

Psy 472: Psychology of Trauma

Winter Session 2006

Instructors:

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Office hours: Friday 10 am- 12 pm

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Office hours: Monday 12 pm-2 pm

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Class meeting times: Tuesday and Thursday, 10-11:20 a.m. in 311 ECS

Course Web Site: <http://blackboard.uoregon.edu/>

It is important to check this site regularly for announcements and online readings and you will also need blackboard access to do assignments.

Required Texts (available at the UO bookstore):

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.

Iles, Greg (2005). *Blood memory*, Scribner Press.

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:

According to University principles governing credit and contact hours, each credit is equivalent to 30 hours of work. Your 4 credits for this course are equivalent to 120 hours of work over 10 weeks, which is *12 hours per week*. You will spend 3 hours in class each week and should expect to spend up to 9 hours engaged in reading, studying and completing assignments outside of class each week.

Attendance and Participation – Attendance is essential for mastery of the course material. It is unlikely that students will pass the class if they are absent from many 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. Attendance and participation will make up 10 points out of 200.

Leading Small Group Discussions — As part of your participation grade each student will lead a small-group discussion and **hand in a one page typed summary of the article**. You will sign up for one of these days during the first week of classes. For the day on which you are to lead,

the instructors 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, you must be prepared to engage a small group of students in discussion. We will give you questions for group discussion for each of these days; at the end of the discussion time, that day's leaders will summarize their groups' findings to the class.

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 is due before class on blackboard. That means you need to go into blackboard before 10 a.m. on the due date and post your discussion question in order for it to be “on time.” Postings after 9:59 a.m. on the due date are considered late. The discussion question must pertain to 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.” The purpose of these questions is to help you keep up with the material as well as to help you to apply the readings. There will be a total of 10 days on which discussion questions are due. Each question will be worth four points, for a possible total of 40 points out of 200.

Quizzes – There will be two quizzes, worth 30 points each. Quizzes will cover both lecture material and 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. **NO MAKE UP EXAMS ARE OFFERED. PLAN ACCORDINGLY.**

Final Exam – There will be a final exam worth 70 points that you will complete on the scheduled exam day. Questions will require you to integrate and apply course material to a fictional work that you read in the last 2 weeks of the term. To help you prepare for the exam, we will have small group discussions on the last day of class that help you begin this integration process. There will also be some practice questions available a few days before. The exam will take between 60 - 90 minutes and will be multiple choice and essay answers. **NO MAKE UP EXAM IS OFFERED SO PLAN ACCORDINGLY.**

Lateness policy for assignments:

One point per day will be deducted from late discussion questions. Assignments are due before the start of class, so anything submitted on blackboard after 9:59 a.m. counts as one day late. Emailed assignments and paper copies are not accepted.

Grades:

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| Attendance and participation: | 10 points |
| Discussion leading & article summary: | 20 points |
| Discussion questions: | 40 points |
| 2 quizzes, 30 pts. each: | 60 points |
| Final Exam | 70 points |

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| Total possible points: | 200 points |
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Letter grades will be calculated as follows: 180 – 200 points = A; 160 – 179 points = B; 140 – 159 points = C; 120 – 139 points = D; below 120 points = F. Pluses and minuses may be used. Depending on the final distribution of grades, these values may be decreased, 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 instructors *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.

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 others’ ideas is expected; personal attacks or classroom hostility will *not* be tolerated. The course aims to apply empirical data and critical thinking to address trauma; 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)

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

Local Counseling

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

Additional Campus Resources

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| U of O Women’s Center | 346-4095 |
| Office of Affirmative Action | 346-3123 |
| 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 instructors 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@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 instructors 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 Academic Learning Services, 346-3226, <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).

| <u>Date</u> | <u>Reading</u> | <u>Assignments Due</u> | <u>Topic</u> |
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| Tuesday, Jan 10 | | | Introduction; what is trauma? |
| Thursday Jan 12 | Herman: Introduction, Ch. 1, 2 | Discussion Question | How to study trauma; history of trauma studies; DSM and other approaches |
| Tuesday, January 17 | Freyd: Ch. 1, 2, and online reading: DePrince & Freyd, 2002 (“The harm of trauma”) | Discussion Question; Group Discussion Leaders | Three theories of trauma |
| Thursday, January 19 | Freyd Ch. 3, 4 | Group Discussion Leaders | Betrayal trauma: Theory, Gender and Research |
| Tues, Jan 24 | Herman: Ch. 3, 5 | Discussion Question | Applied case: Angela Shelton and interpersonal trauma/gender |
| Thursday Jan 26 | Freyd: Ch. 5, 6 | Discussion Question | Cognitive and neurological aspects of trauma and dissociation |
| Tuesday, Jan 31 | Herman: Ch. 4 | Quiz #1 | Dissociation |
| Thursday, Feb 2 | Online reading: Gaarder, 2000: Gender politics: The focus on women in the memory debate | Group Discussion Leaders | The false memory debate |
| Tuesday, Feb 7 | Online reading: Veldhuis & Freyd, 1999: Groomed for silence Online reading: Katz, 2003: Prisoners of Azkaban Online reading: Walker, 1999: Intergenerational transmission | Discussion Question | Intergenerational Transmission and Perpetration |
| Thursday, Feb 9 | Herman: Ch. 6 | | Responses to trauma: PTSD, assessment Mid-course evaluations |

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| Tuesday, Feb 14 | online link about shareability and online reading Pennebaker & Seagal, 1999: Forming a story: The health benefits of narrative | Group Discussion Leaders | Shareability theory, Pennebaker and Public Health Issues |
| Thursday, Feb 16 | Herman: Ch. 7 & 8 | | Treatment approaches and ESTs |
| Tuesday, Feb 21 | Herman: Ch. 9 & 10 Freyd: Ch. 7 | Discussion Question; Group Discussion Leaders | Healing and society |
| Thursday, Feb 23 | Online reading: DeVries, 1996: Trauma in Cultural Perspective. | Quiz #2 | Culture and PTSD |
| Tuesday, Feb 28 | Online reading TBA | Group Discussion Leaders | Trauma in war and society |
| Thursday, March 2 | Herman: Ch. 11 and afterward | Group Discussion Leaders | Postcolonialism; |
| Tuesday, March 7 | Online reading: "What hysteria?" (Cheit, 2003); Online reading: Goddard & Saunders, 2000: Gender neglect and textual abuse of children in the print media; Online reading: Commentary response to 2003 media reports | Discussion Question | Portrayals of trauma in the media |
| Thursday, March 9 | Start reading Blood Memory Online reading: Bryant-David & Ocampo, 2005: The trauma of racism Online reading: Burstow, 2003: Toward a radical understanding of trauma | Discussion Question | Minority Issues |
| Tuesday, March 14 | Online reading TBA | Discussion Question | Natural Disasters and other types of trauma |
| Thursday, March 16 | You should have <u>finished</u> reading Blood Memory by today | Prepare for your final exam!! Bring questions to class to discuss with the group. | Review for final exam and class evaluations |
| Tuesday, March 21 st at 8 a.m. | NOTE: room to be announced. Final is at 8 a.m. | Final Exam | |