

PSYCHOLOGY OF TRAUMA

PSYA-473-05/659-01

Spring, 2015

Instructor: Terri L. Weaver, Ph.D. **Prerequisites:** General/Abnormal Psych.
Office: 2729 Morrissey **SLU Blackboard:** <https://blackboard.slu.edu>
Office Hours: by appointment **Meeting Time:** TR 2720 Morrissey Hall
11:00 -12:15

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Teaching Assistant: Michelle Jaques
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Required Texts:

Friedman, M. J., Keane, T. M., & Resick, P. A. (Eds.). (2014). *Handbook of PTSD: Science and practice (2nd edition)*. Guilford Press. **(PTSD)**

White, J. W., Koss, M. P., & Kazdin, A. E. (2011). *Violence against women and children, Vol 1: Mapping the terrain*. American Psychological Association. **(VAW1)**

Koss, M. P., White, J. W., & Kazdin, A. E. (2011). *Violence against women and children, Vol 2: Navigating solutions*. American Psychological Association. **(VAW2)**

Walls, J. (2005). *The Glass Castle*. New York: Scribner.
(Castle) See also Reserve Readings through Library e-reserves

“Let there be justice for all. Let there be peace for all. Let there be work, bread, water and salt for all. Let each know that for each the body, the mind and the soul have been freed to fulfill themselves.”

–Nelson Mandela

Course Description and Purpose: This psychology of trauma course explores the way in which traumatic events are experienced, the definitions of the events, themselves, and the range of posttraumatic reactions. These reactions, though as varied as victims themselves, can affect cognitive, emotional, biological/physical and interpersonal aspects of functioning. Students in this course will receive an overview of the epidemiology of potentially traumatic events, the theories underlying their impact and the range of posttraumatic reactions. Special topics will be explored with an emphasis on interpersonal trauma. Areas of particular emphasis will include child abuse in all its forms, rape, domestic violence, homicide, witnessed violence and combat. The psychology of victim's reactions and victim's experiences of these events will be explored in detail. Societal, cultural, and historical influences on views of trauma will also be discussed. This course will not emphasize the psychology of perpetrators of violence though some of these issues may be mentioned as they pertain to victimization.

Connection to the Five Dimensions: Saint Louis University strives to engage its students in five interrelated dimensions contributing to the development of the whole person: scholarship and knowledge, intellectual inquiry and communication, community building, leadership and service, and spirituality and values. The study of the psychology of trauma will consider the impact on the whole person through empirically informed exploration, collective discourse and community based perspectives. Trauma-related pathways to leadership and service will be discussed as well the impact on world view and values.

Course Objectives:

1. Students will learn the prevalence rates for the major forms of interpersonal victimization.
2. Students will be able to identify and describe the emotional, cognitive, and biological/physical sequelae of potentially traumatic stressors.
3. Students will be able to identify the principal DSM-5 diagnoses following exposure to traumatic stressors.
4. Students will be able to describe the range of possible victims' experiences during and following exposure to traumatic stressors and be able to explain seemingly paradoxical responses to victim reactions.

Course Expectations

Complete assigned readings prior to class and contribute to class discussions.

Complete two of three scheduled examinations and one final exam. There will be three examinations scheduled during the semester and one comprehensive final examination. Exams will include material from the required texts, reserve readings, and class lectures.

All students are required to take the final exam. Of the remaining three exams, students may drop their lowest exam score (1 exam). Exams will be multiple choice, short answer, and essay questions. Each of the three exams is worth 100 points and the final exam is worth 120 points: a total of 320 points possible. Since students are permitted to drop their lowest exam grade, **there will be no make-up exams permitted.**

Complete a total of 2 of 3 scheduled quizzes. Four quizzes will be scheduled throughout the semester with each quiz counting a total of 15 points. Students taking all three quizzes may elect to drop their lowest quiz grade. Material on the quizzes will be selected from the reading materials and the class lectures. **There will be no opportunity to make-up quizzes.**

4. Complete three six-page concept/reflection papers (For 473-05 UNDERGRADUATE STUDENTS ONLY)

The papers will be due on **February 24, 2015, March 24, 2015 and April 28, 2014 and are worth a total of 210 points.** Specific instructions for each paper will be posted on the SLU blackboard website. Generally, the first three conceptual papers students will use the

book, the Glass Castle, and identify specific examples from this autobiographical book to illustrate different aspects of trauma and trauma-related reactions presented in class. **Again, these are abbreviated instructions, please see SLU blackboard for more detail. These papers must be written using APA style. Ten points will be deducted from the paper if the style is not followed. Seven points are deducted for each day that papers are late.**

5. Complete one 15 page research paper (For 659-01 GRADUATE STUDENTS ONLY)

Graduate students taking this course will complete one 15 page research paper in lieu of the concept/reflection papers. Each graduate student will have an individually tailored paper topic that will be developed in consultation with Dr. Weaver. The research paper will be due on April 21, 2015.

Bonus Points: Students will be allowed to accumulate up to 10 points of extra credit throughout the course of the semester for participation in research or victim advocacy activities. Point values of different activities will be announced in class. Students may choose to participate in Psychology Department studies approved by the Saint Louis University Institutional Review Board (Guidelines to be provided by the instructor) or in activities announced within class. These points should help to alleviate grade discrepancies which come down to one point.

5. Breakdown of Course Points/Grades:

Concept Papers	210 pts
Quizzes	30 pts
Exams:	200 pts
<u>Final Exam:</u>	<u>120 pts</u>
Total:	560 pts

Bonus Points: 10pts (Number of bonus points added to the raw total)

These points correspond to the following letter grade:

Grading Scale

A	92-100%	515 points and above
A-	91-90%	514 -504 points
B+	89-87%	503-487 points
B	86-82%	486-459 points
B-	81-80%	458-448 points
C+	79-77%	447-431 points
C	76-72%	430-403 points
C-	71-70%	402-392 points
D	60-69%	391-336 points
F	0-59%	335 and below

Class Policies

Attendance, Participation and Classroom Environment: Lecture material in class will focus on the readings but will also contain a significant amount of supplementary information. Therefore, students are encouraged to come to class and the reading of assigned chapters/handouts is expected. Discussion and participation in class is welcomed and expected. Since this is a course that focuses on sensitive material, courtesy to other members of the class and to the instructor is extremely important. Please be respectful of others' points of view and join me in creating a classroom environment that is comfortable for all. Individuals whose behavior is disruptive to the class will be asked to leave and disrespectful comments will not be tolerated. Side conversations are very distracting to others so please refrain from engaging in such discourse. While discussion is encouraged, students are reminded that there is a difference between opinion and fact and when opinions are disputed by available clinical or research data, these discrepancies will be noted.

If a student misses or is late to class on the day a quiz is given they will automatically forfeit the points. If an assignment is due, students who are absent for sickness or other reasons should email the assignment by the beginning of the class period they are missing.

Promoting Academic Honesty: The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Students are expected to be honest in their academic work. The University reserves the right to penalize any student whose academic conduct at any time is, in its judgment, detrimental to the University. Such conduct shall include cases of plagiarism, collusion, cheating, giving or receiving or offering or soliciting information in examinations, or the use of previously prepared material in examinations or quizzes. Violations should be reported to your course instructor, who will investigate and adjudicate them according to the policy on academic honesty of the College of Arts and Sciences. If the charges are found to be true, the student may be liable for academic or disciplinary probation, suspension, or expulsion by the University. Students should review the College of Arts and Sciences policy on Academic Honesty (<http://www.slu.edu/x16363.xml>).

Students with Special Needs - Disability Services: In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going to www.slu.edu/success.

Students who believe that, due to a disability, they could benefit from academic accommodations

are encouraged to contact Disability Services at 314-977-8885 or visit the Student Success Center. Confidentiality will be observed in all inquiries.

Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

Electronics in the Classroom: Please remember to turn off all electronic devices (unless taking notes on a lap top computer) before the beginning of class. (This includes cell phones, pagers, PDAs, and MP3 players). I understand that in certain situations there is a need to be able to take a call regardless of being in class. In this case please leave your device on the vibrate mode and exit the classroom to take your call. This should only be done in emergency situations. Lap top use for taking notes during class is acceptable, however if you are abusing this by using the computer to play games, instant message, facebook, etc. during the class you will not be allowed to use the computer for notes. Translational devices are permitted for use during lecture/class but are not permitted during quizzes or examinations.

English Language Learners: Saint Louis University prides itself on its diverse and multi-cultural student body. However, because exams are given in English and may be time-limited, some students may be at a disadvantage if English is not their native language. To accommodate these individuals, English language learners are permitted to use approved bilingual dictionaries when taking exams. Approved bilingual dictionaries may provide only direct translations of words. Bilingual dictionaries that provide definitions or explanations of words are not permitted. In addition, cell phones, tablets, iPods, iPads, or any other kinds of communication or internet devices are not permitted to be used during exams. Students seeking this accommodation must contact their instructor for pre-approval of the specific bilingual dictionary they wish to use; this request must be made at least one week prior to the first exam.

Undergraduate Writing Center: I encourage you to take advantage of the writing services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with any writing, multimedia project, or oral presentation. During the one-on-one consultations, you can work on everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. These services do fill up, so please make an appointment! For more information, or to make, change, or cancel an appointment, call 977-3484 or visit <http://www.slu.edu/writingservices.xml>.

Psychological Services: The material discussed in class is inherently sensitive and readings and discussions within this class may activate personal issues. Trauma-related reactions will be discussed from an academic perspective within the course but some attendees may find that they wish to receive additional support of a more emotional nature. If you find that you are having difficulty coping with these issues, please consider the following resources:

The Saint Louis University Student Health/Counseling Services (977-2323) or Psychological Services Center (977-2278) for on campus counseling.

Other free or sliding scale services available in the community include:

Safe Connections: (314) 531-2003
Provident Counseling: (314) 533-8200
Life Crisis Hotline: (314) 647-4357
Center for Trauma Recovery: (314) 516-6738

In addition, there may be several times in which videotaped material depicting or discussing interpersonal violence and/or trauma-related symptoms are presented in class. Videos will be announced before they are shown and students will have the option of not attending the video, without penalty, if they so choose.

Class Schedule

There may be some changes in dates/readings. Students will be notified in advance of these changes and changes will also be posted via messaging on SLU Blackboard.

Week	Dates	Topic	Readings	Assignments/Exams Quizzes
1	January 13	Syllabus/Class/ Overview of Course What is trauma?		
	January 15	Historical/Contextual Influences of Traumatic Stress	PTSD: Chapter 3	
2	January 20	Traumatic Stress Research: Methodological Approaches and Ethical Issues	Newman et al. (2006) (e-reserves) Castle: 3-51	
	January 22	Epidemiology of Potentially Traumatic Events	PTSD: Chapter 6 Castle: 51-94	
3	January 27	Trauma-related Reactions: PTSD/ASD Epidemiology and DSM5 criteria	PTSD: Chapter 6 Castle: 94-136	
	January 29	Trauma-Related Reactions: PTSD	PTSD: Chapter 2	Quiz #1
4	February 3	Psychology Theories of PTSD	PTSD: Chapter 9	
	February 5	Psychological Theories of PTSD	PTSD: Chapter 9 Castle: 137-180	
5	February 10	Exam1		Exam1
	February 12	Trauma-Related Reactions: Dissociation and Personality	PTSD: Chapter 12 Castle: 180-230	

Week	Dates	Topic	Readings	Assignments/Exams/Quizzes
6	February 17	Trauma-Related Reactions: Health Impact	PTSD: Chapter 28 Castle: 231-288	
	February 19	Cultural Issues and Trauma	PTSD: Chapter 29	
7	February 24	Childhood Victimization: Definitions and Issues	VAW1: Chapter 1	Reflection Paper #1 Due
	February 27	Childhood Victimization: Vulnerability and Protective Factors	VAW1: Chapter 3	
8	March 3	Childhood Victimization: Impact	VAW1: Chapter 4	
	March 5	Midterm Exam		Exam #2
9		No Class Spring Break		
10	March 17	Childhood Victimization: Impact contd	VAW1: Chapter 4	
	March 19	Childhood Victimization: Intervention with Victims, Family services and Trauma-Focused Cognitive Behavior Therapy	VAW2: Chapter 1 & 2	
11	March 24	Sexual Violence: Epidemiology and Definitions	VAW1: Chapter 5	Reflection Paper #2 Due
	March 26	Sexual Violence: Vulnerability and Protective Factors	VAW1: Chapter 6	

Week	Dates	Topic	Readings	Assignments/Exams/Quizzes
12	March 31	Sexual Violence: Health and Economic Consequences	VAW1: Chapter 8	Quiz #2
	April 2	No Class Holy Thursday		
13	April 7	Sexual Violence: Victims Services including Cognitive Behavior Therapy (Prolonged Exposure and Cognitive Processing Therapy)	VAW2: Chapter 5	
	April 9	Intimate Partner Violence: Epidemiology and Definitions	VAW1: Chapter 9	
14	April 14	Intimate Partner violence: Vulnerability and Protective Factors	VAW1: Chapter 11	
	April 16	Exam 3		Exam #3
15	April 21	Intimate Partner Violence: Psychological and Economic and Health-Related Impacts	VAW1: Chapter 12	
	April 23	Intimate partner violence: Victims Services	VAW2: Chapter 9	Quiz #3
16	April 28	Combat: Unique Issues and Outcomes	Litz (2007) (on e-reserve) http://www.ncptsd.va.gov/ncmain/ncdocs/manuals/GuideforFamilies.pdf	Reflection Paper #3 and Graduate Paper Due
	April 30	Course Reflections: Preparation for Final Exam		

**Final Exam will be administered in accordance with the University Final Exam Schedule:
Tuesday, May 12, 2015 12:00 – 1:50 pm**

Course Readings On Library Reserve at Pius Library (can be accessed electronically from the Library Website: <http://eres.slu.edu>)

Litz, B. T. (2007). Research on the impact of military trauma. *Military Psychology, 19* (3), 217-238.

Newman, E., Risch, E., & Kassam-Adams, N. (2006). Ethical issues in trauma-related research: A review. *Journal of Empirical Research on Human Research Ethics, 1*(3), 29-46.

