



PS/HL 380 – TRAUMA-INFORMED CARE: PRINCIPLES, INTERVENTIONS, AND POLICIES

IES Abroad Milan

DESCRIPTION:

This course introduces students to the concept of psychological trauma, providing a comprehensive understanding of post-traumatic processes and intervention models within a public health framework. It explores the continuum of care—from psychosocial and early interventions to clinical treatment—to examine trauma-informed care by integrating perspectives from psychology, neuroscience, and public policy. Students will become familiar with the following topics: intervention and treatment assessment, neurobiological and developmental aspects of complex trauma, principles and applications of trauma-informed care, risk and protective factors in post-traumatic syndromes, post-traumatic growth and resilience-building strategies.

The course combines clinical knowledge with organizational and policy models to prepare students to recognize and to respond to the complexity of psychological trauma across the lifespan and in varied professional contexts. Students will analyze existing government initiatives that promote trauma-informed care at a local, regional, and national levels, critically evaluating their effectiveness in diverse settings. Through a hands-on, experiential learning approach, students will engage with real-world case studies, class debates, guest speakers, and course-related field experiences, ensuring a practical and applied understanding of trauma-informed interventions in public health and clinical settings.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: A course in Psychology, Social Work, Public Policy, or Healthcare Policy

ADDITIONAL COST: None

METHOD OF PRESENTATION:

- Lectures
- In-class simulations
- Group project and individual work
- Class discussions and presentations

REQUIRED WORK AND FORM OF ASSESSMENT:

- Course engagement – 10%
- Policy Brief – 30%
- Infographic – 15%
- Case Reflection – 25%
- Final exam – 30%

Course engagement

Students are assessed based on their level of engagement, proactive participation in class discussions, and contributions to interactive activities and the in-class project on war trauma.

Policy Brief

Students will work in small groups to research and write a policy brief that analyzes a current or proposed policy initiative at the intersection of climate change and trauma, applying course concepts and synthesizing sources to develop actionable insights. The brief should be approximately 1,000 words and must include direct references to relevant course readings that support its analysis. Students will be evaluated on clear and concise writing, logical organization, and their use of evidence-based arguments. Comprehensive assignment guidelines, sample briefs, and a grading rubric will be provided beforehand.



Infographic

The homework assignment is a group activity in which students are asked to translate academic concepts into accessible, visually engaging materials for broader public awareness. Students may choose to develop an infographic designed to educate the community on one of the following topics:

1. The importance of a trauma-informed care approach
2. Evidence-based insights on a specific trauma intervention or treatment discussed in class

Case Reflection

Students will be asked to critically analyze a real-world scenario and describe how they would respond to the situation based on their learning from the course. Their analysis should take the form of a 1,500-word reflection essay which explains their decision-making regarding the scenario and explores the potential outcomes of their proposed response. Students will be evaluated on their ability to thoughtfully motivate their decision-making and identify potential consequences, as well as to connect theory to practice. Detailed guidance and a rubric will be provided in advance.

Final exam

The final exam consists of four open-ended essay questions, each worth 25 points. The exam will assess students' understanding of and ability to deploy key concepts discussed over the entire duration of the course.

LEARNING OUTCOMES:

By the end of the course students will be able to:

- Identify the relevant theories and essential concepts of the trauma-informed-care paradigm and trauma-informed-care approach to assessment and treatment
- Explain the public health approach to psychological trauma across the lifecycle and in different contexts
- Employ existing evidence-based models of trauma intervention and treatment in children and adults
- Evaluate the implementation of trauma-informed policies in the US and Europe

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For the reason, the IES Abroad Milan attendance policy allows for the following number of absences, which are intended to be used for physical and mental health reasons:

- THREE (3) absences in each Italian language course,
- TWO (2) absences in each Area Studies course,
- ONE (1) absence in each seminar course or course meeting 1 day a week,
- ZERO (0) absences in each course of individual music instruction.

Every absence beyond this allowance will automatically result in a penalty of 2 percentage points off the final grade. SEVEN (7) absences will result in a failing grade in Italian language and Area Studies courses. FOUR (4) absences will result in a failing grade in seminar or 1-day-a-week courses. Failure to attend a scheduled exam, test, quiz, or presentation will automatically result in an F grade on that assessment.

ACADEMIC INTEGRITY CODE: Students are expected to abide by the IES Abroad Code of Academic Integrity. All work submitted by a student for academic credit should constitute the student's own original work. Any work submitted for academic credit may be subject to review by a textual similarity detection service for the detection of plagiarism and AI usage.

COURSE CONTENT:

Week	Content	Assignments and Readings
------	---------	--------------------------

Week 1 Session 1	Introduction to the course and course objectives - Overview of the course - General theoretical framework - Rubrics for assessments	
Week 1 Session 2	Definition of psychological trauma and trauma-informed care - What is trauma? - Introduction to Trauma-Related Disorders - Why is it a complex psychological concept? - The paradigm of Trauma-Informed-Care: basic definition and principles	- Ardino, V. (in forthcoming). <i>Recent advances in trauma-informed-care</i> Mc Graw Hill Publishers, Chapter I (18 pages) - Berring, L. L. et. al (2024). "Implementing Trauma-Informed Care—Settings, Definitions, Interventions, Measures, and Implementation across Settings: A Scoping Review." (24 pages)
Week 2 Session 3	A public health perspective to psychological trauma and prevalence of trauma across the world (part I): - The hidden epidemic of trauma - The importance of a public health perspective in detecting trauma exposure in the population: data variability across the world	- Al Jowf, G. I. et. al (2022). "A public health perspective of post-traumatic stress disorder." (10 pages) - Dube, S. R. (2018). "Continuing conversations about adverse childhood experiences (ACEs) screening: A public health perspective." (4 pages)
Week 2 Session 4	A public health perspective on psychological trauma and prevalence of trauma around the world (part II): Adverse Childhood Experiences and Physical Health across the lifespan	- Champine, R. B. et. al (2019). "Systems measures of a trauma-informed approach: A systematic review." (19 pages) - Kimberg, L., & Wheeler, M. (2019). "Trauma and trauma-informed care." (31 pages) - Kleber, R. J. (2019). "Trauma and public mental health: A focused review." (6 pages) - Goddard, A. (2021). "Adverse childhood experiences and trauma-informed care." (10 pages)
Week 3 Session 5	Current events: Climate change and trauma The impact of climate change on psychological health: a new form of traumatization	"The effect of climate change on mental health with Dr. Joshua Wortzel," <i>ABC News</i> (2024) https://www.youtube.com/watch?v=YtQ7yX8--1M (3 min) - Lyn Stoler, "Eco-anxiety to Climate Optimism," TedxTalks: https://www.youtube.com/watch?v=pBq31tsG2X4 (10 min)
Week 3 Session 6	Principles of trauma-informed screening and assessment Core principles of trauma-Informed screening and assessment	Van Buren, B. R., & Liebman, R. E. (2021). "Psychological assessment of adult survivors of interpersonal violence: guidelines for trauma-

	Understanding trauma and its impact on assessment	informed evaluation and treatment planning.” (6 pages) Mirando Olff, “Global Collaboration on Traumatic Stress,” https://it.global-psychotrauma.net/about (3 pages)
Week 4 Session 7	Trauma assessment tools In-class workshop	
Week 4 Session 8	Early intervention models (part I): The role of early intervention models in preventing and modulating longer-term posttraumatic effects	- Birur, B., Moore, N. C., & Davis, L. L. (2017). “An evidence-based review of early intervention and prevention of posttraumatic stress disorder.” (18 pages) - Bryant, R. A. (2022). “Early intervention after trauma.” <i>Evidence based treatments for trauma-related psychological disorders: A practical guide for clinicians</i> (20 pages) - Linares, I. M. et al (2017). “Early interventions for the prevention of PTSD in adults: a systematic literature review.” (6 pages) Policy brief deadline
Week 5 Session 9	Early intervention models – part II Examples of evidence-based early intervention models	- Ardino, V. (2024). “NASTI model to prevent the development of traumatic memories.” (10 slides) - Oosterbaan, V., M. L. Covers, I. A. Bicanic, R. J. Huntjens, and A. de Jongh (2019). “Do Early Interventions Prevent PTSD? A Systematic Review and Meta-Analysis of the Safety and Efficacy of Early Interventions after Sexual Assault.” (15 pages).
Week 5 Session 10	Current events: Trauma and war The complexity of trauma caused by conflicts	“How Ukrainian Children Cope with Trauma of War,” <i>NBC News</i> https://www.youtube.com/watch?v=ChI9zEHhQIY (3 min) - Thomas Hubl, “The power of collective healing,” podcast https://pointofrelationpodcast.com/podcast/the-power-of-collective-healing/ (24 min)
Week 6 Session 11	Treatment approaches for simple and complex trauma-related disorders – part I - Overview of Evidence-Based Treatment Approaches - Student presentations of infographics	- Dinoso, L., & Baudoin, C. (2023). “Using Principles of Therapeutic Communication to Enhance Trauma-Informed Care in the Critical Care Setting to Promote Positive Encounters.” (11 pages) - Lewis, C., N. P. Roberts, M. Andrew, E. Starling, and J. I. Bisson (2020). “Psychological Therapies for

		Post-Traumatic Stress Disorder in Adults: Systematic Review and Meta-Analysis.” (21 pages) Infographic assignment deadline
Week 6 Session 12	Treatment approaches for simple and complex trauma-related disorders – part II • Trauma-Focused Psychotherapies • Somatic and Body-Based Approaches • Pharmacological Interventions • Holistic and Alternative Approaches • Complex Trauma and Specialized Treatment Strategies	• Ford, J. D. (2021). “Progress and limitations in the treatment of complex PTSD and developmental trauma disorder.” (16 pages) • Simmons, C., Meiser-Stedman, R., Baily, H., & Beazley, P. (2021). “A meta-analysis of dropout from evidence-based psychological treatment for post-traumatic stress disorder (PTSD) in children and young people.” (17 pages)
Week 7 Session 13	Highlights in trauma- focused protocols: Eye Movement Desensitization and Reprocessing (EMDR) • The EMDR Process • EMDR Applications and Effectiveness	• Laliotis, D., M. Luber, U. Oren, E. Shapiro, M. Ichii, M. Hase, et al. (2021) “What Is EMDR Therapy? Past, Present, and Future Directions.” (5 pages)
Week 7 Session 14	Highlights in trauma- focused protocols: Narrative Exposure Therapy • Narrative Exposure Therapy • Applications and Effectiveness	• Siehl, S., Robjant, K., & Crombach, A. (2021). “Systematic review and meta-analyses of the long-term efficacy of narrative exposure therapy for adults, children and perpetrators.” (15 pages)
Week 8 Session 15	New trends in trauma treatment • Trauma-sensitive yoga and mindfulness • In-class activity on low-impact mindfulness practices	• Macy, R. J., Jones, E., Graham, L. M., & Roach, L. (2018). “Yoga for trauma and related mental health problems: A meta-review with clinical and service recommendations.” (12 pages) • Ong, I. (2021). “Treating complex trauma survivors: a trauma-sensitive yoga (TSY)-informed psychotherapeutic approach.” (13 pages) • Taylor, J., McLean, L., Korner, A., Stratton, E., & Glozier, N. (2020). “Mindfulness and yoga for psychological trauma: systematic review and meta-analysis.” (7 pages)
Week 8 Session 16	Trauma informed architecture and service design • The connection between physical environments and psychological well-being • Designing spaces that promote physical and psychological safety • Incorporating trauma-informed communication in service delivery	• Owen, C., & Crane, J. (2022). “Trauma-informed design of supported housing: a scoping review through the lens of neuroscience.” (27 pages)
Week 9 Session 17	Trauma-informed contexts: schools and child welfare systems	• Bunting, L., L. Montgomery, S. Mooney, M. MacDonald, S. Coulter, D. Hayes, and G. Davidson

	Case studies on child-centered trauma-informed services	(2019). "Trauma-Informed Child Welfare Systems—A Rapid Evidence Review." (22 pages) Howard, J. A. (2019). "A systemic framework for trauma-informed schooling: Complex but necessary!" (20 pages)
Week 9 Session 18	Trauma-informed contexts: mental health services In-class roleplay about the professionals involved in developing a trauma-informed service	- Bruce, M. M., Kassam-Adams, N., Rogers, M., Anderson, K. M., Sluys, K. P., & Richmond, T. S. (2018). "Trauma providers' knowledge, views, and practice of trauma-informed care." (7 pages) - Mahon, D. (2022). "Implementing trauma informed care in human services: An ecological scoping review." (1 page)
Week 10 Session 19	Trauma-informed contexts: hospitals and medical settings - Trauma-Informed Practices in Hospitals and Clinics - Future Directions in Trauma-Informed Healthcare	- Heris, C. L., M. Kennedy, S. Graham, S. K. Bennetts, C. Atkinson, J. Mohamed, et al. "Key Features of a Trauma-Informed Public Health Emergency Approach: A Rapid Review." (38 pages) - Huo, Y., L. Couzner, T. Windsor, K. Laver, N. N. Dissanayaka, and M. Cations. (2023) "Barriers and Enablers for the Implementation of Trauma-Informed Care in Healthcare Settings: A Systematic Review." (1 page) - Stillerman, A., L. Altman, G. Peña, G. Cua, A. Gobin, A. L. Walden, and M. S. Atkins (2023). "Advancing Trauma-Informed Care in Hospitals: The Time Is Now." (4 pages)
Week 10 Session 20	Trauma-informed policies: US and European case studies – part I US states that have already implemented state-wide trauma-informed policies	- As, K., Adam, E., Livingston III, M., Root, C., & Sales, J. M. (2023). "Support for trauma-informed care implementation among Ryan White HIV clinics in the southeastern United States." (8 pages) - Emsley, E., J. Smith, D. Martin, and N. V. Lewis. (2022) "Trauma-Informed Care in the UK: Where Are We? A Qualitative Study of Health Policies and Professional Perspectives." (12 pages) - Oral, R., C. Jennissen, A. S. Wojcik, D. M. Hall, S. M. Hanson, and M. J. Rasmussen (2015). "Fatal Child Abuse: A 25-Year Retrospective Study in the State of Iowa." (8 pages) Case Reflection due
Week 11 Session 21	Trauma-informed policies: US and European case studies – part II - The case of Scotland - Where Italy stands in terms of implementing trauma-informed-care	Schäfer, I. et al. (2018). "Trauma and trauma care in Europe" (15 pages)

Week 11 Session 22	Course recap	
Week 11	Final exam	

REQUIRED READINGS:

- Akiki, T. J., L. A. Averill, and C. G. Abdallah. "Neurobiological Studies of Trauma-Related Psychopathology: A Public Health Perspective." *Journal of Psychotraumatology* 9, no. 1 (2018): 1–4.
- Al Jowf, G. I., Z. T. Ahmed, N. An, R. A. Reijnders, E. Ambrosino, B. P. Rutten, et al. "A Public Health Perspective of Post-Traumatic Stress Disorder." *International Journal of Environmental Research and Public Health* 19, no. 11 (2022): 1–17.
- Ardino, V. *Recent Advances in Trauma-Informed Care*. New York: McGraw-Hill, forthcoming.
- As, K., E. Adam, M. Livingston III, C. Root, and J. M. Sales. "Support for Trauma-Informed Care Implementation among Ryan White HIV Clinics in the Southeastern United States." *AIDS and Behavior* 27, no. 3 (2023): 939–947.
- Avery, J. C., H. Morris, E. Galvin, M. Misso, M. Savaglio, and H. Skouteris. "Systematic Review of School-Wide Trauma-Informed Approaches." *Journal of Child & Adolescent Trauma* 14 (2021): 381–397.
- Berring, L. L., T. Holm, J. P. Hansen, C. L. Delcomyn, R. Søndergaard, and J. Hvidhjelm. "Implementing Trauma-Informed Care—Settings, Definitions, Interventions, Measures, and Implementation across Settings: A Scoping Review." *Healthcare* 12, no. 9 (2024): 2–26.
- Bisson, J. I., L. Berliner, M. Cloitre, D. Forbes, T. K. Jensen, C. Lewis, et al. "The International Society for Traumatic Stress Studies New Guidelines for the Prevention and Treatment of Posttraumatic Stress Disorder: Methodology and Development Process." *Journal of Traumatic Stress* 32, no. 4 (2019): 475–483.
- Bryant, R. A. "Post-Traumatic Stress Disorder: A State-of-the-Art Review of Evidence and Challenges." *World Psychiatry* 18, no. 3 (2019): 259–269.
- Bruce, M. M., N. Kassam-Adams, M. Rogers, K. M. Anderson, K. P. Sluys, and T. S. Richmond. "Trauma Providers' Knowledge, Views, and Practice of Trauma-Informed Care." *Journal of Trauma Nursing* 25, no. 2 (2018): 131–138.
- Bunting, L., L. Montgomery, S. Mooney, M. MacDonald, S. Coulter, D. Hayes, and G. Davidson. "Trauma-Informed Child Welfare Systems—A Rapid Evidence Review." *International Journal of Environmental Research and Public Health* 16, no. 13 (2019): 1–22.
- Champine, R. B., J. M. Lang, A. M. Nelson, R. F. Hanson, and J. K. Tebes. "Systems Measures of a Trauma-Informed Approach: A Systematic Review." *American Journal of Community Psychology* 64, no. 3–4 (2019): 418–437.
- Dinoso, L., and C. Baudoin. "Using Principles of Therapeutic Communication to Enhance Trauma-Informed Care in the Critical Care Setting to Promote Positive Encounters." *Critical Care Nursing Clinics of North America* 35, no. 2 (2023): 235–246.
- Dube, S. R. "Continuing Conversations about Adverse Childhood Experiences (ACEs) Screening: A Public Health Perspective." *Child Abuse & Neglect* 85 (2018): 180–184.
- Emsley, E., J. Smith, D. Martin, and N. V. Lewis. "Trauma-Informed Care in the UK: Where Are We? A Qualitative Study of Health Policies and Professional Perspectives." *BMC Health Services Research* 22, no. 1 (2022): 1–12.
- Ford, J. D. "Progress and Limitations in the Treatment of Complex PTSD and Developmental Trauma Disorder." *Current Treatment Options in Psychiatry* 8 (2021): 1–17.
- Goddard, A. "Adverse Childhood Experiences and Trauma-Informed Care." *Journal of Pediatric Health Care* 35, no. 2 (2021): 145–155.
- Henning, J. A., and B. L. Brand. "Implications of the American Psychological Association's Posttraumatic Stress Disorder Treatment Guideline for Trauma Education and Training." *Psychotherapy* 56, no. 3 (2019): 422–430.
- Heris, C. L., M. Kennedy, S. Graham, S. K. Bennetts, C. Atkinson, J. Mohamed, et al. "Key Features of a Trauma-Informed Public Health Emergency Approach: A Rapid Review." *Frontiers in Public Health* 10 (2022): 1–38.
- Howard, J. A. "A Systemic Framework for Trauma-Informed Schooling: Complex but Necessary!" *Journal of Aggression, Maltreatment & Trauma* 28, no. 5 (2019): 545–565.

- Huo, Y., L. Couzner, T. Windsor, K. Laver, N. N. Dissanayaka, and M. Cations. "Barriers and Enablers for the Implementation of Trauma-Informed Care in Healthcare Settings: A Systematic Review." *Implementation Science Communications* 4, no. 1 (2023): 49.
- Kimberg, L., and M. Wheeler. "Trauma and Trauma-Informed Care." In *Trauma-Informed Healthcare Approaches: A Guide for Primary Care*, 25–56. New York: Springer, 2019.
- Kleber, R. J. "Trauma and Public Mental Health: A Focused Review." *Frontiers in Psychiatry* 10 (2019): 1–6.
- Laliotis, D., M. Luber, U. Oren, E. Shapiro, M. Ichii, M. Hase, et al. "What Is EMDR Therapy? Past, Present, and Future Directions." *Journal of EMDR Practice & Research* 15, no. 4 (2021): 186–201.
- Lewis, C., N. P. Roberts, M. Andrew, E. Starling, and J. I. Bisson. "Psychological Therapies for Post-Traumatic Stress Disorder in Adults: Systematic Review and Meta-Analysis." *European Journal of Psychotraumatology* 11, no. 1 (2020): 1–21.
- Mahon, D. "Implementing Trauma-Informed Care in Human Services: An Ecological Scoping Review." *Behavioral Sciences* 12, no. 11 (2022): 431.
- Megnin-Viggars, O., I. Mavranetzouli, N. Greenberg, S. Hajioff, and J. Leach. "Post-Traumatic Stress Disorder: What Does NICE Guidance Mean for Primary Care?" *The British Journal of General Practice* 69, no. 684 (2019): 328–329.
- Oosterbaan, V., M. L. Covers, I. A. Bicanic, R. J. Huntjens, and A. de Jongh. "Do Early Interventions Prevent PTSD? A Systematic Review and Meta-Analysis of the Safety and Efficacy of Early Interventions after Sexual Assault." *European Journal of Psychotraumatology* 10, no. 1 (2019): 1–15.
- Oral, R., C. Jennissen, A. S. Wojcik, D. M. Hall, S. M. Hanson, and M. J. Rasmussen. "Fatal Child Abuse: A 25-Year Retrospective Study in the State of Iowa." *Child Abuse & Neglect* 39 (2015): 356–364.
- Ong, I. 2021. "Treating Complex Trauma Survivors: A Trauma-Sensitive Yoga (TSY)-Informed Psychotherapeutic Approach." *Journal of Creativity in Mental Health* 16 (2): 182–195.
- Owen, C., and J. Crane. 2022. "Trauma-Informed Design of Supported Housing: A Scoping Review through the Lens of Neuroscience." *International Journal of Environmental Research and Public Health* 19 (21): 1–27.
- Schäfer, I., M. Hopchet, N. Vandamme, D. Ajdukovic, W. El-Hage, L. Egretieu, ... and D. Murphy. 2018. "Trauma and Trauma Care in Europe." *European Journal of Psychotraumatology* 9 (1): <https://doi.org/10.1080/20008198.2018.1556553>.
- Siehl, S., K. Robjant, and A. Crombach. 2021. "Systematic Review and Meta-Analyses of the Long-Term Efficacy of Narrative Exposure Therapy for Adults, Children and Perpetrators." *Psychotherapy Research* 31 (6): 695–710.
- Simmons, C., R. Meiser-Stedman, H. Baily, and P. Beazley. 2021. "A Meta-Analysis of Dropout from Evidence-Based Psychological Treatment for Post-Traumatic Stress Disorder (PTSD) in Children and Young People." *European Journal of Psychotraumatology* 12 (1): 1947570. <https://doi.org/10.1080/20008198.2021.1947570>.
- Stillerman, A., L. Altman, G. Peña, G. Cua, A. Gobin, A. L. Walden, and M. S. Atkins. 2023. "Advancing Trauma-Informed Care in Hospitals: The Time Is Now." *The Permanente Journal* 27 (1): 16–20.
- Raja, S., E. P. Rabinowitz, and M. J. Gray. 2021. "Universal Screening and Trauma-Informed Care: Current Concerns and Future Directions." *Families, Systems, & Health* 39 (3): 526–534.
- Sweeney, A., B. Filson, A. Kennedy, L. Collinson, and S. Gillard. 2018. "A Paradigm Shift: Relationships in Trauma-Informed Mental Health Services." *BJPsych Advances* 24 (5): 319–333.
- Taylor, J., L. McLean, A. Korner, E. Stratton, and N. Glozier. 2020. "Mindfulness and Yoga for Psychological Trauma: Systematic Review and Meta-Analysis." *Journal of Trauma & Dissociation* 21 (5): 536–573.
- Tebes, J. K., R. B. Champine, S. L. Matlin, and M. J. Strambler. 2019. "Population Health and Trauma-Informed Practice: Implications for Programs, Systems, and Policies." *American Journal of Community Psychology* 64 (3–4): 494–508.
- Wathen, C. N., B. Schmitt, and J. C. MacGregor. 2023. "Measuring Trauma- (and Violence-) Informed Care: A Scoping Review." *Trauma, Violence, & Abuse* 24 (1): 261–277.

RECOMMENDED READINGS:

- Bartlett, J. D., J. L. Griffin, J. Spinazzola, J. G. Fraser, C. R. Noroña, R. Bodian, ... and B. Barto. 2018. "The Impact of a Statewide Trauma-Informed Care Initiative in Child Welfare on the Well-Being of Children and Youth with Complex Trauma." *Children and Youth Services Review* 84: 110–117.
- Bürgin, D., D. Anagnostopoulos, B. Vitiello, T. Sukale, M. Schmid, and J. M. Fegert. 2022. "Impact of War and Forced Displacement on Children's Mental Health—Multilevel, Needs-Oriented, and Trauma-Informed Approaches." *European Child & Adolescent Psychiatry* 31 (6): 845–853.

- Eichfeld, C., D. Farrell, M. Mattheß, P. Bumke, U. Sodemann, N. Ean, ... and H. Mattheß. 2019. "Trauma Stabilisation as a Sole Treatment Intervention for Post-Traumatic Stress Disorder in Southeast Asia." *Psychiatric Quarterly* 90: 63–88.
- Ginwright, S. 2018. "The Future of Healing: Shifting from Trauma Informed Care to Healing Centered Engagement." *Occasional Paper* 25: 25–32.
- Lee, E., T. Kourgiantakis, O. Lyons, and A. Prescott-Cornejo. 2021. "A Trauma-Informed Approach in Canadian Mental Health Policies: A Systematic Mapping Review." *Health Policy* 125 (7): 899–914.
- Miller, K. K., C. R. Brown, M. Shramko, and M. V. Svetaz. 2019. "Applying Trauma-Informed Practices to the Care of Refugee and Immigrant Youth: 10 Clinical Pearls." *Children* 6 (8): 94.
- Murphy, T. M., F. Dispenza, C. Y. Chang, N. Elston, A. Rumsey, M. Sinclair, and R. Curtis-Davidson. 2019. "Enhancing the Seeking Safety Group Intervention with Trauma-Sensitive Yoga Practice: A Program Evaluation." *Complementary Therapies in Clinical Practice* 35: 308–315.
- Piotrowski, C. C. 2020. "ACEs and Trauma-Informed Care." In *Adverse Childhood Experiences*, 307–328. Academic Press.
- Racine, N., T. Killam, and S. Madigan. 2020. "Trauma-Informed Care as a Universal Precaution: Beyond the Adverse Childhood Experiences Questionnaire." *JAMA Pediatrics* 174 (1): 5–6.
- Sacchi, L., M. Merzhvynska, and M. Augsburg. 2020. "Effects of Cumulative Trauma Load on Long-Term Trajectories of Life Satisfaction and Health in a Population-Based Study." *BMC Public Health* 20: 1–11.
- Snider, M. D., R. M. Taylor, L. J. Bills, S. L. Hutchison, S. A. Steinman, and A. D. Herschell. 2023. "Implementing Trauma-Informed Care through a Learning Collaborative: A Theory-Driven Analysis of Sustainability." *Community Mental Health Journal* 59 (5): 881–893.
- Sweeney, A., and D. Taggart. 2018. "(Mis)Understanding Trauma-Informed Approaches in Mental Health." *Journal of Mental Health* 27 (5): 383–387.
- Tsui, E. K., S. Cooper, A. Elsayed, S. Billings, S. Stewart, and D. Andrews. 2023. "When It 'Feels like We're in This Together': Toward a Trauma-Informed Public Health Pedagogy Drawing on Lived Experiences." *Pedagogy in Health Promotion* 9 (4): 275–287.
- Wästlund, M., K. T. Salvesen, and S. H. Stige. 2024. "Clients' Experiences with a Trauma-Sensitive Mindfulness and Compassion Group Intervention: A First-Person Perspective on Change and Change Mechanisms." *Psychotherapy Research* 34 (1): 81–95.
- Williams, H. N., and B. Farley. 2024. "Trauma-Informed Care." *Seminars in Pediatric Neurology* 50, 101139. <https://doi.org/10.1016/j.spen.2024.101139>.