Psychology of Trauma (PSY 472)
Summer 2013
Monday-Thursday 2:00-3:50p
301 Condon

Instructor: Carly Smith, M.A., M.S.
carlys@uoregon.edu
232 Franklin Building (1715 Franklin Boulevard; see map)
**Best to enter at the Main Entrance, located at the rear of the building
Office hours Monday & Thursday 12:30-1:30

Extra support:
It’s important to me that everyone in the class has viable opportunities for success. Please talk with me if you use academic accommodations (formal such as the AEC or informal such as preferred seating or means of communication), anticipate difficulties due to material or other circumstances, or begin to experience a difficulty as class progresses.

I like helping students.

In my role as a Graduate Teaching Fellow, I am required to let the Office of the Dean of Students or the Office of Affirmative Action & Equal Opportunity know about any discrimination, harassment, or physical and sexual assault students disclose to me (or in my presence). This poses special difficulties in a class about trauma where discussion plays an important role. We will discuss the implications of this more fully in class.
Welcome to the course on the Psychology of Trauma! This is a BIG topic to cover in four very short weeks, but my goal is to give a “lay of the land” of current understanding and developing research on form, effects, contexts, and treatment of psychological trauma. I also hope to develop your general “trauma skills”: seeing the effects of traumatic experiences differently, equipping you to understand and hear disclosures of trauma in more supportive ways, and providing skills to continue exploring this or other fields of interest.

About my teaching style: I do not use PowerPoint nor do I provide notes or study guides. Active note-taking, participation, and communication with other students in the class are keys to success.

Reading
Each day there will be **required** readings available on Blackboard. These readings will be original research articles and book chapters which incorporate original research or theory. We will discuss these readings in class (including analyses and results), so dust off your 303 skills.

**Quizettes (25 points; 10%)**
Each day there will be 2 multiple choice questions about the assigned reading. These will be brief and designed to assess familiarity rather than expertise (e.g., “What was Jack and Jill’s main objective? A: A pail of water/B: Enlightenment/C: Crown repair”). These points will not be available outside of class.

**Reading Responses (50 points; 20%)**
Over the course of the class, you will complete two reading responses (2 pages, double spaced) that tie together a reading and current/real events. These are **due on the day that topic is discussed**. My hope is that this activity will equip you with unique viewpoints to add to that day’s discussion. An example is posted on Blackboard.

**Presentations (50 points; 20%)**
On July 1 (Monday of week 2), you will submit your **top 3 preferences** for presentation topics based on a list of topics I provide. Groups of three students will be constructed based on these preferences. These presentations will cover a topic which is organized around a reading from the class and three additional independent research articles. **Each student in the group is responsible for submitting a one-page, double-spaced summary of one of the research articles and how it fits into the group presentation.** The presentations will be 20 minutes long with a few minutes for questions. PowerPoint is not necessary, but **presentations must include at least one question aimed at the class** for audience participation. A rubric for evaluation will be posted on blackboard to help guide your planning.

**Quizzes (75 points; 30%)**
There will be three quizzes, scheduled the first three **Thursdays** of the course. They will cover the readings/corresponding lectures listed on the schedule since the last quiz, up to the day of the quiz (e.g., Quiz 2 will cover June 27-July 2). They will be short answer/multiple choice and designed to take about 50 minutes at the beginning of lecture. If you finish the quiz early, you are welcome to wander off but class will resume at 3 pm and include a quizette about the assigned reading.
Final (50 points; 20%)

The final exam is due on **Friday, July 19th at 5pm**. The final will be **cumulative** and consist of several essay questions. I will post about seven questions on blackboard on July 18th and you will choose **three questions** to answer. **Each answer must be no more than 2 pages double-spaced.** You will use safe-assign to submit the final which has a sensitive plagiarism checking mechanism that detects both duplicate text found on the internet as well as duplicate text across student submissions. Please be smart about your submission.

### Course Schedule and Topics

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<td>Intro to Course</td>
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<td>FRIDAY JULY 19 – FINAL EXAM DUE at 5pm</td>
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‘Top 3 Topics’ are your top three presentation preferences, to be emailed to me at carlys@uoregon.edu

‘Citation’ refers to the citation for the article you will be contributing to your group presentation

*Quiz 2 will be Wednesday July 3 due to the holiday*
Reading List

June 24


June 25


June 26


June 27


July 1

July 2


July 3


July 8


July 9


July 10

**July 11**


**July 15**

