

Psy 472: Psychology of Trauma

Summer Session 2008

Instructors:

Melissa Foynes, mfoynes@uoregon.edu

Office hours: Wednesdays 1-2

332 Straub Hall

Bridget Klest, bklest@uoregon.edu

Office hours: Mondays 1-2

353 Straub Hall, 346-4966

Class meeting times: Monday-Thursday 2:00-3:50PM in 303 GER

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:

Herman, J. L. (1997). *Trauma and recovery*. Binghamton, NY: Hayworth Press.

Assigned articles available from Blackboard

Rosenberg, M.B. (2003). *Nonviolent Communication: A Language of Life, 2nd Ed.* Encinitas, CA: Puddle Dancer 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. In addition, we will address issues of nonviolence as they pertain to trauma prevention.

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 4 weeks, which is *30 hours per week*. You will spend 8 hours in class each week and should expect to spend up to 22 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. It is expected that you be **on time** each day. Attendance and participation will make up 16 points of 100. You can gain participation points each day by participating in small and/or large group discussions in class or posting discussion questions on blackboard. When posting on blackboard, you will write a thoughtful question or idea based on the readings or discussions for that class period. That means you need to go into blackboard before 12 a.m. on the due date and post your discussion question in order for it to be “on time.”

Readings – Students are expected to complete the assigned readings **prior** to the date for which they are assigned. The class will make much more sense to you that way and allow you to participate in class more effectively.

Quizzes – There will be four quizzes, worth 15 points each. Quizzes will cover both lecture material and assigned reading. Format will be short essay questions; more information will be provided about each quiz as the class progresses. **NO MAKE UP EXAMS ARE OFFERED. PLEASE PLAN ACCORDINGLY.**

Reaction Papers—Reaction papers will be due each week on Monday, with the exception of the final reaction paper, which will be due on the last day of class. These papers will be approximately 3-5 pages in length. Each paper should ask a substantive question related to the week's topics, and use at least 3 readings from the course to synthesize an answer to, or discussion of, the question. Examples of appropriate questions and answers/discussions will be discussed in class.

Lateness policy for assignments:

One point per day will be deducted from late reaction papers. Assignments are due at the beginning of class. Late assignments should be turned in to the psychology department office. Anything submitted to the psychology department office after 1:59 p.m. on the due date counts as one day late.

Grades:

Attendance and participation:		16 points
Reaction Papers, 6 pts. each	:	24 points
4 quizzes, 15 pts. each:		60 points

Total possible points:	100 points
------------------------	------------

Letter grades will be calculated as follows: 90 -100 points = A; 80-89 points = B; 70-79 points = C; 60-69 points = D; below 60 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.

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)

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

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
Multicultural Center	346-4207
LGBT Educational and Support Services	346-1134

Special Note for Students with Disabilities and 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 Office of Disability Services send a letter verifying your disability. (Contact: Disability Services, 164 Oregon Hall, 346-1155, disabsrv@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.

<u>Date</u>	<u>Reading</u>	<u>Assignments Due</u>	<u>Topic</u>
Monday, June 23 rd , 2008			Introduction to definitions of trauma and trauma theory
Tuesday, June 24 th , 2008	Herman: Introduction, Ch. 1, 2 DePrince, A.P. & Freyd, J.J. (2002). The harm of trauma: Pathological fear, shattered assumptions, or betrayal? Brown, L.S. (2008). Diversifying the definition of trauma.		Trauma Theory cont'd.; Betrayal Trauma
Wednesday, June 25 th , 2008	Herman: Chp. 3, 4 Gleaves & Williams (2005) Critical Questions: Trauma, Memory, and Dissociation		Trauma Memory Debate
Thursday, June 26 th , 2008	Herman: Chp. 5 Coker, et al. (2002). Social support protects against the negative effects of partner violence on mental health. Yoshioka, (2003) Social support and disclosure of abuse: Comparing South Asian, African American, and Hispanic battered women.	Quiz #1	Disclosure & Social Support
Monday, June 30 th , 2008	Bolen, R. M. (2003). Child sexual abuse: Prevention or promotion? Filipas, H. H. & Ullman, S. E. (2006) Child Sexual Abuse, Coping Responses, Self- Blame, Posttraumatic Stress Disorder, and Adult Sexual Revictimization.	Reaction Paper #1	Sexual Violence Video: TBA

Tuesday, July 1 st , 2008	<p>Bryant-Davis, T. & Ocampo, C. (2005). Racist incident-based trauma.</p> <p>Brown, L.S. (2008). Diversifying the definition of trauma. (Review pages 103-107 and 109-111)</p> <p>Friedman et al. (2004). The Hawaii Vietnam Veterans Project: Is minority status a risk factor for Posttraumatic Stress Disorder?</p>		Culture & Trauma
Wednesday, July 2 nd , 2008	<p>Bremner, J D. (2003). Long-term effects of childhood abuse on brain and neurobiology.</p> <p>Felitti et al., (1998) Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults: The Adverse Childhood Experiences (ACE) Study</p> <p>Stephens, C. (2002). Health benefits of the disclosure of emotions about traumatic experiences: What is the evidence and potential for therapeutic benefits?</p>		Health Issues & Trauma
Thursday, July 3 rd , 2008	<p>Herman: Ch. 6</p> <p>Edwards et al.. (2003). Relationship between multiple forms of childhood maltreatment and adult mental health in community respondents: results from the adverse childhood experiences study.</p> <p>Spataro et al. (2004). Impact of child sexual abuse on mental health: Prospective study in males and females.</p> <p>Gill, J.M., & Page, G.G. (2006). Psychiatric and physical health ramifications of traumatic events in women.</p>	Quiz #2	Mental Health Issues & Trauma I
Monday, July 7 th , 2008	<p>Herman: Ch. 7 & 8</p> <p>Burstow, B. (2003) Toward a radical understanding of trauma and trauma work.</p>	Reaction Paper #2	Mental Health Issues & Trauma II
Tuesday, July 8 th , 2008	<p>Herman: Ch. 9 & 10</p> <p>Brown, L. S. (2004). Feminist paradigms of trauma treatment.</p> <p>Birrell, P.J. & Freyd, J.J. (2006). Betrayal trauma: Relational models of harm and healing.</p>		Guest Speaker: Pam Birrell, Ph. D

Wednesday, July 9 th , 2008	Herman: Ch. 11 and Afterword Brown, L.S. (2008). Entering the healing process.		Treatment Issues I
Thursday, July 10 th , 2008	Briere, J. (2002). Treating adult survivors of severe childhood abuse and neglect: Further development of an integrative model. Tarrier, N. & Humphreys, A. (2003). PTSD and the social support of the interpersonal environment: The development of social cognitive behavior therapy.	Quiz #3	Treatment Issues II
Monday, July 14 th , 2008	Moghaddam, Fathali M. (2007) Interrogation policy and American psychology in the global context. Ritchie EC (2001) Issues for Military Women in Deployment.	Reaction Paper #3	Video: Encounter Point
Tuesday, July 15 th , 2008	Rosenberg: Nonviolent Communication (Chapters 1-7)		Video: Beyond War Introduction to Nonviolent Communication
Wednesday July 16 th , 2008	Rosenberg: Nonviolent Communication (Chapters 8-13, Epilogue)		Nonviolent Communication
Thursday, July 17 th , 2008		Quiz #4 Final Reaction Paper Due	