

PSYCHOLOGY OF TRAUMA (PSYC 140T)
University of California, Santa Cruz
Fall 2019

Professor

Eileen Zurbrigg
361 Social Sciences 2
459-5736
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Office Hours: Mon 2:00-3:00 and by appointment

Class meets

Tues/Thurs 9:50-11:25 am
J Baskin Auditorium 101

Teaching Assistants

Sarah Harsey
sharsey@ucsc.edu
380 Social Sciences 2
459-4513
Office Hours: Thursday 8:30-9:30am and by appointment

Sections meet

M 4:00-5:05 Nat Sci Annex 102
M 5:20-6:25 Nat Sci Annex 102

Roxy Davis
roxywdavis@ucsc.edu
380 Social Sciences 2
459-4513 (during office hours only)
Office Hours: Monday 12:00-1:00

M 6:40-7:45 Nat Sci Annex 102
F 8:00-9:05 Jack Baskin 156

Santiago Diaz
sdiaz9@ucsc.edu
255 Social Sciences 1
530-613-5675
Office Hours: Friday 10:30-11:30

Th 7:10-8:15 R Carson Acad 242
F 12:00-1:05 Engineering 2 192

Final Exam

Tuesday, December 10, 12:00-3:00pm

Course Goals

This course provides an overview of psychological theory and research on trauma and traumatic stress, including responses to childhood trauma (especially sexual abuse), combat, natural disasters, and terrorism. A variety of theoretical frameworks are presented, including developmental, cognitive, neuropsychological, clinical, and social/contextual. The course is designed to acquaint you with some of the key issues, questions, and findings in the study of trauma and traumatic stress, as well as to allow you to develop some of the critical skills needed by research psychologists.

Prerequisites

Students should have successfully completed *Psychology 1* (Introduction to Psychology), *Psychology 2* (Introduction to Psychological Statistics), and *Psychology 3* or *Psychology 100* (Research Methods in Psychology), or their equivalent.

Accommodations for Students with Disabilities

If you qualify for classroom accommodations because of a disability, please request an Accommodation Authorization Letter from the Disability Resource Center (DRC) and submit a hard copy to me in person outside of class (e.g., office hours) within the first two weeks of the quarter. Contact DRC at 459-2089 (voice), 459-4806 (TTY), drc@ucsc.edu (email) or see <http://drc.ucsc.edu/> for more information on their services and processes. I encourage all students who may benefit from learning more about DRC services to contact them.

Course Web Page

<http://people.ucsc.edu/~zurbrigg/psy140t/>

Required Texts

The following texts are required. The books is available at Bay Tree bookstore; it is also on reserve at the McHenry Library.

- (1) Herman, J. L. (1992/2015). *Trauma and recovery*. New York: Basic Books.
- (2) Coursepack readings (available through Canvas)

Requirements

The structure of the course and the set of assignments are designed to facilitate a critical engagement with the material in the course. Specific assignments and their relative weights are as follows:

- 1) Midterm Exam (25%)
- 2) 5-6 page research paper (25%)
- 3) Final Exam (40%)
- 4) Section grade (10%) Sections meet starting on Monday (9/30/19). Sections are mandatory and attendance will be taken. You may miss one day without penalty. After that, additional absences will affect your section grade.

Examinations

Exams will cover material from the required readings, lectures, guest speakers, films, and discussion sections. Anything that is covered in lecture or section may appear on the exams; therefore, if you must miss a lecture or section please talk to a classmate and check the online lecture slides and schedule to find out what you missed.

For the midterm, question format may include multiple choice, true/false, short answer, and short essay. The midterm will cover material from 9/26 through 10/24. The final exam will consist only of multiple choice questions. It will be cumulative, but will place a greater emphasis on material that hasn't previously been tested (i.e., material from 10/29 forward). The ratio for the final exam will be approximately 1/3 of the points devoted to questions from before the midterm and 2/3 devoted to material after the midterm. For both the midterm and the final, I try to divide the points about evenly between readings and material covered during lecture (in some cases, these may overlap).

Evaluation

Letter grades will be assigned as follows:

A+: 97 - 100	A: 93-96.99	A- : 90 - 92.99
B+: 87 - 89.99	B: 83 - 86.99	B- : 80 - 82.99
C+: 77 - 79.99	C: 70 - 76.99	
D: 60-69.99	F: below 60	

Academic Honesty

All work submitted in this course must be your own and produced exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented. For the consequences of academic dishonesty, refer to the student guide available on the web at:

https://www.ue.ucsc.edu/academic_misconduct

Violations will be taken seriously, and can result in a failing grade in the course as well as further actions by the Provost of your college (up to and including suspension or expulsion from the university). If you are in doubt regarding any aspect of these issues as they pertain to this course, please consult with the instructor or teaching assistant before you complete any relevant requirements of the course. You can also learn from the library's excellent resources:

<https://guides.library.ucsc.edu/citesources> (how to cite sources)

<https://guides.library.ucsc.edu/citesources/plagiarism> (how to avoid plagiarism)

<https://guides.library.ucsc.edu/checklists> (checklists for ensuring proper citation practice)

You may also wish to consult The Council on Writing Program Administrators' statement on Defining and Avoiding Plagiarism:

<http://wpacouncil.org/files/wpa-plagiarism-statement.pdf>

Distribution of Lecture Notes and Materials

Please note that students may be disciplined for selling or mass-distributing course lecture notes, including notes created independently by students. The unauthorized sale of lecture notes, handouts, readers, or other course materials is a violation of campus policies as well as state law. Violation by distribution to the public may also constitute copyright infringement subject to legal action. Sharing your lecture notes with other currently enrolled students is acceptable, and I encourage you to ask another student for a copy of their notes if you miss a lecture. You might also find it useful to share notes while studying for the exams.

Additional Notes

(1) **Makeup exams (early or late) will be given only under extraordinary circumstances.** It is unfair to other students to ask for a makeup exam unless there is an exceptionally good reason.

(2) Some of the videos we will watch are emotionally arousing. The web page will have information about the content of the videos; I will also give you an overview of the content before showing the video. You may elect not to view videos if you think they might upset you. Please also do not hesitate to slip out of the room during viewing, if you need to do that. If you elect not to watch a film, please check with your TA for information on what you missed, so that you can be prepared for the exams.

(3) I am committed to fostering an atmosphere in which we can engage in vigorous discussion while remaining courteous, respectful, and professional. I trust that you share that commitment. If at any point during the quarter you feel that this atmosphere of civility is being threatened, please let me and/or your TA know immediately.

(4) Studying trauma can be difficult emotionally. This is especially true for those who trauma survivors themselves. Because the mission of the course is academic rather than therapeutic, only limited kinds of support can be provided. For that reason, I urge you to plan ahead (now) for external emotional support from family or friends. The first reading (Stoler, 2002) discusses self-care strategies for trauma researchers and this will be a focus in the first or second discussion section, as well. Sometimes students find it helpful to seek assistance from a therapist or counselor, or a social service agency. Some area resources are listed below. **Please note that I do not assume any responsibility for the quality of services offered by these organizations.** I am also available to help you get extra support if you need it; please don't hesitate to meet with me during office hours or by special appointment to discuss any challenges you are facing in the course.

Area Resources

Probably the best place to call first (free and a good source for other referrals):

UCSC Counseling and Psychological Services 459-2628 caps.ucsc.edu

Other resources:

UCSC Campus Advocacy, Resources, and Education (CARE): 502-2273 care.ucsc.edu

Santa Cruz County Health Services Agency web resource: *What to Do in a Mental Health Crisis*

www.santacruzhealth.org/HSAHome/HSADivisions/BehavioralHealth/WhattodoinaMentalHealthCrisis.aspx

Suicide Crisis Hotline (24-hour): 458-5300

Suicide Crisis Hotline for LGBTQ youth (24-hour):

Crisis Text Line (24/7): Text HOME to 741741 about any kind of crisis. If you are a person of color and want to text with another person of color text STEVE to 741741

Trevor Project (crisis intervention for LGBTQ youth): www.thetrevorproject.org

24-hour hotline: 866-488-7386

24-hour text line: Text START to 678678

Survivor's Healing Center: 423-7601 fsa-cc.org/survivors-healing-center/

Santa Cruz County Alcohol & Drug Abuse services: www.santacruzhealth.org/recoverywave/

Alcoholics Anonymous 24-hour hotline: 475-5782

Narcotics Anonymous 24-hour hotline: 429-7436

Alanon & Alateen 24-hour hotline: 462-1818

Monarch Services/Servicios Monarca: 888-900-4232 (24-hr, bilingual) <https://www.monarchsc.org>

Walnut Avenue Family and Women's Center: 426-3062 www.wafwc.org

Rape, Abuse, & Incest National Network: 800-656-4673 (24hr) www.rainn.org

Santa Cruz County Veterans Services Office: 454-7276

santacruzhumanservices.org/AdultLongTermCare/VeteransServices/VeteransServicesOffice/

Schedule - Fall 2019 Psychology of Trauma

The following schedule of dates, topics, and readings is **tentative and subject to change**. Additional readings may be assigned. Any changes will be announced in class and posted on the course schedule page online. Please complete readings before class.

Day	Topic	Readings	Assignments
9/26	Introduction	Stoler (2002)	
10/1	History and Prevalence	Herman Intro, Ch 1	
10/3	Responses to Trauma	Herman Ch 2, 3	
10/8	Psychiatric Diagnoses	DSM excerpts	
10/10	Dissociation & PTSD	Herman Ch 4, Oldham (2003)	
10/15	PTSD II	White (2015)	
10/17	NO LECTURE (power outage)	Herman Ch 5, 6	
10/22	Memory	Schooler (1999/1994) Enns (2004)	
10/24	Cognitive Processes	Kaehler et al. (2013) Herman Epilogue Part I	Research question due
10/29	Biology & Neuroscience	Nemeroff (2016)	
10/31	MIDTERM		
11/5	Perpetration I	Beech, Ward, & Fisher (2006)	
11/7	Perpetration II	Meehan (2010), Dokoupil (2012)	
11/12	Intergenerational Issues	Lisak & Beszterczey (2007)	
11/14	Guest Speaker Gitta Ryle		
11/19	Recovery/Healing/Therapy I	Herman Ch 7-9	
11/21	Recovery/Healing/Therapy II	Herman Ch 10, 11, Epi. Part II TAL podcast	Research paper due <i>(new due date)</i>
11/26	Recovery as a Social Process I	Tullis (2013), Malkin (2010)	
11/28	Thanksgiving Holiday		
12/3	Recovery as a Social Process II	Staub (2006)	
12/5	Course Closing		
12/10	FINAL EXAM (Tuesday, 12:00-3:00pm)		

Coursepack Readings - Fall 2019
Psychology of Trauma
Psychology 140T

The following list of additional readings is **tentative and subject to change**. Any changes will be announced in class and posted on the course schedule page online.

1. Stoler, L. (2002). Researching childhood sexual abuse: Anticipating effects on the researcher. *Feminism and Psychology, 12*, 269-274.
2. Excerpts from *Diagnostic and Statistical Manual of Mental Disorders* (5th Edition, DSM-V).
3. Oldham, P. E. (2003, February 18). A flight of mind: The act of dissociation can protect children emotionally from trauma, but repeated use may cause lasting harm. *Washington Post*, p. HE1.
4. White, B. (2015). States of emergency: Trauma and climate change. *Ecopsychology, 7*, 192-197.
5. Schooler, J. W. (1999/1994). Seeking the core: The issues and evidence surrounding recovered accounts of sexual trauma. In L. M. Williams & V. L. Banyard (Eds.), *Trauma and memory* (pp. 203-216). Thousand Oaks, CA: Sage. [Reprinted from *Consciousness and Cognition, 3*, 452-469.]
6. Enns, C. Z. (2004). The politics and psychology of false memory syndrome. In J. C. Chrisler, C. Golden, and P. D. Rozee (Eds.), *Lectures on the psychology women (3rd edition)* (pp. 356-373). New York: McGraw-Hill.
7. Kaehler, L. A., Babcock, R., DePrince, A. P., & Freyd, J. J. (2013). Betrayal trauma. In J. D. Ford & C. A. Courtois (Eds.), *Treating complex traumatic stress disorders in children and adolescents: Scientific foundations and therapeutic models* (pp. 62-78). New York: Guilford.
8. Nemeroff, C. B. (2016). Paradise lost: The neurobiological and clinical consequences of child abuse and neglect. *Neuron, 89*, 892-909.
9. Beech, A. R., Ward, T., & Fisher, D. (2006). The identification of sexual and violent motives in men who assault women: Implication for treatment. *Journal of Interpersonal Violence, 21*, 1635-1653.
10. Meehan, S. P. (2010, February 22). Distant wars, constant ghosts. *New York Times*. Downloaded from: <http://opinionator.blogs.nytimes.com/2010/02/22/distant-wars-constant-ghosts/?pagemode=print>
11. Dokoupil, T. (2012, December 10). Moral injury. *Newsweek, 160*(24), 40-44.

12. Lisak, D., & Beszterczey, S. (2007). The cycle of violence: The life histories of 43 death row inmates. *Psychology of Men and Masculinity*, 8, 118-128.
13. Glass, I. (Producer). (2019, August 23). *Ten sessions*. [Audio podcast]. Retrieved from <https://www.thisamericanlife.org/682/ten-sessions>
14. Tullis, P. (2013, January 4). Can forgiveness play a role in criminal justice? *New York Times Magazine*. Retrieved from <http://www.nytimes.com/2013/01/06/magazine/can-forgiveness-play-a-role-in-criminal-justice.html>
15. Malkin, J. (2010, July 14). Restorative justice. *Good Times*, Retrieved from: <http://www.gtweekly.com/santa-cruz-news/good-times-cover-stories/1462-restorative-justice.html>
16. Staub, E. (2006). Reconciliation after genocide, mass killing, or intractable conflict: Understanding the roots of violence, psychological recovery, and steps toward a general theory. *Political Psychology*, 27, 867-894.