

***Draft: 8-17-16***

PSYC 306/606 Trauma Psychology  
 Fall 2016  
 Room: OLRV 307  
 TTh 9:30-10:52 a.m.

Prof. Bill Flack  
 209 OLRV  
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 Office hours: by appointment

DESCRIPTION

This course is a service-learning seminar on psychological trauma, posttraumatic stress, and the contexts in which people become traumatized.

GOALS

[Note: The code of letters and numbers following each course goal corresponds to the listing of relevant learning goals in the Department of Psychology and in the College of Arts & Sciences, which is contained in the Appendix to this syllabus.]

1. You will learn about the conceptualization/assessment, amelioration/treatment, and prevention of psychological distress and trauma. [D1, D4; C2Aiii, C3Ci-iv]
2. You will learn about some of the major contexts within which traumatization often occurs, and consider the intersecting roles of race, class, gender and power in those contexts. [XXXX]
3. You will learn about some of the ways in, and limitations with which trauma is dealt with by means of a weekly service-learning practicum in a local community organization. [C2Aiii, C3Civ]
4. You will learn to engage in and facilitate discussion in a seminar format in a manner that benefits you and the group of which you are a part. [C4Bi]

REQUIREMENTS1. Textbooks

Herman, J. (1992/2015). *Trauma and recovery: The aftermath of violence – from domestic abuse to political terror*. NY: Basic Books.

Bloom, S.L. (2013). *Creating sanctuary: Toward the evolution of sane societies (rev ed)*. NY: Routledge.

2. Reading

The readings for this course consist of Herman's and Bloom's books and other materials that I will assign, as well as materials that you and your classmates will choose.

3. WritingIn-class writing

This kind of brief, informal writing is usually used to help you think about some issue or topic, prior to discussing it with your classmates. You are encouraged to use brief writing exercises as a means of facilitating discussion in class.

Discussion preps (DP)

Discussion preps (DPs) are notes that you take as you're doing the assigned reading for each class (see below for exceptions). In these notes, you will (1) briefly summarize the ideas that are most interesting to you, (2) highlight any questions (especially critical ones) you have about the material, and (3) discuss how these matters relate to your experiences in the service-learning placement (once that starts).

DPs will be submitted by 7:00 p.m. the day before each class session on a Moodle Forum to which everyone in class will have access. You should also bring your DP with you to each class session, to facilitate discussion of topics that you found most interesting or perplexing. Discussion co-facilitators (see below) may refer to your DPs as one means of facilitating class discussion.

DPs will be graded pass/fail. The percentage of DPs that you submit on time will determine the DP-related portion of your course grade (e.g., if you submit 90% of required DPs at a passing level, you will receive a 90 for the DP part of your grade). Passing or failing will be based on whether or not you have included the DP characteristics listed above (suggestion: you might organize your DPs according to those characteristics). I will keep track of your DP submissions, but I will only contact you about them if a submission fails to pass.

Please note: you are not required to submit DPs during the two weeks/four sessions you are co-facilitating discussion.

### Thesis paper

The purpose of the thesis paper (13-15 pages including title page, abstract, and references; double-spaced, in APA style) is for you to *analyze critically and in detail the ways in which your service-learning placement reflects the intersectional nature of trauma*. The thesis paper must include a review of the research literature directly relevant to the matters you will address in your argument. I recommend strongly that you start on this paper as soon as possible (you can think about one or more of your DPs as parts of or steps toward the thesis paper), and that you seek critical peer review once you have an initial draft. A one-page (double-spaced) proposal will be due before fall break, summarizing your current thinking about your thesis paper and including references to three sources that you plan to use in the paper. A two-page update on your progress, including at least six references, will be due before Thanksgiving. The thesis paper will be submitted on Moodle at the time scheduled for the non-existing final exam in this course.

## 4. Discussing and co-facilitating discussion

### *Discussion*

Class meetings in this course will be organized in a seminar format. This means that you are expected to come to each session prepared to discuss the assigned materials, and this will be your usual role throughout most sessions. During the first week, we will read a brief chapter from Graff and Birkenstein (2010) and an informal piece by Lintott (2013) on how to engage productively in class discussion, and I will use their suggestions as part of the criteria for assessing your general participation at the end of each quarter of the semester.

Process: Central and crucial to class discussion in this course is the principle of **COOPERATION, NOT COMPETITION**. What this means is that everyone in the course is responsible for supportively encouraging and making sure that everyone else has the opportunity to engage in each discussion. Since this is a group process, your general class discussion grade will be based on my assessment of how discussion is going *in the group*. I encourage you to discuss how class discussion is going on a regular basis throughout the semester.

I encourage you to bring your experiences in the service-learning placement into class discussions as appropriate, and bearing in mind the requirement of maintaining the confidentiality of those in your placement (see below).

### *Co-Facilitation*

During the weeks 2 and 3, we will read and discuss two books, Herman (1992/1997) and Bloom (2013). Half of the class (TBD) will be responsible for organizing discussion of one book, and the other half of the class will be responsible for organizing discussion of the other book. I suggest that you do this with a quasi-“jigsaw” approach in which everyone reads everything, but specific members of each group focus on a given chunk of the text, and take the main responsibility for helping the group to cover the most important points. You should cover roughly the first half of each text during the Tuesday sessions, and the rest during the Thursday sessions.

Once we start with specific trauma contexts, you and one or two of your classmates will co-facilitate discussion of the assigned materials during two weeks (one week/two sessions per topic) of the remainder of the semester. I will choose one article for discussion during the first session, and you and your co-facilitators will choose another article for discussion during the second session.

*Please note that you must submit the all materials you have chosen at least one week in advance, so that I have time to review and post them to Moodle.*

Content: Discussion facilitation should incorporate consideration of **intersectional aspects of the topic (e.g., Kolmar & Bartkowski, 2005) as well as treatment, amelioration, and/or prevention.** You are not limited to academic psychological sources, but you should consider critically the nature and reliability of any sources/materials you use.

Process: How you facilitate discussion is up to you and your co-facilitators. Think about what seems to have worked in other settings, and don’t hesitate to be creative. Consider inviting local guest experts (or others via Skype/similar), using YouTube/VIMEO videos, encouraging attendance at related campus events, and so on. Please try to avoid lecturing when you are co-facilitating. One way to get things rolling is to have your peers review their DPs with a partner during the first five minutes or so of class, and to think about where they’ve overlapped, agreed/disagreed, and so on.

You should use either a written outline or Powerpoint/similar slides as discussion facilitation aids. Whichever you use, you are required to *submit such discussion facilitation aids to me prior to the class session in which you plan to use them.* I will use your outlines/slides along with your activities during class sessions to assess your co-facilitation, and I will give you this feedback as soon as possible following the second of each of the two sets of sessions.

### 5. Service-learning placement

You will be required to choose a service-learning placement from an approved list of local organizations, and arrange to spend about 4 hours (one half day or the equivalent) per week in that organization. Your activities will include doing some work that the organization finds useful (i.e., the “service” part of “service-learning”), as well as learning about the work of the organization. You are encouraged to consider the extent to which ideas from Bloom, Herman, and other sources used in this course are useful in understanding the work carried out in your chosen organization.

Choices of placements will be made in class. After choosing and contacting an organization, you and the contact person in the organization will meet to draw up a written contract regarding your obligations and schedule. The contact person will give me feedback about your performance and reliability at the end of the semester, unless it becomes necessary before that.

Background checks are required by all organizations, a two-stage TB test (different from the one you complete for Bucknell) is sometimes also required, and these must be completed as soon as possible. Please let me know if you have already completed background checks for other courses.

Please note that if you use your own car, or ride in a classmate's car, you or your classmate are liable in the event of accident or injury traveling to and from your placement organization. As an alternative, you can take Bucknell's driving course to qualify to use University vehicles, although there are charges for the course and for using University vehicles, in the amount of \$0.50/mile.

### Other Important Matters

Notes and confidentiality: I strongly encourage you to take detailed notes about your weekly experiences in the service-learning placement as soon as possible after each time you are there (including after your initial meeting). When you take notes, or otherwise write about your service-learning experiences, you must maintain the confidentiality of people in the organization by changing any information that could possibly be used to identify them. The same holds for discussions in class. I expect that you will not discuss your service-learning experiences outside of class.

Trauma and unpleasant emotion: By definition, psychological trauma involves strong, unpleasant emotions. This holds true both for those who are traumatized, and for those who work with traumatized persons. The content of this course, including your service-learning placement, may have a strong, emotional impact on you at times, especially if you have experienced one or more traumatic events personally (as most people have). Even those of you who have not personally experienced some type of trauma may feel anxious or uncomfortable at times when dealing with some of the material in this course. Any of the narratives and images (both actual and imagined) that we will consider in class may be emotionally evocative. This is one reason that I've included material about vicarious traumatization and stress reduction within the first few weeks of the course.

It is of the utmost importance that we observe and discuss matters raised in this course with respect and empathic consideration for everyone involved. Please feel free to share your reactions in class, if it feels safe for you to do so – it is likely that others in the class will share your reactions, and it may help to know that. If you experience unpleasant, troubling reactions, feel free to talk with me outside of class as well. If these feelings persist, you might also consider contacting the counselors in the Counseling & Student Development Center (577-1604).

Course grade: General discussion in class, co-facilitation of discussion, discussion preps, and thesis paper will each count toward 25% of your final grade. Late discussion preps, poor attendance or performance in the service-learning organization, using electronic devices for purposes other than class-related ones, problematic conduct in your service-learning placement, and other issues may also affect your final course grade. Rounding "errors" will always be in your favor. The distributions of grades will not be curved, and there are no means of obtaining "extra credit" in this course.

Resulting percentages will be converted to letter grades as follows:

A =	94-100%	C+ =	77-79%
A- =	90-93%	C =	74-76%
B+ =	87-89%	C- =	70-73%
B =	84-86%	D =	65-69%
B- =	80-83%	F =	0-64%

### Academic Integrity

If you use anyone else's ideas or text in your writing, you must cite them as a source – otherwise, you are plagiarizing their work, a serious violation of academic integrity with potentially grave consequences. Cutting, pasting, changing around a few words, and then submitting the product as your own is not acceptable in this course. Instead, you should always take notes on the source material, and then write your drafts from your notes. Please consult the following sources for further information:

Bucknell's Webpages on Academic Responsibility: <http://www.bucknell.edu/AcademicResponsibility/>

Purdue University's Webpage "Avoiding Plagiarism:"  
[http://owl.english.purdue.edu/handouts/research/r\\_plagiar.html](http://owl.english.purdue.edu/handouts/research/r_plagiar.html)

If you are still in any doubt about plagiarism, please ask me.

### Attendance Policy

Your attendance during class sessions is vital to your learning in this course. My attendance policy is the same as the University's, so please make certain that you know it. Observance of religious holidays is an approved excuse for missing class, but please let me know beforehand if you will be absent. Leaving campus early for a break is not an approved excuse for missing class. I am willing to make alternative arrangements in the event of commitments to scheduled extra-curricular activities over which you have no control (e.g., out-of-town sports events if you're on the team) and, of course, in the event of emergencies. Please contact me about these as soon as possible, preferably well before your absence.

### Illness

I do not mean this to be unfriendly, but PLEASE do not come to class—or my office—if you have a contagious illness, and err on the side of caution if you are uncertain. Go to Student Health Services, and do whatever they recommend. Let me know why you missed class by email as soon as you can, and return when your illness is no longer contagious. If you miss a practicum session, contact your organization supervisor as soon as possible, and figure out how you can make it up. If you are coughing in class, please cough into your sleeve.

### Disabilities and Title IX

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see me and Heather Fowler, Director of the Office of Accessibility Resources at [hf007@bucknell.edu](mailto:hf007@bucknell.edu), 570-577-1188 or in 212 Carnegie Building so that such accommodations may be arranged. <http://www.bucknell.edu/Accessibility>

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources at <http://www.bucknell.edu/SexualMisconduct>.

### Use of Electronic Devices During Class

I expect that you will not use phones or other electronic communications devices for purposes external to the course (e.g., texting friends, using Facebook, Instagram, etc.) during class sessions. Violations of this policy may result in a lowering of your final grade for the course.

## SCHEDULE

Readings  
**Assignments**

### SECTION ONE: INTRODUCTION TO PSYCHOLOGICAL TRAUMA

8/23-25	Introduction to the course Trauma, PTSD, vicarious trauma, intersectionality	McCann & Pearlman (1990) Kolmar & Bartkowski (2005) Lintott (2013) Graf & Birkenstein (2010)
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Note: Decisions about service-learning placements and co-facilitation assignments for the next two weeks will be made by 8/25. Contact your service-learning organization by 8/26 to schedule an introductory/contracting meeting during the week of 8/29.

8/30-9/1	<i>Trauma and Recovery</i>	Herman (1992/1997)
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Herman discussion facilitators: TBA

Note: Decisions about topics and co-facilitation teams will be made by 9/1.

9/6-8	<i>Creating Sanctuary</i>	Bloom (2013)
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Bloom discussion facilitators: TBA

***Discussion feedback 1***

9/13-15	POVERTY	Check Moodle for all subsequent readings/materials.
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Discussion facilitators: TBA

9/20	MASS INCARCERATION
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Discussion facilitators: TBA

9/22	No class
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9/27	Topic 2, continued
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***Discussion feedback 2***

9/29-10/4	GENOCIDE
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Discussion facilitators: TBA

10/6	TERRORISM AND COUNTERTERRORISM	<b>Thesis paper update 1</b>
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Discussion facilitators: TBA

10/11	Fall recess
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10/13	Topic 4, continued
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10/18-20	TRAFFICKING, CAPTIVITY, AND TORTURE
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Discussion facilitators: TBA

10/25-27	MILITARY COMBAT
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Discussion facilitators: TBA

***Discussion feedback 3***

11/1-3            DOMESTIC VIOLENCE AND ABUSE

Discussion facilitators: TBA

11/8-10           CHILD ABUSE AND NEGLECT

Discussion facilitators: TBA

11/15-17        CAMPUS SEXUAL ASSAULT

**Thesis paper update 2**

Discussion facilitators: TBA

11/22-24        Thanksgiving recess

11/29-12/1     HATE CRIME VICTIMIZATION

Discussion facilitators: TBA

***Discussion feedback 4***

***Course evaluations***

12/6            Videoconferences with Herman and Bloom

12/8-15        Finals week/Course debriefing

**Thesis paper**

*Final proviso: Dates, topics, and assignments are all subject to changes, which will be announced in class. Any changes to the syllabus will be reflected in the version on Moodle throughout the semester.*

## Appendix

Key to Psychology Department and Relevant College of Arts & Sciences Learning Goals  
8-24-12Department of Psychology Learning Goals (D#)

D1. Demonstrate an understanding of the fundamental principles of psychology across a representative cross-section of psychological sub-disciplines.

D2. Formulate a research hypothesis and design and implement a research project to test that hypothesis.

D3. Demonstrate an effective understanding of the ethical concerns of psychological research by designing research projects that respect the autonomy of the subjects and minimize the risks associated with their participation.

D4. Analyze critically either: (a) data collected from their own research subjects, or (b) the psychological research of others, including methodology, results, and conclusions.

D5. Identify, access, evaluate and select appropriate research sources.

D6. Demonstrate effective skills in written communication through critiques of psychological research, original research reports, application papers, and reaction papers dealing with psychological theories and research.

College of Arts & Sciences Learning Goals (College Core Curriculum/CCC Learning Outcomes; C#X#)1. *Intellectual Skills*2. *Tools for Critical Engagement*

## A. Diversity in the United States

2Aiii. The ability to reflect critically on the ways in which diversity (broadly understood) within the United States shapes the experiences of citizens and persons residing within the U.S.

## C. Global Connections

2Ci. Students will demonstrate the ability to use concepts and tools of inquiry from at least one discipline to examine the beliefs, history, social experiences, social structures, artistic or literary expression, and/or traditions of one or more cultures or societies located outside the United States; OR

3. *Disciplinary Perspectives*

## C. Social Sciences

3Ci. Students will understand and examine the ways in which individuals interact with, and are shaped by, social groups, institutions, and social structures and how these social constructions shape history, space, values, culture, and behavior; AND/OR

3Cii. Students will understand how behavior is shaped by biological and environmental history and the choices made throughout life.

3Ciii. Students will use tools of social and/or behavioral analysis drawn from various analytical frameworks to analyze behavior and/or critically interpret social issues.

3Civ. Students will be able to apply the principles of social and/or behavioral analysis in various contexts and at various levels to effect improvements in human society.

4. *Disciplinary Depth: The Major*

A. Students will develop their writing abilities through coursework in the University Writing Program, which requires that students take a minimum of three writing courses (two of which are linked to writing in particular disciplines).

4Ai. Courses in the major will allow students to apply their writing ability to address and investigate issues at a more sophisticated level due to their mastery of the subject matter.

B. Students will be given formal presentation experiences beyond class participation at a level reasonable for a college graduate in the particular major.

4Bi. Ways in which this skill can be obtained and practiced include but are not restricted to a seminar course with student presentation, thesis defense, talk in a student colloquium series, presentation at a conference, presentation of significant course projects.

C. Students will achieve basic competency in finding, analyzing, evaluating, and effectively using various sources of information.

3Ci. Courses in the major will build on these skills and introduce students to field-specific information retrieval techniques and to critical evaluation of content as customary in the field.

D. Specific learning outcomes for Information Literacy:

4Di. Students will determine and articulate a need for information, be able to frame the research question, and select resources appropriate to specific research needs.

4Dii. Students will construct and refine strategies to locate, access, and retrieve information efficiently.

4Diii. Students will be able to critically evaluate resources and content, and understand the legal and ethical standards of information access and use.

4Div. Students will use technology effectively to organize, communicate, and present information to support academic work.