

Department of Applied Psychology
Steinhardt School of Culture, Education, & Human Development
Professor Judie Alpert
Trauma: Theoretical and Clinical Perspectives (APSY-GE-2500)
Wednesday, 4:55-6:35 pm. Spring, 2016

Professor Judie Alpert
 Phone: 212-691-6587
 Email: judie.alpert@nyu.edu

Course Objectives

This course will address the study of the human response to trauma with emphasis on the biologic, psychodynamic and social consequences. Child sexual abuse, child abuse, war, rape, terrorism, and disasters are some examples of the traumas considered. There is also consideration of theories, dilemmas & clinical perspectives. Specific attention to legal issues, reporting, identification, assessment, interviewing and evidence gathering, non-traumatic & traumatic memory, treatment, and prevention. The course is geared to help students to develop skills and knowledge in conceptualizing various aspects of all types of trauma, and especially the trauma of child sexual abuse. Further, the course will help students to develop increased competence in their ability to deal with trauma within their professional capacity.

Course Requirements

1. Attendance: Students should attend every class.
2. Weekly readings: Students should complete all of the readings for each class.
3. Journal: Eight entries (four each due on March 2 and on April 13). Keep an informal journal of your reactions, questions, and comments related to readings, lectures, and class discussions. Exchange your journal entry with your partner who will give you feedback. On the dates that they are due, hand in four journal entries along with your partner's comments. It is recommended that you write about two pages each week for 8 weeks. While journal entries must be typed, partner's comments may be handwritten. (These will not be graded. However, maintaining a journal is a course requirement.)
4. Research on a perpetrator: Select perpetrator in class on March 23 and be prepared to discuss perpetrator in small and large groups in class on March 30. (Specifically, read about a terrorist, child molester or other perpetrator of human-made traumas/disasters and be prepared to discuss your readings in class on March 30.) This is not a written or graded assignment.
5. Papers: There are two course papers
 Paper 1: Due March 9 (book review)
 Paper 2: Due May 4 (term paper)

Each paper should be about 8 pages in length. Late papers will not be accepted. If you want the second paper returned to you, hand in a self-addressed stamped envelope with the paper.

See end of course outline for specifics about assignments for course papers.

6. Texts:

- Herman, J.L. Trauma and Recovery: The Aftermath of Violence from Domestic Abuse to Political Terror. (Basic)
- O'Brien, T. The Things They Carried. (Houghton Mifflin).
- Ozick, C. (1983). The Shawl. N.Y.: Vintage.
- Perry, B. D. and Szalavitz, M. (2006). The Boy Who Was Raised As A Dog And Other Stories from a Child Psychiatrist's Notebook: What Traumatized Children Can Teach Us About Loss, Love, and Healing. (Basic).
- Spiegelman, A. (1986). Maus: A Survivor's Tale, vol I (My Father Bleeds History) N.Y. Pantheon.
- Terr, L. Too Scared to Cry: Psychic Trauma in Childhood. (Basic).
- van Dernoot Lipsky, L. (2009). Trauma Stewardship: An Everyday Guide to Caring for Self While Caring for Others. Barrett-Koehler Publ., San Fran, Ca.
- Van der Kolk, B. (2014). The body keeps the score: Brain, mind, and body in the healing of trauma. (Viking).

Recommended But Not Required:

- Special issue on Culture and Trauma. Traumatology, December 2010, Volume 16.
- Alpert, J. L. (Ed.) (1995.) Sexual Abuse Recalled: Treating Trauma in the Era of the Recovered Memory Debate. (Aronson)
- Caruth, C. Trauma: Explorations in Memory.
- Caruth, C. Unclaimed Experience: Trauma, Narrative, and History.
- Felman, S. and Laub, D. Testimony: Crises of Witnessing in Literature, Psychoanalysis and History.
- Figley, C. Mapping Trauma and its Wake: Autobiographical Essays by Pioneer Trauma Scholars.
- Heimannsberg, B. and Schmidt, C. J. (Eds.) The Collective Silence: German Identity and the Legacy of Shame.
- Horowitz, M. Essential Papers on Post Traumatic Stress Disorder.
- La Greca, A. et al. Helping Children Cope with Disasters and Terrorism.
- Spiegelman, A. (1986). And Here My Troubles Began, vol II. N.Y.: Pantheon.
- Zinner, E. S. and Williams, M. When a Community Weeps.

7. Grading:

Each course paper will contribute 50% toward your course grade. If you are between grades, your class participation will influence your final grade.

Policy on Student Self-Disclosure

A major goal of our graduates is to demonstrate core professional identity as counselors or as counseling psychologists in science, practice, teaching, supervision, and other roles. Core values of counseling and counseling psychology include understanding contextual and cultural influences, holding a strength-based, social justice approach, understanding self and others as being shaped by cultural diversity, and demonstrating capacity to engage in reflective practice. We believe that

self-awareness of attitudes, values, and beliefs toward diverse others and the ability to continually reflect on one's own personal and interpersonal dynamics are critical to the development of effective professional skills and identity.

Towards this aim, students will be asked to engage in a process of personal exploration with their supervisors and trainers in their clinical practicum, externship, and/or internship settings. Some courses also require completing assignments that involve self-disclosure and self-reflection about personal history and cultural identities. Although contents of self-disclosure will not be used as a basis for grading, students may be evaluated on their capacity to engage in self-reflective processes that are critical to professional development and practice. Please also note that should a student disclose information indicating impairment or the potential for harm to clients, the faculty may take appropriate action in accordance with the ACA Code of Ethics (2005) Section F.7.b and/or APA Ethical Principles of Psychologists and Code of Conduct (2002) Standard 7.04

Course Schedule

DISCOURSE ON THEORY

Class 1-January 27: Introduction

Class 2-February 3: Historical Perspectives and Epidemiology

Ozick (whole book); Herman, Ch. 1-3; if time and interest, also see Van der Kolk, Ch. 2.

Class 3-February 10: Post-traumatic Stress Disorder

Herman Ch. 4-6; Van der Kolk, Ch. 3. (if time, also see ch. 4, 5,6)

DISCOURSE ON SUFFERING AND STRUGGLE

Class 4- February 17: Transmission of Trauma and Secondary Traumatization ; Dissociation

Van Dernoot Lipsky (whole book)

DISCOURSE ON TRUTH

Class 5-February 24:Dissociation, Trauma, Memory, and Reconstruction

O'Brien The Things They Carried. (Read as much of this book as you can)

Class 6-March 2: Trauma, Memory and Reconstruction contd.

Van der Kolk, Ch. 11, 12
Four journals due.

Class 7-March 9: Developmental, Social and Cultural Issues

Terr (whole book); van der Kolk, Ch 10; Paper # 1 due.(book assignment)

Class 8-March 16: NYU Spring Break (no class)

Read Spiegelman, Vol 1

Class 9-March 23: Child Abuse Reporting

Perry Ch. 1-4. (If time allows, read Perry Ch. 6-11;

Select perpetrator in class for study and be prepared to discuss “your” perpetrator in small and large groups in class next week. (Specifically, read about a terrorist, child molesters or other perpetrator of human-made traumas/disasters and be prepared to discuss your readings in class.)

Class 10-March 30: The Perpetrators of Human-made Traumas/Disasters

Perry, Ch. 5; Be prepared to discuss “your” perpetrator in small and large groups in class today.

Class 11-April 6: Class canceled.

Read Spiegelman, vol .1

DISCOURSE ON INTERVENTION**Class 12-April 13: Treatment and Intervention**

Herman Chpts 7-11; Last four journals due

Class 13- April 20: Treatment and Intervention contd.

Over the next two weeks (classes 13 and 14) read/skim based on interest Van der Kolk Chpts 13, 14, 15, 16, 19, 20

Class 14-April 27: Prevention

(see assignment for April 13)

Class 15-May 4: In class discussion of papers

Paper #2 due (term paper)

PAPER ONE: “book assignment” (due March 9)

Read one of the books listed below or listed under “recommended but not required” reading. Summarize the book and write about its meaning/impact on you. If you can, relate it to some course readings.

Amery, J. (1980). *At the Mind’s Limits: Contemplations by a Survivor on Auschwitz and its Realities.*

Arendt, H. (1963). *Eichmann in Jerusalem: A Report on the Banality of Evil.*

Becker, E. (1973). *The Denial of Death.*

Courtois, C. and Ford, J. (2013). *Treatment of Complex Trauma: A sequenced, Relationship Based Approach.*

De Becker, G. (1997). *The Gift of Fear.*

Epstein, M. (2013). *The Trauma of Everyday Life*.

Felman, S. and Laub, D. (1992). *Testimony: Crises of Witnessing in Literature, Psychoanalysis, and History*.

Jones, L. (2013). *Then they started Shooting: Children of the Bosnian War and the Adults They Become*.

Langer, L. (1991). *Holocaust Testimonies: The ruins of Memory*.

Levine, P. A. (1997). *Waking the Tiger: Healing Trauma*.

Shay, J. (1994). *Achilles in Vietnam: Combat Trauma and the Undoing of Character*.

Shengold, L. (2015). *The Promise: Who is in Charge of Time and Space?*

Wisenthal. S. (1969). *The Sunflower: On the Possibilities and Limits of Forgiveness*.

Van Dam, C. (2001). *Identifying Child Molesters: Preventing Child Sexual Abuse by Recognizing the Patterns of the Offenders*.

Zimbardo, P. (2007). *The Lucifer Effect: Understanding How Good People Turn Evil*.

PAPER TWO: “term paper” (due May 4)

Submit a term paper in which you review and evaluate the state of trauma research in a subject area of your choice. The subject might be about: (1) some aspect of a particular trauma such as institutional trauma, war or refugee, terrorism, combat, natural disasters, domestic violence, rape, torture survivors, prisoners of war, community violence, date rape, the holocaust and forgiveness, certain chronic and acute illnesses, occupational traumatic stress, wife battering, infidelity, medical and surgical procedures, etc.); (2) institutions (media, government, university, family, seminaries, Catholic church and priest abuse, child protective agencies, etc.) or (3) the state of knowledge about a controversy (e.g., recovered memory debate; expressing-repressing controversy; children testifying against abuser in court; controversy around “PTSD”; DSM-V; complex PTSD diagnosis; psychologist’s role in interrogation and the APA; trauma and the military, forgiveness, etc.) In addition to reviewing the research in your chosen area, critically evaluate the literature by pointing to strengths, weaknesses, and omissions. Students will present their research and perspectives in classroom presentation.

(2500 co s2016 desktop)

