

## Psy 472: Psychology of Trauma

Summer Session 2004, June 21 – July 15

### Instructor:

M. Rose Barlow, mbarlow@uoregon.edu

Office hours: Tuesday, 1:30 – 3:30pm or by appointment, Room 204 Straub Hall

### Course Web Site:

<http://darkwing.uoregon.edu/~mbarlow/traumahome.html>

It is important to check this site regularly for announcements, supplementary materials, and online readings.

### Overview:

This course will introduce students to the field of traumatic stress studies. Topics will include the context of different types of traumatic stress, research methods for investigating trauma, the cognitive, clinical, and neurological components of trauma responses, trauma assessment and treatment issues, cultural components of trauma and recovery, and a review of the history and future of traumatic stress studies.

### Course Requirements:

*Attendance and Participation* – Since there are only 15 class meetings, attendance is essential for mastery of the course material. It is unlikely that students will pass the class if they are absent for more than two (2) class meetings, as there is a large amount of material presented each day. In addition, class discussions will be an integral part of the course. It is expected that you be **on time** each day.

As part of your participation grade, there will be 8 days on which students will lead small-group discussions. Each person must sign up to lead discussion on one of these days; each discussion will have three to four students leading it. For the day on which you are to lead, the instructor will provide you with a background article, which you must read ahead of time. Using this article and the rest of your knowledge from the class, be prepared to engage a small group of students in discussion. This means, do whatever you think you need to do in order to get your group to effectively answer a question about that day's topic. We will give you a topic for group discussion; at the end of the discussion time, that day's leaders will summarize their groups' findings. Attendance and participation will make up 40 points out of 200; a significant part of this score will come from leading the discussion on your day.

*Readings and Discussion Questions* – Students are expected to complete the assigned reading **prior** to the date for which they are assigned. The class will make much more sense to you that way! In addition, students will write a thoughtful question or idea based on the readings, which are due at the **beginning** of class on the days they are due. The discussion question must pertain to the reading and demonstrate knowledge of the assigned reading. A sample question could be something like, "Freyd says X on page Y in her book. I was wondering whether X also applied to Z or Q, in addition to the P she explains." Discussion questions do not need to be typed, although they do need to be legible. The purpose of these questions is to help you keep up with the reading and not fall behind, as well as to encourage you to consider and apply the readings. These questions also ensure that everyone has something to say during group discussions. Feel free to integrate them into your student-led discussion groups! There will be a total of 10 days on which discussion questions are due. Each question will be worth four points, for a total possible of 40 points out of 200.

*Paper* – There will be one medium-length paper (6 -8 typed, double spaced pages, 11- or 12-point font). Papers should be written in APA format and are due at the beginning of class on the due date. Paper topics/outlines will be submitted for approval before the paper is due. Topics should be either an

original research proposal based on articles you have found, or an original idea, theory, or argument about some aspect of trauma, supported by scholarly sources. There are sample paper topics on the course web page, but they are only examples. You do not have to pick one of them; they are only there to help you brainstorm ideas. Each paper must cite at least three (3) scholarly sources, NOT including the textbooks. If you are unclear as to the difference between scholarly and popular sources, PLEASE ASK either the instructor or a reference librarian. The paper will be worth 50 points out of 200, plus 10 points for a preliminary outline (more info to be provided).

*Quizzes* – There will be two quizzes, worth 30 points each. Quizzes will cover mainly lecture material, although there will also be some questions from the assigned reading. Format will be a mixture of multiple-choice and short essay questions; more information will be provided about each quiz as the class progresses.

**Lateness policy for assignments:**

For each day your paper is late, 10% will be deducted from its possible score. One point per day will be deducted from late discussion questions. Discussion questions will NOT be accepted more than 2 days late, as that defeats their purpose.

**Grades:**

Attendance and participation:	40 points
Discussion questions:	40 points
Paper:	60 points (50 points for paper and 10 points for outline)
2 quizzes, 30 pts. each:	60 points

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Total possible points:	200 points
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Letter grades will be approximately calculated as follows: 180 – 200 points = A; 160 – 179 points = B; 140 – 159 points = C; 120 – 139 points = D; below 120 points = F. Depending on the final distribution of grades, these values may be lessened, but will not be increased.

**Academic Dishonesty:**

All work submitted in this course must be your own work, produced exclusively for this course. The use of ideas, quotations, and paraphrases MUST be properly documented. IF YOU USE SOMEONE ELSE'S ideas, or especially their WORDS, WITHOUT ACKNOWLEDGEMENT, THAT IS CALLED PLAGIARISM! DON'T DO IT!!! DIRECT QUOTES MUST BE IN QUOTATION MARKS and have the page number in the citation. *Plagiarism will result in failing the class.* Violations are also noted on student disciplinary records. If you are in doubt regarding any aspect of these issues, please consult with the instructor *before* you complete the relevant assignment. There are also several websites that will help you with this topic; they are linked from the course web page.

**Required Texts** (available at the UO bookstore; can also try Smith Family, Borders, Barnes & Noble):  
 Freyd, J. J. (1996). *Betrayal Trauma: The Logic of Forgetting Childhood Abuse*. Cambridge, MA: Harvard University Press.  
 Herman, J. L. (1997). *Trauma and Recovery*. Binghamton, NY: Hayworth Press.

### **Important Information on Class Discussions:**

The themes in this class are often troubling, and may have intense personal meaning for you or your classmates. While we want to encourage a class environment that is open to discussing all aspects of traumatic stress, we must exercise sensitivity and respect for everyone's experiences and opinions. Disagreeing with someone's ideas is encouraged; personal attacks will *not* be tolerated. The course aims to apply empirical data and critical thinking to address trauma theories; to do this, we have to examine some fairly upsetting things. If you need to leave the room at any time, please feel free to do so. You are responsible for getting notes from a classmate about the material that was covered.

It is likely that some aspect of the course may provoke thinking about your own personal experiences. If this happens, please discuss those thoughts and feelings with a trusted friend, relative, or counselor. The instructor and other class members are available to discuss these issues in an academic, intellectual environment; however, you may find yourself needing support of a more emotional nature. The following is a partial list of area mental health and counseling resources (Disclaimer: we do not assume responsibility for the quality of services below):

#### *Crisis Lines (24 hours)*

U of O Crisis Line	346-4488
Sexual Assault Support Services Crisis Line	343-7277 or 1-800-788-4727 (within Oregon)
Whitebird Clinic Crisis Line	687-4000
Womenspace Domestic Violence Crisis Line	485-6513

#### *Local Counseling*

U of O Counseling Center	346-3227
Center for Community Counseling	344-0620
Options Counseling Services	687-6983

#### *Additional Campus Resources*

U of O Women's Center	346-4095
Office of Affirmative Action	346-3123
Student Advocacy	346-3722
Multicultural Center	346-4207
LGBT Educational and Support Services	346-1134

### **Special Note for Students with Disabilities/International Students:**

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor immediately. Also please request that the Counselor for Students with Disabilities send a letter verifying your disability. (Counselor for Students with Disabilities: Hillary Gerdes, 346-3211, TTY 346-1083, [hgerdes@oregon.uoregon.edu](mailto:hgerdes@oregon.uoregon.edu))

This class will require a large amount of reading, writing, and speaking. If for any reason you anticipate difficulties with these course requirements, please speak with the instructor as soon as possible! *Your entire grade is based on reading, writing, and speaking.* There are several on-campus resources to help students in all three areas. A good place to start is by calling Academic Learning Services, 346-3226, basement of PLCH <http://darkwing.uoregon.edu/~als/index.html>. You may also wish to contact Academic English for International Students, 346-3945, <http://aei.uoregon.edu/aeis.html>.

**Schedule of Topics and Assignments:**

\*Please remember that readings are to be done *before* the date for which they are assigned. Days marked "Group Discussion Leaders" will have extra work due only for that day's discussion leaders (reading the extra article and preparing to lead the discussion).

Date	Reading	Assignments Due	Topic
Monday, June 21			Introduction to the course; what is trauma?
Tuesday, June 22	Herman: introduction, Ch. 1	Discussion Question; Group Discussion Leaders	How to study trauma; history of trauma studies; DSM and other approaches
Wednesday, June 23	Freyd: Ch. 1, 2, 6	Discussion Question; Group Discussion Leaders	Betrayal Trauma: theory and research
Thursday, June 24	Herman: Ch. 2, 3	Discussion Question; Group Discussion Leaders	Responses to trauma: dissociation and creativity
Monday, June 28	Online readings: Veldhuis & Freyd, 1999 ("Groomed for silence...") and "New hope for sex offender treatment"	TBA	Perpetration and intergenerational transmission of trauma
Tuesday, June 29	Herman: Ch. 6	Discussion Question; Group Discussion Leaders	Responses to trauma: PTSD, depression, anxiety, alexithymia, etc; the trauma model
Wednesday, June 30	Freyd: Ch. 5	Discussion Question	Cognitive and neurological aspects of trauma
Thursday, July 1	Herman: Ch. 5	Discussion Question; QUIZ #1	Trauma and development; labeling of trauma; mid-course evaluations
Monday, July 5			<b>NO CLASS</b> work on your paper!
Tuesday, July 6	Freyd: Ch. 3	Discussion Question; Group Discussion Leaders	The false memory debate; shareability theory and Pennebaker
Wednesday, July 7	Freyd: Ch. 7; online reading <i>Thirteen Ways to Water</i>	Discussion Question; Group Discussion Leaders Paper outline due	Trauma in war and society; Guest Speaker Holly Arrow
Thursday, July 8	Herman: Ch. 11 and another, TBA	Discussion Question; Group Discussion Leaders	Guest Speaker Magali Yaeger
Monday, July 12	Excerpt from <i>Abby, My Love</i> ; online reading "What hysteria?" (Cheit, 2003)		Portrayals of trauma in the media
Tuesday, July 13		QUIZ #2	Guest Speaker Rachel Goldsmith
Wednesday, July 14	Herman: Ch. 7; optional online reading: "Toward a radical understanding..." (Burstow, 2003)	Discussion Question; Group Discussion Leaders	Treatment, recovery, healing; Guest Speaker Pam Birrell
Thursday, July 15		PAPER DUE	Wrap-up; nonviolent social change; course evaluations