

# Psychology of Trauma

Summer 2012  
MTWR 12:00-1:50  
303 Gerlinger

## Instructor:

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Office hours: Thursdays 10:00-11:50  
383 Straub Hall

**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.

## Overview:

This Course is designed to introduce students to the field of traumatic stress studies. We will examine the history of the field as well as current approaches to understanding trauma from cognitive, neuropsychological, developmental, cultural and clinical viewpoints. We will look at the effects of trauma on children and adults, as well as its effects on culture and society. Here is a partial list of topics:

- *Culture and Society*—how does our culture condition us to look at trauma and its effects? And what are the effects of trauma and violence on our culture?
- *Neurobiological*—what are the effects of trauma on the brain and nervous system?
- *Social*—what are the effects of trauma on our relationships and families?
- *Child Abuse*—what constitutes child abuse and what are its effects on children?
- *Psychiatric Diagnosis*—what are the controversies surrounding Post Traumatic Stress Disorder and Dissociation, and are there other “disorders” that are related to trauma?
- *Culture*—how do other cultures see trauma and its effects and are people in other cultures affected differently than we are?
- *Treatment*—what are effective treatments for those who have been traumatized? What’s the best way to respond when someone discloses trauma to you?

## 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 class. It is expected that you be **on time** each day. Also, you will be working in small groups in class and asked to complete various activities in your small group. Your participation is part of the course requirements.

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. There is one required textbook, available at the bookstore, along with on line readings available on the Blackboard website. This course has a serious amount of reading and you will not be able to do well on the quizzes if you do not do the reading.

Quizzes – There will be three quizzes, worth 25 points each. The quizzes will be structured to assess your knowledge of the readings, in-class films and lectures, and class discussions. They will be fill-in-the-blank, matching, multiple choice, and short answer quizzes that will primarily pertain to the readings assigned for the weeks in which the exam is given. Sometimes a question will refer to material covered earlier. If you have been to class and done the readings, you should be in good shape for the quizzes. NO MAKE-UPS will be given, so please plan accordingly.

Research Papers—These papers will be approximately 2-3 pages in length. Find an **empirical article in a peer-reviewed journal** related to a topic covered during that week. Provide a brief summary of the article and a brief critique of the work, focusing more on methodology and findings rather than writing style.

Final Paper —The final project in this class will be 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).
- Pick a **NOVEL** in which the protagonist experiences a traumatic event. Write a detailed case study on the person, including background information, possible diagnoses, and a treatment plan.

You may work on the final project with ONE other person. You both will receive the same grade on the assignment. The paper should be at least 10 pages long and have 5 peer-reviewed references NOT from the course reading list. You may also supplement this with readings from the course as desired. **The final project is due on the last day of lecture. Late final projects will not be accepted.**

### **Lateness policy for assignments:**

One point per day (10%) will be deducted from late research papers. Late assignments should be turned in to the psychology department office. Anything submitted to the psychology department office after 12:00 p.m. on the due date counts as one day late.

**Grades:**

Attendance and participation:	20 points
Research papers, 10 pts. each	30 points
Final project	50 points
3 quizzes, 25 pts. each:	75 points

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Total possible points:	175 points
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Letter grades will be calculated as follows: 90% and above = A; 80% and above = B; 70% and above = C; 60% and above = D; below 60% = 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 I 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](mailto: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**

<u>Date</u>	<u>Assigned Readings</u>	<u>Assignments Due</u>	<u>Topic</u>
Mon, 6/25			Introduction
Tues, 6/26	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
Wed, 6/27	Herman: Introduction, Ch. 1, 2  Milburn, M.A. & Conrad, S.D. (1996). <i>The Politics of Denial</i> . Cambridge, MA.		Historical Responses
Thurs, 6/28	Vollhardt, J.R. (2009). Altruism born of suffering and prosocial behavior following adverse life events: A review and conceptualization. <i>Soc Just Res</i> , 22, 53-97.	Research Paper#1 due	Posttraumatic Growth
Mon, 7/2	Herman: Chp. 3, 4  Kaehler, L.A., Babcock, R., DePrince, A.P., Freyd, J.J. (in press). Betrayal Trauma in Children and Adolescents. In preparation by invitation for J. Ford & C. Courtois (Eds.) <i>Treating Complex Traumatic Stress Disorders in Children and Adolescents</i> . Guilford Publications, Inc  Gleaves & Williams (2005) <i>Critical Questions: Trauma, Memory, and Dissociation</i>  Check out the False Memory Syndrome Foundation: <a href="http://www.fmsfonline.org/">http://www.fmsfonline.org/</a> What do they have to say about recovered memories?		Betrayal Trauma Theory
Tues, 7/3	Felitti, V. J. (2002). The relationship between adverse childhood experiences and adult health: Turning gold into lead. <i>The Permanente Journal</i> , 6, 44-47. <a href="http://xnet.kp.org/permanentejournal/winter02/goldtolead.html">http://xnet.kp.org/permanentejournal/winter02/goldtolead.html</a>	Quiz #1	Trauma and Health

	<p>Felitti VJ, Anda RF, Nordenberg D, 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. <i>Am J Prev Med</i>, 14, 245–258.</p> <p>Stephens C. (2002). Health benefits of the disclosure of emotions about traumatic experiences: What is the evidence and potential for therapeutic benefits? <i>Australasian Journal of Disaster and Trauma Studies</i>, 1, 1-6.</p>		
Wed, 7/4	NO CLASS! Happy 4 <sup>th</sup> of July!		
Thurs, 7/5	<p>Herman: Chp. 5, 6</p> <p>Gill, J.M., &amp; Page, G.G. (2006). Psychiatric and physical health ramifications of traumatic events in women.</p>	Research Paper#2	Medical Trauma
Mon, 7/9	<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>		Dissociation
Tues, 7/10	<p>Bremner, J D. (2003). Long-term effects of childhood abuse on brain and neurobiology.</p> <p>van der Kolk, B.A., McFarlane, A.C., &amp; Weisaeth, L. (1996). Traumatic stress: The effects of over-whelming experience on mind, body, and society. New York: Guilford Press.</p>		Neurobiological Consequences
Wed, 7/11	<p>Becker-Blease, K.A., &amp; Freyd, J.J. (2007). Dissociation and Memory for Perpetration among Convicted Sex Offenders. Co-published in Brown, L.S. &amp; Quina, K. (Eds.). <i>Trauma and Dissociation in Convicted Offenders: Gender, Science, and Treatment Issues</i>. New York: Haworth Press, and a special issue of the <i>Journal of Trauma &amp; Dissociation</i>, 8(2), 69-80.</p>	Quiz #2	Cycle of Violence
Thurs, 7/12	<p>Alaggia, R. (2005). Disclosing the trauma of child sexual abuse: A gender analysis. <i>Journal of Loss &amp; Trauma</i>, 10, 453–470.</p> <p>Mendelsohn, M., &amp; Sewell, K. (2004). Social attitudes toward traumatized men and women: A vignette study. <i>Journal of Traumatic Stress</i>, 17, 103-111.</p>	Research Paper #3 due	Gender and Culture
Mon, 7/16	<p>Herman: Chp. 7-11</p> <p>Brown, L.S. (2008). Entering the healing process.</p> <p>Burstow, B. (2003) Toward a radical understanding of trauma and trauma work.</p>		Trauma Treatments
Tues, 7/17	<p>Briere, J. (2002). Treating adult survivors of severe childhood abuse and neglect: Further development of an integrative model.</p> <p>Tarrier, N. &amp; Humphreys, A. (2003). PTSD and the social support of the</p>		Trauma Treatments II

	interpersonal environment: The development of social cognitive behavior therapy.		
Wed, 7/18	<p>Herman: Afterword</p> <p>Who do you agree with? Slater, L. (2003) Why Is Repression Possibly Better Than Your Therapist? New York Times, February 23, 2003  <a href="http://www.skfriends.com/why-repression-best.htm">http://www.skfriends.com/why-repression-best.htm</a></p> <p>OR Pennebaker, J.W. (1997). Writing about emotional experiences as a therapeutic process. Psychological Science, 8, 162-166.  <a href="http://homepage.psy.utexas.edu/homepage/faculty/Pennebaker/Reprints/P1997.pd">http://homepage.psy.utexas.edu/homepage/faculty/Pennebaker/Reprints/P1997.pd</a></p>		Wrapping-Up
Thurs, 7/19	<p>Get familiar with the following THREE important web sites. Spend AT LEAST 15 MINUTES AT EACH SITE exploring the resources available there. Identify 4 things on each site that interests YOU and relate to material in the class. What directions do you think the study of trauma are taking, what are topics that are dominating the field?</p> <p>First is the Trauma Psychology Division of the American Psychological Association  <a href="http://www.apatraumadivision.org/">http://www.apatraumadivision.org/</a>  Second, is the International Society of Traumatic Stress Studies at:  <a href="http://www.istss.org/">http://www.istss.org/</a>  Third, is the "David Baldwin's Trauma Information Pages" site at:  <a href="http://www.trauma-pages.com/">http://www.trauma-pages.com/</a></p>	Quiz #3 Final Project Due	Wrapping-Up