

PSY 472 – Psychology of Trauma

Course Number: PSY 472
Course Title: Psychology of Trauma
Term & Year: Fall 2018, 09/24 - 10/07
Meeting Time: Tues/Thurs, 2:00-3:50 p.m.
Meeting Location: Education (Lokey) 117
Instructor: Melissa Barnes, MS
Contact: mbarnes5@uoregon.edu
Office: Straub 462
Office Hours: Wed @ 4:00-4:50 p.m.; Thurs @ 9:00-9:50 a.m.
Important Dates:

Activity	Day	Month	Date
Class Begins	Monday	September	24
Last Day to Drop w/o a W	Saturday	September	29
Last Day to Change Grading Option	Sunday	November	11
Last Day to Drop w/ a W	Sunday	November	11

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*. I have intentionally selected readings that I consider maximally relevant, relatable, and interesting. While I 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). 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 one week** in advance.

Required Materials

Readings are assigned on a weekly basis. Readings will include chapters from the required books and articles that are assigned via Canvas. Readings are to be completed **BEFORE** the class meeting for which they are assigned.

Required texts:

Two books are required for the course. The books are available at the Duck Store. If you prefer electronic media you may purchase e-copies from Amazon.

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

NJ: John Wiley & Sons.

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

Required Articles

Articles will be assigned on a weekly basis as we go along. To find the article assignment for the upcoming week, check the "Assignments" section of Canvas. There you will find a folder called "Weekly article and website assignments" with details about what you should read for the next week.

Graded Components

Syllabus Quiz: 5 points

Students will complete an in-class "open book" quiz during the first week of class regarding information provided in the syllabus for this course.

In-Class Quizzes: 30 points total

You will have four in-class quizzes, each worth 10 points. Your top 3 quiz scores will be used for your final score out of 30 points. **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 (including the book chapters and articles and discussion board posts) and in-class material and will be cumulative. Quizzes will be multiple choice and short answer format and will be used to evaluate your understanding and integration of class material.

Three Short Essays: 30 points total

Three short essays will be due, each worth 10 points. One point will be subtracted for each day late. Essays must be uploaded to Canvas by the due date. Each essay should show that you have put thought into the reading material. Think of the short essay as an opportunity to reflect on the readings and the meaning of the material to you, your life, society, and scholarship. The short essays will typically be about two typed (double-spaced) pages in addition to a title page (see formatting instructions below). Topics for each essay will be posted on Canvas under the "Assignments" folder.

One Long Essay: 20 points

One long essay will be due, worth 20 points. Two points will be subtracted for each day late. The long essay must be uploaded to Canvas by the due date. The long essay will involve proposing a new research project or new public policy based on material covered in the course. In addition to using assigned readings, we require you to draw on at least three additional scholarly references for the long essay. The long essay will typically be about four typed (double-spaced) pages in addition to a title page (see formatting instructions below). Students will submit paper topic ideas in class during week 3 of the course. To facilitate the group presentation assignment, the instructor will create groups based on similar paper topics by the end of week 4. Additional information about the long essay assignment will be posted on Canvas under the "Assignments" folder.

Presentation: 20 points

Students will give a 20-25-minute group presentation based on your paper topic (timing may change depending on number of groups). Time limit will be firmly adhered to, so practice the presentation as a group. You may use PowerPoint or another format of your choice (e.g., handouts, audience participation, dance routine, etc.). Please prepare a minimum of 2 guiding questions for your classmates to think about and respond to as they view your presentation. Responses to your peers' presentation guiding questions will be included in your final presentation grade. Everyone must make a significant contribution to the presentation. Please contact the instructor 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 at the end of the course. 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.

Homework & In-class Assignments: 20 points

Homework and in-class assignments will have point values totaling 20 points over the course of the term.

Please come to class having read the assigned pages and be prepared to share your thoughts and questions. I 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). I 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.

Formatting Short & Long Essays

Use APA 6th edition style, including APA style for in-text citations (e.g., Herman, 1997). For quotations give page numbers per APA style. Include a full APA-style reference list at the end of your essay. Include a title page (but without your name) and running head. In order to help us grade your work fairly, please do not include your name on your title page. Instead, include your name on a separate page at the end of your document. All essays should be double-spaced.

Re-grading Policy

If you discover we have made an error recording your grade on Canvas, please return the graded work and we will correct the error. It is very wise to check your posted grades on Canvas 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 grade was unfair. You must submit the re-grade request within 1 week of our having posted the grades on Canvas. After that grades on assignments are final.

Grade Breakdown

<u>Assignment</u>	<u>Total Points</u>
Syllabus Quiz	5
Quizzes	30 (best 3 of 4 worth 10 points each)
Short Essays	30 (3 essays worth 10 points each)
Long Essay	20
Presentation	20
Homework & in-class activities	20
Total	125

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.

Uncollected Assignments and Quizzes

We will do our best to return your graded work (quizzes, essays, etc.) in a timely and confidential manner. During the term we will typically have your work graded one to two weeks after you turn the work in to us. If you do not collect your materials, we will retain them for only one term and after that will destroy them. So please do collect your graded work.

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 the instructor, 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, I 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. Self-plagiarism is also not allowed, so do not submit work you have completed in previous classes. 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 the instructor 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 about academic accommodations (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.

Prohibited Discrimination and Harassment Reporting

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO's 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at respect.uoregon.edu or aaeo.uoregon.edu or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment is available at Discrimination & Harassment. Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu/>.

The instructor of this class, as a Student Directed Employee, will direct students who disclose sexual harassment or sexual violence to resources that can help and will only report the information shared to the university administration when the student requests that the information be reported (unless someone is in imminent risk of serious harm or a minor). The instructor of this class is required to report all other forms of prohibited discrimination or harassment to the university administration.

Mandatory Reporting of Child Abuse

UO employees, including faculty, staff, and GEs, are mandatory reporters of child abuse. This statement is to advise you that your disclosure of information about child abuse to a UO employee may trigger the UO employee's duty to report that information to the designated authorities. Please refer to the following link for detailed information about mandatory reporting: [Mandatory Reporting of Child Abuse and Neglect](#).

Weekly Schedule of Topics, Readings, & Assignments

*Note: This course schedule is subject to change. Updates will be announced in class and via Canvas.

*About the readings: Book chapters are assigned in the weekly schedule list below. Articles & websites will be assigned as we go along. To find the article assignment for the upcoming week, check the “Weekly article and website assignments” in the “Assignments” section of Canvas. *Readings must be completed before the Tuesday class each week!*

Week 1 (September 25 & 27) Topics: Intro to course & trauma responses Read: No readings or homework assigned for Week 1 Complete in class: syllabus quiz
Week 2 (October 2 & 4) Topics: Betrayal Trauma Theory & feminist perspectives on trauma Read: Herman Intro & chapter 1; Freyd & Birrell Preface & chapter 1 <i>AND articles/websites to be assigned</i> Turn in: Personal Index Cards (3 points toward homework) due October 2 at 2:00 PM Complete in class: Quiz #1 on October 04
Week 3 (October 09 & 11) Topics: Cultural Betrayal Trauma Theory Read: Herman chapters 2 & 3; Freyd & Birrell chapters 2 & 3; <i>AND articles/websites to be assigned</i> Submit on-line: Short Essay #1 due by Monday October 08 at 11:59 PM Complete in class: Submit paper topic ideas
Week 4 (October 16 & 18) Topics: Institutional betrayal, PTSD & treatments Read: Herman chapters 4 & 5; Freyd & Birrell chapters 4 & 5; <i>AND articles/websites to be assigned</i> Complete in class: Quiz #2 on October 18
Week 5 (October 23 & 25) Topics: Campus sexual violence, sexual harassment, Title IX Read: Herman chapter 6; Freyd & Birrell chapters 6 & 7; <i>AND articles/websites to be assigned</i> Guest Lecturer: TBD Submit on-line: Short Essay #2 due by Monday October 22 at 11:59 PM
Week 6 (October 30 & November 1) Topics: Rape myths, disclosure research, reporting policies, dissociation Read: Herman chapter 7 & 8; Freyd & Birrell chapters 8 & 9; <i>AND articles/websites to be assigned</i> Guest Lecture: TBD Complete in class: Quiz #3 on November 01
Week 7 (November 06 & 08) Topics: DARVO, perpetration Read: Herman chapter 9; Freyd & Birrell chapters 10 & 11; <i>AND articles/websites to be assigned</i> Guest lecturer: TBD Submit on-line: Short Essay #3 due by Monday November 05 at 11:59 PM
Week 8 (November 13 & 15) Topics: Self-defense, domestic violence/intimate partner violence, legal system Read: Herman chapter 10; Freyd & Birrell chapters 12 & 13; <i>AND articles/websites to be assigned</i> Guest lecturer: TBD Complete in class: Quiz #4 on November 15
Week 9 (November 20 & 22) Topics: Domestic violence, intimate partner violence, legal system Read: Herman chapter 11 & Epilogue; Freyd & Birrell chapter 14; <i>AND articles/websites to be assigned</i> Submit on-line: Long Essay due by Monday November 19 at 11:59 PM
Week 10 (November 27 & 29) Topics: Presentations Read: <i>articles and/or websites to be assigned</i>

That's All!