

PSYCHOLOGY OF TRAUMA (PSYC 140T)
University of California, Santa Cruz
Spring 2011

Professor

Eileen Zurbrigg
381 Social Sciences 2
459-5736
zurbrigg@ucsc.edu
Office Hours: Tues 9:30-10:30 and by appointment

Class meets

Mon/Wed 5:00-6:45 pm
150 Stevenson

Teaching Assistants

Ella Ben Hagai
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445 Social Sciences 2
459-4755
Office Hours: Thursday 12:00-1:00

Sections meet

Th 8:30-9:40 323 Kresge
Th 10:00-11:10 323 Kresge

Robert Majzler
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202 Social Sciences 2
459-4876
Office Hours: TBA

Fri 12:30-1:40 179 Soc Sci 2
Fri 3:30-4:40 179 Soc Sci 2

Final Exam

Monday, June 6, 7:30-10:30pm

Course Web Page

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

Required Texts

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

- (1) Herman, J. L. (1997). *Trauma and recovery*. New York: Basic Books.
- (2) Shay, J. (1994). *Achilles in Vietnam: Combat trauma and the undoing of character*. New York: Touchstone Books.
- (3) Coursepack readings (available through eCommons)

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.

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:

http://www.ucsc.edu/academics/academic_integrity/undergraduate_students

Violations will be taken seriously. 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. In addition, you may consult the following resources:

NetTrail:

<http://nettrail.ucsc.edu/> (Section XI, Info Ethics)

The Council on Writing Program Administrators statement on Defining and Avoiding Plagiarism:

<http://www.wpacouncil.org/positions/WPAplagiarism.pdf>

Accommodations for Students with Disabilities

If you qualify for classroom accommodations because of a disability, please get an Accommodation Authorization from the Disability Resource Center (DRC) and submit it to the instructor 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), or <http://drc.ucsc.edu/> for more information on the requirements and/or process.

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) Quiz (15%)
- 2) Midterm Exam (30%)
- 3) Final Exam (40%)
- 4) Section grade (15%)

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 schedule to find out what you missed.

For both the quiz (on 4/18) and the midterm (on 5/9), question format may include multiple choice, true/false, short answer, and short essay. The quiz will cover material from 3/28, 3/30, 4/4, and 4/6. The midterm will cover material from 4/11 through 5/4. The final exam will consist only of multiple choice questions. It will be cumulative, but will place a somewhat greater emphasis on material that hasn't previously been tested (i.e., material after 5/9).

Evaluation

Letter grades will be assigned as follows:

A+: 97 - 100	A: 93-96	A- : 90 - 92
B+: 87 - 89	B: 83 - 86	B- : 80 - 82
C+: 77 - 79	C: 73 - 76	C- : 70 - 72
D: 60-69	F: 59 or below.	

Especially stellar in-class participation may be used to “bump up” people on the borderline between two grades.

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 videotapes we will watch are emotionally arousing. The web page will have information about the content of the videos; please check it before coming to class. I will also give you an overview of the content before showing the tape. 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.

(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 have been victimized. 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 supportive friends, a therapist or counselor, or a social service agency. Some area resources are listed on the next page. **Please note that I do not assume any responsibility for the quality of services offered by these organizations.**

Area Resources

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

UCSC Counseling and Psychological Services (459-2628)

Other resources:

County Mental Health Hotline 454-4022 ,763-8990

Suicide Prevention: 458-5300 24 hour service

Survivor's Healing Center (423-7601)

Youth Services : 425-0771 24 hour service

Battered Women's Task Force: 429-0145

Child Protective Services: 454-4222, 763-8118

Adult Protective Services: 454-4101, 763-8100

Rape Crisis Hotline + 24 Hour Women's Crisis Support (429-1478)

Women's Crisis Support/Defensa de Mujeres (685-3737)

Walnut Avenue Women's Center (426-3062)

Sexual Abuse Referral and Treatment (800-852-5209)

Schedule - Spring 2011 Psychology of Trauma

Please note that the following schedule of dates, topics, and readings is **tentative and subject to change**. Any changes will be announced in class and posted on the course schedule page online.

<u>Day</u>	<u>Topic</u>	<u>Reading</u>	<u>Exam</u>
3/28	Introduction		
3/30	History and Prevalence	Shay p. xii Stoler (2002) Herman Intro, Ch 1	
4/4	Responses to Trauma	Herman Ch 2,3	
4/6	Psychiatric Diagnoses	Shay Intro, Ch 1-4 DSM excerpts	
4/11	Dissociative Identity Disorder Guest speaker: Survivor's Healing Center	Herman Ch 4	
4/13	Film: Waltz with Bashir		
4/18	Dissociation	Oldham (2003)	QUIZ
4/20	PTSD	Herman Ch 5-6 Shay Ch 10	
4/25	Perpetration	Bennett & Williams (2001) Shay Chs 5-7 Meehan (2010)	
4/27	Memory	Schooler (1999/1994) Enns (2004)	
5/2	Cognitive Processes	Freyd & DePrince (2001)	
5/4	Special Topics: Human Trafficking Guest speaker: Dorene Dawson	Farley et al. (2003) Rafferty (2008)	
5/9			MIDTERM
5/11	Neuroscience Approaches	Bremner (2002): Ch 4, 7 Baard (2003)	
5/16	Special Topics: Torture [TENTATIVE]	Lefer (2005) Hanscom (2001) Zurbriggen (2008)	
5/18	Intergenerational Issues	Lisak & Beszterczey (2007)	
5/23	Recovery/Healing/Therapy	Herman Chs 7-10 Shay Ch 11	
5/25	Recovery as a Social Process/ Guest speaker: Cath Byrne		
6/1	Recovery as a Social Process	Herman Ch 11 Shay Conclusion Staub (2006)	
6/6			FINAL EXAM 7:30-10:30pm

Coursepack Readings - Spring 2011
Psychology of Trauma
Psychology 140T

Please note that the following list of 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* (4th Edition, DSM-IV-TR).
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. Bennett, L. W., & Williams, O. J. (2001). Intervention programs for men who batter. In C. M. Renzetti, J. L. Edleson, & R. K. Bergen (Eds.), *Sourcebook on violence against women* (pp. 261-277). Thousand Oaks, CA: Sage.
5. 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>
6. 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.]
7. 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.
8. Freyd, J. J., & DePrince, A. P. (2001). Perspectives on memory for trauma and cognitive processes associated with dissociative tendencies. *Journal of Aggression, Maltreatment, and Trauma, 4*(2), 137-163.
9. Farley, M., Cotton, A., Lynne, J., Zumbek, S., Spiwak, F., Reyes, M. E., Alvarez, D., & Sezgin, U. (2003). Prostitution and trafficking in nine countries: An update on violence and posttraumatic stress disorder. *Journal of Trauma Practice, 2*, 33-74.
10. Rafferty, Y. (2008). The impact of trafficking on children: Psychological and social policy perspectives. *Child Development Perspectives, 2*, 13-18.

11. Bremner, J. D. (2002). Effects of stress on memory and brain (Ch. 4, pp. 100-135) and PTSD and other stress-related psychiatric disorders as diseases of the brain caused by stress (Ch. 7, pp 221-248). In *Does stress damage the brain? Understanding trauma-related disorders from a mind-body perspective*. New York: W. W. Norton.
12. Baard, E. (2003, January 22). New science raises the specter of a world without regret.. *Village Voice*. Retrieved from: <http://www.villagevoice.com/news/0304,baard,41331,1.html>
13. Lefer, D. (2005, October). The blessing is next to the wound: A conversation with Hector Aristizabal about torture and transformation. *The Sun*, 5-13.
14. Hanscom, K. L. (2001). Treating survivors of war trauma and torture. *American Psychologist*, 56, 1032-1039.
15. Zurbriggen, E. L. (2008). Sexualized torture and abuse at Abu Ghraib prison: Feminist psychological analyses. *Feminism and Psychology*, 18, 301-320.
16. 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.
17. 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.