

PSY 4520-001: Psychology of Stress and Trauma
Spring 2016 | 3 credits | Scott Hall 4
Partially online | In-class Thursdays 12:45-2:00pm

Course Instructor:

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(sounds like “vee-anne win-fang”; call me Viann)

Office hours: Mondays 11:50am-12:50pm | Elliott Hall N580 (or N577, N595)

COURSE DESCRIPTION AND GOALS

This course is an introduction to the psychological aspects of stress and trauma. In this course, you will learn about the major theories and research findings related to stress and trauma, including the effects of stress and trauma on mental and physical health, factors related to more effective coping with stress and trauma (e.g., social support), and interventions designed to decrease the negative effects of stress and trauma (e.g., stress management training). You will practice analyzing and critiquing the scientific methods used to study these topics and will have the opportunity to apply stress and trauma research to your own life through reflection and personal application assignments.

This course is partially online. You will watch videotaped online lectures and complete other assignments online on the Moodle site and will attend an in-person discussion section on Thursdays 12:45pm-2:00pm in Scott Hall 4.

The three main learning objectives for the course are to:

1. To describe key theories and findings related to stress and trauma, their effects, factors related to recovery, and treatments for stress and trauma
2. To critically analyze research and to describe how research methods affect results
3. To apply research to your own life to improve your own ability to cope with stress

The objectives for each specific course module will correspond to these broader course objectives. The assessment methods will also correspond to these course and module objectives. For example, knowledge of theories and findings would be assessed through quizzes and exams, ability to critically analyze research would be assessed through written assignments, and application would be assessed through reflective assignments.

COURSE RESOURCES

Moodle

Course page on Moodle: <https://ay15.moodle.umn.edu/course/view.php?id=11496>

Weekly videotaped lectures, quizzes, assignments, and more will be posted on Moodle.

Textbook

There is no textbook for this course. The online lectures are the textbook. The course is designed with activities to help you engage with and apply the information in the course. The online lectures were created by Dr. Patricia Frazier, who originally developed the course and first taught it in Fall 2014. Dr. Frazier is a Professor in the Counseling Psychology and Social Psychology

programs in the Department of Psychology. She received her MA and PhD from the University of Minnesota. Her research is on how stressful and traumatic events affect people and how they can most effectively deal with them. She has also begun to develop and test interventions to help individuals cope with stress more effectively.

GRADING

	Percent
10 online quizzes	20% (2% per assignment)
10 online assignments	20% (2% per assignment)
10 in-class assignments	20% (2% per assignment)
Exam 1	20%
Exam 2	20%
Total	100%

Final Grade Cut-offs

93.0-100% A	73.0-76.9% C
90.0-92.9% A-	70.0-72.9% C-
87.0-89.9% B+	67.0-69.9% D+
83.0-86.9% B	63.0-66.6% D
80.0-82.9% B-	60.0-62.9% D-
77.0-79.9% C+	0.0-59.9% F

Because this course offers a substantial amount of extra credit, there will be absolutely:

- NO talking instructor out of answers deemed correct on exams
- NO accepted excuses on why you missed an extra credit opportunity
- NO rounding, adjustments, or special cut-offs of final grades

If you attempt to ask about any of the above, via email or in person, then you will simply receive a standardized response directing you to the “Grading” section and/or the “Extra Credit Opportunities” subsection (below) of the syllabus. I will be sympathetic, but I will direct you back to this section. Spare yourself the time of attempting to persuade us and use it for self-care.

Online Quizzes

- Complete on Moodle portal before **12pm on Thursdays**. Quizzes not submitted on Moodle will not count. Do not email or submit hard/paper copies.
- You are required to complete 10 of the 11 weekly assigned Online Quizzes
- Online Quizzes are due every week there is class except for Week 1 (and Exam days)
- Time limit: 30 minutes
- 1 multiple-choice question per lecture module; each question has 4 multiple choice options

You will need to watch the videotaped lectures online before class to be prepared for class. The lecture modules are each about 15-20 minutes long, with approximately 75 minutes of lectures to watch outside of class each week. To help you engage with the material in the online lectures, there will be open-notes and open-video quizzes to complete after viewing the lectures. The quizzes will often address spoken points and examples given by Dr. Frazier.

Online Assignments

- Complete on Moodle portal before **12pm on Thursdays**. Assignments not submitted on Moodle will not count. Do not email or submit hard/paper copies.
- You are required to complete 10 of the 11 weekly assigned Online Assignments
- Online Assignments are due every week there is class except for Week 1 (and Exam days)
- See the end of the syllabus for each Online Assignment description

There will be online assignments throughout the semester. These will include assignments such as reading an article or case study and answering questions about it based on the lecture material. You will not receive full credit if you do not give a thoughtful, relevant, and comprehensible answer or if you do not follow the word limit guidelines (i.e., 200-250 words—not 199 or 251). These assignments will be fully described on the Moodle site and all reading materials will be available for download on the site.

In-class Assignments

- To be completed during class time on Thursdays
- You are required to complete 10 of the 11 weekly assigned In-class Assignments

There will be activities during each Thursday class section. These will either be completed individually or in small groups and may involve discussing the written assignment for the week or writing a brief reaction. Small groups will be determined in the second week of class. This will be your group for the remainder of the semester. If you do not attend class you will not receive the points for these in class assignments. These assignments are worth 2% of your final grade. A percent will be taken off for substandard performance on these assignments. This would include writing a reaction paper that has very little content or obvious non-participation in a small group assignment.

Exams

- **Exam 1:** March 10 → Covers Weeks 1 through 7
- **Exam 2:** May 5 → Covers Weeks 9 through 14 (Non-cumulative)
- Each Exam is 20% of your Final Grade

Each exam is formatted as follows:

- 40 multiple-choice questions with 4 multiple-choice options per question
- Open notes: Your own handwritten notes ONLY
- NO laptops, electronics, printed slides, photocopied notes, or copyrighted material
- Time limit: 70 minutes

Exams will be based on the material from the videotaped lectures online. Thus, it would be beneficial to take handwritten notes as you are viewing the lectures. If you arrive to the classroom after the first person has turned in his/her exam, then you will NOT be allowed to take the exam.

Extra Credit Opportunities

The opportunities below will add the indicated percentage points to your Final Grade. The To Be Determined (TBD) opportunities are not guaranteed to occur. You will be informed in

advance if any of the TBD opportunities become available. “+?” indicates that extra credit can be earned, but it is undetermined how many points can be earned.

	Percent
Additional Online Assignment: There is a total of 11 listed Online Assignments, but you only need to complete any 10 of them for the full 20%. The 11th one is extra credit if you choose to complete it.	+2%
Additional Online Written Assignment: There is a total of 11 listed Online Written Assignments, but you only need to complete any 10 of them for the full 20%. The 11th one is extra credit if you choose to complete it.	+2%
Additional In-class Assignment: There is a total of 11 listed In-class Assignments, but you only need to complete any 10 of them for the full 20%. The 11th one is extra credit if you choose to complete it.	+2%
Research Experience Program (REP): Complete up to 10 points of REP projects, with 30 minutes of participation = 1 point = +0.5%. Sign up for REP projects here: http://www.psych.umn.edu/research/rep/ > Participating Psychology students > See all active Projects	+5%
Non-REP: On occasion, researchers contact course instructors to recruit psychology undergraduate students as participants in projects that are not part of the REP system. 30 minutes of participation = 1 point = +0.5%.	+TBD
Counseling psychology-related events: If you are planning a counseling psychology-related club event on campus that is a) free, b) open to everyone, c) allows attendance to be accurately recorded, please contact the instructor to determine if the event can be eligible as an extra credit opportunity for the class. Extra credit will be 0.5% per event you attend.	+TBD

POLICIES

Make-up Work

Because you are NOT required to all assigned assignments, I will NOT allow make-up work for missing one Online Assignment, Online Written Assignment, or In-class Assignment. If you miss more than one assignment of a specific type, then you must provide documentation for ALL absences in order to make up the second assignment. You may NOT make up ANY points unless you meet the criteria for legitimate absences found here:

<http://policy.umn.edu/education/makeupwork>

Unless under legitimate circumstances, documentation must be submitted in ADVANCE for approval; if you meet criteria, make-up exams must be scheduled BEFORE the exam date.

Because this course offers a substantial amount of extra credit, DO NOT give me non-legitimate excuses on why you missed an Online Assignment, Online Written Assignment, In-class Assignment, or an Exam. I will direct you to the policy for legitimate absences so that you may re-evaluate how your non-legitimate excuse fits in with the legitimate ones. Again, spare yourself the time of attempting to persuade me and use it for self-care.

Classroom Conduct

Students are expected to respectfully participate in classroom discussions. There may be diversity of views on various subjects discussed in class. Although others may have different opinions, you are expected to be respectful of the opinions and views of others. University

policy prohibits sexual harassment and discrimination on the basis of differences such as gender, ethnicity, race, sexual orientation, class, and religion. Copies of the University policy statement on sexual harassment and discrimination are available at the University Office of Equal Opportunity at 419 Morrill Hall. Complaints about these issues should also be reported to 419 Morrill Hall.

Being actively involved in the class sessions and the small groups may entail some personal self-disclosure. Because of the nature of the vulnerability, trust, and openness needed to learn about counseling psychology, it is extremely important that confidentiality be maintained. It is expected that anyone who participates in this course will have his or her confidentiality respected. Revealing personal information about others outside the classroom is a breach of confidentiality. If you wish to share with others outside the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates. If you are struggling with an issue in class, please speak with the instructor individually as soon as possible. I am not liable to respond to any self-disclosures submitted within the Moodle site.

Special Note about Some Course Topics

It can be challenging and painful to deal with trauma, and some members of the class will have their own trauma histories. If at any time the coursework becomes personally difficult for you, please contact me. If you find you are troubled by material while taking this course and need support or counseling, please be sure to pursue that support by seeking out a supportive friend, counselor, and/or a social service (see resources below in the section on “Student Resources”).

Although class members can disclose personal experiences if they choose to, this class is not intended as a forum for discussing students’ personal traumatic experiences. We will be focusing on critical thinking and research on stress and trauma. Within the classroom, there will be an emphasis on creating a safe atmosphere, including respect for diverse perspectives and experiences and confidentiality. Revealing personal information about others outside the classroom is a breach of confidentiality.

Use of Personal Electronic Devices in the Classroom:

Laptops and similar electronic devices are NOT permitted to be used in the classroom. In-class sessions are intended to be application focused, not content focused, so electronic note taking is not needed. Because cell phone use (e.g., text messaging, internet browsing, playing games, surfing social media) is often disruptive to others in the classroom, cell phone use is also prohibited during class time. Cell phones should be silenced or set to vibrate. Only emergency-related use of cell phones is allowed during class. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/studentresp.html>

Email Communication

The instructor will do her best to respond to your message within 48 business hours of receipt. If I have not returned your email within 48 hours, it likely means that I did not receive it and you should resend your message. Though you will most likely receive a reply sooner rather than later, this policy also means that you may not receive a response until 48 hours after receiving the message. Thus, if you need an immediate response to a question, you must email at least 48

hours before you need the response (e.g., do not email a question at 11:59pm about an assignment due the next day).

Scholastic Dishonesty

The College of Liberal Arts defines scholastic dishonesty as any act violating the rights of another student in academic work or involving misrepresentation of your own work. Scholastic dishonesty includes, but is not necessarily limited to: Cheating on assignments or examinations; plagiarizing, which is misrepresenting as your own work any part of work done by another; submitting the same work, or substantially similar works, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. Scholastic dishonesty will NOT be tolerated.

Students who cheat on an exam WILL receive a 0 on the exam. This includes, but is not necessarily limited to: Communicating with another student during an exam, passing exam questions/answers to another student. Especially because of the substantial amount of extra credit and the open-note format of the exams, this is a No Tolerance policy. In addition to receiving a 0, instances of scholastic dishonesty will be reported to the Scholastic Conduct Committee. For further information, please review:

<http://www.oscai.umn.edu/integrity/student/index.html>

Appropriate Student Use of Class Notes and Course Materials

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes or videos beyond the classroom community or accepting compensation for taking and distributing course materials undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/studentresp.html>

Students with Disabilities or Other Concerns

According to university policy, we will provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities that may affect their ability to participate in course activities or to meet course requirements. Students with disabilities are encouraged to contact their instructor early in the semester to discuss their individual needs for accommodations. You also must be registered with Disability Resource Center (DRC; 612-626-1333). Official documentation is needed for us to ensure appropriate accommodations. If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DRC to arrange a confidential discussion regarding equitable access and reasonable accommodations. If you are registered with DRC and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DRC website: <https://diversity.umn.edu/disability/>

Equity, Diversity, Equal Opportunity, and Affirmative Action

The University provides equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy:

http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf

Sexual Harassment

Sexual harassment means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:

<http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

STUDENT RESOURCES

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. Resources are listed below. In addition, you can learn more about the broad range of confidential mental health services available on campus via <http://www.mentalhealth.umn.edu/>.

Student Counseling Services (formerly University Counseling and Consulting Services)

- <http://counseling.umn.edu> | 340 Appleby Hall
- Provides counseling services for career, academic, and personal counseling. This includes individual and group counseling as well as workshops and academic skills consultation.

The Aurora Center

- <http://www.umn.edu/aurora> | 117 Appleby Hall
- Provides services to victims, survivors, and concerned people of sexual assault, relationship violence, or stalking.

Boynton Health Service

- <http://www.bhs.umn.edu> | 410 Church St., S.E.
- Provides mental health counseling including psychiatric resources.

Center for Writing

- <http://writing.umn.edu> | 10 Nicholson Hall
- Provides general writing assistance. Provides online consultation services in addition to in-person meetings.

Multicultural Center for Academic Excellence

- <http://diversity.umn.edu/multicultural> | 140 Appleby Hall.
- Helps foster a multicultural understanding among all members of the university community.

CALENDAR

	Date	Topic
		<ul style="list-style-type: none"> • Review of syllabus and introductions <p>READING: See Moodle for PDF DUE: See Moodle for details</p>
1	Jan. 21	Introductions and review of syllabus
2	Jan. 28	Definition, measurement, and sources of stress <ul style="list-style-type: none"> • What is stress? • Stress and stressor prevalence in college students • Stress and stressor prevalence in adults • Money and stress • Work stress <p>READING: Nickel and Dimed (Ehrenreich, 2001) DUE:</p> <ul style="list-style-type: none"> • Week 2 Online Quiz • Nickel and Dimed reflection
3	Feb. 4	Definition and prevalence of trauma <ul style="list-style-type: none"> • What is trauma? • Trauma prevalence in college student samples • Trauma prevalence in community samples • Are some people more at risk of trauma exposure than others? <p>READING: Anders, Frazier, and Shallcross (2012) DUE:</p> <ul style="list-style-type: none"> • Week 3 Online Quiz • Thinking critically about stress and trauma
4	Feb. 11	Posttraumatic stress disorder (PTSD) and other emotional effects of trauma <ul style="list-style-type: none"> • PTSD symptom criteria in DSM-IV and DSM-V • Prevalence of PTSD using DSM-IV and DSM-V criteria: Community samples • Prevalence of PTSD using DSM-IV and DSM-V criteria: College student samples • Risk and protective factors for PTSD • Beyond PTSD: Other emotional effects of trauma • Moral injury <p>READING: PTSD: One Soldier's Story DUE:</p> <ul style="list-style-type: none"> • Week 4 Online Quiz • PTSD case study
5	Feb. 18	Beyond PTSD: Resilience and posttraumatic growth (PTG) <ul style="list-style-type: none"> • Emergent resilience in kids • Minimal impact resilience in adults • Posttraumatic growth: Definition and prevalence • Correlates of posttraumatic growth • Posttraumatic growth: Controversies

		<p>READING: Masten and Tellegen (2012)</p> <p>DUE:</p> <ul style="list-style-type: none"> • Week 5 Online Quiz • Applying research on emergent resilience
6	Feb. 25	<p>Stress, mental health, and academic functioning</p> <ul style="list-style-type: none"> • Stress, trauma, and academic performance • Is some stress good? • Stress and mental health <p>READING: The Case of Janet</p> <p>DUE:</p> <ul style="list-style-type: none"> • Week 6 Online Quiz • The case of Janet
7	Mar. 3	<p>Stress and physical health</p> <ul style="list-style-type: none"> • Hans Selye and the General Adaptation Syndrome • Stress and physical health • How does stress affect health? • How important is stress relative to other factors? • How much does stress cost? <p>READING: None</p> <p>DUE:</p> <ul style="list-style-type: none"> • Week 7 Online Quiz • Stress and physical health reflection
8	Mar. 10	EXAM 1
	Mar. 17	No class—Spring break
9	Mar. 24	<p>Perceived control and adjustment to stress and trauma</p> <ul style="list-style-type: none"> • Perceived control over stressors – Part 1 • Perceived control over stressors – Part 2 • An intervention to increase present control • An intervention to increase present control – Part 2 <p>READING: Voices of Hope—Children of Divorce</p> <p>DUE:</p> <ul style="list-style-type: none"> • Week 9 Online Quiz • Perceived control and adjustment case study
10	Mar. 31	<p>Social support and adjustment to stress and trauma</p> <ul style="list-style-type: none"> • What is social support? • Social support and mental health • Social support and physical health • Stress, relationships, and social support • Social support interventions <p>READING: Monfort et al. (2014)</p> <p>DUE:</p> <ul style="list-style-type: none"> • Week 10 Online Quiz • Social support and capitalization reflection
11	**	Coping with stress and trauma

		<ul style="list-style-type: none"> • What is coping? • Maladaptive coping strategies • Adaptive coping strategies • Methodological issues in coping research • Coping interventions <p>READING: Phinney and Haas (2003) DUE:</p> <ul style="list-style-type: none"> • Week 11 Online Quiz • Response to Phinney and Haas (2003) article
12	**	<p>Interventions for stress and trauma</p> <ul style="list-style-type: none"> • Stress interventions for workers and students • A bit more on cognitive behavioral therapy (CBT) • Mindfulness interventions • Relaxation interventions • Interventions for trauma symptoms: Immediate and acute symptoms • Treatments for PTSD <p>READING: Tolin and Foa (1999) DUE:</p> <ul style="list-style-type: none"> • Week 12 Online Quiz • PTSD interventions case study
13	**	<p>Diversity issues</p> <ul style="list-style-type: none"> • Diversity: Gender • Diversity: Childhood traumas • Diversity: Discrimination and microaggressions • Diversity: Is PTSD a culture bound disorder? <p>READING: The Second Shift DUE:</p> <ul style="list-style-type: none"> • Week 13 Online Quiz • Second Shift case study
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14	May 5	EXAM 2: Non-cumulative
<i>Finals Week: No class or assignments</i>		

**Class will occur on three of the following four dates (To be determined): Apr. 7, 14, 21, 28

This calendar and anything else on this syllabus may be subject to change according to the instructor's discretion. Students will be notified in advance.