

**PSYCHOLOGY OF TRAUMA**  
**PSY 472/572**  
**SPRING TERM, 2014**  
**MW 12-1:20**  
**302 Gerlinger**

(Check <http://blackboard.uoregon.edu/> for updates)

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**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?

**Contact Hours and Class Attendance**

The class will meet each Monday and Wednesday in 302 Gerlinger and your attendance is expected. This is not a course to take if you think you will miss more than one class meeting, as class discussion, exams, and exercises are crucial to your success in the course. 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. Quizzes will cover the reading material, lectures, guest speakers, and videos. I recommend that you check the course website at Blackboard at least twice a week, as I may post important course information.

## Required Readings

Readings are assigned on a weekly basis. Readings are to be completed BEFORE the Monday class meeting for which they are assigned. There are two required text books, 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 or essays if you do not do the reading.

### Required Texts:

Herman, J. *Trauma and Recovery: The aftermath of violence—from domestic abuse to political terror*. Basic Books, 1997.

Freyd, J .J. and Birrell, P. J. (2013) *Blind to Betrayal*. Wiley.

## Grading:

Your grade will be computed by combining your scores in the following overall categories for a total of 230:

Points	Course Work
90	3 Quizzes, 30 points each
80	Discussion Essays (8 essays; each worth 10 points)
40	Final Paper/Project
20	Participation (in-class small group and email)
230	<b>Total</b>
(EC)	Also up to 10 points extra credit potential (see below)

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

points	letter grade
207-230	A
184-206	B
161-183	C (or P)
138-160	D
Below 138	F

Based on the actual distribution of final grades, *this criterion might be relaxed, but not stiffened*.

## Quizzes: 90 points

Three quizzes will be given. Each exam will be worth 30 points. The quizzes will be structured to assess your knowledge of the readings, in-class films and lectures, and class discussions. They will be short answer quizzes that will primarily pertain to the readings assigned for the weeks in which the quiz is given. Sometimes a question will refer to material covered earlier in the course, or issues discussed in our class email discussion. A study guide will be posted the week before the quiz which will help you prepare, but you are also responsible for material not on the study guide.

### **Discussion Essays and Questions: 80 points**

This course is designed to encourage students to read the material and learn to ask important questions of the readings and themselves. I will post *specific* essay topics each week to guide your reading of the material. The most important part of your essay will always be the **questions** that you come up with to interrogate the material. Each essay should show you have put thought into the reading material, reflected on the meaning of the material to you and your life and how it might affect society in general. Essays must be typed (or computer printed) and one essay must be turned in on the 2<sup>nd</sup> through the 9<sup>th</sup> Mondays at the *beginning of class*. ***Please do not email essays or put them under my door! Late essays should be turned in at the main psychology office (166 Franklin).*** Each essay will be worth up to 10 points. ***A point will be subtracted for each day late, beginning with after they are collected on Monday.***

### **Final Paper: 40 points**

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).
- 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.
- Write a detailed case study on trauma, its effects and actual or potential healing. You should include readings and research covered this term, as well as alternative ways of thinking about trauma, if appropriate.

*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 June 2, 2014.***

### **Participation 20 points**

Participation is crucial in this course. Participation includes in class discussion, extra assignments (TBA), and on-line discussion on Blackboard. You are required to read the Discussion boards at least twice a week. In-class participation will largely be in the form of small groups. Extra Assignments will be announced in class and posted on Blackboard. *It is important to note that coming to class and participating there is NOT enough to earn all the points here. Participation on-line and in the extra assignments is also necessary.*

#### **On-Line discussion**

We will have an electronic discussion as part of this course on the Blackboard discussion forum. You are expected to read the on-line discussions. Posting your own messages will count for participation credit if your messages are thoughtful and original.

### **Extra Credit Up to 10 points**

Extra Credit can be earned in a variety of ways up to 10 extra points total. If you make especially valuable contributions to class discussion, or if you make especially valuable contributions to the on-line discussion, you may earn extra points. Or you can get extra credit for a particularly terrific paper. This might include a special presentation, if you are interested. In general, if you do something

creative, special, contributive, and above-and-beyond the course requirements, you may earn extra credit. Also, extra points earned under participation will become extra credit points.

**A Special note about this class:**

Trauma is a difficult topic. Although we will be discussing primarily intellectual issues, it can be a highly charged topic. If you find yourself upset in ways beyond what might be expected by our conversations and the readings, please come see me, or contact one of these resources:

*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

## Weekly Schedule: Topics, Readings, Assignments, Deadlines

- Week 1 readings are to be completed before the April 2<sup>nd</sup> class. Week 2-9 readings are to be completed *before* the Monday class that week.
- *Check Blackboard for the on-line readings which will be finalized when the essay for that week is posted! ☺*

Week 1: Introduction		
day	Readings	Topics and activities
3/31	Get started on the readings for next Monday! ☺	<b>Introduction: What is trauma and what are its effects?</b>
4/2	<i>Film: Broken Child</i>	
Week 2:		
day	Readings	Topics and activities
4/7		
4/9	Herman Intro & chapter 1; Freyd & Birrell Preface & chapter 1 <i>AND on-line reading to be assigned</i>	<b>Introduction to Trauma and Betrayal</b> <b>ESSAY #1 DUE!</b>
Week 3:		
day	Readings	Topics and activities
4/14	Herman chapters 2 & 3; Freyd & Birrell chapters 2 & 3; <i>AND on-line reading to be assigned</i>	<b>Response to Trauma 1</b> <b>ESSAY #2 DUE!</b>
4/16		<b>Quiz #1</b>
Week 4:		
day	Readings	Topics and activities
4/21	Herman chapters 4 & 5; Freyd & Birrell chapters 4 & 5; <i>AND on-line reading to be assigned</i>	<b>Response to Trauma 2</b> <b>ESSAY #3 DUE!</b>
4/23		
Week 5:		
day	Readings	Topics and activities
4/28	Herman chapter 6; Freyd & Birrell chapters 6 & 7; <i>AND on-line reading to be assigned</i>	<b>Response to Trauma 3</b> <b>ESSAY #4 DUE!</b>

4/30		Cognitive and neuropsychological approaches
<b>Week 6:</b>		
<b>day</b>	<b>Readings</b>	<b>Topics and activities</b>
5/5	Herman chapter 7; Freyd & Birrell chapters 8 & 9; <i>AND on-line reading to be assigned</i>	<b>Response to Trauma 4</b> <b>ESSAY #5 DUE!</b>
5/7		<b>PAPER PLAN DUE if you want extra credit (up to 3 points)</b>
<b>Week 7:</b>		
<b>day</b>	<b>Readings</b>	<b>Topics and activities</b>
5/12	Herman chapter 8; Freyd & Birrell chapters 10 & 11; <i>AND on-line reading to be assigned</i>	<b>Telling and Knowing</b> <b>ESSAY #6 DUE!</b>
5/14		<b>QUIZ #2</b>
<b>Week 8:</b>		
<b>day</b>	<b>Readings</b>	<b>Topics and activities</b>
5/19	Herman chapter 9; Freyd & Birrell chapters 12 & 13; <i>AND on-line reading to be assigned</i>	<b>Healing</b> <b>ESSAY #7 DUE!</b>
5/21	<b>Play reading</b>	
<b>Week 9:</b>		
<b>day</b>	<b>Readings</b>	<b>Topics and activities</b>
5/26	<b>NO CLASS, Memorial Day!</b>	<b>Moving On</b> <b>ESSAY #8 DUE!</b>
5/28	Herman chapters 10 & 11; Freyd & Birrell chapter 14; <i>AND on-line reading to be assigned</i> <b>Guest Speaker: Elaine Walters, Trauma Healing Project</b>	
<b>Week 10:</b>		
<b>day</b>	<b>Readings</b>	<b>Topics and activities</b>
6/2	Herman, Afterword	<b>Putting it all together</b> <b>FINAL PAPER DUE!</b>
6/4		<b>QUIZ #3</b>

# Additional Notes

## Using Blackboard

The web site for this course was constructed using "Blackboard" software. This allows the web site to be extensive and interactive. On the web site, you will find general announcements for the class, all documents for the course (including 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://blackboard.uoregon.edu/local/usingbb/>. Also you can get help starting by going to the library [Information Technology Center](http://libweb.uoregon.edu/kitc/faq/blackboard.html#help) (ITC) and/or see <http://libweb.uoregon.edu/kitc/faq/blackboard.html#help>.

## 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 instructor before you complete any relevant requirements of the course. (Text adopted here as recommended from the UO web site regarding academic honesty 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)

## Plagiarism Policy:

Copying or paraphrasing information or ideas from any source, interview, print or electronic, without citation, is plagiarism. I take this very seriously; it merits a zero on the particular assignment in which it appears, and usually results in a grade penalty for the course. Always note the source of anyone else's ideas that you use, in this, and every, class. The Polk Library website includes clear guidelines for using several different citation formats properly, as well as very clear explanations of how to paraphrase correctly and avoid plagiarism. <http://www.uwosh.edu/departments/llr/citing.html>

In addition, 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."

## Students with Directory Restricted Access

This course includes required on-line participation (electronic mail and World Wide Web). 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. [Counselor for Students with Disabilities: Hillary Gerdes, 346-3211, TTY 346-1083, [hgerdes@oregon.uoregon.edu](mailto:hgerdes@oregon.uoregon.edu)]

I support Title IX and have a duty to report relevant information.

The UO is committed to providing an environment free of all forms of prohibited discrimination and sexual harassment, including sexual assault, domestic and dating violence and gender-based stalking.

Any UO employee who becomes aware that such behavior is occurring has a duty to report that information to their supervisor or the Office of Affirmative Action and Equal Opportunity.

The University Health Center and University Counseling and Testing Center can provide assistance and have a greater ability to work confidentially with students.