

PSYC 657: Traumatic Stress 8/22-12/14/2016

Instructor: Gerard A. Jacobs, Ph.D.

Email: gerard.jacobs@usd.edu

Course Number: PSYC 657

Office Phone: +1-605-677-5353

Synonym: 87351

Semester: Fall 2016

Class Meetings: Online

E-mail: Please do NOT use D2L email to contact me, because of limitations in the D2L email system. Use my email above.

DMHI web page: www.usd.edu/dmhi

Distance Education web page: <http://www.usd.edu/cde>

Course Description

This course will take place in an online format, using the D2L system. The course will take place August 22 to December 14, 2016. The course provides an introduction to traumatic stress resulting from various causes, including disaster. This course is intended to either: 1) provide mental health professionals with a better understanding of traumatic stress and related disorders; or 2) help civic officials, emergency managers, first responders and others to understand how to recognize, manage, and help reduce the impact of traumatic stress in themselves, their colleagues and staff, and those whom they serve, and to help them understand how to effectively make use of the skills of disaster mental health providers. All of this will be presented in the context of culturally, spiritually, and ethnically responsive approaches. **Please note that all times provided in the syllabus are Central Time in the United States** (Coordinated Universal Time -5 hours; Daylight Saving Time). You can check current Central Time by visiting <http://www.time.gov/>.

Required Course Materials & Online Supplements:

Plagiarism Tutorial: Before 11:59 p.m. September 4, 2016 visit the following web site and complete the Plagiarism Tutorial: <http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>. It will probably take about 30 minutes. You will be asked to take a pre-test, complete plagiarism training, and take a post-test. **BE SURE TO HAVE A COPY OF YOUR POST-TEST SENT to Dr. Jacobs at gerard.jacobs@usd.edu.** Note that this tutorial was not created by USD. If you have completed this course in the past you can copy your certificate and provide it to me without repeating the course. The University of South Dakota's academic misconduct policies can be found at the following links: <https://www.sdbor.edu/policy/Documents/3-4.pdf>, <https://www.sdbor.edu/policy/Documents/2-33.pdf>, & <https://www.sdbor.edu/policy/documents/2-9.pdf>.

Readings:

Ford, J.D., Grasso, D.J., Elhai, J.D. & Courtois, C.A. (2015). *Posttraumatic Stress Disorder: Scientific and Professional Dimensions*, Elsevier, ISBN: 9780128012888. **Please note:** One of the advantages of this text for this online course is that the book can be accessed electronically as a Kindle text from Amazon, at roughly half the cost of the hardcover edition. The Kindle system itself is available for most computer platforms without cost.

Australian Centre for Posttraumatic Mental Health. (2013). Australian Guidelines for the Treatment of Acute Stress Disorder & Posttraumatic Stress Disorder. Melbourne, Australia. Available on D2L.

The following need to be obtained through libraries and/or interlibrary loan. If in doubt about how to do this, please consult your reference librarian:

Bovin, M. J., & Marx, B. P. (2011). The Importance of the Peritraumatic Experience in Defining Traumatic Stress. *Psychological Bulletin*, 137(1): 47-67. doi: 10.1037/a0021353

Hobfoll, S.E., Watson, P., Bell, C.C., Bryant, R.A., Brymer, M.J., Friedman, M.J., Friedman, M., Gersons, B.P.R., de Jong, J.T.V.M., Layne, C.M., Maguen, S., Neria, Y., Norwood, A.E., Pynoos, R.S., Reissman, D., Ruzek, J.I., Shalev, A.Y., Solomon, Z., Steinberg, A.M., and Ursano, R.J. (2007). Five Essential Elements of Immediate and Mid-Term Mass Trauma Intervention: Empirical Evidence. *Psychiatry*, 70(4):283-315. doi: 10.1521/psyc.2007.70.4.283.

There may also be additional supplemental readings. At least one week's advance notice will be given for any additional readings.

Technology Requirements

The University of South Dakota has established minimum technology requirements for participation in online courses. These are outlined under the "Technology Support and Requirements" section in the CE Online Orientation document (<http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf>).

Aside from the requirements listed in that document, this course also requires that all students have access to Microsoft Word 2010 or later to use to compose their papers. The "track changes" feature will be used in providing feedback. You may want to visit <https://portal.usd.edu/technology/downloads/student/office-365.cfm> to obtain a free copy. You will also need a device capable of playing mp3 and mp4 audio files, and a device for watching streaming video.

Instructional Method

Because this course serves students in many parts of the world, it will be presented by means of technology that can be used even in areas that don't have high-speed internet connections. Lectures will be presented using mp3 files for audio, and pdf files for the slides. In addition, the instructional method includes a combination of assigned readings and discussion within the class. Students will have substantial reading assignments each week. (The number of pages required each week is relatively small for a graduate level course, but a thorough knowledge of that material will be expected.) Students will then submit a 2-3 page paper reflecting on those readings. There may be specific directions for certain week's reflection papers. Students will also be required to participate in an online discussion of the week's topic in the course. Dr. Jacobs will provide stimulus questions during most weeks. Students will also be required to develop a professional level paper as the Major Product for the course. (This will also be described in more detail below.)

Expectations

Students

Students are expected to read, understand, and abide by all policies and procedures outlined in this syllabus as well as those in the CE Online Orientation, which can be accessed from the "Getting Started" section on the course homepage. The latter contains important information about the various academic, student, and technical resources and services available at USD.

For a three-credit-hour classroom-based graduate course students have three contact hours in class, and students are expected to spend three hours of reading and preparation for each hour of contact. Those same time expectations will be used in this course. Students will be expected to invest (at least) an average of 12 hours a week in reading the assignments, listening to the lecture(s) for the week, preparing the Reflection Papers, participating in the online discussions, and working on the Literature Update Paper and the Major Product.

This type of course is, in part, dependent on the effort invested by the students. Each student has the right to expect to learn from the other students in the course. Active participation in the discussions will enrich the experience for everyone.

Instructor

The professor will strive to provide prompt feedback, and will strive to respond to all communications within 48 hours. All papers and discussion contributions will be graded using standard rubrics, which can be found below in the syllabus (look

for blue tables). Feedback at times may take somewhat longer because Dr. Jacobs may be doing international professional travel, which, in some cases, may limit access to internet services. But Dr. Jacobs will make every effort to continue the 48-hour standard.

In addition, the professor will abide by all policies set forth in this syllabus and in the CE Online Orientation, the University of South Dakota, and the South Dakota Board of Regents.

Goal

The goal of this course is to: 1) provide licensed mental health professionals and students in graduate mental health programs in psychology, psychiatry, social work, counseling, marriage and family therapy, school psychology, school counseling, and psychiatric nursing with a better understanding of traumatic stress, including related disorders and treatment; and 2) help civic officials, emergency managers, and emergency responders understand how to recognize, manage, and help reduce the impact of traumatic stress in themselves, their colleagues and staff, and those whom they serve, and how to best make use of psychological support from mental health professionals and paraprofessionals.

Objectives

The course objectives include:

Specific Learning Objectives	Assessment
1. Student will be able to write using designated principles of professional writing and preferred terminology in discussing traumatic stress	Discussions, Reflection Papers, Literature Update Paper, Major Product
2. Student will be able to describe what kind of events are traumatic, how individuals may manifest traumatic stress	Week Two and Three Discussions and Reflection Papers, and Exam One
3. Student will be able to describe the etiology of traumatic stress disorders, including risk/vulnerability and protective factors	Week Four Discussions and Reflection Papers and Exam One
4. Student will be able to describe epidemiology issues in traumatic stress, including ethnocultural issues	Week Five Discussions and Reflection Papers and Exam One
5. Student will be able to describe the neurobiology of traumatic stress	Week Six Discussions and

	Reflection Papers, and Exam Two
6. Student will be able to discuss physical health problems that may result from traumatic stress reactions	Week Six Discussions and Reflection Papers, and Exam Two
7. Student will be able to describe some of the most valid instruments and strategies for assessment with regard to traumatic stress	Week Seven Discussions and Reflection Papers, and Exam Two
8. Student will be able to describe effective strategies for treating adults who are experiencing traumatic stress reactions	Week Eight Discussions and Reflection Papers, and Exam Two
9. Student will be able to describe effective strategies for treating children and adolescents who are experiencing traumatic stress reactions	Week Nine Discussions and Reflection Papers, and Exam Two
10. Student will be able to describe strategies for preventing traumatic disorders in adults, adolescents, and children	Week Ten Discussions and Reflection Papers, and Exam Three
11. Student will be able to discuss forensic issues related to traumatic stress in children, adolescents, and adults	Week Eleven Discussions and Reflection Papers, and Exam Three
12. Student will be able to describe social, cultural, and ethical issues related to traumatic stress	Week Twelve Discussions and Reflection Papers, and Exam Three
13. Student will be able to describe and discuss the latest research on traumatic stress	Week Thirteen Discussions and Reflection Papers, Literature Update Paper, and Major Product, and Exam Three

Assessments

There will be weekly participation requirements and assessments to assure that students are learning the material, and contributing to each others' learning experience.

Reflection Papers (20%)

Beginning with Week Two, each week by 11:59 p.m. CT Tuesday, students will be expected to submit a 2-3 page paper reflecting on the week's readings to the appropriate Dropbox folder in the course D2L web page. **These papers are not meant to be summaries of the lecture and readings**, but your reflections on those materials. Note that these papers will be screened by Turnitin. (The Turnitin system is described below the Course Schedule later in the syllabus.) The papers will be scored according to the following rubric:

Criterion	Points
Reflection reveals thought about the readings	3
Reflection is on topic	1
Reflection is original	1
Total per week	5
Possible Semester Total	60

NOTE WELL: Etiquette Rules. The etiquette rules described in the "Discussions" section below apply equally to the reflection papers.

Feedback will be provided in Word "Track Changes" or "Comments" and returned by D2L email by the Sunday following the submission deadline. Some feedback may be delayed in the event of Dr. Jacobs' travel, but every effort will be made to maintain the schedule.

Discussions (20%)

Each week students will be expected to post an initial discussion comment in D2L on the week's readings and/or lectures by 11:59 p.m. on Wednesday, and to respond to at least four students' discussion posts by 11:59 p.m. on Sunday. These will be scored between Weeks Two and Thirteen. Students will also be expected to read all of the other postings on the discussion. Determination of whether all postings were read will not be made until Monday night of the following week. These postings will be scored according to the following rubric:

Criterion	Points
Posting is made by 11:59 p.m. CT on Wednesday	1
Posting is responsive to the question and/or reading	1
Response to at least four other student's posting by 11:59 p.m. CT on Sunday	1

Response posting is substantive (e.g., “I agree” is not substantive.)	1
Reading all postings	1
Total per week	5
Possible Semester Total	60

NOTE WELL: Etiquette Rules. All postings in the discussions must abide by the “Netiquette” section in the CE Online Student Orientation, which can be found in the “Getting Started” section on the course homepage. Substantial point reductions from a student’s total may be made for rude, crude, or offensive postings. Ad hominem attacks (i.e., attacking the person rather than their expressed ideas) are unacceptable. Attempts to circumvent this rule by false intellectualism such as saying a person is acting as if they were an “insert Latin name of a body part”, or indirect attacks such as saying that someone who would take such and such a position would be an “insert insult here” will not be tolerated. This is not intended to inhibit frank and honest discussion or expression of varying viewpoints, but to ensure that such communications take place in a respectful, ethical, and professional manner. The other students in the course and the professor are your colleagues, and will be treated with appropriate respect, or your grade will be reduced. You (and I) have something to learn from every student in the course.

Evaluation of discussions will be posted in D2L grades by the Tuesday of the following week. Some feedback may be delayed due to Dr. Jacobs’ travel, but every effort will be made to maintain this schedule.

Exams (30%)

There will be three examinations in this course. Exam One will be in the week of September 19 and will cover reading material, lecture, and discussions from the first five weeks of class. Exam Two will be in the week of October 17 and will cover reading material, lectures, and discussions from the sixth through the ninth week of class. Exam Three will take place the week of November 14 and will cover reading material, lectures, and discussions from the tenth through the thirteenth week of class, **INCLUDING THE STUDENT LITERATURE UPDATES.** The exams will consist of half-page to full-page essays. Your completed exam will be submitted to the appropriate Dropbox folder on the D2L course home page. Please note that all papers will be examined through the Turnitin system. (The Turnitin system is described below the Course Schedule later in the syllabus.) Each exam will count for 10% of the grade. The exams will be made available in the Content tab of the D2L course home page by 5:00 p.m. on Fridays in the weeks that the exams are scheduled, and must be completed by 11:59 p.m. the immediately following Sunday. You will be permitted to use your

text and the required readings, but the essay answers must be in your own words, reflecting your ability to internalize the concepts. You are not permitted to use other people in writing the exam. Any material drawn directly from another source must be quoted and referenced appropriately. Plagiarism on examinations will be treated the same as plagiarism in papers, as described in the Academic Misconduct section below.

Grades will be provided as feedback in the Dropbox folder for that examination by the end of the following week. Some feedback may be delayed in the event of Dr. Jacobs' travel, but every effort will be made to maintain the schedule.

Major Product (30%)

You will be required to prepare a paper describing an aspect of traumatic stress and submit the paper to the appropriate Dropbox folder on the D2L course page by 11:59 p.m. December 14, 2016. All submissions will be examined by the Turnitin system. (The Turnitin system is described below the Course Schedule later in the syllabus.) This paper may be a study of one aspect of traumatic stress through a review of the recent professional literature (last 10 years), a study of how knowledge of traumatic stress may be applied differently in a different profession, or a study of how you might apply this knowledge of traumatic stress in your own career. The paper needs to be prepared including relevant professional scientific literature, and at a professional level. APA style will be required for the text, citations, and references. For USD assistance with APA style, see <http://libguides.usd.edu/content.php?pid=36293&sid=267187>. Students may propose alternate major products if they have an idea for another approach to this requirement. Students must submit their proposed topic the appropriate Dropbox folder on the D2L course home page by 11:59 p.m. September 7, 2016. It would be profitable to have done at least a preliminary review of the literature before proposing a topic. This paper will be scored according to the following rubric:

Criterion	Points
1-Paper has significant substance in terms of content	15
2-Paper shows a logical sequence of ideas from the introduction through the conclusions	10
3-Paper presents its information with support primarily from recent (last 10 years) journal literature	5
4-Paper uses good grammar and spelling; writing is high quality	8
5-Paper uses APA style for text, citations, and references	5
6-Topic selection is submitted on time	2
Total	45

Feedback will be provided in Word “Track Changes” and “Comments” and will be posted in the D2L Dropbox feedback section within two weeks of the due date.

Grading

Grades will be calculated by summing the points earned through Reflection Papers, Discussions, Exams, and the Major Product. Note that the assigned points will be converted to the number of percentage points assigned to that portion of the course, as noted above. Note that grades may be reduced due to late submissions, academic misconduct as noted in the syllabus below (up to failing the course), or by failure to complete the plagiarism tutorial successfully and on time (up to one letter grade reduction).

Letter Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	50-69%
F	Less than 50%

Deductions

A number of course requirements do not accrue points. Rather, each one, if the requirement is not completed, result in a deduction of one or more letter grades:

Criterion	Points
Plagiarism Tutorial not completed	-10
Plagiarism Tutorial completed late	Variable
Late submission of Reflection Papers	Variable, up to 5 points each
Inappropriate content in Reflection Papers or Discussions	Variable, based on severity
Cheating/plagiarism (see “Academic Misconduct” below)	-100

Course Schedule

Week Beginning	Topic	Assignment
August 22: Week One	Professor Introduction, Participant Introductions, Technical Terminology, and Writing Issues. Survey textbook. Review some literature to choose a good topic for the Major	Lecture OneA, Lecture One,

	Product.	
August 29: Week Two	Introduction to PTSD Reflection Paper week 2, Complete plagiarism Tutorial by 23:59 p.m. September 4.	Ford et al, Chapter 1 No lecture this week. Focus on Discussions and Reflection Paper.
September 5: Week Three	Traumatic Stress, Reflection Paper week 3 Submit Proposed Topic for Major Product in the Appropriate Dropbox by 11:59 p.m. September 7.	Ford et al, Chapter 2; Lecture Chapter 2
September 12: Week Four	Epidemiology of Traumatic Stress Disorders, Reflection Paper week 4	Ford et al, Chapter 3; Bovin & Marx; Lecture Chapter 3
September 19: Week Five	Epidemiology of Traumatic Stress and Related Disorders, Reflection Paper week 5 Exam 1	Ford, Chapter 4; Lecture Chapter 4
September 26: Week Six	Neurobiology of Traumatic Stress Disorders/Physical Health, Reflection Paper week 6	Ford, Chapter 5; Lecture Chapter 5
October 3: Week Seven	Assessment of Traumatic Stress and Related Disorders, Reflection Paper week 7	Ford, Chapter 6; Lecture Chapter 6
October 10: Week Eight	Treatment of Adults with Traumatic Stress Disorders, Reflection Paper week 8	Ford, Chapter 7; Hobfoll, et al; Lecture Chapter 7, Australian Centre for Posttraumatic Mental Health
October 17 Week Nine	Treatment of Children and Adolescents with Traumatic Stress Disorders, Reflection Paper week 9 Exam 2	Ford, Chapter 8; Lecture Chapter 8
October 24: Week Ten	Prevention of Traumatic Stress Disorders, Reflection Paper week 10	Ford, Chapter 9; Lecture Chapter 9
October 31: Week Eleven	Forensic Issues with Regard to Traumatic Stress, Reflection Paper week 11	Ford, Chapter 10; Lecture Chapter 10

November 7: Week Twelve	Social, Cultural, and Ethical Issues with Regard to Traumatic Stress, Reflection Paper week 12	Ford et al, Chapter 11; Lecture on Chapter 11 Windsor vs U.S. brief and lecture
November 14: Week Thirteen	Careers in Traumatic Stress, and ethics, Reflection Paper week 13, Exam 3	Ford et al, Chapter 12
November 21	Thanksgiving Week – Work on Major Product	
November 28 Week Fourteen	Work on Major Product	
December 5 Week Fifteen	Work on Major Product	
December 12	Major Product Due December 14 by 11:59 p.m.	

Turnitin

All submissions of reflection papers and the major product in this course will be made to the appropriate Dropbox under the Communications tab in the course D2L pages. All submissions will be analyzed for originality and for appropriate quotations and citations through the Turnitin program.

Please Note: This is a “truth in advertising” disclosure regarding the privacy of your written work submitted for this course. All products analyzed by the Turnitin system are maintained in an electronic library. Although, as I understand it, your paper itself cannot be retrieved by other professors, submissions of projects at any university may be compared against your papers. If there are matches of text between those submissions and one of your papers, professors may be able to see the portions of your paper that match their own student’s submission.

Please Note:

The timing of topics in this course and the topics themselves may be altered due to Dr. Jacobs' disaster work, training, consultation, and humanitarian assistance in the U.S. and internationally. Dr. Jacobs is likely to be traveling during portions of the course, including internationally, and this may result in some minor delays in response. Internet availability and quality varies in the world, and travel days are very difficult for accessing the internet. He will strive, however, to maintain the 48-hour response commitment.

ACADEMIC MISCONDUCT

Any student determined to be cheating in any manner (including plagiarism), or who is guilty of academic misconduct (for example, representing someone else's work as your own, misrepresenting participation; harassing behavior in discussions), will be assigned a grade of "F" for the course, not merely for the assignment involving the misconduct. The University of South Dakota's academic misconduct policy can be found at <https://portal.usd.edu/portalpages/student-support/handbooks-and-forms.cfm>.

POLICY ON INCOMPLETE GRADES

A grade of "incomplete" will only be granted in unusual situations, and for no more than one semester. If you feel you need an extension of the course deadlines, submit your request in writing to Dr. Jacobs before December 4, 2016.

The following four paragraphs are required by the South Dakota Board of Regents or the University of South Dakota or requested by the university senate:

Academic Integrity

The College of Arts and Sciences considers plagiarism, cheating, and other forms of academic dishonesty inimical to the objectives of higher education. The College supports the imposition of penalties on students who engage in academic dishonesty, as defined in the "Conduct" section of the University of South Dakota Student Handbook.

No credit can be given for a dishonest assignment. A student found to have engaged in any form of academic dishonesty may, at the discretion of the instructor, be:

- a. Given a zero for that assignment.
- b. Allowed to rewrite and resubmit the assignment for credit.
- c. Assigned a reduced grade for the course.
- d. Dropped from the course.
- e. Failed in the course.

Freedom in Learning

Under Board of Regents and University policy student academic performance may be evaluated solely on an academic basis, not on opinions or conduct in matters unrelated to academic standards. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning

the content of any course of study for which they are enrolled. Students who believe that an academic evaluation reflects prejudiced or capricious consideration of student opinions or conduct unrelated to academic standards should contact the dean of the college or school that offers the class to initiate a review of the evaluation.

Disability Accommodation

Any student who feels s/he may need academic accommodations or access accommodations based on the impact of a documented disability should contact and register with Disability Services during the first week of class or as soon as possible after the diagnosis of a disability. Disability Services is the official office to assist students through the process of disability verification and coordination of appropriate and reasonable accommodations. Students currently registered with Disability Services must obtain a new accommodation memo each semester.

Please note: if your home institution is not the University of South Dakota but one of the other South Dakota Board of Regents institutions (e.g., SDSU, SDSMT, BHSU, NSU, DSU), you should work with the disability services coordinator at your home institution.

Ernetta L. Fox, Director

Disability Services, Room 119 Service Center

(605) 677-6389

Web Site: www.usd.edu/ds

E-mail: disabilityservices@usd.edu

Diversity and Inclusive Excellence

The University of South Dakota strives to foster a globally inclusive learning environment where opportunities are provided for diversity to be recognized and respected.