# PSYCHOLOGY OF TRAUMA

PSYA-4730-03/5530-01

Spring, 2018

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

11:00 -12:15

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**Teaching Assistant:** Melissa Copeland

**Email:** [melissa.copeland@slu.edu](mailto:melissa.copeland@slu.edu)

**Office Hours:** Please email the teaching assistant with a 48-hour window of potential times for meeting.

# Required Texts:

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

Miller-Perrin, C. L., Perrin, R. D., & Renzetti, C. M. (2017). *Violence and Maltreatment in Intimate Relationships*. SAGE Publications.**(VMIR)**

Steiner, L. M. (2009). *Crazy love*. St. Martin’s Press. (**CL)**

**See also Reserve Readings through Library e-reserves**

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

–Nelson Mandela

**Course Description and Purpose:** This psychology of trauma course explores the ways in which potentially traumatic events are experienced, the definitions of the events, themselves, and the range of posttraumatic reactions. These reactions, as varied as victims themselves, can affect cognitive, emotional, biological/physical and interpersonal aspects of functioning. Students in this course will receive an overview of the epidemiology of potentially traumatic events, the theories underlying their impact and the range of posttraumatic reactions. **Special topics will be explored with an emphasis on interpersonal trauma, generally and and intimate partner violence, specifically.** Areas of particular emphasis will include child abuse in all its forms, rape, intimate partner violence, homicide and witnessed violence. The psychology of victim's/suvivor’s reactions and their experiences of these events will be explored in detail. Societal, cultural, and historical influences on views of trauma will also be discussed. **This course is grounded in research and clinical experience, and implications for practice across multiple disciplines will be discussed.**

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

Course Expectations

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

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

# All students are required to take the final exam. Of the remaining three exams, students may drop their lowest exam score (1 exam). Exams will be multiple choice, short answer, and essay questions. Each of the three exams is worth 100 points and the final exam is worth 120 points: a total of 320 points possible. Since students are permitted to drop their lowest exam grade, there will be no make-up exams permitted. Please come to the class on-time for the scheduled exams. On exam days, student (For 4730-05 UNDERGRADUATE STUDENTS ONLY)

**Complete a total of 2 of 3 scheduled quizzes** Three quizzes will be scheduled throughout the semester with each quiz counting a total of 15 points. Students taking all three quizzes may elect to drop their lowest quiz grade. Material on the quizzes will be selected from the reading materials and the class lectures. Quizzes are completed at the beginning 10 minutes of class. Students need to be on-time for quiz days. If they are late, they will forfeit the quiz for that day. **There will be no opportunity to make-up quizzes. (For 4730-03 UNDERGRADUATE STUDENTS and 5530-01 GRADUATE STUDENTS).**

# Complete two seven-page concept/reflection papers (For 4730-03 NDERGRADUATE STUDENTS ONLY)

The papers will be due on **March 6, 2018 and April 10, 2018 and are worth a total of 210 points.** Specific instructions for each paper will be posted on the SLU blackboard website. Generally, the two papers will use the book, *Crazy Love*, and identify specific examples from this autobiographical book to illustrate different aspects of trauma, trauma-related reactions and the interpersonal dynamics of intimate partner violence presented in class. **Again, these are abbreviated instructions, please see SLU blackboard for more detail. These papers must be written using APA style. Ten points will be deducted from the paper if the style is not followed. Papers must be turned in at the beginning of class or before class to be considered on time. Papers that are turned in after class (i.e., after 12:15 pm on the due date) will be considered to be one day late. Seven points are deducted for each day that papers are late.**

**5. Complete two 15 page papers (For 5530-01 GRADUATE STUDENTS ONLY)** Graduate students taking this course will complete two 15 page papers in lieu of the exams and reflection papers. Each graduate student will have an individually tailored paper topic that will be developed in consultation with Dr. Weaver. The first paper will be due on **March 8, 2018** and the second paper will be due **May 1, 2018**. Graduate students will be responsible for taking the class quizzes. Please contact Dr. Weaver early in the semester to discuss your first paper topic.

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

# 5. Breakdown of Course Points/Grades:

Concept Papers 210 pts

Quizzes 30 pts

Exams: 200 pts

Final Exam: 120 pts 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 very significant amount of supplementary information. Therefore, students are encouraged to come to class and the reading of assigned chapters/handouts is expected. Discussion and participation in class is welcomed and expected. Since this is a course that focuses on sensitive material, courtesy to other members of the class and to the instructor is extremely important. Please be respectful of others’ points of view and join me in creating a classroom environment that is open and 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 the instructor and others so please refrain from engaging in such discourse. While discussion is encouraged, students are reminded that there is a difference between opinion and fact and when opinions are disputed by available clinical or research data, these discrepancies will be noted.

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

**Promoting Academic Honesty:** *Academic integrity is honest, truthful and responsible conduct in all academic endeavors.* The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity."  Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at:   
<http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf>.   
Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites.  All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals.  Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.  
Specific College of Arts and Sciences Academic Honesty Policies and Procedures may be found at:[http://www.slu.edu/x12657.xml](http://www.slu.edu/%20http:/www.slu.edu/x12657.xml)

**Title IX:** Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; [akratky@slu.edu](mailto:akratky@slu.edu);[314-977-3886](tel:314-977-3886)) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.  **Ms. Sahr will be a guest speaker on the second day of class and will outline the available university and community resources.**  
  
If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy> [www.slu.edu/here4you](http://www.slu.edu/here4you) .

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

* Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
* University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Student Success Center (BSC 331) or by going [to www.slu.edu/success.](http://www.slu.edu/success) Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at 314-977-8885 or visit the Student Success Center. Confidentiality will be observed in all inquiries.

Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter**. Please talk with me early in the semester about your accommodations. I want to help each student to attain their potential and will be happy to work with any specified accommodations. However, I can only help you if you reach out to me.**

**Electronics in the Classroom:** Please remember to turn off all electronic devices (unless taking notes on a laptop 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. Laptop use for taking notes during class is acceptable, however if you are abusing this by using the computer to play games, instant message, facebook, etc. during the class, you will not be allowed to use the computer for notes. Translational devices are permitted for use during lecture/class but are not permitted during quizzes or examinations.

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

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

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

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

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

Safe Connections: (314) 531-2003

Provident Counseling: (314) 533-8200

Life Crisis Hotline: (314) 647-4357

Center for Trauma Recovery: (314) 516-6738

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

# Class Schedule

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

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| Week | Dates | Topic | Readings | Assignments/Exams  Quizzes |
| 1 | January 16 | Syllabus/Class/  Overview of Course  What is trauma? |  |  |
|  | January 18 | Historical/Contextual  Influences of Traumatic Stress | **Guest Speaker:**  **Kim Sahr**  **Title IX**  **PTSD:**  **Chapter 3** |  |
| 2 | January 23 | Traumatic Stress Research: Methodological Approaches and Ethical Issues | Newman et al. (2006)  **(e-reserves)**  **Steiner:** 5-84 |  |
|  | January 25 | Students will be watching and discussing a  ‘The Perfect Victim’ | **Steiner:** 85-130 |  |
| 3 | January 30 | Epidemiology of PTEs and Trauma-related Reactions: PTSD/ASD  Epidemiology and DSM5 criteria | **PTSD:**  **Chapter 6**  **Steiner:** 131-193 |  |
|  | February 1 | Trauma-Related Reactions: PTSD | **PTSD:**  **Chapter 2**  **Steiner:** 194-253 | **Quiz #1** |
| 4 | February 6 | Psychology Theories of PTSD | **PTSD:**  **Chapter 9**  **Steiner:** 254-319 |  |
|  | February 8 | Psychological Theories of PTSD | **PTSD:**  **Chapter 9** |  |
| 5 | February 13 | Trauma-Related Reactions:  Dissociation and Personality | **PTSD:**  **Chapter 12** |  |
|  | **February 15** | **Exam1** |  | **Exam1** |

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| Week | Dates | Topic | Readings | Assignments/Exams/Quizzes |
| **6** | February 20 | Trauma-Related Reactions:  Dissociation and Personality | **PTSD:**  **Chapter 12** |  |
|  | February 22 | Trauma-Related Reactions: Health Impact | **PTSD:**  **Chapter28** |  |
| **7** | **February 27** | Childhood Victimization: Definitions and Issues | **VAW1: Chapter 1**  **(e-reserves)** |  |
|  | March 1 | Video TBD | **VAW1: Chapter 3**  **(e-reserves)** | **Quiz #2** |
| **8** | March 6 | Childhood Victimization: Vulnerability and Protective Factors Impact | **VAW1:**  **Chapter 4**  **(e-reserves)** | **Undergraduate**  **Reflection Paper #1 Due** |
|  | **March 8** | **Midterm Exam** |  | **Graduate Paper #1 Due**  **Exam #2** |
| **9** |  | No Class Spring Break |  |  |
| **10** | March 20 | Childhood Victimization: Impact contd | **VAW1:**  **Chapter 4**  **(e-reserves)** |  |
|  | March 22 | Childhood Victimization: Families, Community and the Media | **VMIR:**  **p. 71-78**  **p. 106-112**  **p. 138-142**  **p. 166-168** |  |
| **11** | March 27 | Intimate Partner Violence: Epidemiology, Definitions Vulnerability and Protective Factors | **VMIR:**  **p. 200-211** |  |
|  | March 29 | **No Class Holy Thursday** |  |  |

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| --- | --- | --- | --- | --- |
| Week | Dates | Topic | Readings | Assignments/Exams/Quizzes |
| **12** | April 3 | Intimate Partner Violence: Psychological and Economic and Health-Related Impacts | **VMIR:**  **p. 211-214** |  |
|  | April 5 | Intimate Partner Violence: Victims Services and Societal Responses | **VMIR:**  **p. 215-223**  **p. 269-283** | **Quiz #3** |
| **13** | April 10 | Intimate Partner Violence: Perpetrators | **VMIR:**  **Chapter 9** | **Undergraduate Reflection Paper #2** |
|  | **April 12** | Intimate Partner Violence:  Legal Responses | **Guest Speaker:**  **Dr. Molly Wilson,**  **Professor,**  **Saint Louis University School of Law**  ***\*tentative*** |  |
| **14** | April 17 | Sexual Violence: Epidemiology and Definitions | **VAW1: Chapter 5**  **(e-reserves)** |  |
|  | April 19 | **Exam 3** |  | **Exam #3** |
| **15** | April 24 | Sexual Violence: Health and Economic Consequences | **VAW1:**  **Chapter 8**  **(e-reserves)** |  |
|  | April 26 | Sexual Violence: Vulnerability and Protective Factors | **VAW1:**  **Chapter 6**  **(e-reserves)** |  |
| **16** | May 1 | Sexual Violence: Victims Services including Cognitive Behavior Therapy (Prolonged Exposure and Cognitive Processing Therapy) | **VAW2:**  **Chapter 5**  **(e-reserves)** | **Graduate Paper #2 Due** |
|  | May 3 | Course Reflections: Preparation for Final Exam |  |  |

**Final Exam will be administered in accordance with the University Final Exam Schedule:**

**Tuesday, May 15, 2018 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)