



## PSYC6348 – Trauma Informed Care for Foster and Adoptive Families Church & Community Ministries Division.

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*The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill  
the Great Commission and the Great Commandments through the local church and its ministries.*

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### **Purpose of Course**

The purpose of this course is to help students understand the ways in which trauma impacts a child's brain and to help students develop intervention strategies for working with foster and adoptive families who are dealing children who have emotional, behavioral, or physiological challenges.

### **Our Core Values**

The seminary has five core values. The focal core value for 2015-2016 is Mission Focus. This course supports the five core values of the seminary.

*Doctrinal Integrity:* Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. Our confessional commitments are outlined in the "Articles of Religious Belief" and the "Baptist Faith and Message 2000."

*Spiritual Vitality:* We are a worshipping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word.

*Mission Focus:* We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

*Characteristic Excellence:* What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

*Servant Leadership:* We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

The Core Value Focus for this academic year is Mission Focus

### **Curriculum Competencies Addressed**

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following seven areas:

*Biblical Exposition:* To interpret and communicate the Bible accurately.

*Christian Theological Heritage:* To understand and interpret Christian theological heritage and Baptist polity for the church.

*Disciple Making:* To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.

*Interpersonal Skills:* To perform pastoral care effectively, with skills in communication and conflict management.

*Servant Leadership:* To serve churches effectively through team ministry.

*Spiritual and Character Formation:* To provide moral leadership by modeling and mentoring Christian character and devotion.

*Worship Leadership:* To facilitate worship effectively.

The curriculum competencies addressed in this course are:

1. *Interpersonal Relationship Skills:* This course will give students the opportunity to develop complex interpersonal relationship skills necessary to help children and families move through trauma.
2. *Servant Leadership:* This course will prepare the student serve foster and adoptive families in our churches and communities.

## **Course Catalog Description**

A detailed study is made of the major factors faced by kids from hard places: developmental trauma, attachment issues, self-regulation, sensory processing, interpersonal relationship skills, and behavioral challenges. These problems will be addressed from the Trust Based Relational Intervention Model

## **Student Learning Outcomes**

The student involved in this course should be able to accomplish the following:  
By the end of the study, the student will:

- A. increase in knowledge of attachment and trauma informed care by:
  - 1. Gaining basic knowledge of the various models of trauma informed care.
  - 2. Gaining and in depth knowledge of the Trust Based Relational Model.
  - 3. Learning to identify and evaluate the impact of the counselor's attachment style on relationships.
  - 4. Examining research findings on the impact of trauma on the brain.
  
- B. increase in practical application of the Trust Based Relational Intervention principles to counseling foster and adoptive families by:
  - 1. Participating in experiential activities based on the Trust Based Relational Intervention.
  - 2. Understanding the principles of empowering, connecting, can correcting and their relationship with increased success for families with kids from hard places.
  - 3. Becoming familiar with basic skills necessary to address sensory issues for children in foster and adoptive families.

## **Textbooks**

The following texts are required reading for class discussions and are to be read in their entirety unless otherwise specified.

Karyn Purvis, David Cross, & Wendy Sunshine, *The Connected Child: bring hope and healing to your adoptive family*. (New York: McGraw Hill, 2007).

Carol Kranowitz, *The out-of-sync child: recognizing and coping with sensory integration and dysfunction*. (New York: Penguin Group, 2005).

Daniel Siegel, *The Whole Brain Child*. (New York: Random House Publishing, 2011).

Bert Powel, Glen Cooper, Kent Hoffman, & Bob Marvin. *The Circle of Security Intervention: Enhancing Attachment in Early Parent-Child Relationships*. (New York: Guilford Press, 2013)

### **Course Requirements**

#### I. Participation, Discussion Boards and Reading

- A. Student participation in weekly discussion boards is essential for remaining engaged in this course. Discussion boards will close at midnight on Sunday each week. Students are required to make one primary post and three secondary posts each week. It is necessary to complete all assigned readings and activities prior to responding each week.
- B. Students will participate in class discussions and class activities throughout the semester. In order to fully participate, students will need to complete Blackboard assignments as they are assigned.
- C. The grade for this component of the class will be based on Blackboard participation, class attendance, preparation, and participation and self-report of percentage of reading completed.
- D. At the end of each class period students will complete a brief assessment to rate their understanding of the material covered during the class meeting.

#### II. Implementation & Application Paper

- A. Each student is to develop an implementation plan for utilizing TBRI with foster and adoptive families. Based on this implementation plan, the student will fully develop 6 counseling session outlines incorporating the principles of the TBRI model. Each lesson will address at least one specific concept drawn from the TBRI principles.
- B. The implementation plan will contain the following:
  - 1. a time line for implementation that indicates how model will be divided and taught to the client(s).
  - 2. specific elements and principles that will be addressed
  - 3. other resources or resource people with whom the client(s) may need to consult.

4. List of tools, materials, and resources necessary to execute the implementation plan.

C. Each session should include the following:

1. a description of the primary area of focus for the session and the principle from which it is drawn (empowering, connecting, correcting)
2. a detailed outline of how the session time will be allocated
3. a thorough explanation of any activity or activities that will be utilized in the session, purpose of activity, materials needed, possible challenges created by the activity and how these challenges could be addressed, and time required for the activity.
4. explanation of how progress and learning will be measured or assessed for the session
5. handouts or resources for the client related to the session focus

The session outlines should follow a logical sequence and should be consistent with concepts associated with TBRI.

### III. Resource Manual

- A. Each student will contribute a minimum of five resources toward each of five sections in a class developed parent resource manual. The manual is designed to help foster and adoptive families succeed in implementing principles of TBRI. Content will include, but not be limited to the following areas: connecting activities, self-regulating techniques, food and nutrition that supports healthy brain functioning, suggested reading for children, suggested reading for parents, and resources for foster and adoptive families. Submissions are due throughout the semester in Blackboard. Due dates are located in the class schedule.

### IV. Video Sessions

- A. Students will be required to prepare, conduct, and review two TBRI sessions with a family or two different families during the semester. The sessions will be 20-30 minutes in length and will be video recorded by the student. After completing the session, the student will review the video and submit the following: video recording, session plan outline, written critique of session. Students are required to seek written permission from the family for the session to be videoed and utilized for class.

### V. Practical Experience

- A. During the semester students will have the opportunity to work with children from hard places in a supervised environment. Each student will complete one shift at

a Crossroads NOLA event. During the shift the student will be paired with one or more children and will be a “buddy”. The student will be responsible for helping the child or children to successfully engage in planned TBRI activities. Participation will require students to complete the online Ministry Safe Course and Quiz. Students will also have to pass a background check conducted by Crossroads NOLA.

VI. Final Exam

A. Students will complete a take home final exam.

**Grading Scale**

A – 93-100

B – 85 – 92

C – 77 – 84

D – 70 – 76

F – Below 70

**Course Assignment Evaluation Percentages**

Assignment	Percentage of Grade
Participation, Discussion Boards & Reading	20%
Application Paper & Session Outlies	20%
Resource Manual	15%
Video Sessions	20%
Practical Experience	10%
Final Exam	15%

## Course Policies

### **Reading Assignments**

Students are responsible for completing all reading assignments.

### **Professor's Policy on Late Assignments**

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by four points for each week day an assignment is late.

Assignments will NOT be accepted after they are one week overdue. Personal change projects will **not** be accepted after the start of class each week.

### **Professor's Availability and Assignment Feedback**

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

### **Help for Writing Papers at "The Write Stuff"**

This is the official NOBTS Writing Center online help site for writing academic papers and essays. <http://www.nobts.edu/writing/default.html> You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew.

### **Academic Honesty Policy**

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

### **Web-based Course Reminder / Warning**

Web-based courses are, by nature, a different kind of learning experience than courses taught in the traditional classroom. Because of this structure, the web-based course is more reading and writing intensive than traditional classroom courses. Rigorous study of the deep things of God can be a rewarding experience for anyone who participates in it, but it also calls for extra diligence and integrity in completing the work. This reality does not mean that a web-based course cannot be successful in equipping you, the student, for effective, God-honoring ministry. It simply means utilizing a different strategy. Internet courses allow room for independent learners to thrive- to work at a responsible pace, to

engage in student-led discussions, and to take ownership of the learning of course content. Note that all of your instructors are praying for your success.

### **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Please be aware that plagiarism in certain cases may result in expulsion from the seminary. Refer to the NOBTS Student Handbook <http://www.nobts.edu/resources/pdf/student-services/NOBTSHandbook.pdf> where the definition, penalties and policies associated with plagiarism are clearly defined.

### **Classroom Parameters**

Please arrive on time.  
Turn off cell phones. Utilize laptops and other technology for class purposes only.  
Respect the professor and other members of the class.  
Maintain confidentiality when someone shares personal information.  
Participate in class and group discussions.

### **Extra Credit**

Given the nature of this course, there will not be opportunities for students to earn any extra credit.

### **Blackboard and ITC Technical Support**

Blackboard is the instructional platform used in this class. Please make sure that your contact information is accurate and up-to-date. If you need assistance accessing Blackboard, Selfserve, or other technical support, please contact the Information Technology Center (Hardin Student Center 290 or call **504.816.8180**). Here are other helpful links to ITC assistance.

- [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
- [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
- [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
- [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.
- For Student Assistance in using Blackboard, visit: [Student Bb Help](#)

### **Netiquette**

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web,

digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

### **Academic Policies**

Academic policies relate to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [\*New Orleans Baptist Theological Seminary Academic Catalog\*](#).

### **Policy for Graduating Seniors**

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

## Course Schedule

Unit #	Week #	Date	Assignments	Reading:
<b>Unit 1 – TBRI Overview &amp; Attachment Theory</b>	1	Jan. 19-23	-Review Syllabus -Purchase Books -Discussion Board 1.1	Articles: <ol style="list-style-type: none"> <li>1. <i>Trust Based Relational Intervention</i></li> <li>2. <i>Three Pillars of Trauma Informed Care</i></li> <li>3. <i>Attachment &amp; Development</i></li> <li>4. <i>Prenatal Maternal Biochemistry</i></li> <li>5. <i>Executive Function Development in Children</i></li> </ol>
	2	Jan. 24-30	<b>Class Meeting – Monday, January 25 – 8:00-12:00</b>  -Discussion Board 1.2 - Complete Ministry Safe Sexual Abuse Online Training, Quiz, and Background Check by Jan. 30	The Connected Child (Ch. 1-4)
	3	Jan. 31- Feb.6	-Discussion Board 1.3  -5 Resource Manual Submissions Due	The Connected Child (Ch. 5-8) Articles: <ol style="list-style-type: none"> <li>1. <i>Caught Between the Amygdala &amp; the Hard Place</i></li> <li>2. <i>Improvements in Salivary Cortisol</i></li> </ol>
	4	Feb.7-13	-Discussion Board 1.4  - TBRI Quiz Due	The Connected Child (Ch.9-12) Articles: <ol style="list-style-type: none"> <li>1. <i>Modern Attachment Theory</i></li> <li>2. <i>Trauma &amp; Prenatal Alcohol</i></li> </ol>

<b>Unit #</b>	<b>Week #</b>	<b>Date</b>	<b>Assignments</b>	<b>Reading:</b>
<b>Unit 2 – Empowering Principles</b>	5	Feb. 14-20	<b>Class Meeting – Monday, February 15 – 8:00-12:00</b> -Discussion Board 2.1	Out of Sync Child Ch.1-3 Articles: 1. Teachers & Students 2. Truth, Lies, & Intimacy
	6	Feb. 21-27	-Discussion Board 2.2 - Video Lesson #1 Due	Out of Sync Child Ch.4-6
	7	Feb.28-March 5	-Discussion Board 2.3 -5 Resource Manual Submissions Due	Out of Sync Child Ch. 7-9
	8	March 6-12	Discussion Board 2.4	Out of Sync Child Ch. 10-12
Spring Break				
<b>Unit 3- Connecting Principles</b>	10	March 20-26	-Discussion Board 3.1 -5 Resource Manual Submissions Due	Whole Brain Child – Ch.1-2
	11	March 27-April 2	<b>Class Meeting – Monday, March 28 – 8:00-12:00</b> -Discussion Board 3.2	Whole Brain Child – Ch.3-4
	12	April 3-9	-Discussion Board 3.3 -Empowered To Connect Simulcast	Whole Brain Child – Ch.5-6
	13	April 10-16	-Discussion Board 3.4 -5 Resource Submissions Due	Circle of Security –Ch.1-4

<b>Unit #</b>	<b>Week #</b>	<b>Date</b>	<b>Assignments</b>	<b>Reading:</b>
<b>Unit 4 – Correcting Principles</b>	14	April 17- 23	-Discussion Board 4.1 - Video Lesson #2 Due	Circle of Security -Ch.5-8
	15	April 24- 30	<b>Class Meeting – Monday, April 25- 8:00-12:00</b> -Discussion Board 4.2 -5 Resource Manual Submission Due	Circle of Security -Ch. 9-12
	16	May 1-5	-Discussion Board 4.3 - Implementation Plan Due with 6 Session Outlines - Final Exam Due	Circle of Security -Ch.13-15

## Selected Bibliography

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## Student Services

*This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to [www.nobts.edu/student-services](http://www.nobts.edu/student-services), email us at [studentservices@nobts.edu](mailto:studentservices@nobts.edu), or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!*

Need	Email	Phone	Web Page
Advising – Graduate Program	<a href="mailto:studentservices@nobts.edu">studentservices@nobts.edu</a>	504.282.4455 x3312	<a href="http://www.nobts.edu/registrar/default.html#advising">www.nobts.edu/registrar/default.html#advising</a>
Advising – Undergraduate Program	<a href="mailto:lcadminasst@nobts.edu">lcadminasst@nobts.edu</a>	504.816.8590	<a href="http://www.nobts.edu/LeavellCollege">www.nobts.edu/LeavellCollege</a>
Church Minister Relations (for ministry jobs)	<a href="mailto:cmr@nobts.edu">cmr@nobts.edu</a>	504.282.4455 x3291	<a href="http://www.nobts.edu/CMR">www.nobts.edu/CMR</a>
Financial Aid	<a href="mailto:financialaid@nobts.edu">financialaid@nobts.edu</a>	504.282.4455 x3348	<a href="http://www.nobts.edu/financialaid">www.nobts.edu/financialaid</a>
PREP (help to avoid student debt)	<a href="mailto:Prepassistant1@nobts.edu">Prepassistant1@nobts.edu</a>	504.816.8091	<a href="http://www.nobts.edu/prep">www.nobts.edu/prep</a>
Gatekeeper NOBTS news	<a href="mailto:pr@nobts.edu">pr@nobts.edu</a>	504.816.8003	<a href="http://nobtsgatekeeper.wordpress.com">nobtsgatekeeper.wordpress.com</a>
Information Technology Center	<a href="mailto:itcsupport@nobts.edu">itcsupport@nobts.edu</a>	504.816.8180	<a href="http://selfserve.nobts.edu">selfserve.nobts.edu</a>
Help with Blackboard	<a href="mailto:blackboardhelpdesk@nobts.edu">blackboardhelpdesk@nobts.edu</a>	504.816.8180	<a href="http://nobts.blackboard.com">nobts.blackboard.com</a>
Library	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/Library">www.nobts.edu/Library</a>
Online library resources	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/research-links/default.html">http://www.nobts.edu/research-links/default.html</a>
Writing and Turabian style help	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/writing/default.html">http://www.nobts.edu/writing/default.html</a>
Guest Housing (Providence Guest House)	<a href="mailto:ph@nobts.edu">ph@nobts.edu</a>	504.282.4455 x4455	<a href="http://www.provhouse.com">www.provhouse.com</a>
Student Counseling	<a href="mailto:lmccc@nobts.edu">lmccc@nobts.edu</a>	504.816.8004	<a href="http://www.nobts.edu/student-services/counseling-services.html">www.nobts.edu/student-services/counseling-services.html</a>
Women’s Programs	<a href="mailto:womensacademic@nobts.edu">womensacademic@nobts.edu</a>	504.282.4455 x3334	<a href="http://www.nobts.edu/women">www.nobts.edu/women</a>

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



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