one of the Chapters by Schultz)

Supplemental:


Required Videos:

Secure, Insecure, Avoidant & Ambivalent Attachment in Mothers & Babies.
http://www.youtube.com/watch?v=DH1m_ZMO7GU

Developing Attachment: Inconsistent Response to a Baby's Distress:
http://www.youtube.com/watch?v=8BA8CcEUP84

Exercise: Complete Lesson 5, “Plasticity, Memory, and Cortical Modulation in the Brain” of the Amazing Human Brain and Human Development, by the Child Trauma Academy.

**Week 3: June 22, 2016**

**LIVE ZOOM SESSION**

Tina: Sexual abuse; Poverty

Content: Hobfoll’s theory on conservation of resources; sexual abuse; developmental trauma. Issues—working with impoverished & oppressed families. Neurophysiology—adaptation of brain to trauma; use-dependent development.

Required Readings:


Poor neighborhoods’ influence on parents may raise preschool children's risk of problems
http://www.sciencedaily.com/releases/2008/02/080207085613.htm


**Required Video (if you have not previously seen it)**


**Exercise:** Complete Lesson 2, “Brain Organization and Function” of the Amazing Human Brain and Human Development, by the Child Trauma Academy.

**Supplemental:**


**Week 4: June 29, 2016**

Sandy: Witnessed murder & assault; PTSD in children

Content: Developmental trauma & types of treatment; PTSD and complex PTSD; Issues— inappropriate, delayed, or no treatment for traumatized children. Neurophysiology – sensitization; tolerance; habituation; use-dependence; hyperarousal and dissociation.

**Required Readings:**


*Supplemental:*


**Week 5: July 6, 2016**  Branch Davidian children: Loss of parents; Cults

**LIVE ZOOM SESSION**

Content: catastrophic trauma; needs of traumatized children; adaptive responses to maladaptive environment; nontherapeutic interventions. Issues—systemic responses to mass trauma; debriefing therapies; ACEs. Neurophysiology—cortisol; locus coeruleus; amygdala; plasticity; reticular activating system; hippocampus.

*Required Readings:*


*Supplemental:*

Week 6: July 13, 2016

Justin: Extreme neglect

Content: Emotional deprivation; social coaching; factors related to resilience. Issue—intersection of trauma with medical system. Neurophysiology—patterned repetitive experiences; sequential development; rhythm-keeping functions.

Peter: Extreme neglect; developmental regression

Required Readings:


OR (Choose one of the Blaustein & Kinniburgh articles)


Perry, B. (2006). Chapter 6. The boy who was raised as a dog (pp. 125 – 154).


Supplemental Readings:

Week 7: July 20, 2016

LIVE ZOOM SESSION

Vernon children: iatrogenic abuse; coercive interviewing James: Munchausen by proxy

Content: Coercive interviewing; undertrained professionals; therapies that harm; iatrogenic trauma and abuse; evidence-based practices; Munchausen by proxy syndrome; reactive attachment disorder. Issue—how to guard against doing harm; parent-blaming. Neurophysiology—memory retrievable; traumatic cues; hyperarousal; dissociation.

Amber: Self-injurious behaviors; sexual abuse; dissociation

Content: Self-injurious behaviors; sexually provocative behaviors; self-hypnosis and breathing exercises. Issues—dissociative continuum. Neurophysiology—dissociation; endogenous opioids; traumatic cues; trauma and addiction; naltrexone; mirror neurons.

Required Readings:


Required Video:

Healing Neen. From http://vimeo.com/15851924

Supplemental:


**Week 8: July 27, 2016**

Domestic Violence; adult sexual assault; adult survivors of abuse and neglect

**Required Readings:**


**Supplemental Readings:**


**Week 9: August 3, 2016- LAST CLASS!**

**LIVE ZOOM SESSION**

Military trauma (Individuals and their families); grief and loss; Catastrophic Events (Hurricane Katrina, 9/11); Conclusion and Summary

Content: Catastrophic trauma; crisis intervention; Conservation of Resources theory; traumatic stress.

Issue—lessons learned from response to Katrina. Neurophysiology—effect of catastrophic trauma on brain.

**Required Readings:**


**Supplemental Readings:**


Interventions for traumatic stress: Theoretical basis. In E. C. Ritchie, P. J. Watson, & M. J. Friedman (Eds.), Interventions following mass violence and disasters: Strategies for mental health professionals (pp. 103 –121). New York, NY: Guilford.


***Please note that the instructor reserves the right to make changes to what is covered in each session to ensure material is adequately covered***

Other Recommended Readings:


