University of Nevada, Reno (UNR)
Psychology 452 – PSYCHOLOGY OF TRAUMA
Section XXX – Class Call # XXXXX

Instructor
Class Location
Time
Phone & Email
Office Hours & Location

Course Catalog Description
(3.0 Credits): Critical examination of etiology and treatment issues related to psychology studies in traumatic stress. Review of empirical research and psychotherapeutic principles.
Prerequisites: PSY 101; PSY 210; CH 201; junior or senior standing
Recommended Preparation: PSY 441

Recommended and Required Readings
Lewis Herman, J. (2010). Trauma and Recovery. London: Pandora.


Films
This list will be adjusted during the semester but at this time it may include:
- Kite Runner
- Hurt Locker
- Rabbit Proof Fence
- Avatar
- Mystic River

Note: Some material presented during the semester may be offensive or upsetting to some students and this should be taken into consideration when electing to enroll in the course.

Supplemental Readings


Course Overview & Objectives
This psychology course is intended to be a critical examination of trauma-related issues. Specifically, we will explore a variety of perspectives on what is known about the etiology of trauma-related symptoms and the most effective psychotherapies to address these symptoms.

The goal of the course is to provide a foundation for integrating information from basic psychology courses and the core curriculum courses into an examination of the issue of trauma. Students are not expected to adopt the professor’s point of view, but rather to develop their own perspective on the issues discussed. To facilitate this process, guest lecturers will visit the class and describe their perspectives on the issues. Additionally, some survivors of traumatic experiences will speak in the class in order provide a more personal perspective on the topics and to give you some cross cultural and historical perspectives. Thus, we will cover aspects of biological science, social science, and the humanities in our investigation of psychological trauma. A goal of the course is to provide you with information that will not only be a culmination of your experiences at UNR but will also give you information that will have real world applicability.
*Important Note: Students take this course for a variety of reasons. For some this class fulfills a requirement. For others there is a real interest in understanding trauma and healing. For still others, they have experienced trauma in their own lives, and are hoping for answers and solutions.

Two important points are critical to understand. First, this course will expose students to intense, sometimes upsetting material. It would be difficult to study trauma without looking at relevant material. This may be emotionally activating for some students. You have the right to refuse to read, view, or listen to any of the course material. If you choose to be excused, please inform the instructor, and an alternative learning mode will be offered. Secondly, this course may be therapeutic for some individuals simply by learning about the nature of trauma and healing. However, this course is not intended to be therapy. If therapeutic assistance is desired, the instructor will direct you to appropriate campus and community resources.

Objectives & Student Learning Outcomes

This course satisfies Silver Core Objective 13 ( Integrative Experience): “Students will be able to integrate and synthesize Core knowledge, enabling them to analyze open-ended problems or complex issues.”

This course integrates Core Objectives 1 and 3 through critical analysis of readings, presentations and films. Moreover, by examining topics related to those who have experienced extreme psychological events, this course also integrates Core Objectives 10.

• Silver Core Objective 1 (Effective Composition & Communications): “Students will be able to effectively compose written, oral, and multimedia texts for a variety of scholarly, professional, and creative purposes.”

• Silver Core Objective 3 (Critical Analysis & Use of Information): “Students will be critical consumers of information, be able to engage in systematic research processes, frame questions, read critically, and apply observational and experimental approaches to obtain information.”

• Silver Core Objective 10 (Diversity & Equity): “Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals.”

This course provides a multifaceted learning experience, including active course participation and interaction, experiential exercises, extensive writing, and an integration of material from a number of sources. Upon successfully completing this course, you will be able to:

• Apply, orally and in writing, the knowledge, perspectives, principles, and modes of analyses practiced in psychology related to the topic of trauma (CO 13)
• Read and interpret works from different theoretical perspectives on the causes of traumatic symptoms and draw this information from empirical research in the area of trauma psychology. (CO 13)
• Use and apply the basic principles of the social sciences to understand the psychological literature on trauma.
• Demonstrate on understanding of how the empirical research on the etiology and treatment of trauma has impacted our ability to prevent and treat traumatic stress.
• Demonstrate critical thinking skills through writing, oral presentations, and informal class discussion. Using foundational knowledge acquired in the course students will apply the information to current events-providing the opportunity to transfer knowledge across settings. (CO 1, 3)
• Demonstrate knowledge regarding psychological concerns related to the ethical behavior of researchers and therapists based off of an examination of cultural differences in trauma. (CO 10)

Students will:
• Read texts that covers a variety of theoretical perspectives on psychological trauma
• Examine research methods related to trauma
• Learn to evaluate statistical information from empirical research
• Read literature with themes relating to trauma and cultural/diversity
• Integrate theory with personal perspectives
• Consider issues related to the impact of trauma on a variety of experiences
• Write weekly papers on readings
• Make a class presentation on a topic of interest to you

Evaluation of Student Performance

Attendance/Participation
Student involvement is expected and required. You will be expected to have read the materials prior to attending class and have comments and questions ready. Of course, interactions are expected to be collegial at all times. There will be one test question from the prior lecture to verify attendance. Attendance is required because of the format of the course. Please let me know if any problems arise. If you have missed 2 or more classes please contact me about make up work.

Papers
A 2-page typed response paper, related to the readings, will be due each week at the beginning of class. Content as well as quality of writing will be graded. PLEASE DO NOT EMAIL PAPERS

Final Paper
The final paper will be a written evaluation of a trauma case. After watching a movie, you will provide a case conceptualization regarding treatment. You will be expected to present your philosophy of treatment and methods for assessing effectiveness. You will be required to cite research literature that supports your point of view. These citations may be pulled from the course readings.

Final Presentation
Presentation of a group analysis of a particular issue in the field of trauma. Instructor must approve topic.

Extra Credit
5 extra credit points available through SONA

Research Study
Students will complete a series of 11 assignments (see Course Calendar), culminating in a completed research study. Each assignment will be worth 10 points, for a total of 110 points. Late assignments will not be accepted.

Grading Policy
Attendance/Participation 20%  There will be one question from previous lecture
Weekly Papers 40%  
Final Exam Paper 20%  
Presentation 20%  

Grades will be assigned as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92.9%</td>
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<tr>
<td>B+</td>
<td>87-89.9%</td>
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<tr>
<td>B</td>
<td>83-86.9%</td>
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<td>B-</td>
<td>80-82.9%</td>
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<td>C+</td>
<td>77-79.9%</td>
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<td>C</td>
<td>73-76.9%</td>
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<tr>
<td>C-</td>
<td>70-72.9%</td>
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<td>D+</td>
<td>67-69.9%</td>
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<td>D</td>
<td>63-66.9%</td>
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<td>D-</td>
<td>60-62.9%</td>
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<td>F</td>
<td>59.9% or below</td>
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Academic Dishonesty
Cheating, plagiarism or otherwise obtaining grades under false pretenses" constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student's enrollment without a grade, giving an F for the course or for the assignment. For more details, see the University of Nevada, Reno General Catalog.

Disability Services
Any student with a disability needing academic adjustments or accommodations is requested to speak with me or the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange for appropriate accommodations.

Academic Success Services
Your student fees cover usage of the Math Center (784-443 or www.unr.edu/mathcenter), Tutoring Center (784-6801 or www.unr.edu/tutoring), and University Writing Center (784-6030 or http://www.unr.edu/writing_center). These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

Statement on Audio and Video Recording
Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may have been given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.
## PSYCHOLOGY 452 Section XXX COURSE CALENDAR*

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Orientation and discussion of participants’ goals for the course</td>
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<tr>
<td>2</td>
<td>Historical Perspectives</td>
<td>Herman Ch 1</td>
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<td>Brewin Chapter</td>
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<td>3</td>
<td>What is PTSD</td>
<td>Herman Ch 2 &amp; 3</td>
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<td></td>
<td>Terror and Disconnection</td>
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<td>4</td>
<td>Captivity and Child Abuse</td>
<td>Herman Ch 4 &amp; 5</td>
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<tr>
<td>5</td>
<td><em><strong>Prepare for presentations</strong></em></td>
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<tr>
<td>6</td>
<td>Treatment</td>
<td>Herman Ch 7 &amp; 8</td>
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<td>7</td>
<td>Remembrance and Mourning</td>
<td>Ch 9 &amp; 10</td>
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<td>8</td>
<td>Combat Trauma</td>
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<tr>
<td>9</td>
<td>Treatment and Mindfulness</td>
<td>Herman Ch 11</td>
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<td></td>
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<td>Follette and Pistorello Ch 1 &amp; 2</td>
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<tr>
<td>10</td>
<td>Treatment</td>
<td>Follette and Pistorello 3, 4 &amp; 5</td>
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<td>11</td>
<td>Guest Speaker</td>
<td>Follette and Pistorello 6 &amp; 7</td>
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<tr>
<td>12</td>
<td>Treatment</td>
<td>Follette and Pistorello 7, 8 &amp; 9</td>
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<td></td>
<td>Real life experience</td>
<td>Dugard: A Stolen Life</td>
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<td>13</td>
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<tr>
<td>14</td>
<td>Film for final</td>
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<tr>
<td>15</td>
<td>Final: Presentations</td>
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*Schedule is subject to change at instructor’s discretion.*