



## PSY 472 – Psychology of Trauma

**Course Number:** PSY 472  
**Course Title:** Psychology of Trauma  
**Term & Year:** Summer 2016, 7/18 - 8/11  
**Meeting Time:** Mon - Thurs, 12 – 1:50pm  
**Meeting Location:** Straub 253

**Instructors:** Grace Binion & Robin Hertz  
**Contact:** ghicks7@uoregon.edu; rhertz@uoregon.edu  
**Office:** Grace - Straub 365; Robin – Straub 339  
**Office Hours:** Grace: Thurs, 2 – 3pm; Robin: Mon, 10:30-11:30am

### Important Dates:

Activity	Day	Month	Date
Class Begins	Monday	July	18
Last Day to Drop w/o a W	Wednesday	July	20
Last Day to Change Grading Option	Wednesday	August	3
Last Day to Drop w/ a W	Thursday	August	4
Final Exam	Thursday	August	11

**Course Format:** This course will be primarily lecture and discussion-based. Over the course of the term students will engage in class discussions, integrative writing, reading quizzes, and analysis and discussion of research. Students will be expected to come to class prepared, having read assigned material and ready to discuss the day's topic. All readings will be available to you either in course texts or on the class Canvas site. **There are no formal presentations or exams in this class. As such, extra effort will be expected in class participation and engagement.**

**Grading Policy:** Everything you write for this class will be turned in online in Canvas. Written assignments will always be due at the date and time listed in the class schedule (see end of syllabus). This class is much shorter than those held during the school year. When adjusted to scale, one day of lateness in this class translates to approximately one week of lateness during a typical term. **Thus, each written assignment that is submitted past the deadline will be deducted 10% for each calendar day that it is late.** Extensions will be granted in rare instances and on a case-by-case basis at the instructors' discretion. Students wishing to seek an extension of a deadline must contact instructors **at least 2 days** in advance. We understand that sometimes things come up and assignments must be turned in late. If you suspect you will need to turn something in late, it's always better to contact us sooner rather than later. Brief reading quizzes will be due daily. Quizzes will be administered online and are not timed. Quizzes will be available from the end of one class until 11:59am before the following class.

## Graded components:

**Participation:** Participation in the course will be assessed via: 1) active engagement in class discussion and 2) completion of in-class activities. As students ourselves, we understand that completing several readings per night can be difficult and reduce motivation to engage with the material. To address this problem, we have carefully selected readings which we believe are most relevant to course topics. Please come to class having read the assigned article and be prepared to share your thoughts and questions. We understand that some of you may not be as comfortable speaking in class as others. The in-class activities are designed to account for some of this. All of this said, we encourage you to share whatever thoughts, questions, opinions, etc. you might have during this course. This course is interactive, and is (ideally) supposed to be enjoyable! **Participation is worth 16 points and makes up 20% of your final grade.**

**Research Jigsaw:** Each week, 4 scientific articles will be posted on Canvas which address the week's core theme. At the start of the week, the class will be divided into 4 groups which correspond to each article. Over the course of the week, students will read the article assigned to their group. Towards the end of each week (typically Wednesdays), class time will be spent discussing these articles. Students will first break up by article group to discuss the article they all read. Then, groups will split and form new groups (Jigsaw Groups) such that each Jigsaw Group has at least one member from the original article groups. In this way, every article will be represented in each Jigsaw Group. Members of the Jigsaw Group will summarize their article for the group's other members and then discuss the similarities and differences between, overarching themes of, and questions left unanswered by these articles. Then, the class will come back together to discuss the thoughts gathered by each jigsaw group. **Engagement with each Research Jigsaw will be scored out of 10 points, with 4 held throughout the term, totally 40 points.** 10 points will be awarded if a student has read the article & demonstrates exceptional critical analysis. 8-9 points will be awarded if a student has read the article & demonstrates clear understanding & careful analysis; 6-7 points will be awarded if a student has read some, but not all, of the article; if a student has not read the article at all, points will be assigned based on participation and appropriate analytic engagement with the activity.

**Integrative papers:** This course will utilize a multi-method approach to delivery of course content including traditional lectures, guest lectures, in-class activities, films, and readings. In addition to course readings and weekly article readings, students will watch films which cover and/or reinforce course topics on an approximately weekly basis. Further, at least once per week, we will have lectures from trauma experts in the community. Twice throughout the term, students will be expected to write integrative papers which synthesize these various sources of information to address core course themes. These papers will not summarize information presented, but will compare and contrast sources of information, integrating them into a broader picture they together depict and critically evaluating this broader picture. Papers should be approximately 5-7 pages in length, double spaced, and will be written and formatted in APA style. **Papers will be due at 5pm on Friday, July 29<sup>th</sup> and Friday, August 12<sup>th</sup>.** These papers are very substantive assignments. They are expected to be of high quality in both writing and in analytic content. **Each paper is worth 100 points and together these papers are worth 50% of your grade.**

**Reading Quizzes:** While the structure of class time will vary regularly, students will consistently be expected to complete daily reading assignments. Prior to each class, students will be expected to complete a daily reading quiz over the material assigned for that day's lecture. **These quizzes will be short (5-6 questions) and untimed.** This means *you can take the quiz as you read*. The last question in every reading quiz will ask students to supply a discussion question from the reading material. Discussion questions should evince thoughtful reflection on the material and will be used to facilitate the discussion portion of that day's class. The quality of discussion will depend largely on the quality of questions submitted. Quizzes will be made available at the start of every week and will be due at 11:59am (immediately prior to class) on the day for which those readings were assigned. For example,

if we are slated to talk about Delicious Sandwiches on a Wednesday, then between Tuesday's class and Wednesday's class, you will complete readings about Delicious Sandwiches. Any time prior to the start of the lecture on Delicious Sandwiches, you will take the quiz that covers those assigned readings. Reading quizzes will *only cover the daily course readings, NOT the Research Jigsaw articles*. As previously mentioned, these quizzes will be made available at the start of each week, meaning you will have the freedom to take these quizzes all at the start of the week, if you choose. Further, you can use the weekend to read ahead for the next week and take reading quizzes at the start of the week. **Each quiz will be worth 5 points each for a total of 75 points, weighted to 15% of your final grade.**

#### Grade Breakdown:

<u>Assignment</u>		<u>Total Points</u>	<u>Percentage of Final Grade</u>
Participation	16 (1 point per class)	16	20%
Reading Quizzes	x15	75	15%
Integrative Papers	x2	200	50%
Research Jigsaw	x4	40	15%
<b>Total</b>		<b>331</b>	<b>100%</b>

The grading system used in this course is as follows (with minus and plus grades assigned at the appropriate cutoffs):

**A (100-90%)** = Outstanding performance relative to that required to meet course requirements; demonstrates mastery of course content at the highest level.

**B (89-80%)** = Performance that is significantly above that required to meet course requirements; demonstrates mastery of course content at a high level.

**C (79-70%)** = Performance that meets the course requirements in every respect; demonstrates an adequate understanding of course content.

**D (69-60%)** = Performance that is at the minimal level necessary to pass the course but does not fully meet the course requirements; demonstrates a marginal understanding of course content.

**F (<60%)** = Performance in the course, for whatever reason, is unacceptable and does not meet the course requirements; demonstrates an inadequate understanding of the course content.

**Attendance Policy:** As with any course you take, you will get out of this class what you put into it. That said, we understand that things happen, events are scheduled, and it may become necessary for you to miss class from time to time. We believe it is in your best interest to attend class regularly, but you are adults and your education is a service for which you pay; you are fully capable of making your own decisions regarding class attendance. Please be aware that material covered in lecture will be integral to the completion of course requirements. Lectures and course activities are *supplemental* to the readings, not reiterative. This means that material we cover in class will not be the same material you read. **While you are not required to attend class, it is strongly recommended that you do so.** When you do, please be on time and courteous to your fellow classmates. If you do need to arrive late to class, please do so as quietly as possible so as not to disrupt lecture and disturb your fellow students. If you must miss class, it is your responsibility to contact other students to acquire any notes and to remain updated on information that may have been missed as a result of your absence.

**Classroom Etiquette:** First, it is imperative that all members of this class are respectful. This means that everyone, including us as instructors, is responsible for treating the statements, ideas, and feelings of others with respect. Not only is this an important life skill, it is especially important in a discussion-based class. Second, laptops should not be used in this class. Research suggests that taking notes on a laptop is associated with worse retention of the material. Taking notes by hand appears to be best. Further, laptop use is associated with significant distractibility not just for the laptop-user, but also for those sitting in close proximity. This class is small and primarily discussion-based, so please refrain from using your laptop, tablet, or phone in class. Finally, see the above “Attendance Policy” section regarding arriving late to class.

**Academic Honesty:** Plagiarism is the utilization of **words and/or ideas** that were not originally one's own without proper crediting of the source from which such words and/or ideas were drawn. Plagiarism can be explicit and clear (e.g. taking someone's words verbatim, with or without quotations marks, without citation) or subtle (e.g. changing the wording of someone's ideas but failing to cite the source of those ideas). Plagiarism is academic theft and is a serious offense, regardless of the scale on which it was committed. While we wish we didn't have to worry about plagiarism, we will make efforts to detect any that might be present in the coursework for this class. If found, punitive and reporting measures in line with the University's academic honesty policy will be adhered to in the fullest extent.

**Trauma Disclosure:** In our roles as Graduate Teaching Fellows, we are generally required to let the Office of the Dean of Students, Title IX Coordinator or the Office of Affirmative Action & Equal Opportunity know about any discrimination, harassment, or physical and sexual assault students disclose to us (or in our presence). If an abuse that occurred in the past is disclosed, we are still encouraged to report if we reasonably believe there is a current or future risk of harm based on the information we received.

However, it is important for you to know that disclosures in a classroom discussion or course assignments that may draw on personal experiences will not trigger such a reporting obligation. That means that if you disclose something in an assignment or discussion as part of this course we will not share that information, and the university will not initiate an investigation or outreach based on that information, unless you ask us to. If you have questions about your rights, resources that are available or how to file a complaint please see <http://safe.uoregon.edu> or call the 24-hour SAFE hotline to speak with a confidential resource who can talk to you about your options. We will discuss the implications of this more fully in class. We are also here to connect you to mental health care and other confidential resources at UO should you need them and/or would like to speak to a trained professional in a confidential setting.

### About Us:

**Grace** - I am a third year clinical psychology Ph.D student working with Maureen Zalewski. I received my B.A. in Psychology from Georgia Gwinnett College, a small liberal arts college just north of Atlanta, in 2014. I graduated with declared concentrations in clinical, developmental, and cognitive psychology and completed an honors thesis project examining nonverbal emotional competence as a mediator between early childhood adversity and adult mental health symptoms. My research interests center on the cognitive and socioemotional processes which support resilient functioning following experiences of interpersonal trauma (particularly chronic interpersonal experiences like abuse and maltreatment) and how these processes change across periods of rapid development such as the preschool years and adolescence. I'm also a meta-science, methodology, and philosophy of science nerd (ask me about the stickers on my laptop and you might never get me to shut up!) who loves working to improve the ways in which science is conducted, evaluated, rewarded, and disseminated. When I'm not getting lost in research, I love playing (running, biking, hiking, etc.), trying

new recipes (chocolate bacon bourbon bread pudding anyone?), finding new music, reading comics, and playing video games.

**Robin** - In 2010, I earned a BA in psychology from Reed College in Portland, OR. In 2011, I began working with Dr. Heidemarie Laurent at the University of Wyoming studying mindfulness and stress responses to conflict in the context of romantic relationships. In 2013, I earned a MS in psychology from the University of Wyoming, and then relocated to the University of Oregon to continue my studies in the doctoral program in clinical psychology with Dr. Laurent. Dr. Laurent has since transferred institutions again; current advisor status: it's complicated. My current academic work focuses on child abuse and early life relational trauma, the intergenerational transmission of child maltreatment, and mindfulness/mindful parenting practices. I am also currently a psychotherapist in training at the Eugene Veteran's Administration Behavioral Health clinic and with Willamette Family Addiction Treatment Services. When recovering from my workaholism, I enjoy sleep, culinary, and feline therapies.

Week	Date	Topic	Film/Guest Lecture	Reading	Assignment
1	Monday, 7/18	Course Introduction		Herman Intro & Chapter 1	
	Tuesday, 7/19	Stress & Trauma	FILM: Wounded	Freyd & Birrell Preface & Chapter 1	Reading Quiz 1
	Wednesday, 7/20	PTSD & Trauma-Related Diagnoses		Herman Chapters 2 & 3	Reading Quiz 2
	Thursday, 7/21	<b>Research Jigsaw</b>	GUEST LECTURE: Trauma Survivor	Freyd & Birrell Chapters 2 & 3	Reading Quiz 3; Research Article 1
2	Monday, 7/25	Moral Injury & Military Sexual Trauma		Herman Chapters 4 & 5	Reading Quiz 4
	Tuesday, 7/26	Trauma Treatment	GUEST LECTURE: Trauma Survivor	Freyd & Birrell Chapters 4 & 5	Reading Quiz 5
	Wednesday, 7/27	Trauma Treatment (cont.) <b>Research Jigsaw</b>		Herman Chapter 6	Reading Quiz 6; Research Article 2
	Thursday, 7/28	Trauma & Development	GUEST LECTURE: Trauma Therapy	Freyd & Birrell Chapters 6 & 7	Reading Quiz 7; <b>Paper #1 Due Fri 7/29 at 5pm</b>
3	Monday, 8/1	Trauma & Development (cont.)	FILM: Broken Child	Herman Chapter 7	Reading Quiz 8
	Tuesday, 8/2	Complex Trauma Sequelae	GUEST LECTURE: Trauma Healing Project	Freyd & Birrell Chapters 8 & 9	Reading Quiz 9
	Wednesday, 8/3	Intergenerational Transmission		Herman Chapter 8	Reading Quiz 10; Research Article 3
	Thursday, 8/4	Complex Symptoms in Context	FILM: Take These Broken Wings	Freyd & Birrell Chapters 10 & 11	Reading Quiz 11
4	Monday, 8/8	Trauma & Society	FILM: The Hunting Grounds	Herman Chapter 9	Reading Quiz 12
	Tuesday, 8/9	Trauma & Society (cont.) <b>Research Jigsaw</b>		Freyd & Birrell Chapters 12 & 13	Reading Quiz 13; Research Article 4
	Wednesday, 8/10	Trauma & Society (cont.)	GUEST LECTURE: Trauma & Social Structure	Herman Chapters 10 & 11	Reading Quiz 14
	Thursday, 8/11	Course Wrap-Up Discussion/Party		Herman Afterword; Freyd & Birrell Chapter 14	Reading Quiz 15; <b>Paper #2 Due Fri 8/12 at 5pm</b>