

# Psychology of Trauma

## PSY 472/572 -- Fall 2009

### Syllabus

*This syllabus last edited on 11 September 2009 may be modified.  
Please check <http://dynamic.uoregon.edu/~jjf/courses/psytrauma/> for most current version.*

**Note about Registering for Psychology of Trauma for Fall 2009:** The course usually fills early. However I will maintain a waitlist in case I am able to authorize any additional students to register. If you would like to be considered for this waitlist please complete and submit (in hard copy only as instructed on the form) the waitlist application that is on-line at: <http://dynamic.uoregon.edu/~jjf/courses/psytrauma/application.html>

Fall 2009 Psychology 472/572

Title: Psychology of Trauma

Instructor: Jennifer Freyd

University of Oregon

Blackboard Course Home Page at <http://blackboard.uoregon.edu/> Psy 472/572 (Fall 2009)

Grading option: Optional

Credits: 4

Time: Mondays and Wednesdays 1200-1320 in 112 Lillis Hall

CRN for Psy 472: 15136

CRN for Psy 572: 15149

This course satisfies psychology major requirement of one of the two required core courses in the social science category.

**Instructor:** Professor Jennifer Freyd

Office: 301 Straub Hall

e-mail: [jjf@dynamic.uoregon.edu](mailto:jjf@dynamic.uoregon.edu)

Phone: 346-4950 (messages)

Office Hrs: See contacts section of Blackboard

**Doctoral Student Course Grader:** Laura Kaehler

Office: 383 Straub Hall

e-mail: [lkaehler@uoregon.edu](mailto:lkaehler@uoregon.edu)

Phone: 346-3936

Office Hrs: See contacts section of Blackboard

**Peer Course Assistants (for office hours see staff information on blackboard):**

Heather Bell, Amanda Bowden-Gil, Melati Boyl, Liza Gertler, Laura Gramcko, Leslie Medrano

**Contacting Professor Freyd:** I am best reached by email at [jjf@dynamic.uoregon.edu](mailto:jjf@dynamic.uoregon.edu). I check my email at least once a day (unless I am traveling). I will do my best to respond promptly. I will have office hours (see Blackboard for times) and would be pleased to have you visit during my office hours.

**Overview:** This course is designed to introduce students to the field of traumatic stress studies. We will review the history of the field, as well as current approaches to understanding trauma from cognitive, neuropsychological, developmental and clinical viewpoints. The course will combine research and applications from the growing field of traumatic stress, looking at responses to a variety of traumas including childhood trauma, adult sexual assault, combat, domestic violence, and natural disasters. An important focus of the course will involve considerations of how socio-political contexts affect trauma research and treatment.

We will use current research to explore questions from a variety of perspectives, such as:

- *Developmental Psychology:* How does lifetime development influence coping with trauma? What can we learn about treatment based on the developmental literature?
- *Social Psychology:* How do we respond when the social contract between people is violated through betrayal? How does social response to trauma impact victims? How do we as society take or avoid responsibility for traumas?
- *Cognitive & Neuro Psychology:* How can cognitive psychology and neuropsychology inform our understanding of how traumas are processed and remembered? What role does dissociation play in processing traumas? Are particular brain regions involved in

distress after trauma?

- *Clinical Psychology*: What effects do traumatic experiences have on mental health? What is an appropriate response to trauma (and who decides)?
- *Interdisciplinary*: What dimensions best differentiate reactions to trauma? How do we apply research to prevention programs? How do people in the field of traumatic stress cope with secondary trauma? How does the use of a developmental framework influence the ways in which we define treatment success and healing?

## Course Requirements

**For 472 Students:** The course requirements include doing the reading, attending class, writing essays, reading an on-line electronic discussion, taking quizzes, and completing a final project. There will *not* be a final exam.

**For 572 Students:** The course requirements include doing the reading, attending class, writing essays, reading an on-line electronic discussion, taking quizzes, and completing a final project. The final project will be either a paper of length similar to that completed by 472 students plus an oral presentation or instead a substantially longer (25-page) paper without the oral presentation. The final paper may be completed solo or with another 572 student. There will *not* be a final exam.

Please see the Psychology Department's Guidelines for Teaching and Learning at <http://psychweb.uoregon.edu/guidelines/> for more on grading and expectations.

## Contact Hours and Class Attendance

We will meet each Monday and Wednesday 12:00 -13:20 PM and your attendance is expected. This is not a course to take if you anticipate missing more than one class meeting. However, if you are sick with flu symptoms then you should stay home and not return to classes until you have been without fever for at least 24 hours. Absences should be explained in an email or note to the professor. During class meetings we will combine a variety of activities: lecture, documentaries about trauma or traumatic stress, and small group and class discussion. Films and documentaries are an important part of this class, as many aspects of trauma and traumatic stress are best communicated in a rich medium like film. Some of the documentaries and films that I will show are also available for viewing in the University library, but some of the films I plan to show are not available to view outside of class meeting. Sometimes we will have a guest lecturer with expertise in a particular aspect of the psychology of trauma. You will be responsible for all of this material covered in class (it will be tested on the quizzes).

## Required Readings

Readings are assigned on a weekly basis. Readings are to be completed **BEFORE** the Monday class meeting for which they are assigned.

### On-line Readings

Many of the assigned readings will be available on-line. That is, you will be given a web address (URL) that leads you to the required article or web site to explore. In some cases when copyright permits readings will be available to download or print on the Blackboard site under Course Documents, Electronic Articles. On-line readings will be assigned as we go along. To find the on-line article assignment for the upcoming week, check the "Assignments" section of Blackboard. There you will find a folder called "On-line reading assignments" with details about what you should read for the next week.

### Books

In addition, three books are required for the course. These books can be purchased at the UO Bookstore (they are each available in paperback, and there are likely to be used copies at UO Bookstore and Smith Family bookstore). The three books will also be on reserve for this course at Knight Library.

1. Jennifer J. Freyd's *Betrayal trauma theory: The logic of forgetting childhood abuse*
2. Judith L. Herman's *Trauma and recovery*
3. Jonathan Shay's *Achilles in Vietnam: Combat trauma and the undoing of character*

## Grading Overview

Your grade will be computed by combining your scores in the following overall categories for a total of 200 points:

points	course work
75	Quizzes (Best 3 quizzes worth 25 points each)
60	Essays (4 essays worth 15 points each)
15	Homework and in-class activity sheets

50	Final Project (Includes plan, project, self-evaluation)
200	<b>Total</b>
(EC)	Up to 5 points extra credit for participation

Final letter grades will be determined from point totals as follows:

points	letter grade	What do grades mean at the UO?	Percentage of students likely to get this grade based on prior department averages
185-200	A	Excellent	about 27%
160-184	B	Good	about 37%
140-159	C	Satisfactory	about 25%
120-129	D	Inferior	about 5%
Below 120	F	Unsatisfactory	about 1%
	Other (P,I,Y)		about 5%

Note: While we give some -s and +s for grades near a border, we give A+s only very rarely. Please see the Psychology Department's Guidelines for Teaching and Learning at <http://psychweb.uoregon.edu/guidelines/> for more on grading and expectations.

## Grading and Requirements - More Details

### In-Class Quizzes: 75 points

You will have four in-class quizzes, each worth 25 points. Your top 3 quiz scores will be used for your final score out of 75. **There are no make-up quizzes, so if you miss a quiz for any reason your score will be 0 for that quiz.** Quizzes will cover material from readings and in-class material and will be cumulative. Quizzes will be essay answer format and will be used to evaluate your understanding and integration of class material. Quiz study questions will be posted on the Blackboard web site under "Assignments." Quizzes are closed book, except that you may bring with you and use during the quiz a single 3 by 5 inch index card with notes (you may use both sides of the index card).

### Homework / Essays: 60 points

Four essays will be due, each worth 15 points. They must be typed and turned in at the beginning of class on the due date. Each essay should show that you have put thought into the reading material. Think of the essay as an opportunity to think deeply about the readings and to reflect on the meaning of the material to you, your life, society, and scholarship. Essays will typically be about two typed pages. Each essay will be worth up to 15 points. **A point will be subtracted for each day late.** Topics for each essay will be posted on Blackboard under the "Assignments" folder.

### Small Homework and In-Class Activity Sheets: 15 points

Small Homework and in-class activity sheets will have point values totalling 15 points over the course of the term.

### Homework / Final Project: 50 points

The final project will be a research proposal and/or public policy proposal due on November 23 at 12 noon. In addition you must turn in a one-page typed project plan by October 21 and you must complete a self (& other) evaluation in class on November 25. The project plan is worth 5 points; the final project is worth 40 points; and the evaluation is worth 5 points. You will have points deducted from the final project if any of these required components are late. (Assignments are due at 12 noon. We give a 5 min grace period and after that count the assignment as late.)

The project will present material you have learned and synthesized about the Psychology of Trauma as well as your creative ideas for future research and/or public policy. Your source of information can primarily be based on the assigned readings, although most likely A and B quality projects will incorporate some additional material you have found at the library or on-line. All sources must be properly cited using APA style.

You may choose the specific topic of your final project. It should be a topic that shows you have mastered important material within the field of the Psychology of Trauma and shows you can think creatively about this area of research and/or how to apply it. Your project should do at least one of the following:

- propose a new experiment or empirical study that would address a research question(s) you identify. This could be one in which you are testing a treatment or intervention, or researching a basic question about trauma. Your research proposal should make new predictions (or extend existing predictions).
- propose new public policy regarding trauma prevention or treatment or education. You should explore the public policy implications of the reading and propose new public policy based on the readings or research literature in psychology of trauma.

Each student will have the choice of working alone on the final project, or, instead, with one other person. I encourage the teamwork approach, because working cooperatively is a challenge, and very educational in its own right. The projects will be graded on the same criteria whether produced by one or two people (thus it would really seem a good idea to work in teams!). If you decide you want to work with a partner, you may select your own partner, or you may ask the instructor to help you pair up with someone. Project partners must make a commitment to work together by October 21 (plan is worth 5 of the 50 points).

Self (& Other) Evaluation Required: All students will be required to complete a one-page project work evaluation at the end of the term. You will have time in class on November 25 to complete this evaluation. If you work on the project alone you will evaluate your own work. If you work with a partner you will evaluate separately your and your partner's contribution and work. (This evaluation is worth 5 of the 50 points for the final project).

Your grade on the final project will be severely lowered if any part of it is at all late. You may earn extra credit if you create a web page or do an optional in-class oral presentation based on your project.

### **Re-grading Policy**

If you discover we have made an error recording your grade on blackboard please return the graded work and we will correct the error. (It is very wise to check your posted grades on blackboard on a regular basis to make sure we have entered your grades correctly.) If you feel we have graded you unfairly, you may request we regrade the assignment. In order to do this you must return your assignment with a written explanation from you regarding why you feel the grading was unfair. You must submit the material to us within 2 weeks of our having returned the materials to you. After that grades on assignments are final.

### **If you are ill**

Assignments are generally due in paper version in class by noon on the due date. If you are ill with flu symptoms you should not come to class or turn in paper versions of homework. You may, only if you are ill, email your assignment as an attachment to Laura Kaehler at [lkaehler@uoregon.edu](mailto:lkaehler@uoregon.edu).

### **Course Web Site and On-line Discussion**

Key information, including updated assignments and grades, will be posted on Blackboard. Plan on checking it at least twice a week.

We will have an electronic discussion on Blackboard. You are expected to read the on-line discussions. Posting your own messages is optional. You may earn extra credit for thought-provoking messages. However, in order to avoid having the on-line discussion become unmanageable, each student will also have a maximum number of posted messages (enforced if necessary) of 2 per week. Also any given message should be no longer than 50 lines of text.

### **Extra Credit for Participation: Up to 5 points**

If you make valuable contributions to class or on-line discussion, you may earn extra points. Maximum extra credit is 5 points.

## **Additional Notes**

### **Some useful information**

- [Films for Psychology of Trauma](#)
- [Fiction and Autobiography](#)
- [Scholarly Trauma Journals](#)
- [Trauma research guide for UO library](#)
- [Trauma Psychology, APA Div 56](#)

### **Using Blackboard**

The primary web site for this course was constructed using "Blackboard" software. This site will be available by the first day of class. On the web site you will find general announcements for the class, all documents for the course (including a link to this syllabus), lecture notes, on-line discussions, links to relevant web sites, and more. We hope that this web site will be a useful tool for you in learning the material for this class, and in further exploring topics you find interesting. You can get to the course web site by going to

<http://blackboard.uoregon.edu>. If you need help logging in or using Blackboard, see <http://libweb.uoregon.edu/scis/blackboard/help/>. Also you can get help starting by going to the library [Computer Help Desk](#)

## Academic Honesty

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the Schedule of Classes published quarterly. Violations will be taken seriously and are noted on student disciplinary records. If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with the teaching assistant or the instructor before you complete any relevant requirements of the course. (Text adopted here as recommended from UO web site regarding academic honesty). Because some students are not entirely sure what counts as academic dishonesty, we encourage you to read the discussion of plagiarism and other forms of dishonesty at [http://www.uoregon.edu/~stl/programs/student\\_judi\\_affairs/academic-dishonesty.htm](http://www.uoregon.edu/~stl/programs/student_judi_affairs/academic-dishonesty.htm).

You may be required to submit writing assignments to SafeAssign. SafeAssign is a software tool designed to help students avoid plagiarism and improper citation. The software encourages original writing and proper citation by cross-referencing submitted materials with an archived database of websites, essays, journal articles, and other published work. The instructor may in some cases also submit your work to SafeAssign or some other plagiarism analysis and detection program. By enrolling in this course you grant the instructor permission to do so.

## Uncollected Papers, Quizzes, Etc.

We will do our best to return your graded work (quizzes, essays, projects, etc) in a timely and confidential manner. During the term we will return graded work at the beginning or end of class, typically one to two weeks after you turn the work in to us. We will announce pick-up dates and other options (such as giving us a SASE) for retrieving work graded at the end of the term. If you do not collect your quizzes, paper, etc., we will retain them for only one term and after that must destroy them. So please do collect your graded work from us. For more information about these rules see the [University Records Retention Schedule](#).

## Students with Directory Restricted Access

This course includes group and on-line participation. If you have restricted access to your directory information and wish to have special arrangements made for this course, please notify the instructor immediately.

## Students with Disabilities

If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with the instructor soon. Also please request that the Counselor for Students with Disabilities send a letter verifying your disability. [Disability Services: [disabsrv@uoregon.edu](mailto:disabsrv@uoregon.edu), 346-1155; <http://ds.uoregon.edu/> ]

## Message from Peer Advisors

If you have questions about course requirements, graduation, graduate school or anything else related to a degree in psychology, check with the peer advisors in room 141 Straub first! They are there most days 10-4, so drop by to have your questions answered.

## UO Academic Deadlines for Fall 2009

<b>Deadline</b>	<b>Last day to:</b>
September 28:	Process a complete drop (100% refund, no W recorded)
October 4:	Drop this course (100% refund, no W recorded)
October 4:	Process a complete drop (90% refund, no W recorded)
October 5:	Drop this course (75% refund, no W recorded; after this date, W's are recorded)
October 5:	Process a complete drop (75% refund, no W recorded; after this date, W's are recorded)
October 7:	Add this course
October 7:	Last day to change to or from audit
October 11:	Withdraw from this course (75% refund, W recorded)
October 18:	Withdraw from this course (50% refund, W recorded)
October 25:	Withdraw from this course (25% refund, W recorded)
November 15:	Withdraw from this course (0% refund, W recorded)
November 15:	Change grading option for this course

## A Special Note about The Nature of Discussions in this Class

In this class we will be discussing issues which may have, at times, an intense personal significance for some members of the class. There are no taboos for discussion topics in this course. We will exercise and respect freedom of speech. At the same time, we must take responsibility to ensure that we are respectful of everyone's opinion and that we stay on topic. We will be focusing especially on critical thinking and the use of empirical data to evaluate theories about trauma. If you find you are troubled by material while taking this course, and need support or counseling, please be sure to pursue that external support by seeking out a supportive friend, counselor, and/or a social service.

A sample of counseling and social service resources follows. **Disclaimer: We do not assume any responsibility for the quality of services offered by the following organizations.**

### *Local Crisis Lines*

University of Oregon Crisis Line	346-4488
Sexual Assault Support Services Crisis Line	343-7277
Whitebird Clinic Crisis Line	687-4000
Womenspace Crisis Line	485-6513

### *Local Counseling*

University of Oregon Counseling Center	346-3227
Center for Community Counseling	344-0620
Options Counseling Services	687-6983
Sexual Assault Support Services (SASS)	484-9791
Center for Family Therapy	346-3296

### *Some Additional Campus Resources*

UO 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

## Weekly Schedule of Topics, Readings, and Assignments

*About the Readings:* Book chapters are assigned in the weekly schedule list below (e.g when it says "Herman 3-4" that means read Herman Chapters 3 and 4). On-line readings will be assigned as we go along. To find the on-line article assignment for the upcoming week, check the "Assignments" section of Blackboard. There you will find a folder called "On-line reading assignments" with details about what you should read for the next week. *Readings should be completed before the Monday class each week!*

### **Week 1 (September 30): Introduction**

No readings or homework assigned for Week 1

### **Week 2 (October 5 & 7): Response to Trauma**

**Read:** Herman Intro & 1-2 *AND on-line reading to be assigned*

**Turn in:** Personal Index Cards (worth 3 points toward homework) due October 7 at 12 noon

**Turn in:** Essay #1 due on October 7 at 12 noon.

### **Week 3 (October 12 & 14): Dissociation**

**Read:** Herman 3-4; Shay Intro *AND on-line reading to be assigned*

**Complete in class:** Quiz #1 on October 14

**Week 4 (October 19 & 21): PTSD**

**Read:** Herman 5-6; Shay 10 *AND on-line reading to be assigned*

**Turn in:** Essay #2 due *AND* Final Project plan (1 page description) both due October 21 at 12 noon

**Week 5 (October 26 & 28): Betrayal Trauma Theory**

**Read:** Freyd 1, 2, 4; Shay 1 *AND on-line reading to be assigned*

**Complete in class:** Quiz #2 on October 28.

**Week 6 (November 2 & 4): Cognitive & Neuroscience Approaches**

**Read:** Freyd 5 & 6 *AND on-line reading to be assigned*

**Turn in:** Essay #3 due on November 4 at 12 noon

**Week 7 (November 9 & 11): Gender, Culture, and Intergenerational Transmission**

**Read:** Freyd 3, Shay 6-9 *AND on-line reading to be assigned*

**Complete in class:** Quiz #3 on November 11

**Week 8 (November 16 & 18): Recovery**

**Read:** Herman 7-9, Shay 3-5 *AND on-line reading to be assigned*

**Turn in:** Essay #4 due on November 18 at 12 noon

**Week 9 (November 23 & 25): Recovery**

**Read:** Freyd 7, Herman 10-11 & Afterward *AND on-line reading to be assigned*

**Turn in:** Final Project due on November 23 at 12 noon (Note this is due on a MONDAY.)

**Complete in class:** Quiz #4 on November 25 *AND* Self and partner evaluations

**Week 10 (November 30 & December 2): Commonality**

**Read:** *on-line reading to be assigned*

**Turn in:** In class activity sheets each day related to project presentations.

**Complete on line:** Course evaluations.

Project presentations in class on November 30 & December 2.

---

*That's All Folks!*

---