

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

BSW Mission: The BSW program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

YEAR/TERM	2018-19 Winter
COURSE TITLE	SOWK 440K (001) – Trauma-Informed Social Work Practice (3 credits)
COURSE SCHEDULE	Fridays, 9:00am – 12:00pm, Term 1
LOCATION	Room PCOH 1008- Ponderosa

Instructor	Office Location	Phone Numbers	E-mail address
Kim Fleming	Room 335	604.822.3520 UBC Office 604.908.6404 Home Office	kim.fleming@ubc.ca
Office Hours	Fridays 12 pm -1 pm or by appointment		

COURSE DESCRIPTION:

This course builds on SW310, Communication Skills in Social Work Practice, and focuses on advanced communication skills used in social work interviews in the context of trauma-informed practice. Current theories and practices regarding the neurobiological, psychophysical and socio-cultural components of trauma will be examined. Emphasis will be placed on concrete skills and strategies that have applicability to a wide variety of contexts. As well, students will learn to reduce the prevalence of secondary traumatization & enhance resiliencies for themselves, colleagues, agencies and communities.

Through assigned readings, lecture, class discussion, role-play, demonstration sessions, video and other exercises, students will explore a variety of interventions and practice them. Experiential learning and reflective practice will be used to assist students to make conscious use of a range of trauma-informed advanced interviewing and communication skills. The salience of social demographics (e.g. race, culture, class, gender, ability) and strength based social work practice will inform the discussion of interviewing and communication skills within the frameworks of trauma and attachment.

LEARNING OUTCOMES:

Students will be able to:

- Define key concepts from trauma and attachment research and describe their applicability to social work communication skills in the context of trauma-informed practice;
 - Demonstrate trauma-informed advanced interviewing skills;
 - Critically discuss various aspects of trauma-informed social work practice;
 - Describe and embody skills specific to communicating with people who have experienced trauma and/or attachment disruption in the context of trauma-informed social work practice;
 - Describe & embody communication skills that integrate trauma and attachment research within a strengths-based, anti-oppressive social work practice.
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COURSE OBJECTIVES:

Building on SW310 this course will offer students the opportunity to:

- Advance the reflective approach to communication skills;
 - Explore and build an understanding of the implications of trauma and attachment disruption and apply a trauma-informed lens in a professional social work relationship;
 - Gain a beginning understanding of the neurobiology of trauma and develop an embodied awareness of your own process of nervous system activation, self regulation, interpersonal and attachment frame;
 - Gain a beginning sense of competence with various trauma-informed social work practice skills appropriate for the individual/family/group/community context
 - Integrate & embody learning about self and the use of self with theory in trauma-informed work;
 - Develop embodied self-awareness that will facilitate attunement & communication skills in social work practice with people with lived experience of trauma and/or attachment disruption;
 - Articulate the ethical issues that present in trauma-informed practice including the ethical requirement of self-care
 - Develop a self-care “treasure box” that supports resilient social work practice. (This will include consulting with the instructor if, due to the nature of the course material and course objectives, responses are experienced that interfere with class participation and learning. The purpose of such consultation would be to develop a plan whereby class participation and learning can be maximized.)
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COURSE ASSIGNMENTS AND EVALUATION:

1. Reflective Papers: 10%
To be submitted on Canvas
Due Dates: September 14, October 2, **October 16, November 30**

Students will write a 500 word maximum paper (Times New Roman 12 point font) reflecting on the impact of “trauma”, themes & practice introduced in class. The purpose of this assignment is to develop embodied critical reflexivity skills that deepen the integration of the student’s lived-experience, beliefs, values & assumptions, with readings, instruction & practice scenarios in class. Please note that these papers are not asking students to write details *about* their experience of trauma but rather on the *impact or effect* trauma may have had in their lives, how that is intersecting with the learning from this course & how that will impact their future professional practice.

Focus on concisely articulating the following:

- Awareness of impacts or effect of trauma from lived or professional experiences including ways of thinking, feeling, & behaving that are problematic ie: fear of confrontation/avoidance of conflict or emotional connection, anxiety over being “liked” by service users, need to please others, perception of decreased self-worth etc.
- Challenges, strengths, resiliencies & revelations resulting from past & current lived or professional experiences or related to themes discussed/practiced in class ie. compassion/empathy for others, social justice work etc.
- Unearthed assumptions about power, privilege, race, culture, class, gender, ability etc. related to themes discussed or practiced in class
- Felt-sense awareness of somatic experiences related to lived or professional experiences, themes discussed or practiced in class as well as the deeper meaning making emerging from this embodied critical reflexivity process. Ie: awareness of hyper/hypo arousal, groundedness, centeredness, awareness of feeling supported etc.

Students are invited (but not required) to include a creative representation of their embodied critical reflexivity process. This may include a drawing, collage, audio recording or other artistic representation. See assignment Rubric on Canvas

2. Videos of Interviews and Paper 40%
 Due Date: **November 2, 2018**, to be submitted through Canvas

The purpose of this assignment is to provide students with the opportunity to demonstrate their use of advanced interviewing skills included in this course in an interview with a peer, focusing on material and their capacity to analyze their use of skills in this course in an accompanying paper.

- Select a partner with whom to work (this partner may be a member of this class or another student).
- Do a video recording of an interview of your partner about an issue they are currently experiencing. This issue should not be focused on traumatizing material but needs to contain some discussion on traumatic distress and responses. Length of interview: 25 minutes
- Write a paper of 750-1000 words (3-5 pages) discussing your use of skills in the interview, focusing on the following:
 - Demonstrated capacity to develop and improve skills covered in this course
 - Demonstrated capacity to identify instances of ineffective use of skills and to make an effective “repair” by using skill(s) appropriate to the client and the situation
 - Demonstrated capacity to articulate self-awareness regarding one’s own attachment style; one’s belief systems; one’s emotional responses to clients and client problems; one’s own somatic responses to clients and client problems; relevant aspects of one’s age, race/cultural background, class, ability, gender, sexual orientation, religion and other demographic factors; strategies for self-care. Capacity to link these factors to effectiveness of skills.

References in APA are required for this assignment.
 See Assignment Rubric on Canvas

3. Case Study: Attachment & Trauma History 40%
 Due Date: **November 23, 2018**, to be submitted through Canvas

The purpose of this assignment is to provide students the opportunity to apply a trauma informed lens to a past or perceived practice scenario in order to demonstrate and deepen the integration of theory to practice & praxis. Drawing on experiences in class & course materials:

- Consider a scenario from past practicum/work, literature, film, TV or personal experience.

b. Design a case study & outline in 1000-1500 words (5-7 pages) how you would apply a trauma-informed lens if working with this scenario now. Consider specifically & describe:

- How oppression, including race, culture, class, gender, ability etc. may be important
- How attachment, trauma, resistance & resiliency presented in this practice scenario.
- How your practice framework, beliefs, values & assumptions have been influenced by a trauma-informed lens
- How your own embodied experience will contribute to supporting you & others in the future.

References in APA are required for this assignment.
See assignment Rubric on Canvas

4. Self Care Treasure Box:

10%

Demonstration Date: **TBD**

Paper due: **November 30, 2018** to be submitted through Canvas

Creative Content due: **November 30, 2018** to be shared in class

Throughout the course we will be focusing on different ways of resourcing ourselves in practice ie. grounding, embodiment, art, yoga pose etc. The purpose of this assignment is to provide students with the opportunity to integrate self-care as ethical practice. This assignment begins on the first day of class & examples will be shared throughout the course & a reflection paper will be submitted on the last day of class. Students are invited to:

a. Choose & share an example of a resourcing tool that supports your own resilient practice

- a sign up sheet will be circulated in the first class & students will be asked to pick a date to share an exercise in class or on canvas
- focus on what is resourcing for you & be able to demonstrate & articulate why & how

b. Create a personal “treasure box” for self-care & resilient social work practice drawing from what is shared throughout the course & from peers

- This must be a creative representation, collage, photos, a video etc. to be shared on the last day of class

c. Describe & reflect on your treasure box (with references where applicable) in the format outlined for Reflective Papers (as above)

See assignment Rubric on Canvas

Submitting Assignments-

Students should submit their assignments on due dates.

Late assignments-

Grades will be reduced by one mark of the assignment’s weight for each day late (including weekends) unless an emergency outside the control of the student prevents meeting deadlines. In the case of such emergency, a medical certificate must be presented. Assignments must be handed in at the beginning of class on the due date. Requests for extensions due to factors beyond the control of the student should be made in writing (via e-mail to instructor), in advance if possible.

COURSE POLICIES [attendance, participation, academic dishonesty]:

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is required in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student.

The University accommodates students with disabilities who have registered with Access and Diversity. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor, and if necessary, to contact Access and diversity preferably not later than the first week of class. The School will also accommodate religious observance, according to University Policy 65, and students are expected to inform the instructor.

Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments, must notify their Instructors in writing at least two weeks in advance, and preferably earlier. This reflects expectations for professional social workers in their place of employment. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Academic Dishonesty:

Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

COURSE SCHEDULE

Students are expected to have completed readings as listed for each class.

CLASS 1	SEPTEMBER 7, 2018
TOPICS	Welcome/Territorial Acknowledgment Introduction to Course & Each other Class Agreements Introduction: Trauma Informed Practice Skill: Grounding, Centering, Embodiment & Critical Reflection
READINGS	Baskin, C. (2011). The Self is always first in the circle. In <i>Strong helpers’ teachings: The value of Indigenous knowledges in the helping professions</i>, 21-44. Toronto: Canadian Scholars Press. Poole, N. and Greaves, L. (2012). Introduction. <i>Becoming Trauma Informed</i>, xi-xxiii. N. Poole and L. Greaves (Eds.). Vancouver: Centre of Addiction and Mental Health.

	<p>Levenson, J. (2017). Trauma-informed social work practice. <i>SocialWork</i> 62(2), 105-113.</p> <p>Mate, G. (2013). <i>When the body says no. Caring for ourselves while caring for others.</i> YouTube video available at http://www.youtube.com/watch?v=c6lL8WVyMMs</p> <p>Fook, J. (Presenter) (2012, September 5) Critical Reflection. Ep: 22 (Audio Podcast) Griffith University. (Producer) <i>Podsocs</i>; Retrieved from: http://www.podsocs.com/podcast/critical-reflection/</p> <p>University of Buffalo School of Social Work. Self Care Starter Kit http://socialwork.buffalo.edu/resources/self-care-starter-kit.html</p>
CLASS 2	SEPTEMBER 14, 2018
TOPICS	<p>Dimensions of Trauma, DSM V, PTSD & Critiques</p> <p>Creating Safety: Social, Emotional & Trauma Neurobiology & Neuroplasticity</p> <p>Skills: Interoception, Tracking Sensation, Tracking Emotion,</p>
READINGS	<p>Chapter on diagnostic criteria for PTSD: DSM V</p> <p>Markowitz, J. C., Petkova, E., Neria, Y., Van Meter, P. E., Zhao, Y., Hembree, E., ... & Marshall, R. D. (2015). Is exposure necessary? A randomized clinical trial of interpersonal psychotherapy for PTSD. <i>American Journal of Psychiatry</i>, 172(5), 430-440.</p> <p>Price, C. J., & Hooven, C. (2018). Interoceptive Awareness Skills for Emotion Regulation: Theory and Approach of Mindful Awareness in Body-Oriented Therapy (MABT). <i>Frontiers in Psychology</i>, 9.</p> <p>Aposhyan, S. (2004) Cultivating Body Awareness. In <u>Body-Mind Psychotherapy: Principles, Techniques and Practical Applications</u>. 113-138 New York, W.W. Norton.</p> <p>Gendlin, Gene (2012). Felt Sense, Body with Gene Gendlin. Youtube video. http://www.youtube.com/watch?v=2pUoFQLLZE8</p> <p>Child Welfare Trauma Training Toolkit: http://www.nctsn.org/nctsn_assets/pdfs/CWT3_CompGuide.pdf</p>

CLASS 3	SEPTEMBER 21, 2018
TOPICS	<p>Creating Safety: Social, Emotional & Trauma Neurobiology & Neuroplasticity cont.</p> <p>Mindfulness & Social engagement System</p> <p>Skills: Mindfulness</p>
READINGS	<p>Zaleski, K.L, Johnson, D.K. & Klein, J.T. (2016) Grounding Judith Herman’s Trauma Theory within Interpersonal Neuroscience and Evidence-Based Practice Modalities for Trauma Treatment, <i>Smith College Studies in Social Work</i>, 86:4, 377-393</p> <p>Siegel, D. (2009). Mindful awareness, mindsight and neural integration. <i>The Humanistic Psychologist</i> 37: 2, 137–158.</p> <p>Levine, P. (2010). From Paralysis to Transformation. In <i>An unspoken voice: How the body releases trauma and restores goodness</i>, 73-59. Berkeley, CA: North Atlantic Books.</p> <p>Yellow Bird, M. (2014) Decolonizing the Mind. Vimeo https://vimeo.com/86995336</p> <p>Porges, S (2015, December 1) The Polyvagal Theory & The Vagal Nerve. Bullet Proof Radio (Producer) YouTube video: https://www.youtube.com/watch?v=yVVaTRbegJs</p>
CLASS 4	SEPTEMBER 28, 2018
TOPICS	<p>History Informed Practice with Indigenous Peoples & Communities</p> <p>Skills: Witnessing</p>
READINGS	<p>Hill, J. M. Y. Lau and Derald, W. S. (2010). Integrating Trauma Psychology and Cultural Psychology: Indigenous Perspectives on Theory, Research, and Practice. <i>Traumatology</i> 16(4), 39-47.</p> <p>Zingaro, L. (2012). Traumatic Learning. <i>Becoming Trauma Informed</i>, 29-36. N. Poole and L. Greaves (Eds.). Vancouver: Centre of Addiction and Mental Health.</p> <p>Richardson, C. & Wade, A. Islands of safety: Restoring dignity in violence- prevention</p>

	<p>work with Indigenous families. <i>First Peoples Child & Family Review</i>, 5(1), 137-145.</p> <p>Simpson, L. B. (2015) It Takes an Ocean Not To Break. In <i>Islands of Decolonial Love</i>, 79-83. Winnipeg. ARP Books.</p> <p>Shirley Turcotte (November 12, 2012) Aboriginal and Focus-Oriented Psychotherapy for Complex Trauma. Youtube video. http://www.youtube.com/channel/UC8PGwYtJG05NvHAQ1olyyRg/videos?view=0</p>
CLASS 5	OCTOBER 5, 2018
TOPICS	<p>The Relational Field: Attachment Attunement, & Intersubjectivity</p> <p>Skills: Grounding in Self, Attunement,</p>
READINGS	<p>Porges, S. W. (2003). Social engagement and attachment. <i>Annals of the New York Academy of Sciences</i>, 1008(1), 31-47.</p> <p>Schore, A.N.. (2009). Right brain affect regulation: An essential mechanism of development, trauma, dissociation, and psychotherapy. In <i>The Healing Power of Emotions: Affective Neuroscience, Development & Clinical Practice</i>. 112-144. http://www.allanschore.com/pdf/SchoreFosha09.pdf</p> <p>Siegel, Daniel J. (2010). “Making sense of our lives: Attachment and the storytelling brain”. In <i>Mindsight</i>. Bantam Books (New York). Pp.166-189. ISBN 978-0-553- 80470-6</p> <p>Simpson, L. B. (2015) She Told him 10 000 years of everything. In <i>Islands of Decolonial Love</i>, 71-76. Winnipeg. ARP Books.</p> <p>Bowlby and Attachment https://www.youtube.com/watch?v=3LM0nE81mIE https://www.youtube.com/watch?v=kwxjfuPIArY</p>
CLASS 6	OCTOBER 12, 2018
TOPICS	<p>The Relational Field: Adult Attachment & Assessment</p> <p>Skills: Psychoeducation, Assessments</p>

<p>READINGS</p>	<p>Schore, J. R., & Schore, A. N. (2008). Modern attachment theory: The central role of affect regulation in development and treatment. <i>Clinical Social Work Journal</i>, 36(1), 9-20.</p> <p>Carriere, J., & Richardson, C. (2009). From longing to belonging: An Indigenous critique of applying attachment theory to work with Indigenous families. In S. McKay, D. Fuchs, & I. Brown (Eds.), <i>Passion for action in child and family services</i>, 49-67. Regina, SK: Canadian Plains Press.</p> <p>Perel, E (Presenter) (2017, November 23) <i>Trauma Doesn't Like to be Touched</i>. S1 Ep:9 (Audio Podcast) in Audible (Producer). <i>Where Should We Begin?</i> Retrieved from: https://radiopublic.com/WhereShouldWeBegin/ep/s1!815df</p>
<p>CLASS 7</p>	<p>OCTOBER 19, 2108</p>
<p>TOPICS</p>	<p>Deepening Practice: Emotions, Memory</p> <p>Skills: Empathy & Validating</p>
<p>READINGS</p>	<p>Levine, P. A. (2015). Emotions, Procedural Memories and the Structure of Trauma; The Veracity Trap and the Pitfalls of False Memory; Molecules of Memory. in <i>Trauma and memory: Brain and body in a search for the living past: A practical guide for understanding and working with traumatic memory</i>. 38-50; 124-135; 137-159. North Atlantic Books.</p> <p>LaFrance, A. (2018. June 27) The Healing Power of Anger. Youtube video https://www.youtube.com/watch?v=YcWro2RPGz0</p>
<p>CLASS 8</p>	<p>OCTOBER 26, 2018</p>
<p>TOPICS</p>	<p>Deepening Practice: Complex Trauma, Dissociation "Transference & Counter-transference"</p> <p>Skills: Metaprocessing</p>

READINGS	<p>Haskel, L. (2012). A Developmental Understanding of Complex Trauma. <u>Becoming Trauma Informed</u>, 9-27. N. Poole and L. Greaves (Eds.). Vancouver: Centre of Addiction and Mental Health.</p> <p>Fosha, D (2013) A Heaven in a Wild Flower: Self, Dissociation, and Treatment in the Context of the Neurobiological Core Self, <i>Psychoanalytic Inquiry</i>, 33:5, 496-523,</p> <p>Quillman, T. (2013). Treating trauma through three interconnected lenses: Body, personality, and intersubjective field. <i>Clinical Social Work Journal</i>, 41(4), 356-365.</p>
CLASS 9	NOVEMBER 2, 2018
TOPICS	<p>Trauma of Oppression</p> <p>Skills: Embodiment practice</p>
READINGS	<p>Burstow, B (2003) "<u>Toward a Radical Understanding of Trauma and Trauma Work.</u>" <u>Violence Against Women</u> 9(11): 1293-1317.</p> <p>Timothy, R. K. (2012). Anti-Oppression Psychotherapy as Trauma-Informed Practice. <u>Becoming Trauma Informed</u>, 47-59. N. Poole and L. Greaves (Eds.). Vancouver: Centre of Addiction and Mental Health.</p> <p>Johnson, R. (2015). Grasping and transforming the embodied experience of oppression. <i>International Body Psychotherapy Journal</i>, 14(1), 80-95.</p> <p>Relational Implicit Interview with Rae Johnson on Embodied Activism (2018) Video Retrieved from: https://relationalimplicit.com/embodied-activism/</p>
CLASS 10	NOVEMBER 9 2018
TOPICS	<p>Vicarious Trauma, Resistance & Resilience</p> <p>Skills: Narrative focused</p>

<p>READINGS</p>	<p>Hernández, P., Engstrom, D., & Gangsei, D. (2010). Exploring the impact of trauma on therapists: Vicarious resilience and related concepts in training. <i>Journal of Systemic Therapies</i>, 29(1), 67-83.</p> <p>Wade, A. (2006). 'Small acts of Living: Everyday resistance to violence and other forms of oppression.' <i>Journal of Contemporary Family Therapy</i>, (19), 23-40.</p> <p>White, M. (2004). Working with people who are suffering the consequences of multiple trauma: A narrative perspective. <i>International Journal of Narrative Therapy and Community Work</i>. No. 1. 46-48.</p> <p>Reynolds, V. (2018) A Client-centered Approach to Resisting 'Burnout' and 'Vicarious Trauma': The Zone of Fabulousness. Community Action Initiative (Audio Podcasts) https://openanswers.ca/blog/training/a-client-centered-approach-to-resisting-burnout-and-vicarious-trauma-the-zone-of-fabulousness/</p> <p>Trauma & Narrative Therapy: Interview with Michael White: https://dulwichcentre.com.au/michael-white-archive/michael-white-video-archive/</p>
<p>CLASS 11</p>	<p>NOVEMBER 16, 2018</p>
<p>TOPICS</p>	<p>Trauma-Informed Practice: Systems Approach Groups, Communities, Organizations</p>
<p>READINGS</p>	<p>Reynolds, V. (2013). "Leaning in" as imperfect allies in community work. <i>Narrative and Conflict: Explorations in theory and practice</i>, 1(1), 53-75.</p> <p>Clark, N. (2012). Girls' Groups and Trauma-Informed Intersectional Practice. <i>Becoming Trauma Informed</i>. N. Poole and L. Greaves. Vancouver, BC Centre for Addiction and Mental Health 151-165.</p> <p>Bloom, S. (Presenter) (2008, December 29) The Sanctuary Model: A Trauma-Informed Approach to Treatment and Services Ep: 10. (Audio Podcast) in University at Buffalo School of Social Work. (Producer) <i>inSocialWork</i>. Retrieved from: http://www.insocialwork.org/episode.asp?ep=10</p>
<p>CLASS 12</p>	<p>NOVEMBER 23, 2018</p>

TOPICS	Ethics of Trauma-informed Practice
READINGS	<p>Budinger, J. M., Mary, L. L., & Mary, E. K. (2013). An ethical dilemma in trauma care: A case presentation. <i>Journal of Nursing Education and Practice</i>, 4(2), 171. http://www.sciedu.ca/journal/index.php/jnep/article/viewFile/3160/2236</p> <p>Richardson, C. & Reynolds, V. (2012). "Here we are, amazingly alive": Holding ourselves together with an ethic of social justice in community work. <i>International Journal of Child, Youth and Family Studies</i>, 1, 1–19.</p>
CLASS 13	NOVEMBER 30, 2018
TOPICS	Self Care Treasure Box: Sharing Closing circle
READINGS	<p>University of Buffalo School of Social Work. Self Care Starter Kit http://socialwork.buffalo.edu/resources/self-care-starter-kit.html</p> <p>Blomquist, K. (2015, April 15) Social Worker Self-Care: Practice, Perceptions, and Professional Well-Being (Audio Podcast) in University at Buffalo School of Social Work. (Producer) <i>in SocialWork</i>. Retrieved from: http://www.insocialwork.org/episode.asp?ep=117</p>

Recommended Readings:

Aposhyan, S. (2004) *Body-Mind Psychotherapy: Principles, Techniques and Practical. Applications*. New York, W.W. Norton.

Brown, L. (2008). *Cultural Competence in Trauma Therapy: Beyond the Flashback*. American Psychological Association.

Drozdek, B & Wilson, J. (Eds) (2007). *Voices of Trauma: Treating Survivors Across Cultures*. Springer.

Duran, E. (2006). *Healing the Soul Wound: Counseling with American Indians and other Native Peoples*. New York: Teachers College Press.

Hays, P. (2008). *Addressing cultural complexities in practice*. Washington, DC: American Psychological Association

Kirmayer, L., Lemelson, R., & Barad, M. (2007). *Understanding Trauma: Integrating Biological, Clinical, and Cultural Perspectives*. Cambridge University Press.

Levine, P. (2010). *In an Unspoken Voice: How the Body Releases Trauma and Restores Goodness*. Berkley, California; North Atlantic Books.

Knight, C. (2015). *Trauma-Informed Social Work Practice: Practice Considerations and Challenges*

Nader, K., Dubrow, N., and Stamm, N. (Eds.) (1999). *Honoring Differences: Cultural Issues in the Treatment of Trauma and Loss*. Brunner/Mazel.

Rothschild, B. (2003) *The Body Remembers: The Psychophysiology of Trauma and Trauma Treatment*. Norton.

Ogden, Minton, and Pain. (2005). *Psychological Trauma and the Brain: Towards a Neurobiological Treatment Model*. In *Trauma and the Body: A Sensorimotor Approach*. (pp. 88-99). W.W. Norton & company, Inc.

Siegel, Daniel. (2003). *An Interpersonal Neurobiology of Psychotherapy: The Developing Mind and the Resolution of Trauma*. In Marion Solomon and Daniel Siegel (Eds.). *Healing Trauma: Attachment, Mind, Body, and Brain*. (pp. 1-56). W.W. Norton & company, Inc..

Vizenor, Gerald (2008). *Survivance: Narratives of Native Presence*. London: University of Nebraska Press.

Wilson, John P. (Ed.); Tang, Catherine So-kum (Ed.). (2007) *Cross-cultural assessment of psychological trauma and PTSD*. New York, NY, US: Springer

Resources:

Dissociation and Trauma articles archive:

<http://boundless.uoregon.edu/digcol/diss/index.html>

David Baldwin's Trauma Pages:

<http://www.trauma-pages.com/>

Trauma Division (APA Div. 56):

<http://www.apatraumadivision.org/>

International Society for Traumatic Stress Studies:

<http://www.istss.org/>

National Center for PTSD:

<http://www.ncptsd.va.gov>

The International Society for the Study of Trauma and Dissociation:

<http://www.isst-d.org>

Letter Grade	Percent Range	Mid Point	
A+	90-100	95	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.
C	60-63	62.5	
C-	55-59	57	
D	50-54	52	Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature.
F	0-49		Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.