

## PSYCHOLOGY OF TRAUMA

PSYA-473-02

Spring, 2011

<b>Instructor:</b>	Terri L. Weaver, Ph.D.	<b>Prerequisites:</b> General/Abnormal Psych.
<b>Office:</b>	226 Shannon Hall	<b>SLU Global:</b> <a href="http://global.slu.edu">http://global.slu.edu</a>
<b>Office Hours:</b>	1:00 – 2:00 MW or by appointment	<b>Meeting Time:</b> MW Shannon Hall 203 10:00 -11:15
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**Teaching Assistant:** To be announced

**TA Office Hours:** To be announced

**Office:** To be announced

### Required Texts:

Barnett, O. W., Miller-Perrin, C. L., & Perrin, R. D. (2011). *Family violence across the lifespan*. California: Sage. **(FV)**

Resick, P. A. (2001). *Stress and trauma*. New York: Psychology Press Limited. **(ST)**

Walls, J. (2005). *The Glass Castle*. New York: Scribner. **(Castle)**

**See also Reserve Readings through Library e-reserves accessed through SLU Global**

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“Justice will be served only when those who are not injured by crime feel as indignant as those who are.” –Solon

**Course Description and Purpose:** This psychology of trauma course explores the range of posttraumatic reactions. These reactions, though as varied as victims themselves, can affect cognitive, emotional, biological and interpersonal aspects of functioning. Students in this course will receive an overview of the prevalence rates of trauma and the theories and range of posttraumatic reactions. Special topics will be explored with an emphasis on interpersonal trauma, including child abuse, rape, domestic violence, homicide, witnessed violence, combat, and the terrorist attacks on September 11, 2001. 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. The course will also have less of a focus on 'why trauma occurs.'

**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 traumatic stressors.
2. Students will be able to identify and describe the emotional, cognitive, and physical sequelae of traumatic stressors.
3. Students will be able to identify the principal DSM-IV diagnoses following exposure to traumatic stressors.
4. Students will be able to describe victim's experiences during and following exposure to traumatic stressors.

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 130 points: a total of 330 points possible. Since students are permitted to drop their lowest exam grade, **there will be no make-up exams permitted.**

**Complete a total of 3 of 4 scheduled quizzes.** Four quizzes will be scheduled throughout the semester with each quiz counting a total of 10 points. Students taking all four 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 four five-page conceptual/reflection papers**

The papers will be due on **February 21, 2011, March 21, 2011, April 11, 2011 and April 27, 2011 and are worth a total of 200 points.** Specific instructions for each paper will be posted on the SLU global 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. In the fourth conceptual paper, students will identify and utilize a first person trauma narrative in order to discuss the experience of a traumatic event. Sample sources for such narratives will be shared with the class. **Again, these are abbreviated instructions, please see SLU global 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.**

**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, etc. 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:

Conceptual Papers	200 pts
Quizzes	30 pts
Exams:	200 pts
<u>Final Exam:</u>	<u>130 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. In addition, 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 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. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University's evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator.

Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student's work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, colluding with another student or students to engage in an act of academic dishonesty; and making unauthorized use of technological devices in the completion of assignments or exams.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University.

From: <http://www.slu.edu/provost/Adobe%20Pages/Academic%20Integrity%20Policy.pdf>

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

**Students with Special Needs - Disability Services:** Any student who feels that he/she may need academic accommodations in order to meet the requirements of this course -- as outlined in the syllabus -- due to presence of a disability, should contact the Office of Diversity and Affirmative Action. Please telephone the office at 314-977-8885, or visit DuBourg Hall Room 36. Additional information can be found at [www.slu.edu/services/daa/disabilities\\_services.html](http://www.slu.edu/services/daa/disabilities_services.html). Confidentiality will be observed in all inquiries.

**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.

**Undergraduate Writing Center:** I encourage you to take advantage of the Writing Center's services; getting feedback benefits writers at all skill levels. The Center helps with writing projects, multimedia projects, and oral presentations. They offer one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, call 977-2930 or visit <http://libraries.slu.edu/services/ugwrit.html>.

**Psychological Services:** The material discussed in class is inherently sensitive and attendance 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 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:

Women's Support and Community Services: (314) 531-2003

Provident Counseling: (314) 533-8200

Life Crisis Hotline: (314) 647-4357

Center for Trauma Recovery: (314) 516-6738

## 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 Global.**

Week	Dates	Topic	Readings	Assignments/ Exams/Quizzes
1	Jan. 19	Syllabus/Class Environment/Overview of the Course What is trauma ?	none	
2	Jan. 24	Research Methods and Trauma	<b>FV:</b> 58-82 <b>Castle:</b> 3-51	
	Jan. 26	How common are traumatic experiences?	<b>ST:</b> 29-38 <b>Castle:</b> 51-94	
3	<b>Jan 31</b>	Trauma-Related Reactions: Posttraumatic Stress Disorder/ Acute Stress Disorder	<b>ST:</b> 9-20; 47-55 <b>Castle:</b> 94-136	<b>Quiz #1</b>
	Feb. 2	Trauma-Related Reactions: Dissociation and Personality	<b>ST:</b> 20-24; 51-55 <b>Castle:</b> 137-180	
4	Feb. 7	Trauma-Related Reactions: Health Impact and General Functioning	Schnurr, Green, & Kaltman (2007) ( <b>on reserve</b> ) <b>Castle:</b> 180-230	
	Feb. 9	Resilience, Vulnerability, and Course of Posttraumatic Reactions	<b>ST:</b> 3-9; 95-115 <b>Castle:</b> 231-288	
5	<b>Feb. 14</b>	Exam 1		<b>Exam 1</b>
	<b>Feb. 16</b>	Posttrauma Risk Factors	<b>ST:</b> 117-139	<b>Reflection Paper #1 Due</b>
6	Feb. 21	Trauma-Related Cognitions	<b>ST:</b> 66-77	
	Feb. 23	Family Violence and Definitions: A continuum of violence	<b>FV:</b> pp. 1-26	

7	Feb. 28	Childhood Physical Abuse: Definitions, Issues and Outcomes	<b>FV:</b> pp. 139-167	
	<b>Mar. 2</b>	Childhood Sexual Abuse: Definitions and Issues	<b>FV:</b> pp. 195-214; 219-228	<b>QUIZ #2</b>
8	Mar. 7	Childhood Neglect: An understudied area	<b>FV:</b> pp. 83-103	
	<b>Mar. 9</b>	Midterm Exam		<b>Exam #2</b>
9	Mar. 14	NO CLASS SPRING BREAK		
	Mar. 16			
10	Mar. 21	CLASS		<b>Tentative Guest Speaker</b>
	<b>Mar. 23</b>	Child Psychological Maltreatment: Issues, Outcomes, Prevention	<b>FV:</b> 104-119	<b>Reflection Paper #2 Due</b>
11	Mar. 28	Rape Prevalence	Koss, Goodman, Browne & Fitzgerald, Keita, & Russo (2001) 157-176 <b>(on e-reserve)</b>	
	<b>Mar. 30</b>	Rape Impact	Koss, Goodman, Browne & Fitzgerald, Keita, & Russo (2001): 177-199 <b>(on e-reserve)</b>	<b>Quiz #3</b>
12	April 4	Intimate Partner Violence: Prevalence and Dynamics	<b>FV:</b> 415-426	
	April 6	Intimate Partner Violence: Outcomes	<b>FV:</b> 361-385	<b>Reflection paper #3 Due</b>
13	April 11	Combat: Unique Issues	Litz (2007) <b>(on e-reserve)</b>	
	April 13	Combat: Outcome	<a href="http://www.ncpt sd.va.gov/ncmain/ncdocs/manuals/GuideforFamilies.pdf">http://www.ncpt sd.va.gov/ncmain/ncdocs/manuals/GuideforFamilies.pdf</a>	

14	<b>April 18</b>			<b>Exam #3</b>
	April 20	Collective Trauma and Trauma-Related Grief: September 11, 2001	<ul style="list-style-type: none"> <li>• Dewan (October 29, 2001)</li> <li>• Hartocollis, A., &amp; Goodnough, A. (September 14, 2001).</li> <li>• Muscham, H. (December 22, 2001).</li> <li>• Scott, J. (November 20, 2001).</li> </ul> <b>(on e-reserve)</b>	
15	<b>April 25</b>	NO CLASS EASTER HOLIDAY		
	April 27	Prevention at the Community Level	<b>FV: 125-136</b> Watson, Gibson, & Ruzek (2007) <b>(on e-reserve)</b>	<b>Reflection Paper #4</b>
16	May 2	Trauma Treatment	<b>ST: 141-166</b>	
	<b>May 4</b>	Trauma Treatment	<b>FV: 183-194</b>	
17	May 2	Course Reflections/Preparation for Final Exam		
	May 11	Final Exam		Final Exam 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>)**

Dewan, S. K. (October 29, 2001). Feelings of loss and the sound of silence greet families at the site. *New York Times*.

Hartocollis, A., & Goodnough, A. (September 14, 2001). Introducing children, gently, to the world's terrors. *New York Times*.

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

Koss et al. (2001). Uniting All Women: The Fear of Rape. In M. P. Koss, L. A.

Goodman, A. Browne, L. Fitzgerald, G. P. Keita, & N. F. Russo. (Eds.), *No Safe Haven* (pp. 157-176). Washington: American Psychiatric Association.

Koss et al. (2001). The Physical and Psychological Aftermath of Rape. In M. P. Koss, L. A. Goodman, A. Browne, L. Fitzgerald, G. P. Keita, & N. F. Russo. (Eds.), *No Safe Haven* (pp. 177-199). Washington: American Psychiatric Association

Muscham, H. (December 22, 2001). With viewing platforms, a dignified approach to ground zero. *New York Times*.

Schnurr, P. P., Green, B. L., & Katlman, S. (2007). Trauma exposure and physical health. In M. J. Friedman, T. M. Keane, & P. A. Resick (Eds), *Handbook of PTSD: Science and Practice* (pp. 406 – 424). New York: Guilford Press.

Scott, J. (November 20, 2001). Awash in grief after attack, adrift in a sea of paperwork. *New York Times*.

Watson, P. J., Gibson, L. & Ruzek, J. I. (2007). Public mental health interventions following disasters and mass violence. In M. J. Friedman, T. M. Keane, & P. A. Resick (Eds), *Handbook of PTSD: Science and Practice* (pp. 521-539). New York: Guilford Press.