

CMSC POLICIES AND PROCEDURES

Page 1	Requirements for Online Consultation and Trained Teacher Status
Page 3	Scope of MSC Teaching and Acceptable Formats Based on Experience and Levels of Training
Page 5	Ethical Guidelines for MSC Teachers
Page 7	Fair Use of MSC Materials
Page 8	Use of CMSC Logo
Page 9	Hosting MSC Teacher Training
Page 10	Permissions and Approval of Adaptations
Page 15	MSC Intensives

Requirements for Online Consultation and Trained Teacher Status

Upon successful completion of the MSC Teacher Training, you are considered an MSC Teacher-in-Training. At that point you are only authorized to teach the 8-week MSC with simultaneous enrollment in a series of ten online Zoom consultation sessions. These sessions are rich opportunities to receive support, guidance and wisdom from your fellow teachers and from the Certified and experienced MSC teachers who facilitate these sessions.

Once you have taught an 8-week MSC and attended online Zoom consultation in accordance with the requirements listed below, you can apply for Trained Teacher status.

On approval of your Trained Teacher application, you will receive a Trained Teacher certificate from CMSC. At this point, you will be authorized to teach the 8-week MSC program on your own, subject to all CMSC policies. You will also be listed as a teacher on the CMSC website directory and list your forthcoming courses.

Requirements for your MSC course and online Zoom consultations to count toward Trained Teacher status

- Your course **MUST** have at least 8 registered participants. Fewer than 8 participants is not an adequate size for properly preparing you to teach MSC.
- You must plan to teach approximately 50% of the content of all sessions regardless of the number of co-teachers in your class (with the understanding that unforeseen circumstances like illness may impact this percentage).
- You should teach with a co-teacher or have a General Assistant or Mental Health Assistant present for all sessions, as outlined in the CMSC New Teacher Handbook.
- Your course must follow the full MSC curriculum as outlined in the most recent Teachers Guide and must not be a modification or adaptation of the curriculum.
- You must attend your first Zoom consultation session prior to beginning your course and attend continuously (weekly) while teaching your first course. If you do not attend all 10 sessions whilst teaching your course, you may make up the number of sessions required while teaching your next MSC course. Make-up sessions cannot take place when you are not currently teaching an MSC course.
- You must attend for the full hour of each Zoom session.

Attending Zoom sessions without meeting the requirements

The Zoom consultation sessions are intended to support Teachers-in-Training in teaching the standard 8-week MSC curriculum outlined in the Teachers Guide.

- If you are unable to find a co-teacher or a teaching assistant, or have other reasons preventing you from meet the requirements outlined above, you may *apply for an exemption* to attend Zoom consultation sessions and still be eligible for Trained Teacher status.
- If you teach a smaller (or adapted) group, you may attend Zoom consultation sessions, but you will have to attend again when you offer a standard MSC class for your attendance to be eligible for Trained Teacher status.
- While you may participate in these sessions even if your course does not meet the requirements for attaining Trained Teacher status, please note that the more your course differs from standard MSC, the less helpful these sessions may be for you as the other participants and the host will lack the proper familiarity with your particular situation. Thus you may need to seek individual consultation from one of the MSC mentors if you feel you would require some support while teaching.

Updated June 2019

Scope of MSC Teaching and Acceptable Formats Based on Experience and Levels of Training

In order to ensure that teachers are properly prepared to teach MSC, including its related forms and adaptations, CMSC has outlined the following policies to guide our teachers:

For Teachers-in-Training

Upon successful completion of the MSC Teacher Training, you are considered an MSC Teacher-in-Training.

- You are only authorized to teach the MSC 8-week program with simultaneous enrollment in the series of ten group online Zoom consultation sessions. You are not authorized to teach MSC without these consultation sessions as a Teacher-in-Training.
- You may offer introductory talks and workshops up to 3 hours in length.
- You may act as a General Assistant to two Certified Teachers (or a Certified Teacher and Trained Teacher) who are teaching an MSC Intensive, but this does not count towards the teaching requirement for becoming a Trained Teacher.
- Other formats or adaptations are not allowed for Teachers-in-Training.

You may not represent yourself as anything other than an MSC Teacher-in-Training and you may not teach the MSC program independently until you have completed the consultation sessions and been granted Trained Teacher status.

For Trained Teachers

Trained Teachers are defined as MSC teachers who have taught an 8-week MSC while attending 10 Zoom Consultation sessions and received their MSC Trained Teacher Certificate from CMSC.

- You may continue to offer the 8-week in-person MSC course to the public (preferably with a co-teacher).
- You may assist two Certified teachers who are co-teaching an MSC Intensive.
- You may offer modified forms of MSC as long as they contain at least 85% of the content of the full MSC program and do not include more than one MSC session in a single day. Courses that group two sessions on one day are considered Intensives and Trained Teachers may not offer such Intensives without a Certified MSC Teacher as a co-teacher.
- You may offer introductory talks and workshops up to one day in length

For Certified Teachers

Certified Teachers are defined as MSC teachers who have completed individual mentorship from an expert MSC Teacher and received their Certified Teacher certificate from UCSD.

- You may continue to offer the 8-week in-person MSC program
- You may offer 2-day MSC Core Skills programs
- You may co-teach MSC intensives, preferably in the 4 or 5-day residential format, but this may include further modifications like multiple weekends, or four 2-session days, etc.
 - Please note: CMSC does not allow programs that include the material from more than two sessions in a single day, as we believe strongly that this is just too much material for participants to absorb in such a short period of time
 - You are strongly encouraged to consult with CMSC or an MSC Mentor on any modifications to the standard formats.
- If you are unable to co-teach an intensive with another Certified MSC Teacher, you may have a Trained Teacher as a co-teacher or have a General Assistant (who could be a Teacher-in-Training) present for the full program
- You are eligible to be trained to teach Live Online MSC or other CMSC-endorsed online programs

Updated May 2019

Ethical Guidelines for MSC Teachers

Teaching Mindful Self-Compassion (MSC), I am aware of my responsibility to the course participants. For that reason, I observe the following ethical guidelines:

1. Transparency and Openness

In advance of the course, I will accurately inform all participants about the content, form, duration and costs of the course. I will also be forthright about my own qualifications and training to teach MSC.

2. Embracing Diversity

MSC is a learning environment that is inclusive of all. I will respect the differences between people, both visible and invisible, and will attempt to teach without biases based on differences of any kind, to the best of my ability. I will honor the unique challenges that each individual faces as we learn together to embrace our common humanity.

3. Financial Integrity

Although I recognize that I am entitled to be fairly compensated for my time teaching MSC, my primary goal is to be of service to others and I agree to always balance my own economic needs and those of my participants when making financial decisions about fees and scholarships for those in need.

4. Respecting the integrity of the program

Being a member of this teacher organization, I will ground my teaching in what I learned during the MSC Teacher Training and subsequent training opportunities. I respect the integrity of the MSC curriculum and when using the MSC trademark I will maintain a minimum of 85% adherence to the curriculum.

5. Acknowledging the limitations of the program

I am aware that MSC is not a substitute for medical or mental health treatment, and I will endeavor to assure that my public communications (e.g., advertising, writing, speaking) make this clear to all prospective and current participants.

6. Ongoing learning and personal practice

In order to remain qualified to teach, I will stay abreast of developments in the fields of mindfulness and self-compassion, and participate in the professional community of MSC teachers. I am aware that an ongoing, personal practice of mindfulness, compassion, and self-compassion is a foundation of effective teaching.

7. Responsibility for my relationship to participants

I understand that to teach self-compassion I have to be compassionate toward my students. I will take responsibility for this relationship without seeking further material or immaterial rewards, and above all else, hold the emotional and psychological safety of my MSC

participants as paramount. For this reason, I will maintain a professional teacher-student relationship with all participants while teaching an MSC course.

8. Respect toward other teachers and programs

I understand that being a compassionate teacher includes my behavior toward other teachers as well as other mindfulness and compassion-based programs. This includes adopting a respectful and appreciative attitude—recognizing our shared goals of bringing mindfulness and compassion to the world—and not speaking in a disparaging way about other teachers or programs. I will attempt to address any existing or potential conflicts directly in a constructive and compassionate manner.

9. Ideological neutrality

Teaching MSC I refrain from political, ideological or religious indoctrination. I may, of course, discuss the background of MSC or my own practice if asked.

10. Disregard of the ethical guidelines

When teaching MSC, I will refrain from political, ideological or religious indoctrination. I may, of course, discuss the background of MSC, or my own practice, if asked.

Adapted with permission from the Ethical Guidelines of the German MBSR-MBCT Association

Fair Use of MSC Materials

The information in the MSC Teacher Guide is the intellectual property of Chris Germer and Kristin Neff. However, we have a strong commitment to widely disseminating these materials for the benefit of all. The following guidelines pertain to sharing MSC materials with others:

MSC Practices

- For written instructions to most MSC practices, kindly refer your participants to the published workbook - *The Mindful Self-Compassion Workbook*.
- For distribution of MSC content at workshops, lectures or online, you may share up to 7 practices from the MSC course (not class exercises, please) with your participants, citing either of the following sources:
 - Neff, K. & Germer, C. (2018). *The Mindful Self-Compassion Workbook*. New York: Guilford Press.
 - Germer, C. & Neff, K. (2019). *Teaching the Mindful Self-Compassion Program*. New York: Guilford Press. (after August 2019)

Teacher Guide

- The MSC Teacher Guide is only distributed to MSC teachers at a CMSC-sponsored MSC Teacher Training. Please do not give the Teacher Guide to anyone who has not taken an MSC Teacher Training or who is not assisting you in an MSC course. Also, please do not distribute any materials from the Teacher Guide that are not in the published workbook or the Handout Booklet.
- Some teachers may wish to share material from the MSC Teacher Guide with participants who have missed a class. Instead, please refer your students to the published workbook (if you teach in English) or the Handout Booklet (translated), and do not copy and distribute material from your Teacher Guide. On PowerSchool Learning, there is helpful information that teachers can offer to participants who miss a session, as well as helpful tips on how to use the workbook as a companion to MSC.
- The professional textbook, *Teaching the Mindful Self-Compassion Program*, will be released (in English) in August 2019. This book contains most of the MSC curriculum in prose form (the textbook is less user-friendly than the TG) and will be available to both teachers and students for further reference.

Use of CMSC Logo

- Teachers around the globe have become familiar with the Center for Mindful Self-Compassion logo from their Teacher Guide, the CMSC website and other official communications like the Teacher Bulletin. The logo is shown here:



Unfortunately, there is widespread confusion about its proper use by teachers and our hope is to clarify this here.

- Please understand that the logo (whether just the lotus symbol or the combination of symbol and words) **ONLY** represents the non-profit Center for Mindful Self-Compassion as an organization. The logo does not represent or symbolize the Mindful Self-Compassion program itself and it should not be used in any marketing, website or other public way to denote MSC.
- Therefore, teachers should **ONLY** use the logo to represent CMSC, for example to denote that you were trained by CMSC or attended a CMSC event. The logo should never be used in a way that might imply an endorsement by (or formal affiliation with) CMSC, except when given explicit written permission by CMSC. Simply placing the logo on a printed piece or website may create this impression of an endorsement or affiliation and is not allowed.

Hosting MSC Teacher Training

CMSC takes seriously our role as the world's authority on self-compassion training. The format, content and teaching team for each TT are critical to their effectiveness so CMSC maintains close oversight and control of these programs. CMSC is ultimately responsible for the reliability, consistency and fidelity to MSC of each and every teacher training. We partner with reputable and well-respected institutions like University of California (US), Arbor Seminare (Germany), Centre for Mindfulness Studies (Canada), Centrum voor Mindfulness (Netherlands and Europe) and several others to host and organize MSC teacher trainings. Our hosts sign a lengthy and detailed agreement with CMSC that outlines the duties and responsibilities of both hosts and CMSC, and we work collaboratively with our hosts to assure high quality training for all our trainees. CMSC assigns the teacher trainers to each event and monitors course evaluations to insure a positive learning experience for all.

CMSC does not grant exclusive teacher training rights to any organization in any particular region or country, but we do choose our hosts wisely. We are careful about scheduling TTs based upon a global vision and to avoid scheduling conflicts with other TT hosts. Furthermore, we are always open to exploring new partnerships in geographic areas where there is a need for MSC teachers.

We currently have a talented lineup of MSC teacher trainers and, since the demand for teacher training has leveled off for now, we have not needed to recruit new teacher trainers. We know that many of you are superb MSC teachers who may wish to become teacher trainers and have the talent to do so. However, we want you to know that the opportunities are quite limited at this time. Nonetheless, as MSC proliferates around the world, we hope and expect that a variety of different teaching opportunities will open up and we will continue to support you as best we can to share the gift of self-compassion around the world.

Permissions and Approval of Adaptations

The following guidelines are designed to facilitate widespread dissemination of the principles and practices of the Mindful Self-Compassion (MSC™) program while maintaining the integrity and consistency of the program, the quality of teaching, and the intellectual property of Chris Germer and Kristin Neff (hereafter referred to as the Co-developers). These guidelines are becoming increasingly important as professionals (MSC-trained and untrained) integrate self-compassion training into their work and publish MSC-related training materials.

Copyright and Trademark

- *Copyright* refers to the “tangible expression of ideas,” especially the words used in trainings and published materials describing the concepts and practices of the MSC™ program. Copyright laws are designed to protect intellectual property. Permission from Guilford Press is required to publish material from the MSC program.

For permission from Guilford Press, please go to <https://www.guilford.com/permissions>

- *Trademark* refers to the “source” of a product, or branding. “MSC™” is a registered trademark in many parts of the world. Trademark laws are designed to protect the rights of developers and reduce confusion about a particular product. CMSC owns the MSC™ trademark and is responsible for maintaining the consistency and integrity of the MSC program and reducing confusion about what MSC™ signifies to the public. Therefore, approval by CMSC is required for all adaptations that have “MSC” in the title (i.e., subtitle).

For approval from CMSC, please email your request to steve@centerformsc.org

Permissions

- *Permission* refers to allowance given by the Co-developers to use material from the MSC program as well as permission by Guilford Press to publish material from the MSC workbook or professional textbook. Permission is a way of protecting copyrighted material.

Unpublished Matter

- Individuals may distribute *unpublished*, printed or online material of *up to 7 topics or practices* (i.e., meditations, informal practices, exercises) from the MSC curriculum at workshops, trainings, on websites, etc. without requiring written permission from Guilford Press or the Co-developers. However, the source of those materials (the MSC workbook or professional textbook) should be appropriately cited. This guideline refers to practices that use “original” text from published MSC materials as well as materials “adapted from” the MSC curriculum.
- Unpublished printed or online material containing *8 or more MSC practices* requires permission from CMSC. For permission, please email steve@centerformsc.org. This guideline insures that bulk use of MSC materials upholds the integrity of MSC. The published sources of unpublished material should always be correctly referenced.

Published Matter

- Publishing any material from the MSC program (original or adapted) requires *permission from the publisher* of the workbook or the professional textbook (Guilford Press).
- Publications that use *8 or more MSC practices* (original text or “adapted from”) require permission from both Guilford Press and CMSC (as the holder of the trademark). Generally speaking, this is a simple process because Guilford Press and CMSC are happy to see MSC materials disseminated.
- To prevent the public from confusing the standard MSC program with an adaptation, published articles should clearly describe how the adaptation differs from MSC and why those changes were made. For example, in addition to noting differences in format (duration and number of sessions), publications should include specifically what topics or practices were omitted, what topics or practices were added, and any changes to the sequence of components, along with explanations for each.

Use of MSC™ in Professional Activities

- The co-developers of MSC heartily encourage professionals to use the concepts and practices of the MSC program in the context of their ongoing professional activities (e.g., teaching a course on parenting, mindfulness instruction to organizations, psychotherapy.) These are informal, unpublished, integrations of MSC into professional work.
- Components of the MSC curriculum (topics, practices, exercises) used in these activities, such as in handouts or PowerPoint presentations) should be cited appropriately.

Professionals can reference either the professional textbook, *Teaching the Mindful Self-Compassion Training Program* (Germer & Neff, 2019) or the workbook, *The Mindful Self-Compassion Workbook* (Neff & Germer, 2018).

MSC™ Applications

- An MSC “application” is an MSC program that contains *85% or more* of the MSC curriculum. It is essentially a full MSC program with some minor changes (language, content) for specialized populations. An application may use the “MSC” in the main title of the program, such as “MSC for Men” or “MSC for Diabetes.” Trained MSC teachers with particular expertise or training should feel free to develop and teach MSC applications for specialized populations.
- The Center for MSC (CMSC) is available to consult with developers who are unsure whether their application has 85% or more of the MSC curriculum. CMSC would like to be made aware of any interesting, new applications of MSC so we can advise, support, and possibly help disseminate these applications.
- Developers of specialized applications must be at least Trained MSC Teachers. *Research* on specialized programs should only have Certified MSC Teachers teaching the program to insure a high standard of teaching competence.
- Developers do not require permission or approval from CMSC to teach new applications of MSC unless they intend to *publish* their curriculum.

MSC™ Adaptations

Approval by CMSC

- An MSC “adaptation” is a structured program that is recognizable by someone familiar with MSC as primarily derived from MSC™, it contains *less than 85%* of the MSC curriculum, and the adaptation has been approved by CMSC. An approved adaptation can use “MSC” in the *subtitle* of the program. For example, “*Making Friends with Yourself: MSC for Teens*” would be an approved adaptation.
- It is not necessary to obtain approval from CMSC to create and disseminate a program using material from MSC™. Approval is only required if the developers of the adaptation want their program to be considered an official adaptation of MSC and use “MSC” in the subtitle. However, *permission* is still required if 8 or more practices are used, or adapted from, the MSC curriculum. Receiving permission from CMSC is a relatively easy process since the mission of CMSC is to support the dissemination of MSC in diverse contexts and populations.

- Nonetheless, developers of an adapted program are strongly encouraged to submit their program to CMSC for “approved” status. When an adaptation is approved by CMSC, it can be advertised as “an adaptation of the Mindful Self-Compassion program approved by the Center for Mindful Self-Compassion” and listed on the CMSC website.
- To receive CMSC approval for an adaptation of MSC™, or permission to use 8 or more MSC practices in your adaptation, please submit your adapted curriculum to Steve Hickman, PsyD at steve@centerformsc.org

Criteria for Approval

- An official adaptation may either be shorter or longer than the standard MSC program. The MSC curriculum contains 7 meditations, 20 informal practices, 14 class exercises, and 34 didactic topics, and consists of 24 hours of classroom activity.
- Approval by the CMSC Adaptation Committee depends on *fidelity of the adaptation to the MSC curriculum*. For example, a 6-hour adaptation for a specialized population (e.g., healthcare workers, business leaders) which draws over 90% of its content from MSC is likely to receive approval from CMSC. By comparison, a 24-hour program that is equal parts yoga, hypnosis and MSC is unlikely to receive approval as an adaptation. CMSC will probably offer *permission* to use MSC material in such an adapted program, but “approval” status is reserved for programs that are distinctly MSC related.

Sponsorship

- *Sponsorship* refers to programs for which CMSC has agreed to support the development and training of teachers as well as other activities of dissemination and ongoing support. Teachers of sponsored programs are formally trained as MSC teachers and subsequently take additional training (online or in-person) in the specific adaptation.
- Applications and adaptations are considered for sponsorship by the CMSC Adaptation Committee when the developers are Certified MSC Teachers, the program is supported by empirical outcome research, and there is an established cadre of Trained MSC teachers who are committed to sustaining and developing the program into the future.

MSC Teacher Training and Online Training

- CMSC is the only organization with the right to organize MSC™ Teacher Trainings. CMSC has carefully selected organizations in a variety of countries to host Teacher Trainings and we maintain close contractual collaborative relationships with those organizations to provide high quality, integrated training opportunities for all current and future MSC teachers. CMSC has complete authority and responsibility for the

content of Teacher Trainings, while the hosts are responsible for the logistics of the trainings.

- CMSC also retains the right to be the sole purveyor of online MSC™ training. For now, online training is a key source of revenue that allows CMSC to continue to function as a non-profit organization. Individuals or organizations that would like to provide online MSC training are invited to contact CMSC to discuss the options.

These guidelines will be periodically updated. Please go to www.centerformsc.org for the most current version.

Updated May 2019

MSC Intensives

Who can teach an Intensive?

Teaching MSC in the Intensive format (defined as teaching the entire curriculum with more than one session in a single day) is significantly more challenging for both teachers and students than teaching the 8-week program. For *students*, they do not have the usual time away from the training to integrate what they have learned, nor do they have access to their usual social supports. For *teachers*, they have to deliver the entire curriculum, one session upon the next, while attending to the emotional wellbeing of their participants. Therefore, teaching Intensives requires a higher level of teacher competence (achieved through the MSC certification process), plus additional training on how to teach Intensives and support staff (PSPs, see below) at the training.

The following requirements reflect the accumulated wisdom of senior MSC teachers and teacher trainers who have taught numerous Intensive programs. The guiding intention behind these requirements is to insure the emotional safety and the best possible learning experience for course participants.

- Only Certified MSC Teachers may teach MSC Intensive programs.
- Intensives must be co-taught by at least two Certified MSC Teachers.
- All Certified MSC Teachers who wish to teach intensives must complete a 2-hour webinar (forthcoming) on “Teaching MSC Intensives” to be offered by CMSC at a nominal fee.
- Teachers of MSC Intensives are strongly encouraged to have mental health assistants or Participant Support Persons (see below) as part of the teaching team.
- Teachers should do a careful assessment of each participant before accepting them into an MSC intensive. Members of the teaching team should also inform one another if they believe a participant may require extra support during the program.

CMSC understands that there may be circumstances in which co-teaching by 2 Certified MSC Teachers is not feasible. For example, if the Intensive is small (10 or fewer participants) or when other Certified MSC Teachers are not available. In that case, the lead teacher is encouraged to apply to CMSC for a waiver of the requirements by completing a brief, online application.

How can we help our participants to feel safe and supported?

In the 8-week format, teachers are encouraged to co-teach and also to have a mental health assistant on hand if neither of the teachers are mental health professionals. This is because of the possibility of backdraft, especially the arising of old trauma. The Intensive format is even more emotionally demanding than the 8-week format and teachers have less time to attend to the emotional needs of their participants. Furthermore, the optimal learning environment for students is when they feel not only safe, but also emotionally supported. Toward that end, we

strongly recommend that certified teachers include a Participant Support Person (PSP) in their Intensive programs. PSP's should also be present at 2-day Core Skills programs since those programs can also be emotionally demanding.

What is a PSP?

A PSP is an MSC Trained Teacher and (usually) a mental health professional. The PSP is not taking the course as a participant (as a mental health assistant might be) and is solely dedicated to the emotional safety and wellbeing of the course participants. It is highly recommended to have one PSP for every 25 participants at an MSC Intensive because of enhanced demands on teachers to deliver the curriculum as well as the emotional demands on the participants. Seasoned MSC teachers find that it is still very helpful to have a PSP with as few as 15 participants so they can focus on teaching the curriculum and rest between sessions.

Most PSP's are mental health professionals due to the prevalence of trauma in the general population (90%*). A non-mental health trained person can be a PSP if the person has expertise working with trauma. All PSP's are also trained MSC teachers. It is necessary for PSP's to have taught the MSC course themselves so they can assist participants to use the skills taught in MSC when a student is struggling (rather than defaulting to psychotherapy if the PSP is a therapist).

PSPs are often Trained MSC Teachers who would like to learn how to teach MSC from more seasoned, certified MSC teachers. The financial arrangement with a PSP depends on a variety of factors, including the training opportunity, and is decided in advance between the teachers and the PSPs.

What do PSP's do?

Prior to an MSC Intensive or 2-day MSC Core Skills program, there should be a meeting between the PSP(s) and the teachers to discuss the activities of a PSP and to connect as a teaching team. A team approach is essential because it is likely that a teacher or a PSP will be on the frontline with a participant who is experiencing old trauma and the team should work together to support one another and also make the participant feel safe.

PSPs may schedule short, individual meetings with interested participants, they may host small group sessions, or they may reach out informally to participants who seem to be struggling during the course. In large Intensives (50 or more participants), PSP's can create an atmosphere of safety by meeting on Day 1 in small groups to get acquainted and provide a sense of connection. These same groups can meet again later in the week. Another helpful function of the PSP may be to host small online groups (for a small fee) about one month after the Intensive to support the students' practice. Knowing that PSP's are available during (and sometimes after) the course provides a reassuring context for practice.

When no PSPs are present at an MSC Intensive, co-teachers should inform their participants about the possibilities for emotional support, such as a sign-up sheet for individual consultations, scheduled small group meetings, or informal conversations during the week.

* Kilpatrick, D. G., Resnick, H. S., Milanak, M. E., Miller, M. W., Keyes, K. M., & Friedman, M. J. (2013). National estimates of exposure to traumatic events and PTSD prevalence using DSM-IV and DSM-5 criteria. *Journal of Traumatic Stress, 26*(5), 537–547.

Created April 2019