

ANNOTATED BIBLIOGRAPHY

Following are books reviewed by NNADV staff to help domestic violence service professionals in Nevada gain more knowledge and confidence as they work with women, children, and men who have experienced trauma in their communities. We recommend looking for them at your local library or bookstore.

Copeland, M.E. & Harris, M. (2000). *Healing the trauma of abuse: A women's workbook*. Oakland, CA: New Harbinger Publications, Inc. This workbook is based on an approach to trauma recovery developed by the second author and clinicians at Community Connections, a private, not-for-profit mental health agency in Washington, DC. An instructional manual for clinicians (annotated below) lays out the model in detail and forms the basis for this workbook for women to use individually. The workbook is a practical, step-by-step guide through the recovery and healing process for women who have experienced sexual, emotional, or physical abuse in childhood and/or adulthood. The workbook covers 33 topics which are divided into four parts: Empowerment, Trauma Recovery, Creating Life Changes, and Closing Rituals. **398 pages.**

Harris, M. & The Community Connections Trauma Work Group (1998). *Trauma recovery and empowerment: A clinician's guide for working with women in groups*. NY: The Free Press. This practical and well-organized book is the product of work done for 13 years at Community Connections, a private, not-for-profit mental health clinic in downtown Washington, DC. In this book, the authors provide a very practical, step-by-step guide to clinicians to help them carry out a recovery intervention for women experiencing the aftereffects of trauma. The manual covers the 33 topics the authors believe need to be addressed in the process of recovery. Each topic is presented with a clinical rationale, a set of goals, a series of questions to be posed to the group, and an experiential exercise. Modified formats are provided for women with serious mental illness, those who are parenting children, those who have committed abuse, and women who are incarcerated. Using the core manual as a guide and adapting 16 of the sessions for male survivors, the authors also have created a recovery intervention specifically for men. **413 pages.**

Herman, J. (1997). *Trauma and recovery: The aftermath of violence—from domestic abuse to political terror*. NY: Basic Books. This book, considered a classic in the field of psychology, begins with a survey of the recent history of psychological trauma including hysteria, shell shock or combat neurosis, and sexual and domestic violence. The author describes the effects of trauma on its victims including hyper arousal, intrusion, constriction, and the feeling of disconnection. The psychological symptoms of being held a captive for both a short term and long term are examined, as are the effects of child sexual abuse. The author closes the first half of the book by addressing a need for change in the mental health field

due to diagnosis mislabeling, as well as the need for a new way to look at prolonged, repeated trauma, which she calls “complex post-traumatic stress disorder (CPTSD). In the second half of the book, the author provides an overview of her stage therapy process, which includes establishing safety, remembrance and mourning, and reconnection. In her overview, the author discusses the importance of each of these in the process of healing from trauma and provides the reader with working examples of how to work through these stages, as well as other stage theories that have come before hers. **247 pages.**

Johnson, K. (1998). *Trauma in the lives of children: Crisis and stress management techniques for counselors, teachers, and other professionals*. Alameda, CA: Hunter House, Inc. This book begins with an investigation of the current research regarding crises. The author describes children’s acute, situational reactions to crisis situations, including the signs and symptoms of Posttraumatic Stress Disorder (PTSD). The helpful, healthful steps that school personnel can take in managing children’s crises also are examined, including how to develop school crisis response teams. The author explores how therapists can help traumatized children within a clinical setting, including an exploration of Eye Movement Desensitization and Reprocessing (EMDR), a relatively new therapeutic approach that has shown potential as an effective treatment for trauma symptoms with children. The author investigates the ways in which families react to crisis situations and their aftereffects, showing how those dynamics can affect the helping professional. The author discusses the various elements of a proactive crisis prevention program, including learning experiences designed to make children more resilient and more informed about trauma specifically. The final section of the book provides information about professional stress, including research in the area of vicarious trauma. According to the author, “The purpose of this book is to increase the understanding of children’s trauma and provide directions for the management of the crises that create trauma. The book attempts to cross disciplinary lines and suggest helping strategies that focus and coordinate the work of both school and clinic.” **320 pages.**

Matsakis, A. (1998). *Trust after trauma: A guide to relationships for survivors and those who love them*. Oakland, CA: New Harbinger Publications. This book is about trauma and relationships. It explains how having been traumatized can make it hard for an individual to relate to others. It also explains in a series of step-by-step exercises how to reconnect with others, even if you feel irrevocably different from others because of your trauma. Organized into 14 chapters, the book contains written exercises that are completed at the reader’s own pace. Topics include: taking an inventory of your relationships, trust, the physiology of trauma, limited psychic energy, guilt, triggers, revictimization and reenactment, and telling your story. Designed for those who have already completed some work in understanding their trauma either in therapy or a recovery program, the book is a guide to the difficult journey from traumatic isolation to meaning and human intimacy. **342 pages.**

Miller, D. & Guidry, L. (2001). *Addictions and trauma recovery: Healing the body, mind & spirit*. NY: W.W. Norton & Company, Inc. (From the cover) Studies in recent years have awakened the mental health and substance abuse fields to the complex interaction between trauma-related challenges and addiction. The need exists for treatment programs that focus on the crossover issues of trauma and addiction and establish effective guidelines for recovery. The authors present a comprehensive recovery model designed for groups as well as individuals and their therapists/counselors. The “Addiction and Trauma Recovery Integration Model” (ATRIUM) is a 12-week program to address the core problems linked to trauma and addiction experiences. Its unique approach blends psychoeducational, process, and expressive activities to assess the effects of trauma on the body, mind, and spirit. Chapters detail individual sessions, outlining specific tasks and dialogue for group leaders to use week by week. The book offers a fundamental framework for planning and implementing an individual or group ATRIUM program. Introducing innovative ways of thinking about self-care, self-soothing, and self-expression, this model builds a bridge between addiction and trauma healing. **228 pages.**

Monahan, C. (1993). *Children and trauma: A guide for parents and professionals*. San Francisco, CA: Jossey-Bass. (From the cover) Childhood traumas range widely in their severity and impact. A car accident, an earthquake or flood, being attacked by a dog, undergoing a frightening medical treatment—all are distinctly different events yet all provoke common symptoms of psychological trauma. These symptoms may include fearfulness, nightmares, and dramatic behavioral or personality changes. And parental anxiety over changes in a child can, in turn, complicate the healing process. This book teaches parents and professionals about the effects of trauma on children and offers a blueprint for restoring a child’s sense of safety and balance. The author, a child psychologist who specializes in the treatment of psychological trauma, offers hope and reassurance for parents. She suggests straightforward ways to help kids through tough times, and also describes in detail the warning signs that indicate a child needs professional help. The author helps adults understand psychological trauma from a child’s point of view and explores the ways both parents and professionals can help children heal. **222 pages.**

Scott, M.J. (2008). *Moving on after trauma: A guide for survivors, family and friends*. Hove, East Sussex: Routledge. (From the cover) The effects of extreme trauma can continue to be emotionally devastating. This book offers hope, providing survivors, family members and friends with a roadmap for managing emotional, relationship, physical and legal obstacles to recovery. Dr. Scott, a Consultant Psychologist specializing in the assessment and treatment of post-traumatic stress disorder in Great Britain, details examples of the strategies used by twenty characters who have recovered and the survivor (with or without the help of a family member, friend or counselor) is encouraged to identify with one or more of them and follow in their footsteps. **191 pages.**