

PSYCH 442, Section 1: Trauma and Resiliency
Spring 2018

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Course Meets: MW 4:00 to 5:15 pm
in Kochel 43
Office Hours: MW 1:00-2:15 pm
or by appt.

Course Description (from the University Bulletin): This course will provide an overview of the current state of knowledge and research on traumatic stress, resiliency, and treatment. The purpose of this course is to introduce students to the psychological theories and research on traumatic stress studies. Students will learn about the history and development of the traumatic stress studies field, as well as the maturation of the posttraumatic stress disorder (PTSD) diagnosis and its implications for assessment and treatment. Topics included in this course include the effects of different types of trauma, acute reactions to trauma, the classification and epidemiology of trauma and related disorders, resiliency and vulnerability factors, individual differences in adaptation to trauma, and the effects of trauma on memory systems. Students will also learn about developmental, cultural, and social issues associated with the effects of trauma; prevention, stages of recovery, and treatment of trauma.

Course Objectives

By the end of the course students will be able to:

1. Discuss the history of the field of traumatic stress studies and development of the PTSD diagnosis
2. Summarize the effects of different types of trauma
3. Identify acute reactions to trauma
4. Describe the epidemiology of trauma and traumatic stress
5. Describe resiliency and vulnerability factors in traumatic stress disorder development, including the effects of developmental, social, and cultural factors
6. Discuss individual differences in exposure to trauma and the development of traumatic stress
7. Explain the effects of trauma on memory
8. Summarize the stages of recovery from trauma
9. Discuss the prevention and treatment options for trauma
10. Demonstrate an ability to critically evaluate new information on traumatic stress studies

Required Texts

Herman, J. (2015). *Trauma and recovery*. New York, NY: Basic Books.

Van der Kolk, B. (2014). *The body keeps score: Brain, mind, and body in the healing of trauma*. New York, NY: Viking.

Recommended Texts

Levine, P.A. (1997). *Waking the tiger: Healing trauma*. Berkeley, CA: North Atlantic Books.

Supplementary Readings

Additional handouts, articles, exercises, or other readings may be assigned throughout the semester.

Course Website and Communication Plan

My primary way of communicating to everyone will be through Canvas. I will post any announcements regarding class or assignments on Canvas. Please check each day before class for any announcements. Additional materials, such as course syllabi, readings, audio recordings, homework, discussion boards, exams, quizzes, and/or other material will be made available on the web site throughout the semester. In addition, I will post the grades to the web site grade book.

The site address is <https://psu.instructure.com>. Look for the course in which you are enrolled. You will need a valid Penn State Access Account in order to gain access to the site. Please see me if you need additional help and I will walk you through the validation procedure. You may also call the campus computer consultants at 814-898-6415 or email them at bdiHELP@psu.edu. Helpdesk staff assists with computing questions and computer hardware/software problems.

Contacting Me

Please utilize your Penn State email account when contacting me via email. Make sure the class number and section number, as well as your last name, are in the subject line. If you do not include these in the subject line I may overlook the email. I generally receive about 100 emails a day and have an active junk filter on my email, so please follow these instructions.

I generally respond to emails within a 24-hour period (except some weekends when I am away and during scheduled holidays and breaks). If you do not receive a reply message within that time frame, please resend your message, as there must have been either A) a technical error in the retrieval process or B) I am trapped under something heavy and cannot get to a computer. Since in most cases, the answer will not be B, please resend it! Also keep in mind that if you are sending me a message of an urgent nature regarding technical issues, please recheck your email or Canvas account shortly thereafter about any instructions that I may provide to assist you. You may miss a window of opportunity for any resubmissions if you are not checking your Penn State email and/or Canvas account on a regular basis. Please get into the habit of checking both accounts for important messages that I may send throughout the semester.

NOTE: You must use Microsoft Word and save your work in Word files for electronic submissions when you are asked to submit work as an attachment. You must then submit the work as an attachment to the correct Dropbox in Canvas on time. Email is NOT an acceptable form of submission. If you cannot do this from home, you must use computers in the labs on campus, so prepare accordingly.

Grading and Assignments

Note: I do not assign grades to students; students earn grades. As such, you are the person responsible for ensuring that you obtain the grade that you desire in this class, not me. Your performance both in-class and on assignments allows you to earn a certain grade in this class. This course is designed in such a way that your attendance, preparation, and work outside of class will earn you a favorable grade.

Participation (20 points):

Attendance and participation are expected. This course is largely discussion-based, and you will learn the most when you are engaged, and actively interacting with the material and with one another. Participation grades will suffer when students are not present, and are not engaged with the material. Participation is often what “makes or breaks” a student’s grade at the end of the semester, when they are hovering between two grades, or between pass and fail. I have a very clear idea of who participates and

who does not. Note: To earn all 20 points you must consistently participate in class. Missing more than 4 classes will drastically affect your participation grade (potentially rendering it to 0).

Exams (225 points, 75 points each):

There will be three exams. Each exam will cover one third of the material we have covered during the semester. Multiple choice, short answer, and essay question exams based on the material learned throughout the semester. You may use your books, notes, etc. but you must cite your sources using APA style. In addition, you must paraphrase the material in your own words so that I can make sure you understand the material. You will have one week to complete each exam.

Applications (150 points, 25 points each):

Throughout the semester we will cover a wide range of material, from the history and evolution of trauma studies, ethics, research, assessment, cultural competencies, and controversies in the field. You will complete six (6) application activities regarding these topics; the description of each and Dropbox for the assignments can be found on Canvas.

Research Paper (120 points; 20 points for proposal, 100 points for the paper):

You will choose a particular area of interest in the field of traumatology, research the most recent literature on your topic, and write an integrated paper of your findings from the readings you have completed.

Some examples of broad topics that can be further refined: War trauma; military sexual trauma; the response of the VA to returning soldiers; suicide of returning soldiers; borderline personality disorder and its basis in developmental trauma; self-injury; substance abuse and its relationship to trauma; neurobiology of trauma; the dissociative disorders; efficacious and/or experimental treatment approaches; genocide and/or ethnic conflict; intergenerational transmission of trauma and/or resilience; the role of transference and countertransference in trauma treatment; domestic violence; cultural competence in trauma therapy; vicarious traumatization. There are many other topics that can be explored; if you have questions, please do not hesitate to ask!

You will need at least 10 references that are articles from peer-reviewed journals. You should also include readings from the course, as these should very much inform your work, but these will not count toward the 10 refereed journal articles. Your paper should be 12-15 pages in length, excluding the cover and reference pages.

A one-page proposal, which will include a description of your topic of inquiry, a rationale for pursuing the topic, and at least three up-to-date (no earlier than 2007) citations from peer-reviewed journals in correct APA citation, should be submitted to me for approval. Due dates for the proposal and the final paper are listed in the syllabus.

Journals (40 points total, 10 points each journal):

Students will be expected to keep journal entries on Canvas. Goals of these assignments are for the student to gain a better understanding of how course materials and experiential components are having an effect on the development of their personal and professional lives. All students will write four (4) journals over the course of the semester. The journals should be approximately 2-3 pages in length. The journals should not be a reiteration of information presented, but a well thought-out response to the information – including your thoughts, feelings, and opinions of the topic. These journals are

opportunities to think further about some aspect of a reading that is of particular interest to you. How you do this is up to you. Examples include, but are not limited to: a critique of some ideas from the reading; writing about how some topic from the reading relates to your experiences in the service-learning practicum; and writing about how some topic from the reading relates to an experience you or someone known to you has had. The basic idea here is that you are using these brief writing exercises to think more deeply about some aspect of the reading that seems especially interesting to you. You are strongly encouraged to use the material in your reaction papers to raise topics, issues, and questions during class discussions. The journals are due on the day they are listed on the syllabus. They will be turned in through Canvas.

Grading System

Numerical Grade	Letter Grade
93% and above	A
90-92.9%	A-
87-89.9%	B+
83-86.9%	B
80-82.9%	B-
77-79.9%	C+
70-76.9%	C
60-69.9%	D
Below 60%	F

General Expectations and Information

First, you can expect this course to be challenging, interesting, and at times demanding. This course is designed to include different activities for learning and hence may challenge everyone in different ways. Though the tried and true standard of textbook reading will be necessary, it will not alone be sufficient to succeed in this course.

Second, please expect that some topics covered in the course will invoke new or difficult thoughts and/or feelings. Remember to be respectful of others thoughts, opinions, and experiences. That being said, it is expected that students do not engage in the perpetuation of stereotypes, discrimination, prejudice, or other forms of bias and intolerance. Please see your instructor if you have further questions or concerns regarding this expectation.

Finally, due to the nature and content of this course you may experience instances of discomfort as well as curiosity. It is often tempting for people to start diagnosing themselves and/or their friends and family when they learn about the criteria for different mental disorders. Please remember that diagnoses should be made by professionals with the appropriate training, and that many people can show some characteristics of a disorder without experiencing clinically significant distress or impairment. If you wish to seek a clinical evaluation, or if you encounter personal issues you would like to explore in further depth, I would recommend you consider speaking with a counselor at Personal Counseling Center, Reed Union Building 1, (814) 898-6504.

Preparation for Class. Class meetings will involve discussion and participation by all members of the class (not just me). This type of active participation is both a better way to learn and a lot more interesting (and fun) than simply listening to lectures. To facilitate learning, it is important for you to

prepare as much as possible for class meetings by conscientiously completing the reading assignments before the start of class. While doing the assigned readings, actively search for the information relevant to the learning objectives. Then, come to class prepared to discuss what you have learned and to ask any questions you might have. The preparation for and participation during classes are intended to be learning activities. That means that your comments in class are not expected to always be correct. Making mistakes is part of the learning process. Some of this material is difficult and a certain degree of confusion, uncertainty, or misinterpretations is to be expected (in addition, in some cases there won't be 'right' or 'wrong' answers, just points of view). So, do not be afraid to be wrong.

Note that during class meetings we probably will not have time to discuss all the material, or all aspects of those learning objectives that we do discuss. Therefore, I will focus our class time on what I think is most difficult or likely to be misunderstood or on providing additional information not available in the readings. Note that you are responsible for all information relevant to the learning objectives that is presented in the assigned readings (even if we do not discuss it during class meetings) and/or in class (even if it is not mentioned in the readings). Exams will include questions from the reading, lecture, and assignments. Therefore, if you feel confused or uncertain about any material (whether or not it is discussed in class) it is your responsibility to let me know so that I can clarify that material for you. This can be done in class and/or by coming to see me during office hours.

I strongly encourage you to talk with me individually throughout the semester if you have any questions concerning course material or about how you are doing in the class. If you are having problems in the course, do not wait too long to talk with me, come early in the semester while there is still time to improve. Of course, you are also welcome to come speak with me even if you are not having difficulties but are just interested in the material and would like further information. If you cannot make my posted office hours, I will be glad to make an appointment for another time. To make an appointment, just see me in class or send an email.

The Learning Environment

Please cooperate with me and your fellow students to create an environment that fosters learning and communication. We all should be respectful in our behavior and comments, and should eliminate disruptions that might be distractions. Disruptions to the learning environment include (but are not limited to): talking while others are speaking, reading newspapers, magazines, or unrelated course material in class, use of personal electronic devices during class (e.g., iPods, text messaging, etc.), eating disruptively in class, or otherwise behaving rudely. Use, or the ringing/buzzing, of cell phones or other electronic devices is particularly disruptive. Please turn off these devices and store them out-of-sight before class begins. If you feel the need to text your friend during our class time, please step out in the hallway to do it. I reserve the right to answer texts and phone calls that occur during scheduled class hours.

LISTEN while others are talking. Be respectful of other students and the professor, even if you disagree. Monitor your own participation. For example, if you are shy, speak up in class at least once in the semester. If you tend to talk a lot, take a breath, count to 10, and wait to see if someone else might like to say something first. It is disruptive and disrespectful to me and to your fellow students when you talk while someone else is talking. If you are talking out of turn during class while I am lecturing or a classmate is asking a question or making a comment, you will be asked to leave class so as not to interrupt others' learning.

No late work will be accepted. “My computer/disk isn’t working” is **not** an acceptable excuse. I see it as the new “My dog ate my homework.” There are enough computers on this campus that you should be able to find one from which you can submit work as long as you plan ahead. Save your work early, often, and in multiple locations.

Academic Dishonesty

This course will strictly adhere to the University policies regarding individual academic integrity, and students are expected to conduct themselves professionally at all times, demonstrating the highest levels of respect for the instructor and the other students at all times. Academic integrity comes under two general headings: behavior toward the instructor and other students, and general integrity. The University defines academic integrity very clearly at: psbehrend.psu.edu/intranet/faculty-and-staff/faculty-resources/academic-integrity/academic-integrity

All students are expected to visit, review, and know the contents of this important University site. Dishonesty in any form will not be tolerated. Any violation of academic integrity will receive academic and possibly disciplinary sanctions, including the possible awarding of an XF grade which is recorded on the transcript and states that failure of the course was due to an act of academic dishonesty. All acts of academic dishonesty are recorded so repeat offenders can be sanctioned accordingly.

An iStudy for Success! module (<http://tutorials.istudy.psu.edu/academicintegrity/>) has been created that addresses the issues of academic integrity, plagiarism, and copyright in the Penn State community. The content of this module has been reviewed by the Academic Integrity committees at various colleges and locations throughout the Penn State community as well as by Judicial Affairs, and is appropriate for use in all courses to address academic integrity and related issues and consequences.

Additionally, students are expected to abide by the Penn State Principles, to act appropriately, and to be considerate of other students at all times. This means behaving in ways that are non-disruptive, and are conducive to a vibrant learning environment. Failure to observe these policies or violation of any section of University Policy is punishable by receiving a failing grade, suspension from class, or other actions as outlined in University policies.

Receiving Assistance

If you have any special needs resulting from learning, sensory, or physical disability please see me during the first week of the semester so that we can discuss possible accommodations. I will hold all such matters in confidence and will provide any reasonable assistance. The Penn State Office of Disabilities can also be helpful in these circumstances. Call (814) 898-6111 to schedule an appointment.

I Stand for State.

Because I know reducing the number of people on this campus who get hurt by interpersonal violence requires everyone doing their part, I pledge to be an active bystander, support survivors of violence and proactively reinforce campus prevention activities. Ask me how you can get involved too. My classroom and office are safe places. Please know you will be supported and heard if you have experienced any form of violence. If you or someone you know experience stalking, partner violence, sexual assault, or other forms of power-based violence, please know you are not alone. There are resources that can help:

- Health and Wellness: 814-898-6217

- Personal Counseling: 814-898-6504
- Student Affairs and Residence Life: 814-898-6111
- Police Services: 814-898-6101 (non-emergency)
- Crime Victim Center: 814-455-9414
- SafeNet: 814-455-1774

Educational Equity/Report Bias

Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through Educational Equity via the Report Bias webpage (<http://equity.psu.edu/reportbias/>).

PSYCH 442 Tentative Schedules (1/2/2018 Version)

<u>Date</u>	<u>Topics</u>	<u>Readings/Assignments</u>
1/8	Welcome to Class	Syllabus, Introduction to class
1/10	History of trauma studies	Herman Introduction, Ch. 1; van der Kolk Ch. 1
1/15	No CLASS – MLK Day	
1/17	History of trauma studies	
1/22	Trauma in context	Herman Ch. 4; Lopez-Levers Ch. 1; van der Kolk Ch. 2
1/24	Trauma in context	Application #1 Due
1/29	Acute reactions to trauma	Herman Ch. 2; van der Kolk Ch. 3 & 6
1/31	Acute reactions to trauma	Journal #1 Due
2/5	Classification and epidemiology	DSM 5 and ICD PTSD criteria; Herman Ch. 6, Hyatt-Burkhart & Lopez-Levers Ch. 2; van der Kolk Ch. 9
2/7	Classification and epidemiology	Application #2 Due
2/12	Trauma types	Herman Ch. 5, van der Kolk Ch. 8; Fair & Ochberg, Ch. 11; Tracy Ch. 22; Hanson & Vogel, Ch. 24; Buck Ch. 25 Exam #1 Due
2/14	Trauma types	
2/19	Trauma types	Paper Proposal Due
2/21	Vulnerability and Resilience	Application #3 Due Herman Ch. 3; van der Kolk Chs. 4-5, 7; Bonanno & Mancini, 2010; SAMSHA Resiliency Page
2/26	Vulnerability and Resilience	
2/28	Vulnerability and Resilience	Journal #2 Due
3/4 to 3/10	No CLASS – SPRING BREAK	
3/12	Memory and Trauma	Gillihan, Cahill, & Foa, Ch. 9; van der Kolk Ch. 11-12
3/14	Memory and Trauma	
3/19	Developmental issues in traumatic stress studies	van der Kolk Ch.10 Application #4 Due
3/21	Developmental issues in traumatic stress studies	
3/26	Social and cultural issues in traumatic stress studies	Lopez-Levers & Buck Ch. 19 Exam #2 Due
3/28	Social and cultural issues in traumatic stress studies	Journal #3 Due

4/2	Stages of Recovery	Herman Chs. 7-11; van der Kolk Ch. 13
4/4	Stages of Recovery	Application #5 Due
4/9	Stages of Recovery	
4/11	Treatment for PTSD and Trauma-Related Disorders	ISTSS Treatment Guidelines; Division 12 PTSD Treatment Guidelines; van der Kolk Ch. 15 Final Paper Due
4/16	Treatment for PTSD and Trauma-Related Disorders	
4/18	Treatment for PTSD and Trauma-Related Disorders	Expert Consensus on Treatment of Complex PTSD; Guidelines for Treatment of DID; van der Kolk Chs. 14 & 16-18 (optional 19-20) Application #6 Due
4/23	Treatment for PTSD and Trauma-Related Disorders	
4/25	Self-Care	Jankoski Ch. 31 Journal #4 Due
4/30	Finals Week	Exam 3 Due