

**American University of Beirut
Department of Psychology
PSYC 239 The Psychology of Trauma
Spring 2017/18**

Professor:

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Texts:

Herman, J. (2015). *Trauma and Recovery: The aftermath of violence-from domestic abuse to political terror*. Basic Books, NY.

Ruglas, L. & Kendall-Tackett, K. (2015) *Psychology of Trauma 101*. Springer Publishing, NY.

Additional assigned chapters from:

Freyd, J. (1996). *Betrayal Trauma: The Logic of Forgetting Childhood Abuse*. Harvard University Press, Cambridge.

Janoff- Bulman, R. (1992). *Shattered Assumptions: Towards a New Psychology of Trauma*. The Free Press, NY.

Van Der Kolk, B.A. (2015). *The Body Keeps the Score: Brain, Mind and Body in the Healing of Trauma*. Penguin Books, NY.

Additional articles will be provided for you in a booklet to be purchased at the University Bookstore.

Goals and objectives: This is an introductory course aimed at examining the nature of trauma, the theories of trauma, and how the experience of trauma affects the individual, the family and the community. The course will also cover the socio-political considerations of trauma as well as resilience, recovery and post-traumatic growth.

Upon successful completion of this course, you will be able:

- to demonstrate knowledge of the various theories of trauma from emotional, cognitive, behavioral and biological perspectives (PLO 2a, 5b)
- to understand the role of social, environmental and cultural factors when assessing and diagnosing trauma (PLO2b)
- to differentiate empirically validated psychotherapy interventions for trauma from evidence-based psychotherapy from pseudo-scientific psychotherapy. (PLO1b,c)
- to demonstrate an attitude of critical thinking concerning the process of assessment, diagnosis and treatment of trauma, while understanding the value of population based evidence versus case specific data. (PLO 2 a, b, c)
- to gain a solid knowledge base in the ethical standards of clinical research and practice. (PLO 4b,c)
- to effectively and fluently communicate psychological knowledge and critical thinking skills through writing assignments and oral discussions. (PLO6a,b)

Format: The primary format of this class will include lecture and group discussions.

Class attendance and policy: You are required to attend all class meetings on time and for the entire time. Please note that arriving late to class is considered a disruption to the students and class process, so please do not do it.

I understand that extraordinary and unforeseen circumstances may arise, such as accidents, sudden illnesses, family emergencies, etc., which will cause a student to miss class. Those circumstances must be confirmed by formal documentation. Once such documentation is produced, the necessary arrangements will be made.

Academic Integrity:

The “Student Code of Conduct” in the AUB Student Handbook applies to this course and will be **strictly enforced**. All of your work must be your own. Writing that is copied from published sources (unless quoted and attributed), even if slightly modified, will be considered plagiarism and grounds for a failing grade on the paper or in the course. Additionally, any student caught cheating or attempting to cheat will receive a failing grade for the assignment or exam.

Special Accommodations

AUB strives to make learning experiences as accessible as possible. If you anticipate or experience academic barriers due to an impairment (chronic or temporary mental health or medical conditions), please inform me immediately so that we can privately discuss options. In order to help establish reasonable accommodations and facilitate a smooth accommodations process, you may contact the Accessible Education Office: accessibility@aub.edu.lb; +961-1-350000, x3246; West Hall, Rm. 314.

Readings:

You are expected to read the day’s readings before coming to class. This will allow you to participate more effectively in class discussion. The texts are available at the University bookstore along with a booklet of your required readings.

Exams and Grading:

There will be one mid-term essay exam during the course of the term and one final term paper. Classroom participation will count for 10% of your final grade. Participation will reflect your level of preparation, critical thinking and command of the material you read in the prior week. Not only the quantity but also the quality of your participation will count towards your participation grade.

Midterm Essay Exam:	45%
Final Essay Exam:	45%
Participation:	10%

Schedule:

Week 1 – Jan 27 **Introductions to the course, to each other, and to the syllabus**

Week 2 – Feb. 3 **The history of trauma and socio-political considerations**

Herman (2015) Chp 1 A forgotten history

Janoff-Bulman (1992) Chp 1 Our fundamental assumptions

Week 3 – Feb 10 An introduction to the psychological experience of trauma and to Posttraumatic Stress Disorder

Herman (2015) Chp 2 Terror, Chp 3 Disconnection
Janoff-Bulman (1992) Chp 3 Trauma and the terror of our own fragility
Ruglass & Kendall-Tackett (2015) Chp 2 How do you diagnose PTSD?

Week 4 – Feb 17 The trauma of isolation, captivity and torture in adults and children – When home becomes a prison and prison a home.

Herman (2015) Chp 5 Child abuse
Vanderkolk, B. (2015) Chp 6 Losing your body, losing your self, Chp 8 Trapped in relationships: The cost of abuse and neglect, Chp 10 Developmental trauma: The hidden epidemic
Cook, A., Spinazzola, J., Ford, J., Lanktree, C. (2005). *Complex Trauma in Children and Adolescents. Psychiatric Annals, 35(5)*, 390-398.
Usta, J., Farver, J., & Danachi, D. (2011). Child maltreatment: the Lebanese children's experiences. *Child Care, Health and Development, 39(2)*, 228–236.

Recommended readings on captivity and torture

Herman (2015) Chp. 4 Captivity
Ehlers A., Maercker, A., Boos, A. (2000). Post traumatic stress disorder following imprisonment. *Journal of Abnormal Psychology, 109(1)*, 45-55.
Kira, A. et al. (2006). The effects of torture: two community studies. *Journal of Peace Psychology, 12(3)*, 205-228.

Week 5 – Feb 24 War Trauma in Women and Children

Herman (2015) Chp 6 A New Diagnosis
Holt, M. (2013). Violence against women in the context of war: Experiences of Shi'a Women and Palestinian refugees in Lebanon. *Violence Against Women, 19(3)* 316-337.
Ghumman, U., McCord, C. & Chang, J. (2016). Post-traumatic stress disorder in Syrian Refugees, *Canadian Psychology, 57(4)*, 246-253.
Khamis, V. (2012). Impact of war, religiosity and ideology on PTSD and psychiatric disorders in adolescents from Gaza Strip and South Lebanon. *Social Science & Medicine, 74*, 2005-2011.
Kira, I. et al. (2014). Dynamics of oppression and coping from a traumatology perspective: The example of Palestinian Adolescents. *Journal of Peace Psychology, 20(4)*, 385-411.

Week 6 – March 3 The Brain on trauma

Brewin, C. (2001) A cognitive neuroscience account of posttraumatic stress disorder. *Behavior Research and Therapy, 39*, 373-393.
Vanderkolk, B. (2015) Chp 3 Looking into the brain, Chp 4 The anatomy of survival

Week 7 – March 10 Memory models of PTSD

VanderKolk (2015) Chp 11 The problem of traumatic memory, Chp 12 The unbearable heaviness of remembering
Freyd (1996) Chp 4 Why forget?
Holman, A. Silver, R.C. (1998) Getting stuck in the past: temporal orientation and coping with trauma. *Journal of Personality and Social Psychology, 74(5)*, 1146-1163.
VanderKolk, B.A. & Vanderhart, O. (1991) The intrusive past: the flexibility of memory and the engraving of trauma. *The American Imago, 48(4)*, 425-453.

Week 8 – March 17 Midterm Essay Exam

Week 9 – March 24 The influence of culture and community on trauma and PTSD

Guest Speaker

Herman (2015) Chp 7 A healing relationship and Chp 8 Safety

Ruglass & Tackett (2015) Chp 4 Gender, ethnicity and culture in trauma psychology, Chp 6 Burnout, compassion fatigue and clinician self-care

Summerfield, D. (1999). A critique of seven assumptions behind psychological trauma programmes in war affected areas. *Social Science and Medicine*, 1449-1462.

Miller, K., Kulkarni, M. & Kushner, H. (2006). Beyond trauma focused psychiatric epidemiology: Bridging research and practice with war-affected populations. *American Journal of Orthopsychiatry*, 76(4), 409-422.

Week 10 - March 31 Short-term treatment – cognitive and behavioral models

Ruglass & Tackett (2015) Evidence-based treatment for trauma, PTSD and related conditions

Ehlers, A. & Clark, D. (2000). A cognitive behavioral model of post-traumatic stress disorder, *Behavior Research and Therapy*, 38, 319-345.

Foa, E., Molnar, C., & Cashman, L. (1995). Change in rape narratives during exposure therapy. *Journal of Traumatic Stress*, 8(4), 674-690.

Hinsberger, M., Holtzhausen, L., Sommer, J. et al. (2016). Feasibility and Effectiveness of Narrative Exposure Therapy and Cognitive Behavioral Therapy in a Context of Ongoing Violence in South Africa, *Psychological Trauma: Theory, Research, Practice, and Policy*, 1-10.

Jaycox, L., Foa, E. Morral, A. (1998) Influence of emotional engagement and habituation on exposure therapy for PTSD. *Journal of Consulting and Clinical Psychology*, 66(1), 185-192.

Recommended readings

Kira, A. et al. (2012). Group therapy for refugees and torture survivors: Treatment model innovations. *International Journal of Group Psychotherapy*, 69-88.

Zalta, A., Fisher, A., McLean, C., et al. (2014) Change in negative cognitions associated with PTSD predicts symptom reduction in Prolonged Exposure, *Journal of Consulting and Clinical Psychology*, 82(1), 171-175.

Week 11 – April 7 Post-traumatic growth

Ruglass & Tackett (2015) Chp 10 Posttraumatic growth

Herman (2015) Chp 9 Remembrance and Mourning, Chp 10 Reconnection

Teschi, R. & Calhoun, L. (2004) Posttraumatic growth: Conceptual foundations and empirical evidence, *Psychological Inquiry*, 15(1).

Tedeschi, R. & Calhoun, L. (2004) The foundations of posttraumatic growth: New considerations, *Psychological Inquiry*, 15(1), 93-102.

Recommended readings

Berger, R. & Weiss, T. (2009). The Posttraumatic growth model: An expansion to the family system. *Traumatology*, 15(1), 63-74.

Cryder, C., Tedeschi, R. G. & Calhoun L.G. (2006). An exploratory study of posttraumatic growth in children. *American Journal of Orthopsychiatry*, 76(1), 65-69.

Week 12 – April 21 Healing and the Arts

Guest Speaker

Vanderkolk, B. (2015) Chp 5 Body brain connections, Chp 14 Language, miracle and tyranny, Chp 20 Finding your voice: communal rhythms and theatre

Reynolds, M., Nabors, L. & Quinlan, A. (2000) The effectiveness of art therapy: Does it work? *Journal of the American Art Therapy Association*, 17(3), 207-213.

Kapitan, L. (2012). Does art therapy work? Identifying the active ingredients of art therapy efficacy, *Journal of the American Art Therapy Association*, 29(2), 48-49.

Recommended reading

LyShak-Stelzer, F., Singer, P., St. John, P., & Chemtob, C. (2011) Art therapy for adolescents with post traumatic stress disorder symptoms, *Journal of the American Art Therapy Association*, 24(4), 163-169.

Week 13 – April 28

Film + Discussion

Final Essay Exam - TBA