

*“The mission of Tyndale Seminary is to provide Christ-centred graduate theological education for leaders in the church and society whose lives are marked by intellectual maturity, spiritual vigour and moral integrity, and whose witness will faithfully engage culture with the Gospel.”*

|  |   |
|--|---|
| <b>Course</b>                          | <b>THERAPY INTERVENTIONS FOR TRAUMA, ABUSE AND VIOLENCE</b><br>COUN 0691 1S   |
| <b>Date, Time, and Delivery Format</b> | SEPTEMBER 11 – DECEMBER 4, 2024<br>SYNCHRONOUS ONLINE   |
| <b>Instructor</b>                      | <b>BRENTON DIAZ, MSW, RSW</b><br>Telephone/voice mail: (905) 853-3040 Ext. 314<br>Email: <a href="mailto:bdiaz@tyndale.ca">bdiaz@tyndale.ca</a>   |
| <b>Class Information</b>               | The classes will be livestreamed on Wednesdays from 6:45pm – 9:35pm.<br><br>Office Hours: By appointment.   |
| <b>Course Material</b>                 | Access course material at <a href="https://classes.tyndale.ca">classes.tyndale.ca</a> or other services at <a href="#">Tyndale One</a> .<br>Course emails will be sent to your @MyTyndale.ca e-mail account only. |

## I. COURSE DESCRIPTION

Examines both individual and systemic interventions for victims of trauma, abuse and violence. Research has shown that when trauma survivors’ intimate relationships are strengthened, their ability to cope with the impacts of post-traumatic stress is also strengthened. Therefore, systemic and intrapsychic approaches are outlined in an integrated treatment approach to trauma therapy. A broad range of trauma experiences will be included, such as intimate violence, sexual abuse, natural disasters and witness to violence, war, political terror and vicarious trauma with its impact on the therapist.

*Prerequisites: COUN 0574 and COUN 0677.*

## II. LEARNING OUTCOMES

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

- A. Demonstrate a critical understanding and competence in the area of trauma symptom identification.
- B. Evaluate the significance of trauma on the psychological, social and spiritual functioning of people.
- C. Demonstrate an awareness of the variety of settings and contexts that trauma therapeutic interventions for trauma occur in.
- D. Demonstrate the development and extension of practical skills in the areas of individual, group and family interventions for trauma.
- E. Critically evaluate research on psychological psycho-somatic trauma in light of Biblical theology.

### III. COURSE REQUIREMENTS

#### A. REQUIRED READING

Gingrich, Heather. & Gingrich, Fred C. (2017). [\*Treating Trauma in Christian Counselling\*](#). Downers Grove: IVP Academic. ISBN 978-0-8308-2861-6.

#### B. SUPPLEMENTARY / RECOMMENDED READING AND TOOLS

Herman, Judith L. (1992). *Trauma and Recovery*. New York: BasicBooks-HarperCollins. ISBN: 0-465-08766-3.

Levine, Peter. (1997). *Waking the Tiger: Healing Trauma*. Berkeley, CA: North Atlantic Books.

Mate, Gabor. (2009). [\*In the Realm of Hungry Ghosts: Close Encounters with Addiction\*](#). Toronto: Vintage Canada-Random House Canada.

Rothschild, Babette. (2000). *The Body Remembers: The Psychophysiology of Trauma and Trauma Treatment*. New York: W.W. Norton. ISBN: 978-0393703276.

Shapiro, Francine. (2001). *Eye Movement Desensitization and Reprocessing (EMDR): Basic Principles, Protocols, and Procedures, 2nd ed.* New York: Guilford Press.

Yoder, Carolyn & Zehr, Howard (eds.). (2005). [\*The Little Book of Trauma Healing: When Violence Strikes and Community Is Threatened\*](#). Little Books of Justice and Peacebuilding). Brattleboro, VT: Good Books-Skyhorse Publishing. ISBN: 978-1561485079.

### C. INTERACTIVE LIVESTREAM COURSE REQUIREMENTS

- Livestream attendance for the entire duration of the class at announced times
- Headphones (preferred), built-in microphone, and web-camera
- Well-lit and quiet room
- Stable high-speed internet connection, preferably using an Ethernet cable over Wi-Fi
- Full name displayed on Zoom and Microsoft Teams for attendance purposes\*
- A commitment to having the camera on to foster community building\*

\*exceptions with permission from professor

### D. GUIDELINES FOR INTERACTIONS

Tyndale University prides itself in being a trans-denominational community. We anticipate our students to have varied viewpoints which will enrich the discussions in our learning community. Therefore, we ask our students to be charitable and respectful in their interactions with each other, and to remain focused on the topic of discussion, out of respect to others who have committed to being a part of this learning community. Please refer to “Guidelines for Interactions” on your course resource page at [classes.tyndale.ca](https://classes.tyndale.ca).

### E. ASSIGNMENTS AND GRADING

The assignments for this course will give students the opportunity to research and reflect on Trauma symptoms, treatment, and the interaction between the broader Christian faith community and people who have experienced trauma.

#### 1. **Reflective Paper:** Due on October 9, 2024; 25% of final grade

Students will select one of the following questions, and write a 6-7 page Reflective Paper as a response:

**In your opinion and experience, how is trauma perceived in the local and broader Church?**

Or

**In your opinion, how equipped are Christian ministries/communities to deal with trauma?**

Since this paper is a reflective one, the student is not required to use references. While this paper is a reflection based on the student’s ideas and opinions, the student will also be evaluated on how they integrate the course concepts into their paper. The student will be evaluated on how thoughtfully they explain their opinion. Simply stating an opinion will not ensure a good mark: the student will need to critically explain how they have come to their opinions. Students will be evaluated on: Demonstrated ability to communicate reflections;

Depth of insights and considerations; Thorough, clear, organized writing that identifies key issues. This assignment is associated with Outcomes C & E.

**2. Short Paper: Trauma Symptoms:** Due on November 6, 2024; 25% of final grade

Students are expected to select a specific **Trauma Symptom** discussed in class, and write a short (5 page) research-based paper on the symptom. The student will discuss how the symptom manifests in the lives of people who have experienced trauma, as well as theories on how the symptom emerges, and will offer some ideas based on research on how the symptom might be intervened upon in trauma treatment. Students will be evaluated on their ability to describe with clarity and appropriate depth the symptom, its origins, and treatment possibilities. This assignment is associated with Outcomes A, B & D.

**3. Final Paper:** Due on November 29, 2024; 40% of final grade

The paper should be a substantial piece of research analysis on a **Therapeutic Modality** that is currently used to treat people who have experienced psychological trauma. Examples of such modalities will be provided in class for you to choose from. You will provide a brief history, overview and description and analysis/critique of the pros and cons of the therapeutic modality you have selected.

The essay should not simply report, summarize, or review class materials (though you are encouraged to draw from class lectures, discussion and readings). It should, rather, demonstrate thoughtful reflection, analysis, and should embody a conceptual argument in which various angles of the questions are explored in fairness and at length. The paper should be 10 pages in length, double-spaced. This assignment is associated with Outcome D.

**4. Livestream Class Participation:** 10% of final grade

For In-Person Components of the course, student participation will be graded on a scale of 1 to 4: 1 (or D): present, not disruptive; responds when called on but does not offer much; infrequent involvement; 2 (or C): adequate preparation, but no evidence of interpretation of analysis; offers straightforward information; contributes moderately when called upon; 3 (or B): good preparation, offers interpretation and analysis, contributes well to discussion in on-going fashion; 4 (or A): excellent preparation, offers analysis, synthesis and evaluation of material; contributes significantly to ongoing discussion.

For Virtual Components, "Participation" in this course is demonstrated by regular log-ins and up-to-date participation in forums. There will be 12 forums in total (one for each day) with a question for each. Students will post their responses before the next class. Your post

for each question should be about 20-25 lines (200-250 words per question; can exceed by 10%, but marks deducted thereafter). Each post should be concise, addressing the issues in the questions with reference to class readings/lectures, and demonstrate critical thinking (e.g. further questions or issues raised, application to your context). Your comments to fellow students would be briefer, with an affirmation (perhaps from your experience or readings) and one thoughtful question for further reflection. You are not required to respond to a "late post" of any member. This is associated with Outcomes A-E.

*Penalty for late work:*

*"Late posts" will be noted by the instructor, and the penalty is one mark deduction for every hour late. The total number of "late hours" will be recorded at the end of the course and your grade for the "forum assignment" would be reduced accordingly. Penalty for late posts would be a reduction of 1/3 of a grade per every 3 hours late (e.g. from A to A minus or B to B minus).*

*If there is "no post" after 11:59 pm for that day, the student will receive a "zero" for that forum. If there are specific reasons for late posts (as stated in "Late Papers and Extension Policy," Seminary Academic Calendar), the student is to email the instructor directly.*

FORUM DISCUSSION GRADING RUBRIC

|                      | A   | B  | C   | D   |
|----------------------|---|--|---|---|
| Completeness of post | Addresses all parts of question; meets and did not exceed limit; comprehensive response | Addresses all parts of question; respectable length & did not exceed limit; somewhat comprehensive | Addresses some parts of question; shorter length; incomplete post             | Rarely addresses question; far too short or far too long; incomplete post |
| Clarity of post      | Clear and concise posts; grammatically correct with rare misspellings                   | Clear, but can be more concise; a few grammatical or spelling errors                               | Somewhat clear, but with significant number of errors in spelling and grammar | Unclear, poor spelling and grammar in most posts                          |

|  |   |  |  |   |
|--|---|--|--|---|
| Critical engagement with class material (lectures, readings) | Thoughtful; opinions and ideas are substantiated with class material and additional resources; active reflection & questioning; obvious integration with one's ministry context | Thoughtful; opinions and ideas are occasionally substantiated with class material; some reflection & questioning; some integration with one's ministry context | Less thoughtful; opinions and ideas are sometimes substantiated with class material; insufficient reflection & questioning; less integration with one's ministry context | Opinions and ideas are not substantiated with class material; no reflection & questioning; no integration with one's ministry context |
| Promptness & quality of responses                            | Posting on time; responds to all group members' postings in timely manner; thoughtful responses   | Posting on time; responds to most postings in timely manner; somewhat thoughtful responses   | Posting mostly on time; responds to postings 2-3 days after initial discussion; less thoughtful responses  | Late posting; rarely responds to group members' postings; responses not thoughtful  |

### Turnitin Text-Matching Software

Tyndale has a subscription to text-matching software called Turnitin. This software is used to ensure the originality of academic writing and to check that all of the sources used have been cited correctly. The instructor for this course will be using this software for the assignments that are submitted through your course resource page at [classes.tyndale.ca](http://classes.tyndale.ca). When you submit your assignment, you will see a summary of your submission, which includes the file(s) that you submitted as well as a similarity report generated by Turnitin.

Below are some useful resources:

- [Student](#) Guides for Turnitin via [classes.tyndale.ca](http://classes.tyndale.ca) course resource page
- Interpreting Similarity ([Guide](#), [Video](#), [Spectrum](#))

### F. EQUITY OF ACCESS

Students with permanent or temporary disabilities who need academic accommodations must [contact](#) the [Accessibility Services](#) at the [Centre for Academic Excellence](#) to [register](#) and discuss

their specific needs. *New students* must self-identify and register with the Accessibility Office at the beginning of the semester or as early as possible to access appropriate services. *Current students* must renew their plans as early as possible to have active accommodations in place.

## G. SUMMARY OF ASSIGNMENTS AND GRADING

Evaluation is based upon the completion of the following assignments:

|                  |       |
|------------------|-------|
| Reflection Paper | 25 %  |
| Short Paper      | 25 %  |
| Final Paper      | 40 %  |
| Participation    | 10 %  |
| Total Grade      | 100 % |

## H. GENERAL GUIDELINES FOR THE SUBMISSION OF WRITTEN WORK

Your work should demonstrate the following characteristics:

### Expected written standards:

Please pay attention to the following writing guidelines

- Unless otherwise indicated, each paper is to be typed, double spaced, 12 point font, Times New Roman, with 1 inch margins, and stapled in the top left corner of the paper.
- The title page for all written work ought to include: the title of the paper, the name of the course, the name of the professor, date of submission, and the name of the student.
- Please number all your pages (except for the title page).
- The paper ought to be free of spelling mistakes, punctuated correctly, and adhere to basic rules of grammar.
- The paper needs to be written in a clear, organized, and straightforward academic manner. It should present a coherent position and arguments that support that position.
- Ensure that you have accurately and fully documented sources used in your paper. You need to pay careful attention to matters of intellectual property, honesty and integrity. Plagiarism is to be avoided at all costs and will not be tolerated in any form whatsoever. See the policy on Academic Honesty for a comprehensive discussion of the Seminary's policy on plagiarism.
- Documentation and notes should be consistent with APA guidelines as articulated in the Guidelines for submission for the Counselling Department.

### Submission and Return of Assignments:

All assignments are submitted through the Course Website. Assignments are also returned to students online through the Course Website.

With the exception of "extreme and extenuating circumstances", all papers handed in late will be deducted 1%/day.

If there are some unusual circumstances, please complete the REQUEST FOR EXTENSION DUE TO EXTREME CIRCUMSTANCES form. Specify the nature of these circumstances and submit it to the professor directly by the due date of that assignment.

### **Academic Integrity**

Integrity in academic work is required of all our students. Academic dishonesty is any breach of this integrity, and includes such practices as cheating (the use of unauthorized material on tests and examinations), submitting the same work for different classes without permission of the instructors; using false information (including false references to secondary sources) in an assignment; improper or unacknowledged collaboration with other students, and plagiarism (including improper use of artificial intelligence programs). Tyndale University takes seriously its responsibility to uphold academic integrity, and to penalize academic dishonesty. Please refer to the [Academic Integrity website](#) for further details.

Students are encouraged to consult [Writing Services](#). Citation and other [tip sheets](#).

Students should also consult the current [Academic Calendar](#) for academic policies on Academic Honesty, Gender Inclusive Language in Written Assignments, Late Papers and Extensions, Return of Assignments, and Grading System.

### **Research Ethics**

All course-based assignments involving human participants requires ethical review and may require approval by the [Tyndale Research Ethics Board \(REB\)](#). Check with the Seminary Dean's Office ([aa@tyndale.ca](mailto:aa@tyndale.ca)) before proceeding.

## **I. COURSE EVALUATION**

Tyndale Seminary values quality in the courses it offers its students. End-of-course evaluations provide valuable student feedback and are one of the ways that Tyndale Seminary works towards maintaining and improving the quality of courses and the student's learning experience. Student involvement in this process is critical to enhance the general quality of teaching and learning.

Before the end of the course, students will receive a MyTyndale email with a link to the online course evaluation. The link can also be found in the left column on the course page. The evaluation period is 2 weeks; after the evaluation period has ended, it cannot be reopened.



Course Evaluation results will not be disclosed to the instructor before final grades in the course have been submitted and processed. Student names will be kept confidential and the instructor will only see the aggregated results of the class.

#### IV. COURSE SCHEDULE, CONTENT AND REQUIRED READINGS

**Pre-reading is expected prior to start of class. Late registrants are responsible for the consequences of partial preparation.**

**September 11, 2024: Establishing Safety:** How can we as a class begin to talk about such intimate and potentially triggering/scary topics as those related to trauma?

**September 18, 2024: Overview of Trauma:** Definition and Background: What is trauma? How is it defined, diagnosed and understood in the mental health community? Are there different types of trauma that are observed in the field, and how are these distinguished from each other? What is the historical background of the development of the concept of trauma?  
***Gingrich Chapter 1***

**September 25, 2024: Biblical Perspectives of Trauma:** Does the Bible speak about trauma? How does the Bible address trauma? (*Topics explored: Rape of Tamar by Amnon: 2 Samuel 13, Destruction of Jerusalem and its impact on the witness: Lamentations 3*). ***Gingrich Chapters 2, 18***

**October 2, 2024: Etiology of Trauma:** How does trauma develop in a person? What are the cognitive, physical, and emotional processes that lead to the development of trauma? Are some people more susceptible to trauma, and if so, why? ***Gingrich Chapter 3***

**October 9, 2024: Etiology of Trauma cont'd. Reflective Paper due.**

**October 16, 2024: Symptoms and Manifestations:** How does the experience of trauma impact people on cognitive, emotional, physical, spiritual and relational levels? How do trauma symptoms develop? Also, read:

- van der Kolk, Bessel. (1994). [\*"The Body Keeps the Score: Memory and the Emerging Psychobiology of Post-Traumatic Stress."\*](#) Harvard Review of Psychiatry, 1, pp. 253-265.
- van der Kolk, Bessel. (2002). [\*In Terror's Grip: Healing the Ravages of Trauma.\*](#) Cerebrum, 4, pp. 34-50. NY: The Dana Foundation.

You can download the articles from this site:

<http://www.traumacenter.org/products/publications.php>

**October 23, 2024: No Class: Reading Break**

**October 30, 2024: Symptoms and Manifestations cont'd.**

**November 6, 2024: Individual Trauma Interventions:** What can a counsellor do to help a traumatized client? What are the best-practice interventions that are prevalent in the field, and how do they work? How can a counsellor address the many varied symptoms (cognitive, emotional, physical, spiritual) that clients might be facing? ***Gingrich Chapters 5, 10, 11. Short Paper Due.***

**November 13, 2024: Individual Trauma Interventions cont'd**

**November 20, 2024: Interpersonal/Relational Trauma Interventions:** How can a client's environment impact their experience of trauma? What are ways that a traumatized client's social network can help them? ***Gingrich Chapters 6, 7, 8***

**November 27, 2024: Global Contexts of Trauma:** How is trauma addressed in different areas of the world? How can we work cross-culturally to help people locally who have experienced trauma? ***Gingrich Chapters 14, 15. Final Paper Due November 29, 2024***

**December 4, 2024: Vicarious Trauma:** How does working with traumatized populations impact the trauma counsellor? What can a trauma counsellor do to protect themselves from being harmed by the stories of clients? ***Gingrich Chapter 4***

## **V. SELECTED BIBLIOGRAPHY**

### **Books**

Allender, Dan. (1995). *The Wounded Heart: Hope for Adult Victims of Sexual Abuse*, rev. ed. NavPress.

Briere, J. (1992). *Child abuse trauma: theory and treatment of the lasting effects*. Newbury Park, CA: Sage Publications, Inc.

Briere, J. & Scott, C. (2006). *Principles of trauma therapy: a guide to symptoms, evaluation, and treatment*. Thousand Oaks, CA: Sage Publications, Inc.

Chu, J. (1998). *Rebuilding shattered lives: the responsible treatment of complex posttraumatic and dissociative disorders*. New York: Wiley and Sons.

- Chu, J. & Bowman, E. (2003) *Trauma and sexuality: The effects of childhood sexual, physical, and emotional abuse on sexual identity and behavior*. Binghamton: Haworth.
- Clark Kroeger, Catherine and Nancy Nason Clark. (2001). *No Place for Abuse: Biblical and Practical Resources to Counteract Domestic Violence*. Downers Grove, IL: InterVarsity.
- Cooper-White, Pamela. (1995). *The Cry of Tamar: Violence Against Women and the Church's Response*. Minneapolis: Augsburg/Fortress.
- Fortune, Marie. (1983). *Sexual Violence: The Unmentionable Sin*. Cleveland, OH: Pilgrim Press.
- Fortune, M.M. (2005). *Sexual Violence: The Sin Revisited*. Cleveland, OH: Pilgrim Press.
- Fortune, M.M. (1987). *Keeping the faith: Questions and answers for the abused woman*. New York: Harper Collins Publishers.
- Heitritter, Lynn and Jeanette Vought. (2006). *Helping Victims of Sexual Abuse: A Sensitive, Biblical Guide for Counselors, Victims, and Families*, rev. ed. Minneapolis: Bethany House.
- Herman, J.L. (1997). *Trauma and recovery: the aftermath of violence - from domestic abuse to political terror*. New York: Basic Books.
- Holderread Heggen, Carolyn. (1993). *Sexual Abuse in Christian Homes and Churches*. Scottsdale, PA: Herald.
- Levine, P. (1997). *Waking the Tiger: Healing Trauma: The Innate Capacity to Transform Overwhelming Experiences*. Berkeley, CA: North Atlantic Books.
- Mandt Langberg, Diane. (1999). *On the Threshold of Hope: Opening the Door to Healing for Survivors of Sexual Abuse*. Wheaton: Tyndale.
- McClure, J. S. & Ramsay, N.J. (1998). *Telling the truth: Preaching against sexual and domestic violence*. Cleveland, OH: United Church Press.
- Rothschild, B. (2010). *8 Keys to Safe Trauma Recovery: Take-Charge Strategies to Empower Your Healing*. New York, NY: W. W. Norton and Company.
- Rothschild, B. (2000). *The body remembers: the psychophysiology of trauma and trauma treatment*. New York: Norton.

- Saakvitne, K. & Pearlman, A. (1996). *Transforming the pain: A workbook on vicarious traumatization*. New York: W.W. Norton & Co., Inc.
- Saxe, G.N., Ellis, B.H., & Kaplow, J. (2007). *Collaborative treatment of traumatized children and teens: The trauma systems therapy approach*. New York: Guilford Press.
- Sheinberg, M. & Fraenkel, P. (2003). *The relational trauma of incest: A family-based approach to treatment*. New York: Guilford Press.
- Siegel, D.J. (1999). *The developing mind: how relationships and the brain interact to shape who we are*. New York: Guilford Press.
- van der Kolk, B.A., McFarlane, A.C., & Weisath, L., eds. (1996). *Traumatic stress: the overwhelming experience on mind, body, and society*. New York: Guilford Press.
- van der Kolk, E., et al. (Eds.) (1996) *Traumatic stress: The effects of overwhelming experience on mind, body and society*. New York: Guilford.
- Williams, M. (2002). *The PTSD Workbook: Simple, Effective Techniques for Overcoming Traumatic Stress Symptoms*. Oakland, CA: New Harbinger Publications.
- Young, B. & Blake, D. (Eds.) *Group treatments for post-traumatic stress disorder*. New York: Brunner/Mazel, 1999.

### **Journal Articles**

- Ames, N., Hancock, T. U., & Behnke, A. O. (2011). Latino church leaders and domestic violence: Attitudes and knowledge. *Families In Society*, 92(2), 161-167.
- Anderson, K. M., & Hiersteiner, C. (2008). Recovering from childhood sexual abuse: Is a storybook ending possible? *The American Journal of Family Therapy*, 36(5), 413-424.
- Browne, C. and Winkelman, C. (2007). The effect of childhood trauma on later psychological adjustment. *Journal of Interpersonal Violence*, 22(6), 684-697.
- Bryant-Davis, Thema, Ocampo, & Carlota A. (2006). Therapeutic approach to the treatment of racist-incident-based trauma. *Journal of Emotional Abuse*, 6(4), 1-22.
- Brokenleg, M. (2012). Transforming cultural trauma into resilience. *Reclaiming Children and Youth*, 21 (3), 9-13.

- Brennan, M.A. (2008). Conceptualizing resiliency: An interactional perspective for community and youth development. *Child Care in Practice*, 14(1), 55-64.
- Cloitre, M., Stolbach, B. C., Herman, J. L., van der Kolk, B. A., Pynoos, R., Wang, J., & Petkova, E. (2009). A developmental approach to complex PTSD: Childhood and adult cumulative trauma as predictors of symptom complexity. *Journal of Traumatic Stress*, 22(5), 399-408.
- Cook, A., Spinazzola, J., Ford, J., Lanktree, C., Blaustein, M., Cloitre, M., DeRosa, R., Hubbard, R., Kagan, R., Liataud, J., Mallah, K., Olafson, E., Van DerKolk, B. (2005). Complex trauma in children and adolescents. *Psychiatric Annals*, 35(5), 390-398.
- Deshpande, A. (2010) Recon Mission: Familiarizing veterans with their changed emotional landscape through poetry therapy. *Journal of Poetry Therapy*, 23(4), pp. 239-251
- Gunnar, M. & Quevedo, K. (2007).The neurobiology of stress and development. *Annual Reviews of Psychology*, 58:145-173.
- Hebert, M. (2007). Efficacy of a group intervention for adult women survivors of sexual abuse. *Journal of Child Sexual Abuse*, 16(4), pp. 37-61.
- Hobfall, S.E., Watson, P., Bell, C.C., Bryant, R.A., Brymer, M.J., Friedman, M.J., et al., (2007). Five essential elements of immediate and mid-term mass trauma intervention: Empirical evidence. *Psychiatry*, 70(4), 283-303.
- Jackson, A. L., Veneziano, C., & Ice, W. (2005). Violence and trauma: The past 20 and next 10 years. *Journal of Interpersonal Violence*, 20, 470-478.
- Lieberman, F. A., & Knorr, K. (2007) The impact of trauma: a development framework for infancy and early childhood. *Psychiatric Annals*, 37, 416-422.
- Mevissen, I.; Lievegoed, R.; Seubert, A.; DeJongh, A. (2012). Treatment of PTSD in people with severe intellectual disabilities: A case series. *Developmental Neurorehabilitation*, 15 (3), 223-232.
- Miriam, G. (2010). A theoretical understanding of refugee trauma. *Clinical Social Work Journal*, 38 (4), 379-387.
- Morse, J. & Morgan, A. (2003). Group work with women who have experienced violence. *The International Journal of Narrative Therapy and Community Work*, 4, 37-47.

- Murry-Swank, N.A. & Pargament, K.I. (2005). God Where are you? Evaluating a spiritually-integrated intervention for sexual abuse. *Mental Health, Religion and Culture*, 8, 191-204.
- Najavits, L.M. (2009). Psychotherapies for Trauma and Substance Abuse in Women, Review and Policy Implications. *Trauma, Violence & Abuse*, 10(3), 290-298.
- Pearlman, L.A., & Courtois, C.A. (2005). Clinical applications of the attachment framework: Relational treatment of complex trauma. *Journal of Traumatic Stress*, 18 (5), 449-459.
- Peckham, N.; Howlett, S.; Corbett, A. (2007). Evaluating a survivors group pilot for women with significant intellectual disabilities who have been sexually abused. *Journal of Applied Research in Intellectual Disabilities*, 20 (4), 308-322.
- Steil, R., Dyer, A., Priebe, K. Kleindienst, N., Bohus, M. (2011). Dialectical Behavior Therapy for Posttraumatic Stress Disorder Related to Childhood Sexual Abuse: A Pilot Study of an Intensive Residential Treatment Program. *Journal of Traumatic Stress*, 24(1), 102-106.
- Stepakoff, Shanee; (2006). Trauma healing in refugee camps in Guinea: A psychosocial program for Liberian and Sierra Leonean survivors of torture and war. *American Psychologist*, 61(8), p 921-932.
- Stewart, D., & Thomson, K. (2005). The FACE YOUR FEAR Club: Therapeutic group work with young children as a response to community trauma in Northern Ireland. *Child Care in Practice*, 11(2), 191-209.
- Tourigny, M., Hebert, M., Daigneault, I., & Simoneau, A.C. (2005). Efficacy of Group Therapy for Sexually Abused Adolescent Girls. *Journal of Child Sexual Abuse*, 14 (4), 71-93.
- Tucker, S., & Price, D. (2007). Finding a home: group psychotherapy for traumatized refugees and asylum seekers. *European Journal of Psychotherapy, Counseling & Health*, 9, 277-287.
- Wright, M., Crawford, E., Sebastian, K. (2007). Positive resolution of childhood sexual abuse experiences: The role of coping, benefit-finding and meaning-making. *Journal of Family Violence*, 22(7), 597-608.
- Weingarten, K. (2004). Witnessing the effects of political violence in families: Mechanisms of intergenerational transmission and clinical interventions. *Journal of Marital and Family Therapy*, 30 (1), 45-59.

Williams, W. I. (2006). Complex trauma: Approaches to theory and treatment. *Journal of Loss and Trauma*, 11, 321-335.

van der Kolk, Bessel A.; Roth, Susan; Pelcovitz, David; Disorders of Extreme Stress: The Empirical Foundation of a Complex Adaptation to Trauma. *Journal of Traumatic Stress*, Vol 18(5), Oct 2005. pp. 389-399.