



Department of Sociology, Social Work, and Family Sciences

SWK 6015 Understanding Trauma

3 Units

Summer 2026

Meeting days/times: Tuesdays from 6:00-7:15 p.m.

Meeting location: Mission Valley room 201 and Asynchronous on-line

Final Exam: (8/25 Tuesday, 6:00-7:15 p.m.)

Instructor title and name:	Carmen Cuevas, MSW, LCSW, DSW
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Office location and hours:	As needed, email to schedule a time to meet.

PLNU Mission To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

To this end, the Academic Unit of Sociology, Social Work, and Family Sciences has established Departmental and Program Mission Statements, as follows:

Unit Mission

As followers of Christ, our mission is to nurture servant scholars who critically and empirically evaluate social systems, cultural patterns, and basic human needs to constructively engage as agents of hope with individuals, families, and communities.

Social Work Program Mission

At its core, the purpose of the social work program is to prepare competent social work professionals who are motivated to gracefully serve others as an expression of their faith. In the context of the intersection of the goals of the University and those of professional social work practice, this mission is further articulated:

The mission of the masters social work program is to develop competent professionals who are committed to serving others through acquisition and integration of the essential knowledge, skills, and values that form the foundation of generalist practice in the social work profession; who are motivated to promote social justice; and who understand that a Wesleyan perspective, a desire for continuous personal development, and respectful engagement in the community that empowers others are integral components of the means for relating to God through service.

Program Learning Outcomes

Social Work Program Learning Outcomes Students who complete the program in Social Work will be able to:

1. Demonstrate understanding of integrated body of knowledge required of an advanced generalist practitioner as defined by the Council on Social Work Education.
2. Engage in professional practice that is guided by values and ethics and inspired by faith:
 - Possess a command of the professional values and ethics required of an advanced generalist practitioner.
 - Demonstrate an awareness of the influence of Christian and Wesleyan perspectives on social work practice.
 - Demonstrate competence in the concrete practice of professional skills, especially those skills required for an advanced generalist practitioner.
 - Demonstrate professional competency as defined by the CSWE competencies.

Program Goals

The goals of the social work program flow from the mission and are related to the development of competent professions; integration of faith and professional practice; service to the community that empowers others; and continuous personal development. The four primary program goals are:

1. To prepare students for beginning advanced generalist professional practice by providing the advanced knowledge, skills, and values and ethics that form a professional foundation for competent practice with diverse populations and systems of any size.

2. To prepare students who are committed to service in the community in a manner that includes an understanding of the intersection of a Christian/Wesleyan perspectives and social work practice.
3. To develop entry level advanced generalist or clinical practitioners who are motivated to promote social, racial, environmental, and economic justice and who employ theory and cultural sensitivity to empower diverse populations and to understand the transactions between social and cultural environments.
4. To foster student involvement in continuing professional development. These core program goals are accomplished through student achievement of objectives that form a professional foundation of knowledge, clearly articulated values and ethics, and acquisition of professional and personal skills.

Course Description

This course provides a comprehensive exploration of the psychological basics of trauma from a faith-based lens and its profound impact on individuals, families, and communities. Students will develop the foundational knowledge necessary to identify various forms of trauma, including systemic abuse, while mastering the core concepts of trauma-informed care, and learn various evidence-based treatment modalities.

Course Learning Outcomes

By the end of this course, the MSW student will be able to:

1. Recognize the impact of trauma on the brain, in behavior, and in relationships.
2. Examine types of trauma and trauma perspective in working with individuals, families and communities long-term.
3. Develop introductory skills to promote healing
4. Identify and apply SAMHSA's 6 Core principles for Trauma Informed approach
5. Apply and demonstrate case conceptualization to the 12 Core Concepts for Understanding Traumatic Stress from the National Child Traumatic Stress Network.
6. Acquire knowledge of evidence-based trauma treatment modalities and treatment planning
7. Demonstrate an understanding of the impact of working with trauma and importance of self-awareness and care for the practitioner

Course Objectives

This course will assist the student to:

1. Analyze general trauma theory and empirical evidence to understand how development and culture shape the experience of trauma.
2. Develop practical interventions and treatment planning skills tailored for clinical practice, emphasizing strength-based and culturally humble approaches.
3. Identify protective and promotive factors that foster resiliency, post-traumatic growth, and restorative processes.

4. Learn methods to support holistic healing and advocate for trauma recovery within larger organizations and community structures.

Prerequisite: SWK 6070 and/or 6071 SW Practice I &/or II

Throughout the semester, the professor will also teach students how the following **6 IDEA course evaluation objectives** are essential and important to their learning. These include:

1. Developing knowledge and understanding of diverse populations, global awareness, or other cultures.
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
3. Developing skill in expressing myself orally or in writing.
4. Learning how to find, evaluate, and use resources to explore a topic in depth.
5. Developing ethical reasoning and/or ethical decision making.
6. Learning to apply knowledge and skills to benefit others or serve the public good.

Required Texts

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

1. Van der Kolk, B. (2014). *The Body Keeps the Score*. Penguin Books. ISBN: 978-0-14-312774-1
2. Saxe, G. N., Ellis, B. H., & Brown, A.D. (2016). *Trauma Systems Therapy for Children and Teens*. Second Edition. Guilford Press. ISBN: 978-1-46-252145-6

Resources

1. Owl Purdue APA style guide
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html
2. National Association of Social Workers (NASW) Code of Ethics
<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>
3. PLNU Ryan Library <https://libguides.pointloma.edu/ryanlibrary>
4. Owl Purdue Writing <https://owl.purdue.edu/>

5. University of North Carolina Chapel Hill Writing Center <https://writingcenter.unc.edu/tips-and-tools/>

Freedom to Challenge: This course introduces concepts and issues beyond the text. You are encouraged to integrate knowledge from their environment, to share insights, and to challenge the materials presented.

Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend 112.5 hours meeting the course learning outcomes, 7.5 hours per week (including class time). The time estimations are provided in the Canvas modules.

Electronics In the Classroom

As a host of this classroom, I have a policy about phones and laptop computers and devices like them. This policy is to allow you to become more comfortable taking a break from technology, allowing you to be in the present moment and adding to your professional tolerance of being without devices all of the time. 1. I will give you a “tech break” during class - please do not check your phones until that time. If there is a big life circumstance going on, please let me know at the beginning of class and we will talk about your use of your phone. 2. There will be times when I will ask you to take out your laptop and smart devices in the classroom to further our collective learning. Other than that, I strongly recommend NOT using laptops in class. The reasons are threefold:

a. It is hard to not check other things, which impairs your learning. You most likely are not aware of the impairment, but the research is quite clear.

http://www.slate.com/articles/health_and_science/science/2013/05/multitasking_while_studying_divided_attention_and_technological_gadgets.html Links to an external site.

b. Even if it doesn't impair your learning, it impairs others learning.
<https://www.sciencedirect.com/science/article/pii/S0360131512002254> Links to an external site.

c. You write more but learn less. Writing your notes creates synthesis which increases learning. <https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/> d. It also impairs long-term retention. This new study shows a causal effect with grades being lower by about half a letter grade.

<https://www.insidehighered.com/news/2018/07/27/class-cellphone-and-laptop-use-lowers-examscores-new-study-shows>

Links to an external site. So I am asking you not to use laptops unless you need or strongly prefer a laptop to take notes. In that case talk to me beforehand, and we will make that work.

Assessment and Grading

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Assignment List

Class participation	30
Forum discussions	150
Article reviews	50
Individual training	50
Personal application	100
Case paper	100
Treatment and reflection	100

Assignment Distribution by Percentage

Forums and Participation	180 pts.	30%
Assignments	400 pts.	70%

Total(100%) 580 pts.

Class Participation (30 points)

This is where students begin transforming social work theory into real-world skills. Active participation allows students to discuss and practice engagement, assessment, intervention, and evaluation strategies in a safe, supportive environment. This will be accomplished through in-class activities including case discussions and role-plays. 2 pts. will be given for each of the 15 class sessions. If there is an excused absence, lost points may be made up with activities to be completed independently. 30 pts. possible

Recorded Lectures Power points over each chapter will be uploaded onto Canvas. Video recordings over those Power points are uploaded onto Canvas.

Assignment Descriptions

Forum Discussions (150 points)

Due: Weekly by Tuesday 6:00 p.m.

Every week application and discussion questions will be posted on Canvas based on the chapter, related articles, and posted videos. You must respond to at least two classmates to get full credit. Each forum will be worth 10 points.

Article Reviews (25 pts each, 50 total)

Due: May 26

Article 1: Pick a topic in the field of traumatology that you are interested in learning more about. Find a research article about your chosen topic (from the last 5 years) and write a 1-to-2-page brief summary and your personal reaction (please include a complete APA reference). You will also share this orally (not a presentation, just sharing) with the class so your peers can briefly benefit from the information you gained. All students will share with the class on due date. Some possible article topics include the history of the study of traumatology, childhood attachment, the body's response to trauma, adverse childhood experiences, epigenetics, historical trauma, cultural perspectives on trauma, re-traumatization, and secondary trauma (do not feel confined to this list!).

Article 2: Please review and share a second article on an evidence-based intervention in the field of trauma from the last 5 years. These will also be shared with the class. Some possible article topics include: Neurofeedback, EMDR, Exposure Therapy, Internal Family Systems Therapy, and the Neuro-Sequential Model (do not feel confined to this list!). See Canvas for more details.

Individual Training from NCTSN (50 pts.)

Due: June 9

[NCTSN Learning Center for Child and Adolescent Trauma](#)

Choose a training from the Learning Center (that is appx 1.5 hours-not less) that interests you. You will complete and submit your certificate to the professor for points. After completing, plan to share with the class in a brief informative, no more than 5-7 minutes of "take aways" or top 3-5 things you learned. Scale the training from 1-10 (best) as a recommendation for your colleagues to look into in the future. Share any notable resources.

Personal Application (100 pts)

Due: June 23

You will use the "trauma lens" to discuss various aspects of trauma, outside influences upon it, and ideas for recovery as you integrate the material you have learned in a personal way. Identify an event that caused you (or someone you know) to react with shift in your body related to a trauma response (e.g. chest tightening, checking out, or sudden frustration). How does your personal history influence your reaction to this specific type of trauma. Be sure this is an event that you feel safe enough sharing, not just with the professor, but with classmates. This is not meant to be a form of therapy although you might find applying the concepts from class in this intentional way to be therapeutic. If you cannot think of a situation to use for the application,

please speak to professor. It will be 5-8 double-spaced typed pages. See Canvas for more details.

Case Paper (100 pts)

Due: August 11

Students will demonstrate their understanding of the *12 Core Concepts for Understanding Traumatic Stress Responses in Children & Families* from the NCTSN. Students will organize and conceptualize case data using each core concept (except for #12 that will be demonstrated in Tx & Reflection Paper due later) to demonstrate in-depth understanding and application of each core concept.

Pick a case we have discussed or covered in class (textbook, videos, etc.). Organize facts of the case coherently through the lens of each of the core concepts, demonstrate in depth consideration of the facts and demonstrate a basic understanding of the child's/individual/family's experience of trauma.

Additional Note: For #7 be sure to define protective and resiliency factors at individual, family and macro levels with thoughtful support for statements made.

Paper should be double-spaced, type-written and appx 7-9 pages in length. You may use the 11 Core Concepts as sub-sections. Graduate level writing with correct grammar and sentence structure is expected. Please use APA for any citations/references.

Treatment & Reflection Paper (100 pts)

Due: August 25

PART I:

TST TREATMENT PLAN (60pts)

After watching the *ReMoved* series, *Caged In* and/or *Remembering Trauma*, choose one of the characters to serve as your client. You will be writing a treatment plan for him or her. Based upon what you know of the character, fill out the following questions in the fillable Tx Plan on Learning Hub. Where information was not given in the film, feel free to make up details that would likely fit the scenario (an example could be that Zoe's bio father might be in jail). Be thorough, following the example found on p. 427 in the textbook. Points for each question are written in parenthesis.

PART II:

Reflection addressing #12 of the Core Concepts (40 pts)

Discuss your personal reactions to the cases you watched. If you were the therapist, how might your reactions affect your interactions with the children, caregivers, and/or other professionals in the case/s? How is your empathy toward the people in the case? How might your own reactions be helpful or hurtful to the working relationship? Clearly articulate the feelings and thought content of your reactions.

Demonstrate exploration of self and identify bias, stereotyping, and /or empathic identification. Identify substantive discussion about the relationship between personal reactions and their effect on the working relationship with clients/families.

Based on Dr. Dalton-Smith's 7 Types of Rest, identify how you will use this information as you work serving those that are traumatized. Identify some ways you will find to rest in these 7 ways. Are there any

additional self-care strategies would you use to manage your own intense reactions and possible vicarious trauma or secondary traumatic stress (especially if it evokes memories of personal trauma and loss-related experiences)?

Demonstrate integration of literature by citing 2 or more sources within the last 5 years that address vicarious trauma, secondary trauma or self-care that provided insight or help in thinking about care for yourself. Graduate-level writing, correct grammar, and sentence structure with APA style for citations/references.

More details will be distributed and a template for this assignment can be found on Canvas

TOTAL POINTS: 580

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Social Work Practice I, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include ethics, policy, and program evaluation. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of social work, and I will support you throughout your learning in this course.

Trigger Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In Understanding Trauma, we will cover a variety of topics and assignments related to trauma that some of which you may find triggering. These topics include child abuse, interpersonal violence, environmental disasters, and substance abuse. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of social work, and I will support you throughout your learning in this course.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted on Canvas. For other homework assignments, each week it is late, it will be deducted by 10% each week up to 50% unless there is a documented reason. Incompletes will only be assigned in extremely unusual circumstances.

Spiritual Care Mission Valley Campus

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate students to encounter God and grow in their Christian faith. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break

times across the week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu.

In addition, on the MV campus there is a prayer chapel on the third floor. It is open for use as a space set apart for quiet reflection and prayer.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course, except with AI is part of the assignment. If you have any doubts about using AI, please gain permission from the instructor.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at <http://pointloma.edu/Title-IX> or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Course Modality Definitions

Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.

PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions (2 class periods), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (3 class periods), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific **GPS Academic Resources**

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- [The GPS Writing Center](#) offers:
 - **Zoom Writers Workshops** offered each quad on a variety of helpful topics
 - **One-to-one appointments** with the Writing Coach
 - **Microlearning YouTube Video Library** for helpful tips anytime
 - [Research Help Guide](#) to help you start your research
 - The physical office is located on the third floor of the [Mission Valley Regional Center](#) off the student lounge
- [Academic Writing Resources Course](#): Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. [Watch a quick video run-through](#) and take time now to explore!
- [Grammarly](#): Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- [Tutoring](#): Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: GPSWritingCenter@pointloma.edu

Weekly Assignments At-A-Glance: SWK 6015 Understanding Trauma

Week	Topic	Class Learning Activities	Required Readings	Assignment Due
1 5/12	Setting the stage Introduction to Trauma Systems Sanctuary Model of Care	Review of syllabus (See recording)	Van der Kolk Prologue: Facing trauma	
2 5/19	The rediscovery of trauma Leaders in Traumatology	Discuss cases	Van der Kolk Part 1 (ch. 1-3)	
3 5/26	This is your brain on trauma ACE Study & Implications	Present on Article Reviews	Part 2 (ch. 4-6)	Article reviews
4 6/2	The minds of children Childhood attachment	Discuss cases	Part 3 (ch. 7-10)	
5 6/9	The imprint of trauma TBRI	Discuss cases	Part 4 (ch. 11-12)	Individual training from NCTSN
6 6/16	Paths to recovery	Discuss cases	Part 5 (ch. 13-16)	
7 6/23	Paths to recovery cont.	Discuss cases	Part 5 (ch. 17-20) Epilogue	Personal application paper
8 6/30	Introduction to Trauma Systems Therapy	Discuss cases	Saxe, et al., Ch. 1	
9 7/7	Survival circuits The regulation of survival-in-the-moment states	Discuss cases	Part I (ch. 2-3)	
10 7/14	The social environment and the services system Safety signals	Discuss cases	Part I (ch. 4-5)	
11 7/21	Ten treatment principles The treatment team Organizing your program	Discuss cases	Part II (ch. 6-8)	
12 7/28	Assessment Treatment planning Ready-set-go	Discuss cases	Part III (ch. 9-11)	
13 8/4	Safety-focused treatment Emotion-focused treatment Beyond trauma treatment	Discuss cases	Part III (ch. 12-15)	

	Psychopharmacology			
14 8/11	Democratizing Trauma Systems therapy Extending Trauma Systems Therapy Conclusions	Discuss cases	Part IV (ch. 16-18)	Case Paper
15 8/18	TBA	Guest speaker		
16 8/25				Treatment & Reflection paper