

University of Northern Colorado
APCE 661-701: 24721
Psychological Trauma and Intervention
for Individuals, Families and Communities
Summer 2023 July 14-16 & 28-30

PLEASE NOTE: Dr. O'Halloran is away May 16-June 11, 2023. Please feel free to contact her before or after those dates with any questions.

Course Syllabus

Required Class Meetings

First Weekend

Friday July 14 4-10pm
 Saturday July 15 8am-5pm
 Sunday July 16 8am-4pm

Second Weekend

Friday July 28 4-10 pm
 Saturday July 29 8am-5pm
 Sunday July 30 8am- 4pm

Instructor: Mary Sean O'Halloran, Ph.D., L.P. sean.ohalloran@unco.edu Pronouns: she, her, hers
Teaching Assistant: Mary Beth Gore, MA, Email: gore6430@bears.unco.edu Pronouns: she, her, hers

COURSE CONTENT: This course features an overview of the impact of crises, disasters, and other trauma-causing events on individuals, families, and communities. Course participants will be introduced to strategies and interventions for working with these populations.

The degree to which you perceive this experience as enhancing your personal and professional growth will largely be a function of your own goals and the initiative you assume in the class.

Methods of Instruction: This class will be taught in person. Class activities include: (a) readings; (b) lectures; (c) small and large group discussions; (d) role-plays; and (e) guest speakers.

KNOWLEDGE AND SKILL OUTCOMES: Upon successful completion of this course students will acquire knowledge and understanding of the:

1. History and philosophy of the counseling profession and its specialty areas (CACREP Standard: 2.F.1.a) (met through: readings, in class activities).
2. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (CACREP Standard: 2.F.1.a) (met through: online training, class lectures).
3. Self-care strategies appropriate to the counselor role (CACREP Standard: 2.F.1.l) (met through: assignments, in class activities, class lectures).
4. Effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP Standard: 2.F.3.g) (met through: class lectures, in class activities, assignments).
5. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP Standard: 2.F.5.m)(met through: class lectures, assignment).
6. Procedures for identifying trauma and abuse and for reporting abuse (CACREP Standard: 2.F.7.d) (met through: class lectures, in class activities)
7. Impact of crisis and trauma on individuals with mental health diagnoses (CACREP Standard: 5.C.2.f) (met through: in class activities, class lectures).

8. Impact of crisis and trauma on individuals with disabilities (CACREP Standard: 5.D.2.h) (met through: in class discussion, in class activities).
9. Roles of college counselors and student affairs professionals in relation to the operation of the institution's emergency management plan, and crises, disasters, and trauma (CACREP Standard: 5.E.2.b)(met through: class lectures, online training)
10. Impact of crisis and trauma on marriages, couples, and families (CACREP Standard: 5.F.2.g) (met through: assignment, class lecture).
11. School counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma (CACREP Standard: 5.G.2.e) (met through: class lectures, discussions).

IMPORTANT NOTE: This course will increase your awareness and develop your knowledge about the impact of crises and psychological trauma. However, this course is not purely academic. It is very possible that you, someone you know, and classmates have faced significant stress, crises, or traumas in their lives. Some of the lectures, media presentations, class activities, and speakers may have a strong emotional impact on you. This course is not intended to facilitate the exploration and healing of trauma for students in the class, although it is possible that experiences you have had may be recalled and thus be felt more deeply because of the class. Please consult with me as soon as possible regarding any concerns that you might have about the course or its material. Please develop and use self-care strategies both during and after this course.

Required Text(s)

- Herman, J. L. (2015 edition). *Trauma and recovery*. 2nd edition. NY: Basic Books.
- Briere, J.N. & Scott, C. (2015). *Principles of Trauma Therapy: A Guide to Symptoms, Evaluation, and Treatment*. 2nd edition, DSM-5 update. Sage NJ: Pearson. ISBN: 978-1-4833-5124-7.
- A contemporary novel, autobiography, or film of your choice (see assignment 3, below).
- Non-fiction text of your choice, suggested selections below (see assignment 3, below).
- **OPTIONAL:** Caviola, A.A. & Colford, J.E. (2018). *Crisis Intervention: A Practical Guide*. CA: Sage. I like this book, but the price was steep (\$85). For that reason I did not make this the required text.

** PLEASE NOTE: Journal articles will also serve as required readings in addition to the texts. Some of the articles will be posted on Canvas two weeks before class meetings. In general, you are responsible for securing articles through the UNC Library system. Review relevant materials prior to class discussions.

Non-fiction reading. You may choose any **one** of the following books. If you find another **nonfiction, professional text** reflective of your professional interests, please consult with me before choosing another book. Pick a topic you want to learn more about and conduct a quick search on Google scholar.

- Finley, E. P. (2011). *Fields of combat: Understanding PTSD among veterans of Iraq and Afghanistan*. New York: Cornell University Press.
- Belles, N. (2015). *In Our Backyard: Human Trafficking in America and What We Can Do to Stop It*. Grand Rapids, MI: Baker Books.
- Kerr, M.M. & King, G. (2019). *School Crisis Prevention and Intervention*. Long Grove, Illinois:
- Mears, C.L. (2012). *Reclaiming School in the Aftermath of Trauma: Advice Based on Experience*. NY: Palgrave MacMillan
- Meyer, S. H., Meyer, J., Sperber, E., & Alexander, H. (Eds.). (2013). *Bullying Under Attack: True Stories Written by Teen Victims, Bullies & Bystanders*. Deerfield Beach, FL: Health Communications.
- Perry, B., & Szalavitz, M. (2017). *The boy who was raised as a dog: What traumatized children can teach us about loss, love, and healing*. NY: Basic Books.
- Perry, B., & (2011). *Born for Love: Why Empathy Is Essential--and Endangered* NY: Harper Collins
- Smith, L. T., & Coloma, C. (2013). *Renting Lacy: A Story of America's Prostituted Children*. Vancouver, WA: Shared Hope International. Sex Trafficking.

- Sites, K (2013) *The Things They Cannot Say: Stories Soldiers Won't Tell You About What They've Seen, Done or Failed to Do*. NY: Harper Perennial
- Thomas, K.H. Huntern, K. (Eds.)(2022) *Invisible Veterans: What Happens When Military Women Become Civilians Again*. Denver, CO: Praeger Press
- Tracy, S.D. *No Longer Untouchable: A Story of Human Trafficking, Heroism, and Hope*. Denver: Ignite Press
- Van der Kolk, B (2015). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. NY: Penguin Books.

Confidentiality: In addition to the University of Northern Colorado policies, this course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and may result in dismissal from the program. Confidentiality, as discussed in the ACA codes, will be followed.

GENERAL EXPECTATIONS:

1. All students are expected to adhere to the appropriate code of ethics for their individual programs and professional association (e.g., ACA, APA). Any behavior, which is deemed unethical, may be grounds for dismissal from the program.
2. Written work should be prepared according to guidelines set forth in the Publication Manual of The American Psychological Association (7th ed). 11 or 12-point font required.
3. Please do not compromise your standards by overloading your schedule. This class is demanding.

Course Assignments:

1. Attendance and Participation (20 points):

Graduate students are responsible for regular and punctual class attendance.

As theory is only useful to the extent that it is put into practice, students are expected to participate fully in class discussions and all activities. Please come to class prepared by having read and reflected on the reading assignments.

Being late to class (more than 10 minutes late) three or more times will be counted as one unexcused absence. Missing five hours or more of class will result failure of the class and a need to retake it. Missing significant portions of class will result in deductions from your grade. For example, missing three hours of class will result in the loss of a letter grade. Attendance is paramount to the experiential learning of this material; therefore, it should be considered a priority in successful completion of the course.

Your attendance and participation grade will be evaluated in the following way:

- **Excellent (80-100%)** – Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.
- **Satisfactory (70-79%)** – Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
- **Minimally Acceptable (50-69%)** – Passive participation: present, awake, alert, attentive, but not actively involved.
- **Unsatisfactory (49% or less)** – Uninvolved: absent, present but not attentive, for example, sleeping, answering email, surfing the internet.

2. Assignment: “Burning Questions” Mini Paper. 5 Points total possible, with up to 2 points for writing quality. Due electronically to sean.ohalloran@unco.edu as soon as possible while I am developing the new class format, so I can take our interests into consideration. However, strictly speaking the assignment is due no later than Friday 9 a.m. July 14th.

Please respond to the following questions in two pages or less. ‘Bullet’ points are fine. No cover page needed, type your name at the top of the page. Be prepared to discuss on the first day of class, **July 14**. Label responses using the alphabet below.

- a) What are you looking forward to as you prepare to take this course?
- b) What concerns (if any, besides the workload) do you have about taking this course?
- c) What are three (3) burning questions that you have related to crisis intervention and trauma? How are these questions of interest to you? Please responds in depth. Certainly, I will cover the major topics in crisis intervention and trauma, so please go beyond questions such as “what is vicarious trauma?” or “how to treat PTSD?” We will cover that and so much more!
- d) Describe your background or training in working with trauma and/or crisis intervention.
- e) What is your specific program concentration/track (e.g., MFT, School, CES)
- f) What is one “fun” or interesting fact about yourself that you would like to share?
- g) Is there anything else that you would like your instructors for 661 to know about you, either personally, or professionally?

3. Assignment: Book Response Papers (3): Up to 10 points for *each* paper, with up to 4 points for writing quality and clarity (APA format, grammar, etc.). I expect that your product is consistent with writing at the graduate level. Each paper should be close to **three pages**. These are not book reports. Instead, these papers should reflect your responses to reading/watching the materials/film along with identifying and discussing parts from the readings/film that you found helpful for understanding and treating trauma. No cover page needed. Include your name on the first page. Be prepared for class small group discussions. Specify the question you are responding to (e.g. #1).

-Personal experience perspective (PEP). A contemporary novel, autobiography, or film of your choice relevant to the course content. Check with me ASAP if you have any questions on the suitability of the resource. Hardcopy **Paper due by 4PM Friday 7/14/23, the first day of class.**

-Judith Herman: Trauma and Recovery. **Hardcopy paper due Sunday 7/16/23**

-Non-fiction reading. **Paper due no later than noon on Canvas Thursday, 7/20/23- after first weekend.** (See the ‘additional texts’ noted on p. 2-3 of this syllabus).

Judith Herman: Trauma and Recovery

Respond to *any* five of the 10 questions below. No cover page needed. Be sure your name is on the first page and include the number of the question you are responding to (e.g. #3).

1. What are your reactions to Part I? As a clinician, how has the reading impacted you and the work you aspire to do as a counselor? Please consider the era when this book was written in terms of gendered language and perspectives. Do not focus solely on the stereotypes.
2. What is your perspective on the movement toward mainstream acceptance of the concept of trauma, from Freud’s work and beyond? Can there be progression in the field of trauma without political movements to support/demand changes? What may be the next step in the progression for how we view and treat symptoms of trauma?

3. How vital is it to view trauma through a sociopolitical lens- one that accounts for diversity in its numerous forms in addition to gender (e.g., race/ethnicity, religion, SES, etc.)? Don't just respond 'yes or no. Expand on your thoughts.
4. What does "liberation from captivity" mean for the survivor? Elaborate.
5. Why is "story-telling" an important part of the healing process? Elaborate.
6. What does it mean when Herman says that the first phase of recovery is "wordless and static" compared with the next phase that "transforms the traumatic memory"?
7. Herman makes a case for creating safety first, then working on issues. What about cases in which environmental safety is not reasonably feasible (dangerous neighborhood, home, school, other factors)? How can we help people to increase/seek safety?
8. How can we "manage the trauma narrative" or help people open up their wounds to the degree that it is helpful and then close the session? How can we work with clients we may not see again who are sharing intense material? How can we respond to the "doorknob phenomenon", when a person drops an "emotional bomb" just before leaving the office?
9. Herman proposes developing groups for people who have experienced trauma as time-limited, and distinct in terms of task (safety, reconnection, etc.). How might this approach impact participants? What is the relevance of group continuity? Should support groups be designed to stay together as cohesive units throughout the healing process rather than being segmented into parts?
10. Create your own question that does not overlap with above questions and respond.

Personal Experience Perspective (PEP): Novel, Autobiography or Film

Imagine that YOU are the main character (or one of the main characters) who has experienced the traumatic events. *Describe and discuss responses from the first-person perspective.* For example, instead of writing that you learned about flashbacks and the impacts on the character's life, describe symptoms of the flashbacks as you, the main character, experienced them and how these symptoms affect your life.

Respond to *any* five of the following questions below. *Note: you will be asked to reflect on the main character as we explore topics throughout this class.*

1. Given your stressful life experiences (as the character) what challenges might you face in personal, family, peer, work or school relationships?
2. What resources and strengths do you have as this character? AND How did you develop these resources and strengths?
3. How would your experiences with trauma affect your beliefs about self, others and the world?
4. What signs (outward) associated with trauma would be evident to others?
5. What symptoms (internal) might be less obvious to others?
6. Specifically, and generally, how is your life influenced by the trauma?

Non-fiction book response paper

Respond to all of the questions below.

1. How did this book broaden your understanding of trauma? What were the most notable messages you took away from reading this book?
2. What were your most prominent feelings when reading this book AND how did your emotions change by the end of this book?
3. What information would you want to include, exclude, or modify?
4. What new questions do you have after reading this book?
5. Create your own question that does not overlap with the above questions and respond.

4. Assignment: Online or in Person Trauma or Crisis Training: (up to 15 points total, of which up to 5 points counts for organization and the quality of writing.) Complete 8-10 hours of clinically focused training. You may need to take more than one training in order to accumulate the required hours. Do not count previously completed trainings. Your final paper is due on Canvas **Tuesday 25 July by noon.**

Write a 3-5-page double-spaced summary on the complete set of training(s). Do not write a paper for each training. No cover page. Type your name on the first page. Begin the paper with: (a) the training title(s), focus, brief summary of goals or objectives, and relevant website links. Then (b) discuss your responses to the content and quality of the training(s). Lastly, c) summarize several important points or skills you learned and how you plan to use this information in your career. Bullet points are fine for this paper.

Many free trainings are available. You may need to register for the courses online and may need to navigate the site to find the course you wish to take. Here are links to several. This is not an exclusive list! If you have any questions about *other* suitable trainings, please contact me no later than by 7/14/23. You will need to create logins for several sites. These can be valuable resources for your career!

- The National Child Traumatic Stress Network. NCTSN Learning Center: <https://learn.nctsn.org/course/index.php>
- National Center for PTSD https://www.ptsd.va.gov/professional/continuing_ed/index.asp. Depending on which course(s) you select you will be directed to the TRAIN website, for example: <https://www.train.org/vha/course/1096027/> You may be able to get CEU credit.
- International Society for Traumatic Stress Studies <https://www.istss.org/education-research/online-learning.aspx> Select courses under ‘free resources. *Update: Sadly, the online trainings were not available as this syllabus went to press. Please see the site for updates.*
- Colorado School Safety Resource Center <https://www.colorado.gov/pacific/cssrc/cssrc-online-training>
- Many employers in the behavioral health field offer training free for employees from Relias: <https://www.relias.com/>
- Trauma Focused Cognitive Behavioral Therapy <https://tfcbt2.musc.edu/introduction?locale=en> (note: now there is a \$35 fee...)

6. Small Group Crisis/Trauma Presentation: (25 points)

Due Presentation dates: July 29 and 30. Topic due Sunday July 16th. To be discussed further on the first day of class.

The purpose of these small group presentations (4-5 students in each group) is for students to actively apply and integrate concepts from the class and learn more about providing information on a specific trauma or crisis intervention topic of interest to each student. The goal is to develop a valuable presentation and a handout. The handout will be added to a resource file available to all class members. You do not need to have the same topic. I will assign you to a presentation group after the 7/16 class.

Possible Topic populations may include Military and family members, Schools, Cultural topics, Prisons/Jails, Refugees, Trafficking, Substance Use Disorders, Intimate Partner Violence (IPV), Sexual Violence, Child abuse, Elder abuse, Pandemic trauma.

Topic emphasis areas may include: education, interventions, treatments for individuals, families or communities affected by crises/trauma.

Each student will prepare a 10-minute presentation on their interest area. This presentation will be delivered in their small groups using individual PowerPoint presentations. Include at least the following: the topic title, its importance to the field, a summary of findings, implications for counselors, and references. Each student will also create a handout, suitable for potential clients. This handout will include key points, a few references, and relevant websites. Your *group* will have 25 minutes, following presentations, to respond to class member questions and discuss the topics.

For **each presenter**: read four-five recent (within the last ten years) peer reviewed articles from scientific journals and two reputable, high-quality websites pertaining to the specific topic on which you are presenting.

Final documents (handout and presentation) are to be uploaded on Canvas no later than **7 a.m. July 29th**.

Assignments- Overall Guidance

- Papers should demonstrate writing and organizational skills at the graduate level.
- Writing should be of a professional quality with a clear focus, strong paragraph construction, and good grammar and punctuation. Please consult OWL Purdue for guidelines!
https://owl.purdue.edu/writinglab/the_writing_lab_at_purdue.html
AND <https://www.writingclasses.com/toolbox/tips-masters/strunk-white-11-composition-principles>
- APA style. See online resources for style rules and sample papers. Be sure to cite page numbers, include running heads, etc. All references must be properly cited.
- Consider consulting with the UNC Writing Center **before** submitting papers.
<https://www.unco.edu/writing-center/>

Tips for Success:

1. Attend all class meetings.
2. Read all materials assigned BEFORE each class meeting.
3. Actively participate in class discussions and group projects.
4. Ask questions in class.
5. Provide proper feedback and consultation to classmates.

Policies for late and make-up work: Please note that any assignments not turned in by the specified assignment collection day/time will result in the lowering of the assignment grade by 10% for each day the assignment is late. Any exception to this rule must be approved in advance by the instructor and be due extreme circumstances.

Policies for incompletes: An incomplete in the class will only be granted in rare situations. Should you feel that you will need an incomplete, it is your responsibility to communicate with the instructor in a timely manner to seek approval. A grade of I (incomplete) is a temporary grade assigned in those rare instances when, in the judgment of the faculty member, no other grade will insure justice to the student.

Additional Information

Email Policy: The instructor(s) will respond to questions and other electronic correspondence within a timely, but not immediate, manner. Most e-mails will receive a response within 48 hours. Messages from the instructor(s) must be sent to the student's UNCO email address. Please identify the course and topic in the subject line (e.g. 661_ question regarding assignment #3). **PLEASE NOTE: Dr. O'Halloran is away May 16-June 11, 2023. Please feel free to contact her before or after those dates with any questions.**

PowerPoint Presentations: PowerPoint presentations used in class are for instructional purposes only and will not be released to the students for personal use.

Professional Conduct: Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior deemed unethical will be grounds for failure of the course and/or grounds for dismissal from the program.

Portable Electronic Devices: PLEASE Turn off or silence cell phones during class time. Do not text during class. If you have a particular need (medical call or children at home) please notify the instructor prior to the beginning of class so that accommodations can be made. Computers are usually welcome as long as students use them for note taking, not surfing the web, or e-mailing. **There will be times in this class that you will be required to shut down your computer However feel free to take notes on paper!** It is painfully obvious to instructors when students are surfing or e-mailing or staring at their laps while perusing photos or texting. Due to numerous student complaints, those found misusing computers will be asked to shut it down.

Syllabus Statements: Minimum requirements for all university syllabi are described in the link below. Please review this information carefully as it contains important policies and resources :

https://www.unco.edu/center-enhancement-teaching-learning/teaching-resources/syllabus_statements.aspx

I wish to draw particular attention to this section of the Title IX statement, which is detailed in the above link: *Please be aware all UNC faculty and most staff members are “responsible employees”, which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator...You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.*

Grading: Final letter grades will be assigned based on the following distribution:

Letter Grade	Range	Letter Grade	Range	Letter Grade	Range
A	above 93	B-	80 - 82	D+	67 - 69
A-	90 - 92	C+	77 - 79	D	63 - 66
B+	87 - 89	C	73 - 76	D-	60 - 62

ASSIGNMENT- see above dates under ‘assignments’ for more details	Due Date	Points
Participation	Ongoing	20
‘Burning Questions’ Mini Paper (e-mail)	ASAP, 7/14/23	5
Book Response Paper (3)		
<i>Personal Experience Perspective</i>	7/20/23	10
<i>Judith Herman paper</i>	7/16/23	10
<i>Non-Fiction Reading</i>	7/20/23	10
Small groups presentation	See assignment for details on dates	25
Online Trauma or Crisis Training	See assignment for details on dates	15
	TOTAL	100

TENTATIVE PLAN

The instructor may make changes to the syllabus as the course proceeds.

First Weekend

v. 5/10/2023 version

Friday:

- Introductions
- Vicarious Trauma / Self-Care, Resilience & Post traumatic Growth

Saturday

- Introduction Crisis & Trauma: Terms
- Ethical considerations in practice
- Impact of trauma (ACE, Neurobiology & trauma)
- Crisis Intervention: Phases
- Disaster Mental Health (DMH)
- Other selected models: Crisis Interventions in Schools (PREPARE model), NOVA, Roberts 7-step model

Sunday:

- Diagnoses
- Assessment
- Cultural Considerations: RESPECTFUL Model
- Trauma Treatment overview
- Trauma Informed Care (TIC)

Second Weekend

- Trauma in selected populations
- Neurobiology and trauma
- Risk Assessment (inc. suicide assessment)
- Elder Abuse
- Pandemic
- Treatment topics: Children, Adolescents, Teens, Families

Several speakers will be invited to class to discuss their areas of expertise.

Scoring Rubric for Oral Presentations

Category	Scoring Criteria	Total Points	Score
Organization	The presentation is appropriate for the topic and audience	1	
	Information is presented in a logical sequence.	1	
	Presentation appropriately cites requisite number of references.	1	
Content	Introduction: attention-getting, lays out the problem well, and establishes a framework for the rest of the presentation.	1	
	Material included is accurate and relevant to the overall purpose with relevant citations.	1	
	Appropriate amount of material is prepared, and discussion points reflect relative importance.	1	
	There is an obvious conclusion summarizing the presentation.	1	

Presentation & Handout	Speaker has a clear, audible voice, maintains good eye contact with group, and is appropriately animated (e.g., gestures, etc.).	1	
	Students is actively engaged in post presentation discussion	1	
	Visual aids are creative, well prepared, informative, effective, and not distracting.	1	
	Length of presentation is within the assigned time limits.	1	
	Handout quality: user-friendly with sufficient and accurate information, well-written, not distracting with excessive imagery or content. Used several citations	3	
	Topic paper followed instructions and due on time.	1	
Score	Total Points	15	

Recommended Reading/Reference List

Additional articles will be added.

Culture:

Brown, L. S. (2009). *Cultural competence in trauma therapy: Beyond the flashback*. Washington, DC: American Psychological Association. (ISBN-10: 1433803372)

Mattar, S. (2010). Cultural considerations in trauma psychology, education, research, and training. *Traumatology*, 16(4), 48-52. doi: 10.1177/1534765610388305

Weise, E.B.P. (2010). Culture and Migration: Psychological trauma in children and adolescents. *Traumatology*, 16(4), 142-152. doi: 10.1177/1534765610388304

Disaster Mental Health & Psychological Frist Aid: North, C. S. & Pfefferbaum, B. (2013). Mental health response to community disasters: A systematic review. *The Journal of the American Medical Association (JAMA)*, 310(5), 507-518, doi:10.1001/jama.2013.107799.

Reifels, L., Pietrantonio, L., Prati, G., Kim, Y., Kilpatrick, D. G., Dyb, G., Halpern, J., Olf, M., Brewin, C. R., & O'Donnell, M. (2013). Lessons learned about psychosocial responses to disaster and mass trauma: an international perspective. *European Journal of Psychotraumatology*, 4, 10.3402/ejpt.v4i0.22897. doi:10.3402/ejpt.v4i0.22897

Vernberg, Jacobs, Watson, Layne, Pynoos, Steinberg, Brymer, Osofsky, Ruzek (2008). Innovations in Disaster Mental Health: Psychological Frist Aid. *Professional Psychology; Research and Practice* 39(4) 381-388.

Refugees: Betancourt, T.S., Newnham, E.A., Layne, C.M., Kim, S., Steinberg, A.M., Ellis, H. & Birman, D. (2012). Trauma history and psychopathology in war-affected refugee children referred for trauma-related mental health services in the United States. *Journal of Traumatic Stress*, 25, 682-690.

Ellis, B.H., Miller, A.B., Baldwin, H., & Abdi, S. (2011). New directions in refugee mental health services: Overcoming barriers to engagement. *Journal of Child and Adolescent Trauma*, 4, 69-85.

Neurobiology of Trauma: Mazza, M., Catalucci, A., Mariano, M., Pino, M., Tripaldi, S., Roncone, R., & Gallucci, M. (2012). Neural correlates of automatic perceptual sensitivity to facial affect in posttraumatic stress disorder subjects who survived L'Aquila earthquake of April 6, 2009. *Brain Imaging and Behavior*,

6(3), 374-386. doi: 10.1007/s11682-012-9151-x

Nietlisbach, G., Maercker, A., Rössler, W., & Haker, H. (2010). Are empathic abilities impaired in posttraumatic stress disorder? *Psychological Reports*, 106(3), 832-844. doi: 10.2466/pr0.106.3.832-844

Resilience and Posttraumatic Growth: Bonanno, G.A. Mancini (2008) The Human Capacity to Thrive in the Face of Potential Trauma. *Pediatrics* Vol. 121(2) pp. 369 -375. doi: 10.1542/peds.2007-1648.

Brown, N. R; Kallivayalil, D. Mendelsohn, M., Harvey, M. R. (2012) Working the double edge: Unbraiding pathology and resiliency in the narratives of early-recovery trauma survivors. *Psychological Trauma: Theory, Research, Practice, and Policy*, Vol. 4(1), 102-111. doi: 10.1037/a0024969

Prati, G. & Pietrantonio, L. (2009). Optimism, social support, and coping strategies as factors contributing to posttraumatic growth: A meta-analysis. *International Perspectives on Stress & Coping*, 14(5), 364-388. Doi: 10.1080/15325020902724271

Sexual Assault: Campbell, R., Dworkin, E., & Cabral, G. (2009). An ecological model of the impact of sexual assault on women's mental health. *Trauma, Violence, & Abuse*, 10(3), doi: 10.1177/1524838009334456

Suicide & Self-Harm: Johancsen-Walt, K. (2009). The initial interview with the self-harming and suicidal client. *Counseling Today*, 52, 45-47.

Molock, S., Whitbeck, L. B., Murakami, J. L., Zayas, L. H., & Hall, G. (2008). Cultural considerations in adolescent suicide prevention and psychosocial treatment. *American Psychologist*, 63(1), 14-31.

Peterson, E.M., Luoma, J.B., & Dunne, E. (2002). Suicide survivors' perceptions of the treating clinician. *Suicide and Life-Threatening Behavior*, 32(2), 158-166. doi: 10.1521/suli.32.2.158.24406

Van Orden, K. A., Witte, T. A., Cukrowicz, K. C., Braithwaite, S. R., Selby, E. A., & Joiner, T. E. (2010). The interpersonal theory of suicide. *Psychological Review*, 117(2), 575-600.

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Child Abuse Review: [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1099-0852](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1099-0852)

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Crisis: The Journal of Crisis Intervention and Suicide Prevention: <http://psycnet.apa.org/journals/cri/>

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Personality Disorders: Theory, Research and Treatment <http://www.apa.org/pubs/journals/per/index.aspx>
Psychology of Addictive Behaviors <http://www.apa.org/pubs/journals/adb/>
Psychological Trauma: Theory, Research, Practice, and Policy (Div. 56 of APA)
<http://www.apa.org/pubs/journals/tra/>
The Family Journal <http://tfj.sagepub.com/>
Other links of interest: Trauma-Informed Care: <http://www.samhsa.gov/nctic/trauma.asp>