

PSYCHOLOGY OF TRAUMA

PSYA-4430/5530

Spring, 2022

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 am -12:15 pm
Office Phone: 314.977.2198
Email: terri.weaver@health.slu.edu
Website: <http://www.drterriweaver.com>

Teaching Assistant: Rachel Hawk
Email: rachel.hawk@health.slu.edu
Office Hours: We welcome opportunities for you to meet with myself or the teaching assistant, Rachel Hawk. Rachel will be sending a welcome email to introduce herself and let you know the ways in which she can be helpful. Please email myself or Rachel with a 48-hour window of potential times for meeting.

Required Texts:

Miller-Perrin, C. L., Perrin, R. D., & Renzetti, C. M. (2021). *Violence and Maltreatment in Intimate Relationships (2nd Edition)*. SAGE Publications. (VMIR)

Adichie, Chimamanda Ngozi. (2003). *Purple Hibiscus*. Algonquin Books of Chapel Hill. (PH)

See also Reserve Readings through Library e-reserves

Readings from Friedman, M. J., Keane, T. M., & Resick, P. A. (Eds.). (2014). *Handbook of PTSD: Science and practice (2nd edition)*. Guilford Press will be placed online library reserve. (PTSD)

Additional Select Articles

“There comes a point where we need to stop just pulling people out of the river. We need to go upstream and find out why they’re falling in.”

–Desmond Tutu

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 individuals, themselves. Areas of impact 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 gendered forms of 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 individuals' trauma 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 as the impact on world view and values.

Course Objectives:

1. APA Learning Goal 1: Knowledge Base in Psychology:

Develop an understanding of the cognitive, emotional, biological and interpersonal impact of exposure to potentially traumatic events.

2. APA Learning Goal 2: Scientific Inquiry and Critical Thinking:

Develop the abilities of intellectual inquiry and critical thinking needed to evaluate research and research translation within the psychology of trauma.

3. APA Learning Goal 3: Ethical and Social Responsibility in a Diverse World

Develop an educational foundation for racial, ethnic, gendered and other cultural disparities in the exposure and responses to potentially traumatic events.

4. APA Learning Goal 4: Communication:

Develop the abilities to express trauma-informed ideas and concepts clearly and apply their knowledge to new situations.

5. APA Learning Goal 5: Professional Development

Develop the ability to apply a trauma-informed perspective to the learners' major area of study.

Course Expectations

Complete Readings: Complete assigned readings prior to class and contribute to class discussions.

- 1) 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; If you miss an exam that will automatically be the exam that you drop. Please come to the class on-time for the scheduled exams. **(For 4730-05 UNDERGRADUATE STUDENTS ONLY)**

- 2) **Complete a total of 3 scheduled discussion board responses. (For 4730-03 UNDERGRADUATE STUDENTS and 5530-01 GRADUATE STUDENTS).** Three discussion board topics will be scheduled throughout the semester. **A rubric for grading discussion board responses will be posted by 1/25/22.** Discussion Board responses have a maximum total of 30 points.
- 3) **Complete two seven-page concept/reflection papers (For 4730-03 UNDERGRADUATE STUDENTS ONLY)**

The papers will be due on **March 24, 2022 and April 28, 2022 and are collectively worth a total of 210 points.** Specific instructions for each paper will be posted on Canvas. Generally, the one of the one of the two papers will use the book, *Purple Hibiscus* and identify specific examples from this text to the complexity of different aspects of trauma, trauma-related reactions and the interpersonal dynamics of intimate partner violence and child abuse presented in class. The second paper will focus on a policy-related issue in the field of traumatic stress and the impact that this policy has had on occurrence or impact of violence, abuse or maltreatment. **Again, these are abbreviated instructions, please Canvas 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 uploaded to Canvas on 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.**

- 4) **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 24, 2022 and April 28, 2022.** Graduate students will be responsible for participating in the Discussion board. **Please contact Dr. Weaver early in the semester to discuss your individual 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
Discussion Board	30 pts
Exams:	200 pts
<u>Final Exam:</u>	<u>120 pts</u>
Total:	560 pts
Bonus Points:	10 pts (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:

The health and well-being of SLU's students, staff, and faculty are critical concerns, as is the quality of our learning environments. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies and to create the conditions in which all students have the opportunity to learn and successfully complete their courses.

1. Students who exhibit any [potential COVID-19 symptoms](#) (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the [University Student Health Center](#) for immediate assistance.
2. Students (whether exhibiting any of potential COVID-19 symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activities per the stipulations of the isolation or quarantine directive.
3. Students are responsible for notifying their instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible. Consistent with the [University Attendance Policy](#), students also are responsible for all material covered in class and must work with the instructor to complete any required work. In situations where students must be absent for an extended period of time due to COVID-19 isolation or quarantine, they also must work with the instructor to determine the best way to maintain progress in the course as they are able based on their health situation.

At this time, I DO NOT plan to have synchronous zoom. **However, I am pursuing the use of PANOPTO so that the course could be viewed asynchronously if a student is in quarantine or otherwise experiencing an illness that prevents them from being able to come to class.**

4. Consistent with the [University Attendance Policy](#), students may be asked to provide medical documentation when a medical condition impacts a student's ability to attend and/or participate in class for an extended period of time.
5. As a temporary amendment to the current [University Attendance Policy](#), all absences due to illness or an isolation/quarantine directive issued by a qualified health official, or due to an adverse reaction to a COVID-19 vaccine, shall be considered "Authorized" absences
6. Situations may arise this semester in which I and/or a portion of student in this class are unable to attend class in-person because of COVID-related isolation/quarantine. In the event that I need to be absent from class, I will contact you immediately through our Canvas site. Right now, I plan to use Zoom for synchronous class meetings in the event that I need to quarantine but am well enough to continue to teach. If I am feeling too unwell to teach, I will post the lesson as an asynchronous lesson. I will contact you ahead of our class time to inform you of our expected ways of meeting. I strongly encourage you to prepare ahead of time any additional materials or hardware, as well as a dedicated space for participating in class virtually, that will be necessary for you to proceed with our contingency plans without interruption.

Throughout the COVID-19 pandemic, key safeguards like face masks have allowed SLU to safely maintain in-person learning. If public health conditions and local, state, and federal restrictions demand it, the University may require that all members of our campus community wear face masks indoors.

Therefore, any time a University-level face mask requirement is in effect, face masks will be required in this class. This expectation will apply to all students and instructors, unless a medical condition warrants an exemption from the face mask requirement (see below).

When a University-wide face mask requirement is in effect, the following will apply:

- Students who attempt to enter a classroom without wearing masks will be asked by the instructor to put on their masks prior to entry. Students who remove their masks during a class session will be asked by the instructor to resume wearing their masks.
- Students and instructors may remove their masks briefly to take a sip of water but should replace masks immediately. The consumption of food will not be permitted. Given the transmissibility of the OMICRON variant, please limit/avoid any removal of the mask in class if possible.
- Students who do not comply with the expectation that they wear a mask in accordance with the University-wide face mask requirement may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to those outlined in the *Student Handbook*. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:
 - dismissal from the course(s)
 - removal from campus housing (if applicable)
 - dismissal from the University
- To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with a University-wide face mask requirement.

ADA Accommodations for Face Mask Requirements

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services (students) or Human Resources (instructors) to initiate the accommodation process identified in the University's [ADA Policy](#). Inquiries or concerns may also be directed to the [Office of Institutional Equity and Diversity](#). Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

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 in a respectful manner

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 through which SLU fulfills 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 full University-level Academic Integrity Policy can be found on the Provost's Office website at: https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf.

Additionally, each SLU College, School, and Center has its own academic integrity policies, available on their respective websites.

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 harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, **that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience.** This is true even if you ask the faculty member not to disclose the incident. 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.

Anna Kratky is the Title IX Coordinator at Saint Louis University (DuBourg Hall, room 36; anna.kratky@slu.edu; 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php> and <https://www.slu.edu/general-counsel>.

IMPORTANT UPDATE: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information at the following web address: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

Students with Special Needs - Disability Services: Students with a documented disability who wish to request academic accommodations must formally register their disability with the

University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at accessibility_disability@slu.edu or by phone at [314.977.3484](tel:314.977.3484). Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

Please talk with me early in the semester about your accommodations. I want to help each student to attain their full 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, 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, visit <https://www.slu.edu/life-at-slu/student-success-center/academic-support/university-writing-services/index.php>.

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 (<https://www.slu.edu/life-at-slu/university-counseling/index.php>) or Psychological Services Center (<https://www.slu.edu/arts-and-sciences/psychology/center-clinics/sports-psych.php>) for traditional on-campus counseling and telehealth options.

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.

Week	Dates	Topic	Assignment/Reading	Assignment/Exam/Discussion Board Questions
1	January 18	Syllabus/ Class/ Overview of Course Foundation: Compassion and the Study of Traumatic Stress		
	January 20	Foundation: Resilience and Traumatic Stress	Podcast: Meditation: https://www.headspace.com/meditation/10-minute-meditation Please practice this 10 minute meditation Please watch this video on Resilience: https://www.youtube.com/watch?v=3qELiw_IDdg&t=235s	
2	January 25	Foundation: Just World Belief and Traumatic Stress Visitor: Anna Kratky, Title IX Coordinator	Kate Bowler TEDtalk: https://www.ted.com/talks/kate_bowler_everything_happens_for_a_reason_and_of_her_lies_i_ve_loved?language=en (PH) Chapters 1-3	
	January 27	History and Contextual Influences of Traumatic Stress	PTSD: Chapter 3 e-reserves	
3	February 1	Traumatic Stress Research: Methodological Approaches and Ethical Issues	Newman et al. (2006) (e-reserves) VMIR: Chapter 2 (PH) Chapters 4-6	
	February 3	Epidemiology of PTEs and Trauma- related Reactions: PTSD/ASD Epidemiology and DSM5 criteria	PTSD: Chapter 6	Discussion Board Question 1 Due at the beginning of class
4	February 8	Trauma-Related Reactions: PTSD	PTSD: Chapter 2 (PH) Chapters 8-10	

	February 10	Psychological Theories of PTSD	PTSD: Chapter 9	
5	February 15	Exam 1		Exam 1
	February 17	Case Study: Women who Experience Battering Who Kill their Partners Viewing: 'The Perfect Victim'	How might PTSD affect the thoughts and behaviors of women experiencing intimate partner violence? (PH) Chapters 11-13	

Week	Dates	Topic	Readings	Assignments/Exams/Quizzes
6	February 22	Institutional Betrayal/Institutional Courage	Smith & Freyd (2014) e-reserves (PH) Chapters 14-17	
	February 24	Trauma-Related Reactions: Health Impact	PTSD: Chapter 28	
7	March 1	Childhood Victimization: Child Physical Abuse	VMIR: Chapter 3	
	March 3	Childhood Victimization: Impact: Child Sexual Abuse	VMIR: Chapter 4	Discussion Board #2 Due at the Beginning of Class
8	March 8	Childhood Victimization: Child Neglect	VMIR: Chapter 5	
	March 10	Midterm Exam		
9	March 15-17	Spring Break		
10	March 22	Childhood Victimization Community and the Media #METOO movement	TEDTalk: Tarana Burke https://www.ted.com/talks/tarana_burke_me_too_is_a_movement_not_a_moment?language=en	

	March 24	Intimate Partner Violence: Epidemiology, Definitions Vulnerability and Protective Factors	VMIR: Chapter 8	Undergraduate Reflection Paper #1 Due Graduate Reflection Paper #1 Due
11	March 29	Intimate Partner Violence: Psychological and Economic and Health-Related Impacts		
	March 31	Intimate Partner Violence: Perpetrators	VMIR: Chapter9	

Week	Dates	Topic	Readings	Assignments/Exams/ Quizzes
12	April 5	Social Policy: Prevention and Intervention	VMIR: p. 25-30	
	April 7	No Class	No Class	
13	April 12	Gendered Violence: Legal Responses Focus on Orders of Protection	TedTalk: https://www.ted.com/talks/laura_l_dunn_it_s_time_for_the_law_to_protect_victims_of_gender_violence	Discussion Board #3: Due at the Beginning of Class
	April 14	Easter Break		
14	April 19	Sexual Violence: Epidemiology and Definitions In Emerging Adults	VMIR: Chapter 7	
	April 21	Exam 3		Exam #3

15	April 26	Sexual Violence: Vulnerability and Protective Factors		
	April 28	Clinical Interventions: Cognitive Processing Therapy	Podcast: Ten Sessions: https://www.thisamericanlife.org/682/ten-sessions	Undergraduate Reflection Paper #2 Graduate Paper #2 Due
16	May 3	Clinical Interventions: Prolonged Exposure Therapy		
	May 5	Course Reflections: Preparation for Final Exam		

**Final Exam will be administered in accordance with the University Final Exam Schedule:
Tuesday, May 17, 2022 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>). Course password is trauma