

**LOYOLA UNIVERSITY CHICAGO**  
**School of Social Work**

**Course Title:** Neurodevelopment and Trauma  
**Course Number- Section Number:** SOWK 637  
**Prerequisite:** Completion of all 500 level courses

**Semester/Year:** Fall 2019  
**Class Time:** 2:30 p.m. – 5:00 p.m.  
**Class Location:** Corboy 203

**Instructor:** Christie Mason, Ph.D., LCSW  
**Office Location:** 540 Maguire Hall  
**Office Hours:** By appointment (but please feel free to make one!)  
**Phone:** (312) 915-7094  
**Email:** cmason3@luc.edu

**COURSE DESCRIPTION**

This course is an advanced concentration year practice elective focused on assessing the neurodevelopmental impact of trauma and selecting interventions consistent with this assessment. Students will learn to identify major regions of the brain, appreciate the sequential nature of brain development, and determine which areas of the brain have likely been affected by developmental trauma. Consistent with a neurosequential understanding of development, students will be taught to recognize which interventions involve specific brain regions in order to assist them in choosing those most likely to promote growth in areas of the brain impacted by trauma. This assessment and intervention process occurs within the frameworks of systems and attachment theories, which recognize that the relational environments and communities in which clients live must be adequately safe and supportive for any intervention to be effective.

This course is a hybrid course, incorporating recorded material supplied by The Child Trauma Academy. Students will view these recordings outside of class and meet each week to discuss and apply the material; some weeks the class will meet for the entire session, and some weeks the class session will be shortened. By the end of the course, students will have completed the majority of the requirements for Level 1 Certification in the Neurosequential Model of Therapeutics.

**RELATIONSHIP TO OTHER COURSES:**

This course builds upon students' understanding of human development (SOWK 500), traumatic stress (SOWK 501) and basic models of intervention (SOWK 504).

**Prerequisites:** Completion of all 500 level courses. A current or past internship involving direct work with at least one client who has experienced developmental trauma.

## **LEARNING OUTCOMES: (EPAS/PB)**

Through class discussions and assignments, students are expected to demonstrate mastery of the following objectives all of which are at the advanced level. At the conclusion of this course, each student shall demonstrate competency to:

### **Competency 7: Assess individuals, families, groups, organizations and communities**

#### **PB**

- collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and
- select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

**Assignments: Typical metrics, Fidelity exercise, Case abstract with metric and treatment plan**

### **Competency 8: Intervene with individuals, families, groups, organizations, and communities**

#### **PB**

- critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
- apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies;
- use inter-professional collaboration as appropriate to achieve beneficial practice outcomes;
- negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and
- facilitate effective transitions and endings that advance mutually agreed-on goals.

**Assignments: Case abstract with metric and treatment plan**

## **COURSE STRUCTURE/TEACHING METHODOLOGY**

The course will primarily consist of readings, recorded lectures and case discussions, class discussion, and individual assignments. Case examples and discussion of those cases, along with application of key concepts from readings as they apply to the cases will also be utilized as a learning tool.

## **EXPECTATIONS AND RESOURCES FOR STUDENTS**

Each student is expected to read and be familiar with the student handbook and refer to that document with any class concerns. The complete document may be found on the School of Social Work website's advising page at <http://www.luc.edu/socialwork/academics/mswadvising.shtml>.

The syllabus is a document that provides the framework, schedule, and Course Content/ Mutual Expectations of students and instructors for the course. However, it is important to recognize that unforeseen circumstances lead to changes in assignments, reading, and assignment due dates, some aspects of the course may change. Any modifications/ updates / edits in the syllabus will be sent to students via Emails/ Blackboard if the syllabus is revised. As a result, it is each student's responsibility to check his or her LUC e-mail, mail folders, and the Black Board website regularly and at multiple times during each week through the semester.

### **Instructor Availability**

The best way to reach me is by email at [cmason3@luc.edu](mailto:cmason3@luc.edu). I will respond to your email within 24 hours during the week and 48 hours on the weekend. I also have office hours by appointment.

### **Students with Special Needs**

Students with special needs or difficulties in learning and completing courses assignments are strongly encouraged to notify instructors as soon as possible so that appropriate resources and accommodations can be provided.

Within the first week of class, students with documented disabilities should submit the letter from the Services for Students with Disabilities Office and discuss any accommodations recommended via email/ in person/ on the phone. If students do not have documentation for their disabilities, they should contact the Services for Students with Disabilities Office (773-508-3700 and [SSWD@luc.edu](mailto:SSWD@luc.edu)) as soon as possible. Students are to note that accommodations beyond those documented may be provided at the discretion of the instructor.

Students should refer to the Student Handbook or contact the Learning Assistance Center regarding students' rights and available resources pertaining to assistance with special needs or disabilities.

### **Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the Writing Center website at <http://www.luc.edu/writing/home/> for additional information. Services are available at both WTC & LSC.

Resources for APA: Purdue Owl website/

### **Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural

backgrounds and in class, gender, age, physical and mental ability, religion, sexual orientation, gender identity and gender expression. The School values ethnically sensitive and culturally competent social work education and practice. I will uphold the ethical standards set forth by the profession and the Jesuit ideals of the university.

Students have a shared responsibility for championing social and economic justice for all members of society. This includes a commitment to eliminate personal and institutional discrimination, ensure access to needed resources and opportunities for all persons, especially those who are disadvantaged or disenfranchised. Prejudicial attitudes and discriminatory practices are examined, and students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

The School of Social Work expects that students will demonstrate comparable respect for diversity of their classmates, faculty and clients, and commit to address issues of marginalization, oppression, prejudice and discrimination.

### **Title IX**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit <http://www.luc.edu/hr/titlenine.shtml> for more information regarding the University's response to notifications of gender-based misconduct. If you wish to speak to a confidential resource on campus, please visit <http://www.luc.edu/ccrt/resources/oncampus/>.

### **Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate name and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g. conference nametags, Twitter handles, etc). As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

### **Academic Integrity (Refer to Student Handbook)**

Academic integrity is essential to a student's professional development, their ability to serve others, and to the University's mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in his or her name. Students who plagiarize risk receiving a failing grade at the instructor's discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers.

Plagiarism is a serious ethical violation, the consequences of which can be failure of a specific class and/or expulsion from the school. **Responsibilities of Academic Honesty are detailed in The Graduate Manual of the Loyola University Chicago.** Please read the Graduate Catalog stating the university policy on plagiarism (p.18). The definition of plagiarism is:

“In an instructional setting, plagiarism occurs when a writer deliberately ( or unintentionally) uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.” Source: WPA (n.d.). Defining and Avoiding Plagiarism: The WPA Statement on Best Practices, retrieved from <http://wpacouncil.org/files/wpa-plagiarism-statement.pdf>

For additional information on plagiarism, read <http://www.plagiarism.org/>

This commitment ensures that a student of the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne William, Semester: Spring 2012)

### **Recording and Sharing Recordings of Lectures**

Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor, are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. At the discretion of the instructor, the student might receive permission for audio taping the lectures, on the condition that these audio tapes are only used as a study aid by the individual enrolled in the course.

### **Attendance and Class Participation**

#### *Social Work Comportment and Class Norms*

Social work practice requires the cultivation of unconditional regard, respect, active listening, and sustained engagement. The classroom is the laboratory which serves to develop these critical clinical skills. The classroom is also seen as a professional community and as such, comes with duties and responsibilities not only between instructor and students, but also between students. In order to support this professional development and establish a learning context which mirrors the practice relationship, the following rules will be enforced:

- All phones and handheld devices will be silenced prior to class and must remain that way throughout the class. Texting is highly discouraged, though the instructor recognizes that students are adults who are responsible for maintaining focus on their own learning.
- Note-taking by hand is encouraged, unless a laptop is necessary to meet a student's learning needs. Laptops may only be used for legitimate class purposes, such as taking notes in MS Word or PowerPoint. The instructor reserves the right to ban laptops if they impede student engagement and participation, and to deduct participation points if computer use interferes with student engagement.
- Students are expected to display the engagement, respect and active listening skills employed in clinical practice toward their social work colleagues by closing screens during class discussions.
- All papers must be submitted in compliance with the most recent edition of the *Publication Manual of the American Psychological Association* format unless directed otherwise by the instructor.
- Violation of these class norms may result in deduction of participation points from the final class grade, when applicable.

### *Attendance and Participation*

Regular attendance and class participation are major expectations for this course. Class participation is an important requirement since the course will be conducted as a seminar. Learning is dependent upon student involvement. Students are therefore expected to read all assignments prior to class, to participate actively in class discussions of case studies and topics, and to engage in experiential learning activities such as case presentations. Quality of participation and questions, however, is more important than quantity.

The instructor assumes that students must be present to participate. Promptness and attendance, therefore, will be noted by instructor and may be utilized as a deciding factor for the final course grade. If students are unable to attend class for any reason, they are to notify the instructor in advance by phone or email. Such courtesy reflects a professional and mutually respectful attitude towards classmates and the instructor. Students who miss more than three classes will lose all participation points. Absences due to religious holidays may be compensated by completing a brief assignment related to the class material for the day.

### **Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. Please see the Student Handbook for additional information regarding academic concerns.

## **CRITERIA FOR GRADING**

Grades are based upon criterion-referenced grading. The Description of Assignments section of this document reviews the specific points for each assignment. In general, letter grades are assigned using the criteria below:

A = Exceptional work: outstanding: this grade will be assigned to work that shows extensive use of the literature as well as wide use of concrete examples from practice and careful attention to use of professional language, good grammar and sentence structure in written products.

B = Fully meets graduate standards: this grade will be assigned to work in which all aspects of assignments are completed satisfactorily, showing a combination of accurate use of theory and principles, and precise descriptions of practice.

C = Overall performance is unsatisfactory, below graduate standards, although all aspects of assignments were completed.

D = Overall performance is poor, and the student must retake the course.

F = Failure: overall quality of work is unsatisfactory, or some aspect of assignments not done.

Incomplete grades. A temporary grade of Incomplete may be assigned to a student who, for a reason beyond the student's control, has been unable to complete the required work in a course on time. Students are responsible for requesting an Incomplete from the instructor. A request signed by the student and the faculty member must be on file when grades are submitted.

Additionally, for "Incomplete Grades" approval must be granted from not only the Instructor, but also from the BSW (undergraduate) or MSW Program Director (graduate student). The grade will automatically change to an F otherwise.

The cutoffs for grades are as follows:

A = 96-100;	A- = 92-95;	
B+ = 88-91;	B = 84-87;	B- = 80-83;
C+ = 76-79;	C = 72-75;	C- = 68-71
D+ = 64-67;	D = 60-63;	
F = 0- 59		

## **DESCRIPTION OF ASSIGNMENTS**

All assignments must be submitted prior to/or on the date and time indicated on the course syllabus. All assignments have mandatory due dates. Assignments submitted after those dates may not receive comments from the instructor, but rather just a final grade with an appropriate reduction in grade (one letter grade per week). To receive a passing grade for the course, *all assignments must be completed and submitted.*

Weighting of class assignments is as follows:

10%	Class participation
25%	Typical metrics
25%	Fidelity exercise with reflection
40%	Case abstract with metric and treatment plan

## Reading assignments

All reading assignments are listed in the “Course Schedule.” It is expected that students will come to class having read the materials and are prepared to discuss them.

### REQUIRED TEXT:

Perry, B.D. & Szalavitz, M. (2017). *The boy who was raised as a dog: And other stories from a child psychiatrist’s notebook—what traumatized children can teach us about loss, love and healing* (3<sup>rd</sup> ed.). New York: Basic Books.

### *Full-text online*

All required readings for this course are available via login to the NMT online training site at [nmt.childtrauma.org](http://nmt.childtrauma.org).

## Description of Assignments

1. **Class participation and discussion contribution.** See above.
2. **Completion of two “typical” NMT metrics.** As part of learning the Neurosequential Model of Therapeutics, students will be given access to a “metric” tool that assesses clients’ historical and current relational environments, exposure to trauma, and neurodevelopment. Students will complete two of these metrics on typically developing individuals and submit the reports that are generated by completion of the metrics to the instructor. **Due September 24.**
3. **Fidelity exercise.** Students will complete a metric on a case abstract indicated by the instructor. Students will then compare their metric scoring to an official template, and listen to a discussion of scoring rationale. Following this, students will write a ~2 page reflection on their learning in this process, with consideration given to each section of the metric. **Materials distributed October 1 and October 8; Due October 15.**
4. **Case abstract.** Students will complete a case abstract (see Sakai for outline) and metric. Students will then write a brief case conceptualization applying key NMT concepts (2-3 pages), and generate a formal treatment plan for a client/client system, with rationale of how NMT treatment planning principles have been applied (see form on Sakai). **Abstract due day of in-class presentation; conceptualization, metric and treatment plan due December 3.**



## COURSE SCHEDULE

Class 1		
8/27	Topics	<ul style="list-style-type: none"> <li>• Orientation to course</li> <li>• Neuroscience in social work practice</li> <li>• Models of translational neuroscience</li> </ul>
	Required readings	<p>Saxe, G.N., Ellis, B.H., &amp; Brown, A.D. (2016). Survival circuits: How traumatic stress is about survival-in-the-moment. <i>Collaborative treatment of traumatized children and teens</i> (2<sup>nd</sup> ed., pp. 31-44). New York: The Guilford Press.</p> <p>Cozolino, L.J. &amp; Santos, E.N. (2014). Why we need therapy—and why it works: A neuroscientific perspective. <i>Smith College Studies in Social Work</i>, 84(2-3), 157-177.</p> <p>D’Andrea, W., Ford, J., Stolbach, B., Spinazzola, J. &amp; van der Kolk, B. (2012). Understanding interpersonal trauma in children: Why we need a developmentally appropriate trauma diagnosis. <i>American Journal of Orthopsychiatry</i>, 82(2), 187-200.</p> <p>Geller, S.M. &amp; Porges, S.W. (2014). Therapeutic presence: Neurophysiological mechanisms mediating feeling safe in therapeutic relationships. <i>Journal of Psychotherapy Integration</i>, 24(3), 178-192.</p>
	Webinars and recorded case discussions	<p>Porges, S. (2012). Understanding polyvagal theory: Emotion attachment and self-regulation [Video recording]. New York: Psychotherapy networker. Retrived from: <a href="http://search.alexanderstreet.com.flagship.luc.edu/view/work/2287050">http://search.alexanderstreet.com.flagship.luc.edu/view/work/2287050</a></p> <p>Siegel, D.J. (2012). Why neuroscience matters: Concrete strategies for your practice, Interpersonal Neurobiology in the consulting room. [Video recording]. Washington, D.C.: Psychotherapy Networker. Retrieved from: <a href="http://flagship.luc.edu/login?url=https://search.alexanderstreet.com/View/work/bibiolographic_entity video_work 2285425">http://flagship.luc.edu/login?url=https://search.alexanderstreet.com/View/work/bibiolographic_entity video_work 2285425</a></p> <p>Van der Kolk, B. (2015, May 22). The body keeps the score: Brain, mind, and body in the healing of trauma. Retrieved from: <a href="https://www.youtube.com/watch?v=53RX2ESIqsm">https://www.youtube.com/watch?v=53RX2ESIqsm</a></p>

Class 2		
9/3 Module 1	Topics	<ul style="list-style-type: none"> <li>• Principles of brain organization and function</li> <li>• Introduction to NMT metrics</li> </ul>
	Required readings	<p>The Boy Who was Raised as a Dog – Chapters 1-3 &amp; commentary</p> <p>Perry, B.D., Pollard, R., Blakely, T., Baker, W., &amp; Vigilante, D. (1995). Childhood trauma, the neurobiology of adaptation and 'use-dependent' development of the brain: How “states” become “traits”<i>“. Infant Mental Health Journal, 16(4), 271-291.</i></p> <p>Perry, B.D. (2019) The Neurosequential Model: A developmentally-sensitive, neuroscience-informed approach to clinical problem solving. In. J. Mitchell, J. Tucci and E. Tronick (Eds.) <i>The handbook of therapeutic child care: Evidence-informed approaches to working with traumatized children in foster, relative and adoptive care.</i> London: Jessica Kingsley.</p>
	Recommended readings	<p>MacKinnon, L. (2012). The Neurosequential Model of Therapeutics: An interview with Bruce Perry. <i>The Australian &amp; New Zealand Journal of Family Therapy, 33(3), 210-218.</i> doi:10.1017/aft.2012.26</p> <p>Perry, B.D. (2004). The amazing human brain. <i>Understanding traumatized and maltreated children: The core concepts.</i> Child Trauma Academy – DVD Series 1, Educator’s Package.</p> <p>Perry, B.D. (2004). How the brain develops. <i>Understanding traumatized and maltreated children: The core concepts.</i> Child Trauma Academy – DVD Series 1, Educator’s Package.</p>
	Webinars and recorded case discussions	<p>NMT Certification Series - Introduction to NMT #1 (AU series)</p> <p>NMT Certification Series – Introduction to the NMT #2 (Winter 2012 Series)</p> <p>Child Trauma Academy. (2013, September 6). Seven slide series: The human brain. Retrieved from:  <a href="https://www.youtube.com/watch?v=uOsgDkeH52o">https://www.youtube.com/watch?v=uOsgDkeH52o</a></p>

Class 3		
9/10 Module 2	Topics	<ul style="list-style-type: none"> <li>• Patterns of stress activation</li> <li>• Stress response heterogeneity – sensitization and tolerance</li> <li>• Differential impact of neglect on development</li> </ul>

	Required readings	<p>The Boy Who was Raised as a Dog – Chapters 4-7 &amp; commentary</p> <p>Perry, B.D., Hambrick, E. &amp; Perry, R.D. (2016). A neurodevelopmental perspective and clinical challenges. In R. Fong and R. McCoy (Eds.), <i>Transracial and intercountry adoptions: Cultural guidance for professionals</i> (pp. 126-153). New York, NY: Columbia University Press.</p>
	Recommended readings	<p>Perry, B.D. (2006) The Neurosequential Model of Therapeutics: Applying principles of neuroscience to clinical work with traumatized and maltreated children. In N.B. Webb (Ed.), <i>Working with traumatized youth in child welfare</i> (pp. 27-52). New York: The Guilford Press.</p> <p>Perry, B.D. &amp; Pollard, R. (1998). Homeostasis, stress, trauma, and adaptation: a neurodevelopmental view of childhood trauma. <i>Child and Adolescent Psychiatric Clinics of North America</i>, 7(1), 33-51.</p> <p>Perry, B.D. (2017). The intimacy barrier. <i>NMT Ten Tip Series</i>. Houston, TX: CTA Press</p>
	Webinars and recorded case discussions	<p>NMT Certification Series – Introduction to the NMT Metrics</p> <p>NMT Certification Series – Phase 1 Core Certification Series: Session 1: NMT Overview, dissociation, intimacy barrier</p> <p>Child Trauma Academy. (2013, December 31). Seven slide series: Threat response patterns. Retrieved from <a href="https://www.youtube.com/watch?v=sr-OXkk3i8E">https://www.youtube.com/watch?v=sr-OXkk3i8E</a></p> <p><i>Recommended:</i> Video series 3.1: The neurodevelopmental lens (streaming account).</p>

Class 4		
9/17 Module 3	Topics	<ul style="list-style-type: none"> <li>• State-dependent functioning</li> <li>• Trauma and stress-related alterations in physiological, behavioral, social and cognitive symptoms</li> </ul>
	Required readings	<p>The Boy Who Was Raised as a Dog – Chapters 8-10 &amp; commentary</p> <p>Perry, B.D. (2008). Child maltreatment: The role of abuse and neglect in developmental psychopathology. In T.P. Beauchaine &amp; S.P. Hinshaw (Eds.) <i>Textbook of child and adolescent psychopathology</i>, (pp. 93-128). New York: Wiley.</p>

	Recommended readings	<p>Perry, B.D. &amp; Dobson, C. (2013) Application of the Neurosequential Model (NMT) in maltreated children. In J. Ford &amp; C. Courtois (Eds.) <i>Treating complex traumatic stress disorders in children and adolescents</i> (pp. 249-260). New York: The Guilford Press.</p> <p>Perry, B.D. (2017). Understanding hyperarousal. <i>The Ten Tip Series</i>. Houston, TX: The CTA Press.</p> <p>Perry, B.D. (2004). Living and working with traumatized children. <i>Understanding traumatized and maltreated children: The core concepts</i>. Child Trauma Academy – DVD Series 1, Educator’s Package.</p> <p>Perry, B.D. (2004). Violence and childhood. <i>Understanding traumatized and maltreated children: The core concepts</i>. Child Trauma Academy – DVD Series 1, Educator’s Package.</p>
	Webinars and recorded case discussions	<p>NMT Certification Series – Phase 1 Core Certification Series: Session 2: Severe early abuse &amp; relational templates</p> <p>Child Trauma Academy. (2014, February 27). Seven slide series: State-dependent functioning. Retrieved from <a href="https://www.youtube.com/watch?v=1uCn7VX6BPQ">https://www.youtube.com/watch?v=1uCn7VX6BPQ</a></p>

Class 5		
9/24 Module 4	Topics	<ul style="list-style-type: none"> <li>• Attachment and bonding</li> <li>• Relationally-mediated buffering of stress and trauma</li> <li>• Internal relational templates</li> </ul>
	Required readings	<p>The Boy Who Was Raised as a Dog – Chapters 11-12, Group leader comments, &amp; commentary</p> <p>Perry, B.D. (2017). Trauma and stress-related disorders. In T.P. Beauchaine &amp; S.P. Hinshaw (Eds.) <i>Textbook of child and adolescent psychopathology</i>, (Eds) (pp.683-705). New York: Wiley.</p> <p>Sori, C.F. &amp; Schnur, S. (2013) Integrating a Neurosequential approach in the treatment of traumatized children: An interview with Eliana Gil, Part II. <i>The Family Journal: Counseling and Therapy for Couples and Families</i>, 22(2), 1-8.</p>
	Recommended readings	<p>Ludy-Dobson, C. &amp; Perry, B.D. (2010). The role of healthy relational interactions in buffering the impact of childhood trauma. In E. Gil (Ed.) <i>Working with children to heal interpersonal trauma</i> (pp 26-44). New York: Guilford Press.</p>

	Webinars and recorded case discussions	<p>NMT Certification Series – Phase 1 Core Certification Series: Session 3: Dissociation and hyperarousal</p> <p>Chicago Humanities Festival (2014, December 11). Bruce D. Perry: Social and emotional development in early childhood. Retrieved from <a href="https://www.youtube.com/watch?v=vkJwFRAwDNE&amp;list=PLxILd8_iAa788jtjvFa3I8LiYxv-nq1D&amp;index=5">https://www.youtube.com/watch?v=vkJwFRAwDNE&amp;list=PLxILd8_iAa788jtjvFa3I8LiYxv-nq1D&amp;index=5</a></p> <p><i>Recommended:</i> Video series 3.2: The response to threat and Video series 3.3: Memory and processing (streaming account).</p>
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Class 6		
10/1	Topics	<ul style="list-style-type: none"> <li>• Consolidation, reflection and integration</li> <li>• Practice Fidelity exercise (in class)</li> </ul>
	Required readings	Materials for in-class Fidelity exercise
	Webinars etc.	<p>In-class Fidelity Q&amp;A session</p> <p>Perry, B.D. (2015) Understanding Maltreated Children: Focus on Caregiving (Western Australia HHS). Retrieved from: <a href="https://vimeo.com/neurosequential">https://vimeo.com/neurosequential</a> (2.5 hr video)</p>

Class 7		
10/15 Module 5	Topics	<ul style="list-style-type: none"> <li>• Relational neurobiology</li> <li>• Trauma, risk and resilience</li> <li>• Trauma-informed systems of care</li> </ul>
	Required readings	<p>Perry, B.D. (1997). Incubated in terror: Neurodevelopmental factors in the ‘cycle of violence’. In J. Osofsky (Ed.), <i>A violent society</i> (pp. 124-148). New York: The Guildford Press.</p> <p>Perry, B.D. (2001). <i>Bonding and attachment in maltreated children: Consequences of emotional neglect in childhood</i>. Child Trauma Academy: Houston, TX.</p> <p>Ungar, M. &amp; Perry, B.D. (2012). Trauma and resilience. In R. Alaggia &amp; C. Vine (Eds.), <i>Cruel but Not Unusual: Violence in Canadian families</i> (pp. 119-143). Waterloo, CA: WLU Press.</p>
	Recommended readings	Hambrick, E.P., Brawner, T.W., Perry, B.D., Brandt, K., Hofmeister, C. & Collins, J.O. (2018). Beyond the ACE score: Examining relationships between timing of developmental adversity, relational

		<p>health and developmental outcomes in children. <i>Archives of Psychiatric Nursing</i>, 33(3), 238-247.</p> <p>Zarnegar, Z., Hambrick, E., Perry, B.D., Azen, S. &amp; Peterson, A. (2016). Clinical improvements in adopted children with Fetal Alcohol Spectrum Disorders through neurodevelopmentally informed clinical interventions: A pilot study. <i>Clinical Child Psychology and Psychiatry</i>, 1-17. doi: 10.1177/1359104516636438</p>
	Webinars and recorded case discussions	<p>NMT Certification Series – Phase 1 Core Certification Series: Session 4: FAS+</p> <p>Maxime, F.M. (2019, December 7). WiseGirl: Dr. Bruce Perry, Neuroscientist &amp; Child Trauma Expert [Podcast]. Retrieved from: <a href="https://www.youtube.com/watch?v=Odom2J9wprg">https://www.youtube.com/watch?v=Odom2J9wprg</a></p> <p><i>Recommended:</i> Video series 3.4: Neurosociology: Relational neurobiology (streaming account).</p>

Class 8		
10/22 Module 6	Topics	<ul style="list-style-type: none"> <li>• Neuroplasticity</li> <li>• Stress and resilience</li> <li>• Timing of trauma and its impact on development</li> <li>• Clinical manifestations of early trauma</li> </ul>
	Required readings	<p>Born for Love: Chapter 13</p> <p>Jackson, A., Frederico, M., Cox, A. &amp; Black, C. (2019). The treatment of trauma: The Neurosequential Model and “Take Two.” In B. Hupertz. (Ed.) <i>Approaches to psychic Trauma: Theory and practice</i> (pp. 423-456). London: The Rowman &amp; Littlefield Publishing Group, Inc.</p>
	Recommended readings	<p>Perry, B.D. (2001) The neuroarcheology of childhood maltreatment: the neurodevelopmental costs of adverse childhood events. In K. Franey, R. Geffner &amp; R. Falconer (Eds.), <i>The cost of maltreatment: Who pays? We all do</i> (pp. 15-37). San Diego: Family Violence and Sexual Assault Institute.</p> <p>Perry, B.D. (2014) The Neurosequential Model of Therapeutics in young children. In K. Brandt, B.D. Perry, S. Seligman &amp; E. Tronick (Eds.), <i>Infant and early childhood mental health: Core concepts and clinical practice</i> (pp. 21-54). Washington DC: American Psychiatric Press.</p>

	Webinars and recorded case discussions	<p>NMT Certification Series – Phase 1 Core Certification Series: Session 5: Reconstruction of Dev Hx</p> <p>Child Trauma Academy (2014, July 4). Wild child: The story of feral children. Retrieved from <a href="https://www.youtube.com/watch?v=cymZq1VbIU0&amp;list=FLf4ZUGIXyxRcUNLuhimA5mA">https://www.youtube.com/watch?v=cymZq1VbIU0&amp;list=FLf4ZUGIXyxRcUNLuhimA5mA</a></p> <p>60 Minutes with Oprah Winfrey (2018) Childhood trauma <a href="https://www.cbsnews.com/news/oprah-winfrey-treating-childhoodtrauma/">https://www.cbsnews.com/news/oprah-winfrey-treating-childhoodtrauma/</a></p> <p><i>Recommended:</i> Video series 3.5: Neglect (streaming account).</p>
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Class 9		
10/29 Module 7	Topics	<ul style="list-style-type: none"> <li>• Neurobiology of relationship, reward and regulation</li> <li>• Role of bonding and attachment in shaping neural networks</li> <li>• Grief and loss in children</li> </ul>
	Required readings	<p>Beeghly, M., Perry, B.D., &amp; Tronic, E. (2016). Self-regulatory processes in early development. In S. Maltzman (Ed.) <i>The Oxford handbook of treatment processes and outcomes in psychology</i>. <a href="https://doi.org/10.1093/oxfordhb/9780199739134.013.3">https://doi.org/10.1093/oxfordhb/9780199739134.013.3</a></p> <p>Mohr, W. K., Martin, A., Olson, J.N, Pumariega, A.J., &amp; Branca, N. (2009). Beyond point and level systems: Moving toward child-centered programming. <i>American Journal of Orthopsychiatry</i>, 79, 8-18. <a href="https://doi.org/10.1037/a0015375">https://doi.org/10.1037/a0015375</a></p> <p>Perry, B.D. &amp; Rosenfelt, J.L. (2013). The child’s loss: Death, grief and mourning. Child Trauma Academy - CTA Parent and Caregiver Education Series.</p>
	Recommended readings	<p>Hambrick, E.P., Brawner, T.W. &amp; Perry, B.D. (2018) Examining developmental adversity and connectedness in child welfare-involved children. <i>Children Australia</i>, 43(2), 105-115.</p> <p>Supin, J. (November, 2016). The long shadow: Bruce Perry on the lingering effects of childhood trauma. <i>The Sun</i>.</p>
	Webinars and recorded case discussions	<p>NMT Certification Series – Phase 1 Core Certification Series: Session 6: Sexual abuse &amp; failed adoption</p> <p>Child Trauma Academy (2010, April 22). Emotional deprivation in infancy: Study by Rene A. Spitz 1952. Retrieved from <a href="https://www.youtube.com/watch?v=VvdOe10vrs4&amp;list">https://www.youtube.com/watch?v=VvdOe10vrs4&amp;list</a></p>

		<i>Recommended:</i> Video series 3.6: NMT principles (streaming account).
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Class 10		
11/5	Topics	<ul style="list-style-type: none"> <li>• Consolidation, reflection and integration</li> </ul>
	Required readings	None – catch up on missed material.
	Webinars etc.	None – catch up on missed material.

Class 11		
11/12 Module 8	Topics	<ul style="list-style-type: none"> <li>• Traumatic memory</li> <li>• Sensitization and tolerance</li> <li>• Secondary trauma</li> </ul>
	Required readings	<p>Perry, B.D. (2002) Perry, B.D. The neurodevelopmental impact of violence in childhood. In D. Schetky and E.P. Benedek (Eds.) Textbook of Child and Adolescent Forensic Psychiatry (pp. 221-238). Washington, D.C.: American Psychiatric Press, Inc.</p> <p>Perry, B.D. &amp; Hambrick, E. (2008). The Neurosequential Model of Therapeutics. <i>Reclaiming children and youth</i>, 17(3), 39-43.</p>
	Recommended readings	<p>Perry, B.D. (2014). The cost of caring: Understanding and preventing secondary traumatic stress when working with traumatized and maltreated children. <i>Child Trauma Academy Professional Series</i>. Houston, TX: Child Trauma Academy.</p> <p>Perry, B.D. (1999). Memories of fear: How the brain stores and retrieves physiologic states, feeling, behaviors, and thoughts from traumatic events. In J.M. Goodwin &amp; R. Attias (Eds.), <i>Images of the body in trauma</i> (pp. 26-47). New York: Basic Books.</p>
	Webinars and recorded case discussions	<p>Phase I Core Certification Series – Session 7: Severe neglect and institutionalization</p> <p>National Council for Behavioral Health (2015, May 15). Born for love: Why empathy is endangered – and essential. Retrieved from: <a href="https://www.youtube.com/watch?v=M6kDeBaJi0M">https://www.youtube.com/watch?v=M6kDeBaJi0M</a></p> <p><i>Recommended:</i> Video series 3.7: Clinical application of the NMT and 3.8 Questions and answers (streaming account).</p>



Class 12		
11/19 Module 9	Topics	<ul style="list-style-type: none"> <li>• Intergenerational and cultural trauma</li> <li>• Shared trauma and state-dependent functioning</li> </ul>
	Required readings	<p>Perry, B.D. &amp; Jackson, A.L. (2018). Trauma-informed leadership. In M. Frederico, M. Long, &amp; N. Cameron, <i>Leadership in child and family practice</i>, pp. 125-141. New York, NY: Routledge.</p> <p>Perry, B.D. &amp; Welch, L. (2002). Testifying in juvenile and family court: Preparing for depositions, hearings and trials. Interdisciplinary Education Series. Houston: CTA Press.</p>
	Recommended readings	<p>Anda, R., Felitti, V., Walker, J. Whitfield, C., Brenner, D., Perry, B. Dube, S. &amp; Giles, W. (2006). The enduring effects of childhood abuse and related experiences: A convergence of the evidence from neurobiology and epidemiology. <i>European Archives of Psychiatry and Clinical Neuroscience</i>, 25(6), 174-186.</p>
	Webinars and recorded case discussions	<p>Phase I Core Certification Series – Session 8: Dissociation, reward dysfunction, and relational poverty.</p> <p>Child Trauma Academy (2012, January 9). First impressions: Exposure to violence and a child’s developing brain. Retrieved from <a href="https://www.youtube.com/watch?v=O4zP50tEad0&amp;list">https://www.youtube.com/watch?v=O4zP50tEad0&amp;list</a></p> <p><i>Recommended:</i> University of Notre Dame Shaw Center for Children and Families (2014, September 28). The impact of trauma on the developing child. Talk at <i>Child Flourishing Symposium</i>. Retrieved from: <a href="https://www.youtube.com/watch?v=2rpfD_H4euU">https://www.youtube.com/watch?v=2rpfD_H4euU</a></p> <p><i>Recommended:</i> Macpherson, G. (Producer). (2017). Interview with Bruce Perry. The Trauma Therapist Podcast [Audio podcast]. Retrieved from: <a href="https://www.thetraumatheapistproject.com/podcast/bruce-perry/">https://www.thetraumatheapistproject.com/podcast/bruce-perry/</a></p>

Class 13		
11/26 Module 10	Topics	<ul style="list-style-type: none"> <li>• Translational neuroscience and learning</li> <li>• Community and family role in creating a healing environment</li> <li>• Therapy as learning</li> </ul>
	Required readings	<p>LeDoux, J.E. (2015). Psychotherapy as a learning experience: Suggestions from the neuroscience of learning and memory. Retrieved from <a href="https://www.psychologytoday.com/blog/i-got-mind-tell-you/201508/psychotherapy-learning-experience">https://www.psychologytoday.com/blog/i-got-mind-tell-you/201508/psychotherapy-learning-experience</a></p>

		Brainfacts.org (2016). <i>What is the best way to help my students retain information longer?</i> Retrieved from: <a href="http://www.brainfacts.org/About-Neuroscience/Ask-an-Expert/Articles/2015/What-is-the-best-way-to-help-my-students-retain-information-longer">http://www.brainfacts.org/About-Neuroscience/Ask-an-Expert/Articles/2015/What-is-the-best-way-to-help-my-students-retain-information-longer</a>
	Recommended readings	Perry, B.D. (2008). Healthy families, healthy communities: An interview with Bruce D. Perry. <i>Joining Forces, Joining Families</i> , 10(3), 1-7.
	Webinars and recorded case discussions	Phase I Core Certification Series – Session 9: Chaos, neglect, and adoption  Phase I Core Certification Series – Session 10: State-dependent functioning and toxic relational environments.  Phase I Core Certification Series – Session 11: Outcomes, pre- and post.  <i>Recommended:</i> Vice News (Jan 29, 2016). Second Annual American Justice Summit. Retrieved from: <a href="https://youtu.be/Kao6OOp3s0E">https://youtu.be/Kao6OOp3s0E</a> Multiple sessions (focus on community building & therapeutic ‘dosing’ at hr 2)

12/3 Class 14		
	Topics	<ul style="list-style-type: none"> <li>• Course summation</li> <li>• NMT certification completion requirements</li> <li>• Post-certification NMT involvement</li> </ul>
	Required readings	None – catch up on missed material.
	Webinars etc.	None – catch up on missed material.