

PSY 472 – Psychology of Trauma

Course Number: PSY 472
Course Title: Psychology of Trauma
Term & Year: Summer 2017, 7/24 - 8/18
Meeting Time: Mon - Thurs, 10:00am – 12:00pm
Meeting Location: Mackenzie 214
Instructors: Melissa Barnes, MS & Robin Hertz, MS
Contact: mbarnes5@uoregon.edu; rhertz@uoregon.edu
Office: Melissa - Straub 439; Robin – Straub 336
Office Hours: Melissa: Thurs, 1:00 – 2:00 pm; Robin: Mon, 12:00-1:00pm
Important Dates:

Activity	Day	Month	Date
Class Begins	Monday	July	24
Last Day to Drop w/o a W	Wednesday	July	26
Last Day to Change Grading Option	Thursday	August	10
Last Day to Drop w/ a W	Thursday	August	10

Course Objectives

Students who successfully complete this introductory course on traumatic stress studies will...

- (1) Be able to identify theory and research findings about traumatic stress, and the psychobiological, cognitive, emotional, interpersonal, cultural, and societal effects of traumatic experiences, with an emphasis on betrayal in individual and institutional levels.
- (2) Be able to articulate how cultural and socio-political contexts have influenced the way trauma tends to be perceived and treated in Western cultures.
- (3) Gain familiarity with factors that help people to recover from traumatic stress, including empirically based clinical treatments.

Course Format

This course is designed to be interactive and engaging. Course material will be delivered in a variety of formats including in-class activities, interactive lectures, guest speakers, films, and small and large group discussions. Note: this class also *involves a lot of reading*. We have intentionally selected readings that we consider maximally relevant, relatable, and interesting. While we acknowledge the rigor of the reading schedule, this course is also designed to be (ideally) enjoyable! Assignments are structured to help you integrate the reading with the material presented in class.

Grading Policy

Everything you write for this class will be submitted online in Canvas via VeriCite, which will check your work for plagiarism. 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. Brief reading quizzes will be due daily. Quizzes will be administered online and are not timed.

Required Materials

The books are available at the Duck Store. Readings not found in your books will be posted on Canvas.

Required texts:

Freyd, J. J., & Birrell, P. (2013) *Blind to betrayal: Why we fool ourselves we aren't being fooled*. Hoboken, NJ: John Wiley & Sons.

Herman, J. L. (1997). *Trauma and Recovery. The aftermath of violence-from domestic abuse to political terror*. New York City, NY: Basic Books.

Required subscription: Netflix, www.netflix.com

To complete assignments associated with the Netflix series *13 Reasons Why*, you must have access to Netflix. If you do not currently subscribe to Netflix, you can enroll in a 30-day free trial. You may cancel your Netflix subscription after this trial if you do not wish to continue with a paid subscription.

13 Reasons Why: Beyond the Reasons <https://www.netflix.com/title/80179249>

13 Reasons Why <https://www.netflix.com/title/80117470>

Additional readings:

Beristianos, M. H., Maguen, S., Neylan, T. C., & Byers, A. L. (2016). Trauma exposure and risk of suicidal ideation among ethnically diverse adults. *Depression and Anxiety*, 33, 495-501. doi: 10.1002/da.22485

Bell, L. (2017). "13 Reasons Why" Netflix series prompts local conversations about suicide. *VailDaily*. Retrieved from <http://www.vaildaily.com/news/13-reasons-why-netflix-series-prompts-local-conversations-about-suicide/>

Dastagir, A. E. (2017). 13 reasons why a conversation about rape culture is as important as one about suicide. *USA Today*. Retrieved from <https://www.usatoday.com/story/news/2017/05/03/13-reasons-why-conversation-rape-culture-important-one-suicide/101141694/>

National Association of School Psychologists. "13 Reasons Why" Netflix series: Considerations for Educators. Retrieved from <https://www.nasponline.org/resources-and-publications/resources/school-safety-and-crisis/preventing-youth-suicide/13-reasons-why-netflix-series-considerations-for-educators>

Graded Components

Reading Quizzes (daily): 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*. Quizzes will be made available at the start of every week and will be due at 9:59am (immediately prior to class) on the day for which those readings were assigned. 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 at 15% of your final grade.**

Participation (daily): Participation in the course will be assessed by (1) active engagement in class discussion and (2) completion of in-class activities. Please come to class having read the assigned pages 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 by providing opportunities for other forms of participation (e.g., in small groups, pairs, or individually in writing or with the instructor). We encourage you to share whatever thoughts, questions, opinions, problems, etc. you might have during this course either in class, during office hours, or through email. **Participation is worth 16 points and makes up 15% of your final grade.**

13 Reasons Why (weekly): Students will be expected to watch the Netflix series *13 Reasons Why* and complete written and discussion-based assignments associated with the episodes assigned for each week. This

component of the class will provide opportunities for students to utilize and integrate different methods of learning, including lectures, readings, technology, narratives, and discussions. Each week students will be expected to watch the assigned episodes and, on the designated days, come to class prepared to discuss the week's lecture topics as they relate to the series. Discussion questions will be distributed by the instructors at the beginning of each week. Students are expected to bring a **printed version** of their completed discussion questions to class on the designated days. **Completion of these assignments is worth 100 points and makes up 15% of your grade.**

Midterm Exam (Thursday Week 2): This will be a multiple-choice exam covering the first two weeks of course content. The exam will be administered during class. No exams will be administered outside of class, except for those who have relevant documented accommodations with the AEC, and in other rare instances.

Paper (due Friday week 3): Students will be assigned to a small group (approximately 8 groups of 5 students). Students will self-select into groups on a first-come first-served basis on Canvas using the "Groups" tab under "People". Each group will be assigned a topic (e.g., The role of stress in the development of PTSD). Each student will choose an aspect of the topic and write a short (5-7 page) paper on **one aspect** of the prompt. Page limit should be firmly adhered to and the instructors will not read beyond 7.5 pages. Papers should be written in APA style (please review your PSY 303 materials if necessary) and include a title page, abstract, and references (not included in page count). All course materials may be used as paper references. In addition, **please include a minimum of 3 peer-reviewed journal articles** to support the argument you present in your paper. Please email your instructors with a description of your topic and a brief outline (1-page max) by **Thursday of Week 1, July 27, by 11:59pm**. We will provide feedback before class begins again on Monday. Grading rubric will be handed out at a later date.

Presentation (due Monday or Tuesday of week 4): Students will give a 13-15-minute group presentation based on your paper topic. Time limit will be firmly adhered to, so we suggest practicing the presentation. You may use PowerPoint or another format of your choice (E.g., handouts, audience participation, dance routine, etc.). Please prepare 3-5 guiding questions for your classmates to think about and respond to as they view your presentation. You are required to attend your peers' presentations. Your responses to your peers' presentations will be included in your final presentation grade. Everyone must make a significant contribution to the presentation. Please contact the instructors ASAP if there are any issues with group member dynamics (e.g., someone not doing their fair share of the assignment). Everyone will complete a team member evaluation for each group member. These evaluations will be included in your final presentation grade, so take responsibility for doing an equitable amount of work on the presentation. Grading rubric will be handed out at a later date.

Grade Breakdown

<u>Assignment</u>		<u>Total Points</u>	<u>Weighted Percentage of Final Grade</u>
Participation	16 (1 point per class)	16	15%
Reading Quizzes	x15	75	15%
13 Reasons Why	x4	100	15%
Exam		30	15%
Paper		100	20%
Presentation		100	20%
Total		421	100%

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

Please be aware that material covered in lecture will be integral to the completion of course requirements. Lectures and course activities will *supplement* (rather than summarize) the readings. 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.** 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. Please be on time and courteous to your fellow classmates. If you need to arrive late to class, please do so as quietly as possible so as not to disrupt lecture and disturb your fellow students.

Diversity and Respect for Others

It is the policy of the University to support and value diversity. To do so requires that we respect the dignity and essential worth of all individuals and promote a culture of respect throughout the University community. Course content, including class discussions, projects and activities, and assignments, rests on the assumption that human diversity is normative and is an appropriate focus of attention. The course requires and expects critical thinking about, and sensitivity to, the impact of diversity (culture, religion/faith, gender, ethnicity, race, socioeconomics, physical and cognitive ability, sexual orientation, and other considerations) both in relation in society and in the classroom. Students are encouraged to develop and expand their respect for and understanding of diverse identities and experiences. If you notice or experience offensive speech or behavior in class, we encourage you to speak out directly to the person(s) involved. The instructors are also available to assist in or facilitate difficult conversations. If you believe you have been the target of or a witness to harassment, bias, or a hate crime, you may report this (anonymously, if desired) to the **Bias Response Team** at 346-2037 or <http://bias.uoregon.edu>.

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. Your papers will be electronically analyzed for plagiarism using VeriCite on Canvas. Plagiarism will be penalized and reported in line with the University's academic honesty policy.

Students with Disabilities and Athletes

If you have a documented disability or are associated with a University athletic team and may need accommodations, please contact us in the first week of class. Please request that the Accessible Education Center (AEC; formerly Disabilities Services) or the Athletic Director's office send a letter verifying your

disability or athletic involvement. Contact the AEC for more information (164 Oregon Hall; 346-1155; aec.uoregon.edu). Without documentation, accommodations are not guaranteed and are to be made at the discretion of the instructors.

Trauma/Violence 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.

Please note that this policy will be changing Fall 2017.

Course Schedule

*Note: This course schedule is subject to change. Updates will be announced in class and via Canvas. Assignments listed as “Due” are to be completed before class. Readings listed for the day are to be completed before class.

Readings followed with * will be provided on Canvas.

Week	Date	Topic	Activity	Reading	Assignments Due
1	Monday, 7/24	Course Introduction	<i>13 Reasons Why</i> Introduction	Herman Intro & Chapter 1 Dastagir, 2017* Bell, 2017 – optional* Beristianos, 2016 – optional* NASP article - optional*	<i>13 Reasons Why: Beyond the Reasons</i> episode
	Tuesday, 7/25	Stress & Trauma Basics	SHORT FILM: <i>Wounded</i>	Freyd & Birrell Preface & Chapter 1	Reading Quiz 1
	Wednesday, 7/26	PTSD	How Psychologists Assess Trauma	Herman Chapters 2 & 3	Reading Quiz 2
	Thursday, 7/27	Betrayal Trauma Basics	<i>13 Reasons Why</i> Discussion #1	Freyd & Birrell Chapters 2 & 3	Reading Quiz 3; <i>13 Reasons Why</i> Response #1 (Watch eps. 1-4)
2	Monday, 7/31	Developmental Traumatology	FILM: <i>Broken Child</i>	Herman Chapters 4 & 5	Reading Quiz 4
	Tuesday, 8/1	TBD Guest Lecture	FILM: <i>Broken Child</i>	Freyd & Birrell Chapters 4 & 5	Reading Quiz 5
	Wednesday, 8/2	Intergenerational Transmission of Child Abuse and Neglect	<i>Broken Child</i> Discussion	Herman Chapter 6	Reading Quiz 6;
	Thursday, 8/3	***MIDTERM EXAM***	<i>13 Reasons Why</i> Discussion #2	Freyd & Birrell Chapters 6 & 7	Reading Quiz 7; <i>13 Reasons Why</i> Response #2 (Watch eps. 5-7)
3	Monday, 8/7	Institutional Betrayal	FILM: <i>The Invisible War</i>	Herman Chapter 7	Reading Quiz 8
	Tuesday, 8/8	Military Trauma	FILM: <i>The Invisible War</i>	Freyd & Birrell Chapters 8 & 9	Reading Quiz 9
	Wednesday, 8/9	TBD Veteran guest speaker	<i>The Invisible War</i> Discussion	Herman Chapter 8	Reading Quiz 10;
	Thursday, 8/10	Cultural Betrayal Trauma	<i>13 Reasons Why</i> Discussion #3	Freyd & Birrell Chapters 10 & 11	Reading Quiz 11; <i>13 Reasons Why</i> Response #3 (Watch eps. 8-10); Paper due Friday 8/5 @ 11:59pm
4	Monday, 8/14	Presentations	FILM: <i>No! The Rape Documentary</i>	Herman Chapter 9	Reading Quiz 12
	Tuesday, 8/15	Presentations	FILM: <i>No! The Rape Documentary</i>	Freyd & Birrell Chapters 12 & 13	Reading Quiz 13
	Wednesday, 8/16	Feminist Perspectives on Trauma	<i>No! The Rape Documentary</i> Discussion	Herman Chapters 10 & 11	Reading Quiz 14
	Thursday, 8/17	Course Wrap-Up Discussion/Party	<i>13 Reasons Why</i> Discussion #4	Herman Afterword; Freyd & Birrell Chapter 14	Reading Quiz 15 <i>13 Reasons Why</i> Response #4 (Watch eps. 11-13)