



President's Column

Patricia A. Resick, PhD, President

Rick Koepke, Executive Director

As many of you know, we had difficulties with the online submission process for our annual meeting this year. I wanted to take this opportunity to apologize on behalf of ISTSS for any inconvenience this may have caused you. The company that provided the software we have used in the past is stopping this service and we were forced to look for a different vendor. Unfortunately, the software did not perform as promised and when we started the submission process this spring, we quickly discovered that the system was designed for single submitters, all of whom would be presenters. As ISTSS presentations do not all follow such a format, a work around was implemented that turned out to be confusing and unwieldy for some submitters. In addition, this year, we implemented a change in which each section of a symposium was submitted as a separate abstract; some submitters found it challenging to link the different symposium parts with the overall symposium abstract. As a result, there were a number of submissions that were incomplete or not fully submitted. As soon as the problem was discovered, our management team started working to correct it and contacted people whose submissions were started but not completed.

Aside from trying to correct the problems, central office also had to field a great number of phone calls and e-mails from people who were attempting to submit papers for the conference and were calling for help or calling to complain. The team was overwhelmed and if anyone received a slow reply or was treated less than helpfully, we would like to apologize for that as well.

After the submissions were completed, we contacted virtually everyone who had submitted to make sure the authors were in the correct order, that abstract titles were complete, and to check the symposium links. Errors were corrected at this point. More problems were corrected during the review process. If a symposium was discovered to have too few papers, the chair of the symposium was contacted to determine if one or more papers had not been submitted successfully and linked to the overall symposium.

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Next, we will send out an e-mail to all members when people are notified whether their submissions have been accepted or rejected. Once the notifications take place, if any of you have questions about the status of your submission or believe that you have submitted a paper but did not receive either an acceptance or rejection, please contact Paula Borman at the ISTSS office at pborman@istss.org and we will check on the status of your submission.

To end on a more positive note, despite these problems, there were more submissions than last year. We anticipate an excellent conference with exciting content and hope to see all of you there to celebrate our 25th Annual Meeting.

Got Photos?

Have you ever taken pictures at an ISTSS meeting? Are you willing to share the photos?

We are developing a slide show for the Annual Meeting to kick off our year-long celebration of ISTSS' Silver Anniversary!

Please send photos by email to piresick@gmail.com. In your e-mail, please try to identify the people, year, and meeting location.

Policy Update

Diane Elmore, Ph.D., MPH

Chair, ISTSS Public Policy Committee; Contributing Editor, *ISTSS Traumatic StressPoints*
American Psychological Association

The work of the new U.S. administration and Congress is well underway in Washington, DC. Several policy issues of importance to ISTSS members are being discussed, including violence against women, hate crime, service members and veterans, child abuse, and juvenile justice. The following items highlight some of the recent activities of interest to the traumatic stress community.

White House Appoints Advisor on Violence Against Women

On June 26, Lynn Rosenthal was appointed as the first ever White House Advisor on Violence Against Women. Rosenthal currently serves as the Executive Director for the New Mexico Coalition Against Domestic Violence and previously served as the Executive Director of the National Network to End Domestic Violence and the Florida Coalition Against Domestic Violence. In this new position, Ms. Rosenthal will serve as an advisor to the President and Vice President on domestic violence and sexual assault issues; be a liaison to the domestic violence and sexual assault advocacy community; coordinate with the U.S. Department of Justice's Office of Violence Against Women on implementation of Violence Against Women Act programs; coordinate with the U.S. Department of Health and Human Services on implementation of Family Violence Prevention Act services (including the National Domestic Violence Hotline); coordinate with the U.S. State Department and USAID on global domestic violence initiatives; and drive the development of new initiatives and policy aimed at combating domestic violence and sexual assault with advocacy groups and members of Congress. To learn more about Ms. Rosenthal and her new role, please visit http://www.whitehouse.gov/the_press_office/Vice-President-Biden-Announces-Appointment-of-White-House-Advisor-on-Violence-Against-Women/.

Congress Prepares to Reauthorize the Violence Against Women Act

The Violence Against Women Act (VAWA), which was initially enacted in 1994 (P.L. 103-322), was the first federal law in the U.S. to acknowledge domestic violence and sexual assault as crimes, and provides federal resources to encourage community-coordinated responses to combating violence. VAWA was reauthorized in 2000 and 2005, and is due for reauthorization again in 2010. Experts and advocates have begun meeting to prepare their individual and collective recommendations to enhance and improve this important federal initiative. On June 10, the Senate Judiciary Committee held a hearing focused on the

continued importance of VAWA to examine the successes and shortcomings of the law. Hearing witnesses included Catherine Pierce, Acting Director of the Office on Violence Against Women at the U.S. Department of Justice; Gabrielle Union, actress and rape survivor; Karen Tronsgard-Scott, Director of the Vermont Network Against Domestic and Sexual Violence; Ann Burke, Founder of Moms and Dads for Education (MADE) to Stop Teen Dating Abuse and mother to victim Lindsey Ann Burke; Collene Campbell, National Chair of Force 100 and Former Mayor of San Juan Capistrano, CA; and Sally Wolfgang Wells, Chief Assistant at the Office of the Maricopa County Attorney. To learn more about this hearing, please visit

<http://judiciary.senate.gov/hearings/hearing.cfm?id=3898>.

Strengthening Federal Law to Combat Hate Crime

Experts and advocates focused on combating bias-motivated crime in the U.S. have been working diligently for the last decade in support of two companion pieces of legislation, the Matthew Shepard Hate Crimes Prevention Act (S. 909) and the Local Law Enforcement Hate Crimes Prevention Act of 2009 (H.R. 1913). These bills would expand U.S. federal hate crime law to recognize crimes motivated by actual or perceived race, religion, national origin, gender, sexual orientation, gender identity, or disability of any person and provide assistance to local jurisdictions in the investigation and prosecution of such crimes. On April 29, the House of Representatives passed the Local Law Enforcement Hate Crime Prevention Act (H.R. 1913) by a vote of 249-175.

On June 25, the Senate Judiciary Committee held a hearing to discuss the Matthew Shepard Hate Crimes Prevention Act. Among those testifying at this Senate hearing were Eric Holder, Jr., U.S. Attorney General; Janet Langhart Cohen; Dr. Mark Achtemeier, University of Dubuque Theological Seminary; Gail Heriot, U.S. Commission on Civil Rights; Brian Walsh, The Heritage Foundation; and Michael Lieberman, Anti-Defamation League. Congressional sponsors and advocates remain optimistic that this longstanding legislative priority will be signed into law this Congress. For more information regarding this hearing, please visit

<http://judiciary.senate.gov/hearings/hearing.cfm?id=3943>.

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Focusing on the Mental Health Needs of Military Personnel, Veterans, and their Families

The U.S. Congress continues to focus great attention on the mental health needs of military service members, veterans, and their families. Since January, dozens of congressional hearings have been convened by the House and Senate Armed Services and Veterans Affairs' Committees. Several of these hearings have focused specifically on issues related to mental health, including posttraumatic stress disorder (PTSD), suicide, traumatic brain injury, and military sexual trauma.

On March 24, the House Veterans Affairs Committee Subcommittee on Disability Assistance and Memorial Affairs convened a hearing entitled "The Nexus between Engaged in Combat with the Enemy and PTSD in an Era of Changing Warfare Tactics". This hearing focused on the meaning of the term "combat with the enemy" as related to service-connection for disabilities and a specific legislative proposal aimed at modifying the definition of this term entitled the COMBAT PTSD Act (H.R. 952). Among those invited to testify at this hearing included former ISTSS President, Dr. Dean Kilpatrick, Director of the National Crime Victims Research and Treatment Center at the Medical University of South Carolina, Charleston, SC. Dr. Kilpatrick also serves as a Member of the Committee on Veterans' Compensation for Posttraumatic Stress Disorder for the Institute of Medicine and National Research Council, The National Academies.



Dean Kilpatrick, PhD; Antonette Zeiss, PhD, Deputy Chief for the Office of Mental Health Services, Department of Veterans Affairs; Congressman John Hall (D-NY), Chair, House Veterans' Affairs Committee, Subcommittee on Disability Assistance and Memorial Affairs

Others who testified included Ian De Planque, American Legion; Thomas Berger, Vietnam Veterans of America; Carolyn Schapper, Iraq and Afghanistan Veterans of America; Terri Tanielian, RAND Corporation; Rear Admiral David Smith, U.S. Department of Defense; Colonel Robert Ireland, U.S. Department of Defense; and

Bradley Mayes, U.S. Department of Veterans. For more information regarding this hearing, please visit

<http://veterans.house.gov/hearings/hearing.aspx?NewSID=356>.

Protecting Children from Abuse and Neglect

The Child Abuse Prevention and Treatment Act (CAPTA), is a key federal law that addresses child abuse and neglect. CAPTA was originally enacted in 1974 (P.L. 93-247) and was most recently amended and reauthorized in 2003. The three key areas of the law include: basic state grants to help strengthen child protection agencies; community-based prevention grants to help establish and maintain prevention focused programs and activities; and discretionary and research activities to support program development, research, training, technical assistance, and the collection and dissemination of data to advance the prevention and treatment of child abuse and neglect. CAPTA is currently up for reauthorization and Congress is now working with experts and advocates to develop legislation to update this important law. To learn more about CAPTA, please visit

http://www.acf.hhs.gov/programs/cb/laws_policies/cblaws/capta03/index.htm.

Similarly, the Substance Abuse and Mental Health Services Administration (SAMHSA), which includes the National Child Traumatic Stress Network (NCTSN) and other trauma related programs, is also due for reauthorization this Congress. The NCTSN was established by Congress in 2000 as a unique collaboration of academic and community-based service centers whose mission is to raise the standard of care and increase access to services for traumatized children and their families across the United States.

Combining knowledge of child development, expertise in the full range of child traumatic experiences, and attention to cultural and consumer perspectives, the NCTSN serves as a national resource for developing and disseminating evidence-based interventions, trauma-informed services, and public and professional education. The Network comprises over 75 member centers—53 current grantees and 25 previous grantees--and is coordinated by the UCLA-Duke University National Center for Child Traumatic Stress. Currently funded at \$38 million, advocates are urging Congress to increase funding for this important national resource. For more information on the NCTSN, please visit <http://www.nctsn.org>.





Teaching Child Maltreatment: Attending to Classroom Management and Scholarly Rigor

Beth S. Russell, PhD
Worcester State College

Over 3 million reports of child maltreatment were made to U.S. child protection agencies in 2007 (Administration for Children and Families, 2009). This number has remained fairly constant for several years and is considered a reasonable estimate for rates in years to come. Our study of maltreatment, depravity, and resilience is burgeoning and vigorous. Trauma studies are part of the comprehensive study of the social and contextual forces at play in studying the human experience. Our scholarly efforts must extend beyond simply deepening the scope of this body of research to inspire future scholars, practitioners, and citizens. In short, we must teach.

Teaching on maltreatment, whether an entire course or in a single class meeting, presents a particular set of challenges to the instructor: a dilemma between conveying the scope and gravity of maltreatment versus a sense of hope and empowerment for future human service professionals. How do we teach this complicated material while balancing academic impartiality and stoking a passion to literally change the world?

This paper discusses the particular pedagogical challenges in guiding undergraduate students through child maltreatment material. This discussion will focus on two common struggles faced by instructors: 1.) considerations of the emotional labor (Price, 2001) involved in leading students through often explicit and upsetting content; and 2.) maintaining scholarly rigor despite the availability of a wealth of sensationalized media materials. With regard to the former, I will describe helpful classroom management practices given that students learning about child maltreatment can be over-identified with the material by dint of their own abuse histories; or distant and hard to engage because of their defensive reaction to explicit and upsetting content. The discussion of the latter point will focus on professors' struggle with how to present off-putting material; balancing the necessary objectivity in presenting complicated material with the temptation to sensationalize current events to engage students.

A fair, honest, and gentle approach

This section addresses the "emotional yet invisible work in teaching" (Larson, 2008, p.46) specific to students' likely reactions to a course on child maltreatment.

The tone an instructor sets at the outset of a course in any field will determine, in part, how students receive the material at hand. Students are drawn to a course by their own experiences and interests. In the case of a course on the psychology of child maltreatment, this diversity in

student perspectives has real consequences on the classroom climate. In this environment, employing the best pedagogical practice of inviting students to share their experiences, thoughts, and questions about material may have hurtful or offensive consequences for individuals who have intimate experiences with maltreatment. As such, the instructor is served well to set the stage at the beginning of the term (or unit) for the types of interactions that might arise. Giving students fair warning that they are likely to hear about instances of child maltreatment that trigger strong reactions, and that these stories may come from their peers and not just the readings, conveys to the group that the material is personal (and confidential) and not only theoretical.

Most instructors have a bias with regard to the material they teach. Our professional interests are often sparked by personal experience, be it experience in struggling with a learning disability that draws us to psycholinguistics, or with alcoholism in the family that pulls us to health psychology. The same applies to instructors of child welfare.

Students should know something specific about their instructor's professional experience with the material so that they can anticipate potential reactions if they choose to share a story or ask a pointed question. Instructors should disclose whether they have a clinical or research background. Instructors must also decide whether to share any personal experiences with abuse. Each of these disclosures has a consequence for the group dynamic. For example, a group led by a clinician may encounter more student disclosure of abuse histories, while a group led by a researcher may work through more pointed questions about child protection and family preservation policy paradoxes. Sharing personal stories about working as a child advocate might make the material and the instructor feel more accessible to students, but can also lead students to over-identify with a teacher, which can have difficult consequences for maintaining authority. There should be a conversation linking the instructor's stake in the topic to a pedagogical approach immediately after this conversation.

It is important that students feel welcome to share their experiences, but they need to know where the limits are: Is the class intended to be a healing space for all, or is the focus on the population of abuse survivors rather than individual experiences? Disclosing

Teaching continued from page 4

instructor bias and sharing personal anecdotes are individual choices for each instructor to make. My purpose here is point out that the choice has ramifications for the nature of teaching child maltreatment.

Regardless of the choice to reveal personal bias and experience or keep these private, instructors should consider how they will handle students' choice to disclose the same. Students have disclosed their experiences in every course or unit on maltreatment that I have taught over the last 5 years. I have heard student disclosure stories from every instructor I have talked to who teaches this material, too.

Because at least one student disclosure seems the rule and not the exception, I have developed a handout of local and national resources to distribute at the beginning of the course (or unit). An hour or two with an Internet search engine will yield plenty of resources, from contact information for the campus counseling center or national outreach programs, to reading lists of helpful books and articles. The timing for distributing a resource list is important: students need to have this material in hand prior to any specific instance of disclosure. An instructor who times the distribution of support resources after a student tells a story implies to the group that this student needs help. The offer of support is a good practice, but the response should be done privately after class if in response to a single student. Giving the entire group the same materials removes the stigma of help-seeking and will also get the information to more reserved students who may have a need, but not an interest in sharing their story publicly.

Into the deep end

When presented in textbooks and peer-reviewed journal articles, maltreatment content is complex, objective, and frankly, can be dry and difficult for undergraduate students. However, child maltreatment content presented by less academically rigorous outlets is often less objective and can be too emotionally evocative to be an effective teaching tool. In part, our social values compel us to have strong reactions to this material, and these reactions are also partly responsible for the attention courses on maltreatment receive from the student body: these are popular courses. These same values are often exploited by our media – reports of child abuse are sensationalized and plastered across newspapers, magazines, television programs, and films.

From a pedagogical perspective, media materials are not without value as they will engage students and provide opportunities to anchor theoretical or empirical readings in “real life” case studies. I recommend a balance between traditional academic and popular media course materials. For example, I pair lectures and policy readings on the termination of parental rights and the Adoption and Safe Families Act (ASFA) in the U.S. with the film *Failure to*

protect: The taking of Logan Marr (Goodman & Dretzin, 2003). The film is a documentary of a mother's story: her two daughters were removed from her care by child protection services in Maine due to a (later unsubstantiated) report of child endangerment and placed in foster care, where the older daughter, Logan, was murdered.

I have a mantra I use to bolster my confidence before presenting students with material they find difficult: *Don't flinch*. It is important students appreciate the complexity of child protection and family preservation work; to water it down might make it more accessible, but less accurate. Students also need to comprehend how devastating abuse can be, they need the details so that the consequences of maltreatment make sense. To omit graphic material might make maltreatment topics more palatable, but their sensibilities should be shaken so that they can empathize with the academic and personal pursuit of preventing abuse.

Not flinching, however, does not give me permission to play on my students' culture-bound sensitivities. My job becomes balancing the rigorous, empirical, and nuanced literature with the human, compelling, and visceral stories of child maltreatment. When I achieve this balance, I contextualize the academic study of child abuse and neglect. I tell the truth about the devastating nature of this field, but empower students to have hope and be compassionate, competent agents for change in the human services.

Conclusion

Teaching is a crucial part of the scholarly field of child maltreatment. This field will require fresh perspective, new rigorous researchers, and additional compassionate interventionists for years to come. Educating students well is our duty. Doing so is filled with intense, personal challenges for both the instructor and the students. This is a result of the upsetting nature of the material, our socio-cultural values, and the probable personal experiences with maltreatment that multiple members of class are likely to have. Teaching under these circumstances should be done with a planful eye towards the emotional labor that students may need and towards the careful balance between accessibility and rigor required.



References

- Administration for Children and Families (2009). *Child maltreatment 2007*. Retrieved on May 29, 2009 from: <http://www.acf.hhs.gov/programs/cb/pubs/cm07/cm07.pdf>
- Goodman, B., & Dretzin, R. (2003). Failure to protect: the taking of Logan Marr. *Frontline* [television series]. Public Broadcasting Services
- Larson, H.A. (2008). Emotional labor: The pink-collar duties of teaching. *Currents in Teaching and Learning*, 1, 45-56.
- Price, H. (2001, November). Emotional labour in the classroom: A psychoanalytic perspective. *Journal of Social Work*, 15, 161-180.

Featured 2008 ISTSS Award Recipient



Charlie Zeanah, PhD
2008 Sarah Haley Award
Recipient

Congratulations to Dr. Charley Zeanah, who was presented with the Sarah Haley Award this past November at the ISTSS 24th Annual Meeting in Chicago, Illinois. Each year, the award is given to a clinician or group of clinicians in direct service to traumatized individuals. This written and/or verbal communication to the field must exemplify the work of Sarah Haley.

Together with Julie Larrieu, Dr. Zeanah has directed the Tulane Infant Team at Tulane University in Louisiana for more than 15 years. He and his team have dedicated their lives to helping the field recognize the impact of trauma on infants, toddlers, and preschoolers.

For years he has provided intensive assessment and intervention services to young children in the foster care system. His team provides training in trauma and infant mental health for clinicians in Louisiana's Office of Mental Health and for nurses and staff at the Office of Public Health. Dr. Zeanah and Michael Scheeringa have not only provided direct service to underserved trauma exposed young children and families but their work has changed the way the field understands the impact of trauma exposure on young children.

[See the complete list](#) of the Sarah Haley Memorial Award for Clinical Excellence recipients.

Do you know of ISTSS members who have been recognized for significant achievements?

Please send announcements to Editor [Anne DePrince](#) for our new *Members on the Move* feature.

Like the new *StressPoints* layout? Let us know what you think!
E-mail [Deanna Marchetti](#) at ISTSS Headquarters.

Members on the Move



Dr. Charles Figley helps launch Disaster Management Leadership Academy

Founding Editor of the *Journal of Traumatic Stress* and Founding President of ISTSS, Dr. Charles Figley is helping to launch a Disaster Management Leadership Academy at Tulane University. The Academy, which will offer doctoral level training in international disaster management, is an interdisciplinary center that draws faculty from business, social work, law, public health, and medicine. Dr. Figley helped to secure \$2.1 million in federal grants for the Academy.

According to [Tulane](#), "The new center is the culmination of a five-year effort by Tulane, which has a long history in the field of disaster management and firsthand experience through Hurricane Katrina, which flooded 80 percent of its campuses and inflicted more than \$650 million in damages to the university".

Dr. Figley has authored more than 200 scholarly works and conducted research on catastrophes ranging from the 1989 Loma Prieta earthquake to the 2004 Indian Ocean tsunami. He helped found Green Cross, which comprises a group of mental health professionals to provide assistance to communities after disasters. His pioneering work led to the concept of "compassion fatigue" in first responders. In 2008, he joined the faculty in the School of Social Work at Tulane University.



Dr. Jennifer J. Freyd receives Research Innovation Award

Dr. Jennifer Freyd received the 2009 Research Innovation Award from the University of Oregon. Freyd's innovative research was characterized as follows: "Highlighting social relations and trust as central to traumatic stress has challenged existing beliefs about the psychology of trauma and generates novel testable predictions. The research has led to a wide range of discoveries about the impact of betrayal trauma on humans, including the role of betrayal on memory, revictimization, perpetration, mental and physical health problems, disclosure delay, and making accurate trust decisions." To read the award announcement, [click here](#).

The author of over 130 articles, Freyd wrote the award-winning book *Betrayal Trauma* (Harvard Press). Freyd is also committed to national education.. She currently serves as the Editor of the *Journal of Trauma & Dissociation* and Chair of the Science Committee of the American Psychological Association's Trauma Psychology Division.

Book Corner

A Reference Guide to Culturally-Specific Trauma Treatments

Review By Lisa DeMarni Cromer, PhD
Department of Psychology, University of Tulsa

Review of: de Arellano, M. A., Ko, S. J., Danielson, C. K. & Sprague, C. M. (2008). *Trauma-informed interventions: Clinical and research evidence and culture-specific information project*. Los Angeles, CA & Durham, NC: National Center for Child Traumatic Stress. Available for FREE download at <http://learn.nctsn.org> or purchase the book at <http://www.castlepress.net/nctsn> for \$49.95

Trauma-Informed Interventions: Clinical Research Evidence and Culture-Specific Information Project, is the result of a collaboration between the National Crime Victims Research and Treatment Center and the National Child Traumatic Stress Network. The project was created to identify evidence-based trauma-informed interventions for children and families and to describe the current level of cultural breadth and application for each mode of treatment. It is an exemplary work in that it moves culture from the periphery to the center in treatment considerations.

The book details aspects of 22 trauma-informed interventions for children and families who have been exposed to a variety of different traumas. A standardized template was completed by each treatment's developer. They provided a description of the treatment and listed information about target population and essential treatment components. They also provided information regarding clinical, anecdotal, and research evidence. Of particular utility is information regarding implementation requirements and readiness, training materials and clinics, and requirements for training. Each treatment description provides several pages of culture-specific information. This includes a description of engagement, language challenges, culture-specific symptom expression, assessment, cultural adaptations, and intervention delivery method.

The authors achieve two significant goals. First, they bring together a wealth of information about evidence-supported treatment in a standard format. For practitioners interested in finding areas for specialization as well as for making referrals, there is sufficient detail to guide them to appropriate treatment(s). The second goal that is achieved is that culture is central to the project. Diverse cultures experience many different kinds of trauma and no treatment is a one-size-fits-all. Given that minorities are often over-represented in some kinds of trauma (Fluke, Yuan, Hedderson, & Curtis, 2003), and given that many immigrants and refugees are suffering

from trauma-related problems, this project is invaluable.

This book is an excellent resource for professionals who work with trauma-exposed children and families from diverse cultural groups, where culture is broadly defined to include ethnicity, sexual orientation, socioeconomic status, spirituality, disability, and geography. It can assist practitioners and case workers who are making treatment-related decisions and referrals. This book is indispensable for clinical training programs that specialize in trauma. This book as an educational tool can expand the scope of students' awareness of treatments that may be most appropriate depending on the diverse characteristics of the population of interest. There is considerable detail about numerous aspects of treatment and training opportunities. The experienced clinician who is considering additional training or specialization would do well to peruse its pages in order to determine (a) whether they are using the most appropriate treatment and (b) where they might seek additional training in order to better serve clients. It is important to note that descriptions of how to deliver treatment are not provided. This book does not attempt to be a substitute for a treatment manual. Rather, it is a tool to for determining treatment options.

“This book is an excellent resource for professionals who work with trauma-exposed children and families from diverse cultural groups...”

Trauma-Informed Interventions is long overdue. The trauma treatment field has considerably grown in the last decade and it is challenging for practitioners in various related fields to know what treatments are “state-of-the-art”. Clearly, evidence-based treatment styles and modalities can be as diverse as the clients who are served. The contributors communicate aspects of personal style which can help the practitioner envision which treatments might best complement their own orientation or training. Many of the contributors have provided narratives that detail challenges, innovations, and complex issues of culture.

Book Corner continued from page 7

It is a considerable strength that core principles of culturally-competent trauma-informed therapy are identified. I found it particularly helpful that many of the contributors detailed the specific language and cultural groups with whom the therapy had been successful, and many provided observations of unique symptom expressions. It is also helpful that contributors list their outcome measures. Researchers may find this a concise resource when designing studies.

Although this is an excellent compilation, readers may find that there is variability in the amount of information treatment developers provided about different aspects of the interventions. For example, some contributors were immensely helpful with details and examples of cultural components. Others simply indicated that some level of cultural competence needed to be achieved. It was impossible to tell if this was a failure to provide detail or if they had no additional information. There also was no standardized language for categorizing traumas. Some contributors were vague stating that treatment worked for “various” traumas and others used different words to describe what might be the same thing, e.g., “abuse” and “maltreatment” may be synonymous. It would be helpful if there was consistency. In addition, while some contributors were meticulous in providing references, several did not have appropriate citations for factual statements, or did not include the full citation in the reference section. Finally, this book would be more helpful

if it contained a summary table of key features. For example, a table could include whether training and manuals are available and in what languages, whether treatment is family based, length of treatment, type of trauma, and ages of clients. As it stands, readers need to sort through all 22 treatments in search of this information. Fortunately, all of that relevant information is there for individuals who seek it.

Overall, this is an impressive project. I found the book informative, well-organized, and highly relevant. The culture-related aspects that were outside of my own experiences were thought-provoking and illuminating. This is an excellent resource which I highly recommend to professionals and students in trauma-related fields.



Reference

Fluke, J. D., Yuan, Y. Y. T., Hedderson, J., & Curtis, P. A. (2003). Disproportionate representation of race and ethnicity in child maltreatment: Investigation and victimization. *Children & Youth Services Review* 25, 359-373.

**Interested in having your book reviewed?
Or reviewing a book?
Contact Editor [Anne DePrince](#).**

Trauma and World Literature: Victor Hugo's *The Graveyard at Villequier*

This contribution about the effects of trauma is the first 5 stanzas of Victor Hugo's poem of reflection at the grave of his beloved daughter, who died at 19, six months after her marriage.

The Graveyard at Villequier (September 4, 1847)

Now, with the streets of Paris and the stones,
the haze and roofs, all out of sight,
now, under the branching trees,
under the dreaming brilliance of the sky,

now, out of the darkness, after the years spent
mourning,
ghastly here in my triumph,
now that I come to feel the peace of the universal
nature
breaking into my heart

now that I can sit beside the waves, in awe
of oceanic splendor calm to the horizon;
now that I look inside myself at distant truths
and see the little flowers near me in the grass;

now, my Lord, that I can feel your silent power, able,
as day fades, with unafflicted eyes
at last to see the stone where in the shade
I know she sleeps forever;

now left tender, Lord by this vast show of yours,
the plains, the woods and the crags, the valley
with its river lit white gold, seeing my smallness;
I regain my reason here in view of your immensity.
(p. 39)

From: Hugo, Victor (2002). *Selected Poems*. Haxton, Brooks trans. New York: Penguin.



Passages from literature can capture truths about trauma and its survivors. ISTSS members are invited to share a favorite passage or quote from literature that might not be well known, but which offers insight about the psychological effects of trauma or path of healing. Send submissions to [Harold Kudler](#) or [Howard Lipke](#).

Student Section:

Perspectives from a Fulbright Scholar: Opportunities for International Collaboration

Lynette A. Averill, MS
University of Utah

“Don’t ask yourself what the world needs. Ask yourself what makes you come alive and go and do that. Because what the world needs is people who have come alive.”

--Howard Thurman, American author, philosopher, educator, and civil rights leader

The thought of working or studying abroad can seem unattainable for many students in graduate school. Exciting and intriguing, but unattainable, nonetheless. I desperately wanted to travel internationally and to work with leaders in my field of interest, studying and conducting research under their supervision. Yet, working abroad seemed unattainable due to a lack of financial resources and time; limited language abilities; and any number of additional factors (e.g., family and work commitments). When thinking about working and studying abroad, I thought, “Ha! Dream on. Not gonna happen!” Then, I found the Fulbright Program.

Fulbright is an outstanding scholarship program and is one of the largest international exchange programs in the world. It offers amazing opportunities for students, scholars, and professionals to undertake a variety of work, including international graduate study and training, advanced research, university teaching, and teaching in elementary and secondary schools worldwide. While the Program is sponsored by the United States (US) government, there are opportunities for both US citizens and noncitizens. I would fully encourage anyone dreaming of working and/or studying abroad to look into this program. In this article, I hope to facilitate others taking advantage of the Fulbright Program by providing information about the Program, speaking about my experience as a Fulbrighter, and sharing advice and helpful tips for prospective applicants.

The Fulbright Program

The Fulbright Program is a scholarship program introduced to US Congress just after World War II by a young senator from Arkansas. When introducing this program, J. William Fulbright said, “The prejudices and misconceptions which exist in every country regarding foreign people are the great barrier to any system of government. If, however, the peoples of the world could get to know each other better, live together and learn side by side, maybe they would be more inclined to cooperate and less willing to go off and kill each other.”¹ He went on to say, “The [Fulbright] Program aims to bring a little more knowledge, a little more reason, and a little more compassion into world affairs and thereby to increase the chance that nations will learn at last to live in peace and friendship.”²

The Fulbright Program provides opportunities for intellectual and cultural pursuits in an environment of academic freedom and bi-national cooperation. Each year, approximately 7,000 talented and academically distinguished individuals (students and professionals) are granted these awards and allowed to broaden their horizons and deepen their professional and academic knowledge. The Fulbright Program provides opportunities to study or lecture at internationally renowned universities, engage in collaborative research with colleagues from across the world, and develop lifelong personal and professional relationships.

While the US-based Fulbright program is open only to U.S. citizens, it is important to note that there are Fulbright Programs all across the world for students, scholars, and professionals who are wanting to travel to the US to study, conduct research or teach. This program now operates in 155 countries worldwide, so it is likely that no matter where you want to go or where you are now, there will be an opportunity. The scholarship provides travel funding as well as a stipend to cover living expenses. If you are interested in finding out more, you can visit the following websites for information about the US program as well as links to all other international programs and worldwide Fulbright Commissions:

<http://us.fulbrightonline.org/home.html> and <http://www.iie.org/Template.cfm?section=Fulbright1>

My Experiences as a Fulbrighter in Australia

As I’m writing this, I have about six weeks left in my Fulbright scholarship. My year as a Fulbright Scholar at the Australian Centre for Posttraumatic Mental Health (ACPMH; <http://www.acpmh.unimelb.edu.au/>) has been truly one of the most amazing experiences of my personal and professional history. This has been a chance for me to solidify and consolidate new knowledge and skills; collaborate on a range of research projects; and build professional networks and relationships with an outstanding group of people. Additionally, I have been able to experience Australia’s amazing and vibrant culture, people, wildlife, and breathtaking landscapes.

I have spent the majority of my time at ACPMH working on my Fulbright project, which explores the relationship between alcohol use and posttraumatic stress disorder (PTSD) among Australian military veterans. I have also had the invaluable experience of being able to collaborate on other projects, including another alcohol-related study with the Veteran’s Psychiatry Unit. Additionally, I was exposed to a range of other trauma-related work, such as psychological first aid, trauma

Fulbright continued from page 9

rehabilitation services, and traumatic injury in police and emergency responders, bush fire survivors, and international refugees. I have gained a wealth of trainings and education on effective treatments for PTSD and other posttraumatic mental health problems, policy development, and service development.

While the Fulbright Program encourages hard work and dedication to one's studies and research program, they also strongly encourage their scholars to take full advantage of the cultural exchange element of the program. This includes travel, community engagement, and creating lifelong bonds with friends from all over the world. For me, this group of friends includes not only a fantastic group of Aussies, but also my fellow American Fulbright scholars. We became very good friends and formed a surrogate family in our 'home away from home.' My husband and I have had many great adventures in Australia, including touring along the Great Ocean Road, hiking to a handful of breathtaking waterfalls, visiting Philip Island, and watching the Little Penguins in their natural habitat. We have hugged a kangaroo, pet a wombat, and gone whale watching. Additionally, I have learned patch-working and appliqué and participated in various community events, including Ignite at Docklands, a festival of light and fire.

Helpful Tips and Advice for Prospective Applicants

1. First and foremost, don't be afraid to fill out the application. Not filling out the application seriously limits the chances of you getting the award! If you never fill it out you may have that nagging "what if..." feeling for the rest of your life. Take the time to complete and submit it. You may not get the award and then you carry on with life as usual (or apply again). Or, you may get the award and embark on one of the most amazing journeys of your lifetime.

2. Make contact with your potential host(s). E-mail them, call them, send a letter, meet them in person if the opportunity arises. ISTSS can be a wonderful opportunity to network and make connections. I made contact with my hosts prior to the 2006 ISTSS Annual Meeting. I then met them in person at the Annual Meeting to discuss my application, ideas for my project, and, perhaps most importantly, to spend a bit of time with them and get to know them a little. You will be working quite closely with them during your scholarship term, so you want to be sure your host is someone you get along with. And, on the positive side, even if your application isn't awarded, you have built a professional relationship with someone you respect and admire in your area of interest, opening doors to other opportunities for collaboration.

When meeting with your potential hosts, let them know about your interests, tell them a bit about yourself, and why you want to study or conduct research with them. Discuss possibilities for your project and collaborations with them. This will be of huge benefit to you in the application

process, as they can provide a letter of support for you to include in your application. Should the Fulbright Program contact them to discuss the possibility of granting you the award, they can also attest to the fact that they have heard of you. It's not a good sign if the person you said you want to work with has never heard of you.

3. As with any application, be sure to allow ample time to gather all the necessary information and to complete the paperwork. The application requires three letters of recommendation as well as encourages a letter of support from your potential host institution (as this will be coming via international mail, allow extra time). Provide your letter writers with all the information they will need to write a letter of support and be sure you give them ample time to write and submit the letter.

4. Related to #3, double check the deadlines given by your home institution (likely your university). They may have deadlines prior to those set by Fulbright. This provides them the opportunity to not only make sure that their students' applications are complete, but also provides the home institution time to review each application before they interview the applicant. (Yes, there is an interview required prior to submitting your Fulbright application, but it should just consist of questions about your project and why you want a Fulbright.)

5. Engage in self-care during the application process. It can be absolutely grueling and anxiety provoking. The applications are due in September or October. You will likely find out in February if your application has made it through the first round and has been sent on to your potential host country. The end of April is the earliest you will likely be notified as to whether you did or did not receive your award. Patience is certainly not a virtue I have enough of, and I found the waiting to be excruciating. Be sure you have a great support system and tend to your anxiety should it arise.

6. Should you get the award, take full advantage of the opportunity. Learn all that you can, engage in your community as much as possible, engage in the culture, and build relationships (personal and professional) with those you meet. Remember that you have friends and potentially a surrogate family in your fellow Fulbrighters. Keep in contact with them and try to arrange activities together. It's nice to have some people from home. This should be a life changing year. Enjoy! Contact me with questions: (averill.psych@utah.edu).

^{1,2} Quotes by J. William Fulbright, www.fulbright.com.au



ISTSS 2009 Election

Each year ISTSS conducts an election for board members and a president-elect. The ISTSS Nominating Committee, chaired by board member and Past President Stuart Turner, MD MA FRCP FRCPsych, has nominated the individuals listed to the right.

Note that, with the exception of the president, individuals are typically limited to two consecutive terms on the board. This year, ISTSS members will elect six board members to serve three-year terms beginning November, 2009. Members will also elect a president-elect who will assume the office of President in November 2010.

How Does It Work?

Voting for the 2009 election will begin Thursday, August 6 and close Friday, September 11. You will receive an e-mail from headquarters on or before August 6 with online voting instructions.

Who is eligible to vote?

Any current 2009 member of ISTSS who has joined on or before September 4, 2009.

What stops someone from voting more than once?

After you are finished voting, you will have an opportunity to review your choices. Once you indicate that you are finished, you cannot return to the ballot.

How does it prevent another person from voting for me?

The voting system is accessed by using your own personal user ID and password. This information is private.

Will others be able to see how I voted?

No, others will not be able to view your voting choices.

What if I don't have e-mail?

Prior to July 31, mail ballots will be distributed to members without e-mail addresses.

What if I have e-mail but I would rather not vote electronically?

If you prefer to vote by mail, contact Administrator, Marti Buckely at mbuckely@istss.org; +1847-480-9028, ext. 225; or Marti Buckely, ISTSS, 111 Deer Lake Road, Suite 100, Deerfield, IL 60015 USA. You must make the request **prior to July 20** to allow for mailing time. Remember: Your mail vote must be **postmarked by Friday, August 28 and received by September 11**.

May I fax my vote?

Only non-North American members may fax their vote if they cannot vote online.

Watch for more details about electronic balloting. Election results will be announced in a fall issue of *StressPoints*.

ISTSS nominees for President-Elect are:

Marylene Cloitre, PhD
Sandro Galea, MD, DrPH

ISTSS nominees for Board Members are (elect six):

Jean C. Beckham, PhD *
Jonathan I. Bisson, DM
Jon Elhai, PhD
Diane L. Elmore, PhD, MPH
Julian D. Ford, PhD
(Yoshiharu Kim, MD, PhD**)
Harold Kudler, MD
Candice M. Monson, PhD
Nnamdi Pole, PhD
David Wolfe, PhD

* Current Board member running for re-election

**Dr. Yoshiharu Kim has withdrawn his candidacy from the board for personal reasons

ISTSS Student Research Grant

The ISTSS Student Research Grant (SRG) provides two \$1,000 grants to ISTSS student members who submit proposals judged to have the greatest potential to contribute to the field of traumatic stress.

Applications must be received before **August 15, 2009**. [Click here](#) to download the form.

ISTSS Announces Student Section Election Winners

Congratulations to the newly-elected Student Section Chair Lynnette Averill and Vice Chair Heidi La Bash. Thank you to all the candidates who participated in the election.

ISTSS Student Section Chair Lynnette Averill

Lynnette Averill is currently working towards her PhD in counseling psychology at the University of Utah, Salt Lake City where she also earned her undergraduate and master's degree. Lynnette has demonstrated a high level of commitment to the organization and its members in her role as vice-chair and through active participation in task force projects, and other collaborative organizational efforts. Lynnette has worked closely with the chair of the Student Section during her two years as co-chair and is familiar with the duties and responsibilities of this position.

As vice-chair, she participated in the review for the Outstanding Student Award and organized student-oriented panels and the Internship and Post-Doc Networking Fair. Under her leadership, the Networking Fair has seen increased attendance from students and training programs, and she has extended the scope of the Fair to include military and veteran, child-trauma, sexual assault and community violence and crime sites.

Lynnette will strive to maintain all the positive aspects of the section and will continue to facilitate the advancement of the Student Section, improving its ability to provide for student needs and interests. (See article on page 9.)

Visit the ISTSS Amazon Store!

The [ISTSS Amazon Store](#) (also accessible from the ISTSS homepage) features trauma-related books for professionals and the public, as well as fiction, memoirs, and movies with themes related to trauma and healing. The store allows ISTSS members and others to locate useful resources, while helping to support ISTSS.

Bookmark the [ISTSS store](#) and begin your Amazon shopping! **ISTSS earns a referral fee of 4% to 10%** for items purchased through the site. Any Amazon purchase that originates through our store helps to support ISTSS. To find other Amazon items, just click the "**Powered by Amazon**" button in the upper left corner of the page and continue shopping.

Please send suggestions to Nancy Kassam-Adams at nlkaphd@mail.med.upenn.edu.

ISTSS Student Section Vice Chair Heidi La Bash

Heidi La Bash is a second year clinical psychology PhD student at the University of Nevada, Reno. She first joined in 2004 and in 2006 began contributing to *Traumatic StressPoints* as a student author. Heidi has authored four articles for the newsletter since that time. In 2008, she stepped into the leadership position of student contributing editor for *Traumatic StressPoints*.

Heidi is a conscientious editor, working with student members to solicit timely contributions for *StressPoints* and bring student voices to the newsletter. Heidi has also shown her commitment to the Society with her work as an active member of the Student Section Committee since 2008. In this role, she helped facilitate student events at the Annual Meetings and has contributed to other projects, such as updating the ISTSS student Web site. In addition, Heidi has made scholarly contributions to the Annual Meetings.

As student vice chair, Heidi will work to increase networking opportunities at the Annual Meetings and to increase the rate of participation in our Internship Fair and student-focused workshops at the Annual Meetings.

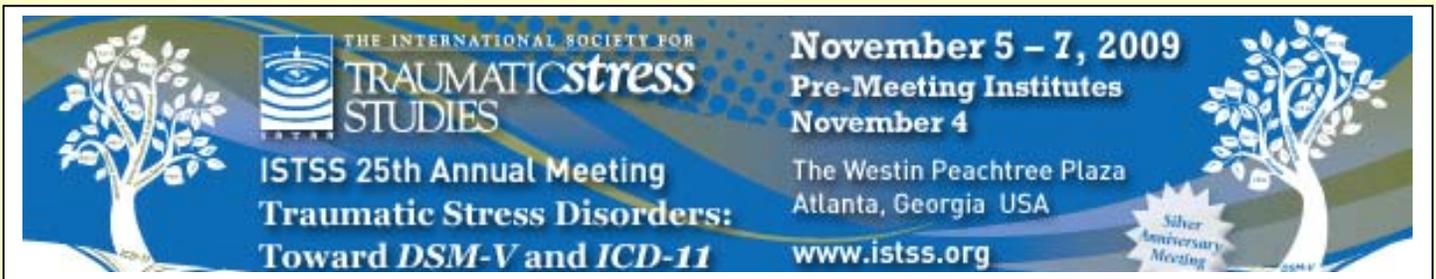
Call for Submissions

We invite you to consider submitting an article to *Traumatic StressPoints*!

Stresspoints accepts articles (750-1000 words) on topics related to the study and treatment of traumatic stress-related disorders.

StressPoints provides a vehicle for the rapid dissemination of news, as well as recent advances, issues, controversies, concerns, or innovations in research or applied contexts. Articles should be written in a style accessible to a multidisciplinary audience. Considering limited space, terse shorter articles will be given priority over longer articles. Articles should be well-documented (references do not count towards word count). With the electronic newsletter format, authors are encouraged to provide links to relevant web resources to facilitate readers' access of additional or supporting information on the topic.

For more information about submitting an article, [click here](#).



The ISTSS Annual Meeting is the largest gathering of mental health professionals dedicated to trauma treatment, education and research, and prevention who are interested in traumatic stress and its impact on individuals, families and communities

Why Attend the ISTSS Atlanta Annual Meeting?

- **LEARN** about developments related to upcoming revisions of *DSM-V* and *ICD-11* and EARN continuing education credits.
- **ENJOY** 150 Oral Presentations within more than 30 Concurrent Sessions, and hundreds of Poster Presentations.
- **ATTEND** both cutting-edge research and clinical tracks.
- **DISCUSS** the contribution of genetic, biological and psychosocial factors that influence adaptation following traumatic stress.
- **NETWORK** with other experts in the field and VISIT the bookstore and exhibits.

Keynote Address

- **Darrel Regier, MD, MPH** – “Redefining PTSD With Empirical Data: Implications for *DSM-V*”. Vice Chair of the *DSM-V* Task Force; Director, APA Division of Research; Executive Director, American Psychiatric Institute for Research and Education

Other Featured Speakers

- **David H. Barlow, PhD** – “Diagnoses, Dimensions, *DSM-V* and a Transdiagnostic Approach: Let’s Get Radical”. Founder and Director Emeritus, Center for Anxiety and Related Disorders at Boston University; Professor of Psychology, Boston University
- **David Spiegel, MD** – “Dissociative Disorders and *DSM-V*”. Willson Professor in the School of Medicine; Associate Chair, Department of Psychiatry & Behavioral Sciences, Stanford University School of Medicine

Come for the Meeting, Stay for the Celebration!

When making your travel and hotel arrangements, be sure to plan to stay overnight Saturday to take part in the 25th Silver Anniversary celebration as ISTSS honors past and current leadership.

- Saturday Evening 25th Anniversary Celebration and Saturday Afternoon Master Clinician Demonstrations with David Barlow (Unified Therapy for PTSD) and Barbara Rothbaum (Virtual Reality Therapy for PTSD).

Other Master Clinician Demonstrations.

Kathleen Chard, PhD, David Riggs, PhD, and Robyn Walser, PhD

Presidential Activities.

ISTSS has several other exciting things planned to help celebrate its Silver Anniversary, including:

- **International Society for Traumatic Stress Studies Over Time**
This panel includes presidents from the past who very much are involved in the unfolding of the field.
- **Issues in the Field of Traumatic Stress Through the Eyes of Previous ISTSS Presidents**
This panel will synthesize trends in the field of traumatic stress from the past 25 years.

If you have submitted an abstract for consideration in the 25th Anniversary Annual Meeting program, you will be notified of its acceptance status shortly.

For online registration, meeting details and membership information,
visit www.istss.org.

Traumatic StressPoints

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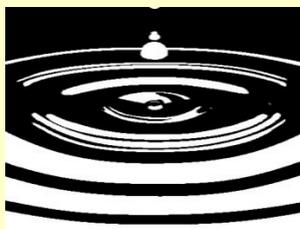
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**Upcoming Events****July 23-26, 2009**

40th Annual ISPNE Conference:
Modern Psychoneuroendocrinology: Interactions with Genes, Health, and Longevity
San Francisco, CA
www.ispine.org

September 21-22, 2009 and September 23-26, 2009

In conjunction with the 14th International Conference on Violence, Abuse and Trauma
San Diego, CA
[Training Institutes 2009](#) or IVATConf@alliant.edu

October 2-3, 2009

ISTSS is a proud co-sponsor of:
[The Treatment of Extreme Trauma: A Unique Training Conference Opportunity](#)
Sponsored by The Hopi Foundation, a non-profit organization
High Country Conference Center, Flagstaff, Arizona

Friday, October 9, 2009

Cleveland Clinic's Neurological Institute Upcoming PTSD and Anger & Rage Events
Anger & Rage Symposium
Independence, Ohio
[www.clevelandclinicmeded.com<UrlBlockedError.aspx](http://www.clevelandclinicmeded.com/UrlBlockedError.aspx)

October 21-24, 2009

[6th European Congress on Violence in Clinical Psychiatry](#)
Stockholm, Sweden

November 5-7, 2009

ISTSS 25th Annual Meeting
with Pre-Meeting Institutes Nov. 4
The Westin Peachtree Plaza
Atlanta, Georgia, USA
www.istss.org

April 7-10, 2010

Association for Death Education and Counseling (ADEC) 32nd Annual Conference
Kansas City, Missouri, USA
www.adec.org/conf/index.cfm

April 8-10, 2010

European Society for Trauma and Dissociation International Conference
Queens University Belfast, Northern Ireland
<http://www.estd.2010.org>

April 19, 2010

ISTSS Psychotraumatology Meeting
Zürich World Trade Center
Zürich, Switzerland

June 2-5, 2010

6th World Congress of Behavioral and Cognitive Therapies (WCBCT)
Boston, Massachusetts, USA
[Boston University](#) and the [Association for Behavioral and Cognitive Therapies](#) (ABCT)

November 4-6, 2010

ISTSS 25th Annual Meeting
with Pre-Meeting Institutes Nov. 3
Le Centre Sheraton Montreal Hotel
Montreal, Quebec, Canada
www.istss.org

November 3-5, 2011

ISTSS 26th Annual Meeting with Pre-Meeting Institutes Nov. 2
Baltimore Marriott Waterfront
Baltimore, Maryland, USA
www.istss.org