

PDE-UD The Neurosequential Model of Trauma

Instructor & Course Information

Instructional Hours: 45

Instructor: Tamara Waters-Wheeler, Ed.S, NCSP, NMT Phase 2 Trained

EMAIL: tamara.wheeler@ndus.edu

Phone 701.527.6733

Office Hours: By appointment

Please email or phone with any questions, a response should be provided within 24 hours of receipt.

Course Description and Objectives

The Neurosequential Model of Trauma is a developmentally sensitive, neurobiology-informed approach to dealing with trauma in children and adults. It is not a specific treatment or strategy but rather an overall approach to effectively help individuals with trauma. This approach was developed by Dr. Bruce Perry based on his extensive research and experience as a clinician. Dr. Perry has consulted with many community and government agencies including the Brice Davidian siege in Waco, the Oklahoma City bombings, Hurricane Katrina, the Sandy Hook school shootings, just to name a few. More information can be found at neurosequential.com.

Course Objectives:

After completing this course participants will:

1. Understand trauma basics and the impact of trauma on individuals, specifically children and adolescents.
2. Have a working knowledge of the Neurosequential Model and the research behind its development.
3. Learn basic strategies for trauma in the classroom/home using the Neurosequential Model as a basis for implementation.

Course Overview:

The course content is organized into six lessons. Each lesson includes a reading assignment, a variety of links to articles, video/audio, and other instructional resources selected to enhance the learning experience and support the various topics. Reflection question posts, reflection activities and a final paper will be used to assess your comprehension and application of those materials.

Textbook and Course Materials

The Boy Who Was Raised As A Dog” by Bruce D. Perry, MD, PhD and Maia Szalavitz, Basic Books, 2007 ISBN: 9780465003921

WEBSITE: <https://www.neurosequential.com/>

The Neurosequential Network and Dr. Perry reserve all copyrights to their teaching heuristics (e.g., images, tables, language), training and multimedia materials (e.g., forms, metrics, slides, handouts, DVDs, CDs). This claim extends to all repurposing, copying, extracting of images or any re-use of CTA materials (in all electronic, print or multimedia formats) in any manner. This content is the intellectual property of Dr. Bruce Perry and the CTA and any unauthorized modification, replication, extraction of language or other heuristics, images or concepts without the prior consent is

considered a breach of this Attribution Policy. Please note that changes in font, formatting, re-drawing an image or minor changes in language do not constitute “new” intellectual property; materials modified in this way still fall within the copyright claim of the CTA and Dr. Perry. IN ALL CASES of such modification, prior approval of the CTA is required to ensure appropriate attribution and ‘translation’ for accuracy.

Technical Requirements

You will use Microsoft Word to complete assignments. Students are expected to use their official UND email in the course. The [UND technical support webpage](#) contains information on your UND email and how to download a free version of Microsoft Office.

For technical assistance, please contact UND Tech Support at 701-777-2222. For a list of Technical Requirements please visit the website. Visit the University Information Technologies (UIT) website for their hours, help documents and other resources.

Minimum Technical Skills Needed: In order to succeed in this course, at a minimum, you should be able to:

- Navigate in and use basic Blackboard functions
- Download and open electronic documents
- Create, save, and upload/attach electronic documents
- Send, receive, and manage email

ACCESS & NAVIGATION: Access and Log in Information: This course was developed and will be facilitated utilizing Blackboard. To get started with the course, please go to: <http://blackboard.und.edu> You will need your NDUS. Identifier, Username and Password to log in to the course. If you do not know your NDUS Identifier or have forgotten your password, please visit the Your NDUS Account page on the UIT website

Course Overview and Organization

Lesson	Chapters	Content/Resources
1	Chapter 1: Tina’s World, Chapter 2: For Your Own Good	<p>Read Book: “The Boy Who Was Raised As A Dog” (2 hrs.)</p> <p>Listen to: “What is the Neuro-Sequential Model of Trauma?” Lecture by Tamara.</p> <p>Complete “Compare and Contrast NMT and Traditional Trauma Models” reflection paper.</p> <p>View YouTube Video: Early Childhood Brain Development https://www.youtube.com/watch?v=DXdBFFph2QQ (1hr)</p> <p>Read and Reflect: Circles of Rhythm Article-Dr. Bruce Perry with Reflection (1 hr.)</p> <p>View Seven Slide Series-Sensitization and Tolerance-Dr. Bruce Perry https://www.youtube.com/watch?v=qv8dRfgZXV4 (15 m)</p> <p>Respond to Reflection Question Posts (1 hr.)</p> <ol style="list-style-type: none"> 1. Dr. Perry's model asserts that changing the brain requires patterned, repetitive experiences. Discuss how this can be applied to the classroom/ clinical setting in a similar way to how Dr. Perry applied it to his work with Tina. 2. Why is it important for teachers/clinicians and students/clients to understand the arousal continuum as it relates to learning in the classroom?
2	Chapter 3: Stairway to Heaven, Chapter 4: Skin Hunger	<p>Read Book: “The Boy Who Was Raised As A Dog” (2 hrs.)</p> <p>View Video: https://childtrauma.org/ Dr. Perry-Lisa Romano Interview—2018 https://www.youtube.com/watch?v=Yt63Y5Ythi0 (40 mins)</p>

		<p>View Video: State Dependent Functioning: https://www.youtube.com/watch?v=1uCn7VX6BPQ (10 mins)</p> <p>Complete the ACEs questionnaire and write up the results in a 1-2 page paper written in APA format (https://www.cdc.gov/violenceprevention/aces/index.html)</p> <p>Respond to Reflection Question Posts (1 hr.)</p> <ol style="list-style-type: none"> 1. What are some ways you can improve the “therapeutic web” of the children you are working with? 2. Discuss the therapeutic style of Mama P. Find at least five key ingredients of her intimate and effective work with Virginia and Laura. Then draw as many parallels as possible with how school staff members/clinicians could combine to provide Mama P. "style" therapy for troubled students while they are in school/treatment.
3	Chapter 5: The Coldest Heart, Chapter 6: The Boy Who Was Raised as a Dog	<p>Read Book: “The Boy Who Was Raised As A Dog” (2 hrs.)</p> <p>View Video: YouTube: Skin Hunger https://www.youtube.com/watch?v=18w3RBIXrkg (15 m)</p> <p>View Video: Ted Talk-Cognitive Empathy-Helen Reiss https://www.youtube.com/watch?v=baHrcC8B4WM&t=5s (30 m)</p> <p>View Video: Dosing and Spacing in Education and Therapeutics-Dr. Bruce Perry https://www.youtube.com/watch?v=5ATSI8XhF-k&list=PLnwC57wa4umH68XrzQkcqEYlulJV720bm&index=12 (30 m)</p> <p>Read and Reflect Article: Perry, B. D. (2008). Child maltreatment: A neurodevelopmental perspective on the role of trauma and neglect in psychopathology. In T. Beachaine & S. P. Hinshaw (Eds.), Child and adolescent psychopathology (pp. 93–129). Hoboken, NJ: Wiley (1 hr.)</p> <p>Respond to Reflection Question Posts (1 hr.)</p> <ol style="list-style-type: none"> 1. In your opinion, was Leon salvageable? What kinds of interventions might have worked if caregivers and educators had understood his neuro-sequential development?
4	Chapter 7: Satanic Panic, Chapter 8: The Raven	<p>Read Book: “The Boy Who Was Raised as A Dog” (2 hrs.)</p> <p>Review Website: Families Against Cult Teachings Abuses https://www.familiesagainstcultteachings.org/ (1hr.)</p> <p>View Video: Emotional Contagion-Dr. Bruce Perry (30 m) https://youtu.be/96evhMPcY2Y</p> <p>View Video: Threat Response Patterns-Seven Slide Series-Dr. Bruce Perry https://www.youtube.com/watch?v=sr-OXkk3i8E</p> <p>Read and Reflect Article: The Neurobiological Power of Play-Gaskill and Perry, Guildford Press, 2014. (1 hr.)</p> <p>Respond to Reflection Question Posts (1 hr.)</p> <ol style="list-style-type: none"> 1. After reading chapter 7, find a resource regarding Cults/Individuals who join cults and post here for your colleagues. It can be a website, book, article, organization, etc. 2. Is there a child that you work with in which you recognize their reactions as possibly being a dissociative threat response? Tell us about that student.
5	Chapter 9: Mom is Lying, Chapter 10: The Kindness of Children	<p>Read Book: “The Boy Who Was Raised as A Dog” (2 hrs.)</p> <p>Respond to Reflection Question Posts (1 hr.)</p> <ol style="list-style-type: none"> 1. Talk about how some of the parents you work with have responded to their child's trauma or how they may have contributed to it, knowingly or

		<p>unknowingly. What are some things you could do for this parents to help them be more supportive to the child in trauma?</p> <p>2. Discuss the advantages of teaching children more about their own neuro-sequential development.</p>
6	<p>Chapter 11: Healing Communities, Chapter 12: A Picture, Not a Label</p>	<p>Read Book: "The Boy Who Was Raised as A Dog" (2 hrs.)</p> <p>View Video: InFocus-APTN News-Intergenerational Trauma (1 hr.) https://www.youtube.com/watch?v=brggXdYyvaY</p> <p>Read and Reflect Article (1hr.): <i>The Intergenerational Trauma of Slavery and its Aftermath</i>, Graff, Gilda The Journal of Psychohistory; Winter 2014; 41, 3; ProQuest Central Essentials pg. 181</p> <p>Respond to Reflection Question Posts (1 hr.)</p> <p>1. Summarize some changes that could be made in your school/community that could help build a loving and caring environment for all children, but especially those who are working to overcome the effects of developmental trauma.</p> <p>2. Tell me three things you learned from this book and two things you still want to know.</p> <p>Reflection Paper (2.5 hrs.)</p>

Assessment and Grading

This course is made up of a series of assessments which will be graded. You will work on a combination of reflection assignments, reflection question posts, and a final paper.

Describe each type of graded assessment you will use in the course.

- There will be 12 reflection question posts in the course
- ACES Survey and Reflection
- The paper will be 4-5 pages and include a reflection of what you learned in the course and how you will use it to improve your teaching practice and have a more trauma informed classroom. The paper must be written in APA format.
- Reflection assignments.

Point Breakdown

Reflections Question Posts	10 points each (110 points)
ACES Reflection	25 points
Reflection Assignments.	20 points each (200 points)
Paper:	50 points

Grading Scale

A	90% to 100%
B	80% to 89%
C.	70% to 79%
F	< 70%

Netiquette

Netiquette is a set of rules for behaving properly online. Here are a few basic points to remember when communicating in this course:

- **Be scholarly.** Use proper language, grammar, and spelling. Explain your thoughts, justify opinions, and credit the ideas of others by citing or linking to scholarly resources. Avoid misinforming others when you are unsure of the answer. When discussing something and supplying a guess, clearly state that.
- **Be respectful.** Respect the privacy of others. Do not share personal or professional information about others unless permission has been granted. Respect diversity and opinions that differ from their own. Be tactful when you communicate.
- **Be professional.** Everyone should strive to give their best impression online. Truthfulness, accuracy, and running a final spell check are appropriate expectations for university students. Writing in a legible font and limiting the use of emoticons is considered professional behavior. Profanity and participation in hostile interactions, known as flaming, is unprofessional as well as disruptive.
- **Be polite.** Students should be addressing professors and instructors by the appropriate title or requested name. Students should interact online politely, just as they would be expected to do in a physical environment. Sarcasm rudeness and writing in all capital letters (shouting) should be avoided.

For more information, read the [Top 12 Be-Attitudes of Netiquette for Academicians](#).

About UND Professional Development for Educators Courses

You have up to four months to complete this course from the time of your enrollment. You may work at your own pace and complete lessons/exams on your own schedule, submitting up to 3 per week for grading.

After you finish your course, your final grade will be posted in Blackboard. Please **allow 3-5 business days for your final grade to appear** on your transcript in Campus Connection. You will receive a confirmation email from the Enroll Anytime staff once the final grade is officially posted on your transcript. You may then order an official transcript, if desired.

If you have an **administrative** question regarding course enrollment dates, extensions, withdrawals, questions regarding your transcript, or need exam assistance, please contact the **Office of Extended Learning** at und.courses@UND.edu or 701-777-0488.

Questions regarding **coursework** should be directed to the **instructor**.

For **technical support** including username and password help, assignment submission, or other technical assistance in the course, contact [University Information Technology](#).

Student Resources

Many services are available to online students such as writing assistance from the UND Writing Center. Visit the [Student Resources page](#) for more information. You can also access the resources webpage from the *Student Resources* link in your Blackboard course menu.

University of North Dakota Policies & Resources

Academic Integrity

Academic integrity is a serious matter, and any deviations from appropriate behavior will be dealt with strongly. At the discretion of the professor, situations of concern may be dealt with as a scholastic matter or a disciplinary matter.

As a scholastic matter, the professor has the discretion to determine appropriate penalties to the student's workload or grade, but the situation may be resolved without involving many individuals. An alternative is to treat the situation as a disciplinary matter, which can result in suspension from the University, or have lesser

penalties. Be aware that I view this as a very serious matter, and will have little tolerance of or sympathy for questionable practices. A student who attempts to obtain credit for work that is not their own (whether that be on a paper, quiz, homework assignment, exam, etc.) will likely receive a failing grade for that item of work, and at the professor's discretion, may also receive a failing grade in the course. Read more in the [Code of Student Life](#).

[Disability Support and Medical Services](#)

If you have emergency medical information to share with me, or if you need accommodations in this course because of a disability, please contact me. If you plan to request disability accommodations, you are expected to register with the Disability Support Services (DSS) office (180 McCannel Hall, 701.777.3425) or [you may register online](#).

If you have a temporary medical condition such as a broken arm or recovering after surgery, you may be able to arrange for courtesy services. In most cases, it is expected that you will make your own arrangements for these services. An example of a courtesy service includes access to a test scribe if the student has a broken hand. If you are unable to make your own arrangements, please contact [DSS](#) (701.777.3425). Unlike services and/or accommodations provided to eligible students with disabilities, the University is NOT obligated to provide courtesy services.

[Resolution of Problems](#)

Should a problem occur, you should speak to your instructor first. If the problem continues to be unresolved, go to the department chair, and next to the college Dean. Should the problem persist, you have the right to go to the Provost next, and then to the President.

[Notice of Nondiscrimination](#)

It is the policy of the University of North Dakota that no person shall be discriminated against because of race, religion, age, color, gender, disability, national origin, creed, sexual orientation, gender identity, genetic information, marital status, veteran's status, or political belief or affiliation and the equal opportunity and access to facilities shall be available to all. Concerns regarding Title IX, Title VI, Title VII, ADA, and Section 504 may be addressed to Donna Smith, Director of Equal Employment Opportunity/Affirmative Action and Title IX Coordinator, 401 Twamley Hall, 701.777.4171, und.affirmativeactionoffice@UND.edu or the Office for Civil Rights, U.S. Dept. of Education, 500 West Madison, Suite 1475, Chicago, IL 60611 or any other federal agency.

[Reporting of Sexual Violence](#)

If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator, Donna Smith, for assistance: 701.777.4171; donna.smith@UND.edu; or visit the [UND Title IX site](#).

[Faculty Reporting Obligations Regarding Sexual Violence](#)

It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, [learn more about confidential support services](#) at UND.

[UND Cares Program](#)

The [UND Cares program](#) seeks to educate faculty, staff and students on how to recognize warning signs that indicate a student is in distress.

How to Seek Help When in Distress

We know that while college is a wonderful time for most students, some students may struggle. You may experience students in distress on campus, in your classroom, in your home, and within residence halls. Distressed students may initially seek assistance from faculty, staff members, their parents, and other students. In addition to the support we can provide to each other, there are also professional support services available to students on campus through the Dean of Students and University Counseling Center. Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. Visit the [UND Cares program](#) webpage for more additional information.