

Note: Many students may have personally experienced trauma or know people who have been exposed to traumatic events. That is why all students should engage in this course respectfully and empathically. No one should feel pushed to discuss their own traumatic experiences, and those who wish to share theirs must choose appropriate and professional ways to self-express. Also, students should keep in mind that the purpose of this course is not to be a self-help guide or to provide counseling to students regarding their own psychological challenges.

Course Requirements

Participation: It is expected that students will come to class ready to actively and respectfully contribute to discussions of the topics listed on this syllabus and to abide by CYA academic policies while completing assignments. Students are also encouraged to maintain active and open communication with me regarding any concerns or questions. Participation in field trips is also essential.

Home Assignments and Presentations: You will be asked to complete 2 class assignments. Detailed instructions for each of the preparation assignments will be provided in the classroom. Furthermore, students will be asked to prepare a presentation on a topic of their choice and present it in the classroom.

Papers:

You will be asked to write a midterm paper of 3 to 5 pages and a final paper of 5 to 7 pages. **The deadline for the midterm paper or draft will be on the 5th of February and the deadline for the final paper or draft will be on the 13th of May.** The option of re-writing will be open only for midterm papers. The particulars of the process will be discussed in class.

Writing Standards. APA is used for submission of all assignments. An excellent resource for APA style is: <http://owl.english.purdue.edu/owl/resource/560/01/>. Please be aware that writing is a critical part of CYA expectations and that students should work diligently toward acquiring and improving their writing skills.

There will be no exams for this class.

Disclaimer: Disasters and humanitarian crises happen every semester. Please be advised that the instructor may choose to add an additional topic of discussion should such an event occur.

Grading and Evaluation

Your grade for this course will be based on the following distribution:

- Class participation: 15% of the grade.
- Home assignments: 15% of the grade.
- Presentations: 20% of the grade.
- Midterm paper: 20% of the grade.
- Final paper: 30% of the grade.

Grades are intended to give you a sense of the quality of a particular piece of work: roughly speaking, a B means that you have done a good job with the writing, the ideas, and the organization of the work; a C conveys that the work lacks some important qualities and has some problems, while an A means that the work is exemplary in some key ways: the writing is particularly clear, the ideas thoroughly treated, the organization of the presentation well considered and effective. (for more details, see attached rubric)

Class Participation: Your attendance and in class writing and analysis – is vitally important to your success in this course. (for more details, see attached rubric)

Use of Laptops: In-class or on-site use of laptops and other devices is permitted if that facilitates course-related activities such as note-taking, looking up references, etc. Laptop or other device privileges will be suspended if there are not used for class-related work.

Attendance: Students are expected to report for classes promptly. CYA regards attendance in class and on-site as essential. Absences are recorded and have consequences. Illness or other such compelling reasons which result in absences should be reported immediately in the Student Affairs Office.

Policy on Original Work: Unless otherwise specified, all submitted work must be your own, original work. Any excerpts from the work of others must be clearly identified as a quotation, and a proper citation provided. (Check Student handbook, pg. 9)

Accommodations for Students with Disabilities: If you are a registered (with your home institution) student with a disability and you are entitled to learning accommodation, please inform the Director of Academic Affairs and make sure that your school forwards the necessary documentation.

Books, Course Materials, Moodle

Below I suggest a list of course readings that will facilitate your participation in the classroom. You will not be asked to work on any readings if these are not also covered during course lectures.

Books

Friedman, M. J., Keane, T. M., Resick, P. A. (Eds.). (2014). *Handbook of PTSD*. New York: The Guilford Press.

Journal Articles

Bonanno, G. 2004. Loss, trauma, and human resilience: have we underestimated the human capacity to thrive after extremely aversive events? *American Psychologist* 20-28.

Cardozo, B. et al. 2004. Karenni refugees living in Thai-Burmese border camps: traumatic experiences, mental health outcomes, and social functioning. *Social Science & Medicine* 58: 2637-2644.

Carlson, B., et al. 2012. A risk and resilience perspective on unaccompanied refugee minors. *Social Work* 57/3: 259-269.

De Watteville, N. 2002. Addressing gender issues in demobilization and reintegration programs. Africa Region Working Paper Series No. 33/World Bank Group.

Fremont, Wanda. 2004. Childhood reactions to terrorism-induced trauma: a review of the past 10 years. *J. Am. Acad. Child Adolesc. Psychiatry* 43/4: 381-392.

Hobfoll, S. et al. 2007. Five essential elements of immediate and mid- term mass trauma intervention: empirical evidence. *Psychiatry* 70/4: 283-315.

Kuwert, P., Pietrzak, R. H., & Glaesmer, H. (2013). Trauma and posttraumatic stress disorder in older adults. *CMAJ: Canadian Medical Association journal = journal de l'Association medicale canadienne*, 185(8), 685. doi:10.1503/cmaj.120866

Summerfield, D. 1999. A critique of seven assumptions behind psychological trauma programmes in war-affected areas. *Social Science & Medicine* 48: 1449-1462.

Tummala-Narra, P. 2007. Conceptualizing trauma and resilience across diverse contexts: a multicultural perspective. *Journal of Aggression, Maltreatment & Trauma* 14/2: 33-53.

Miller, K. and A. Rasmussen. 2010. War exposure, daily stressors, and mental health in conflict and post-conflict settings: Bridging the divide between trauma-focused and psychosocial frameworks. *Social Science & Medicine* 70: 7-16.

Walsh, Froma. 2007. Traumatic loss and major disasters: strengthening family and community resilience. *Family Process* 46/2: 207-227

Class Schedule

| Class Day | Day/Date | Topic / Readings / Assignments Due |
|-----------|----------|---|
| 1 | | <p>Overview of the course. We will discuss what this course is about, what we will learn and what to expect as a take away message.</p> <p>Suggested reading: Friedman, M. J., Keane, T. M., Resick, P. A. (Eds.). (2014). <i>Handbook of PTSD</i>. New York: The Guilford Press. Pages 2-4.</p> |
| 2 | | <p>Introduction to Trauma. We will cover aspects such as prevalence and history of Trauma here, so as to better comprehend what being traumatized really means.</p> <p>Suggested reading: Friedman, M. J., Keane, T. M., Resick, P. A. (Eds.). (2014). <i>Handbook of PTSD</i>. New York: The Guilford Press. Pages 4-6.</p> |
| 3 | | <p>Types of Trauma I. We will discuss the various types of trauma from sexual assault and domestic violence, to traumatic loss and natural disaster.</p> <p>Suggested reading: Hobfoll, S. et al. 2007. Five essential elements of immediate and mid- term mass trauma intervention: empirical evidence. <i>Psychiatry</i> 70/4: 283-315.</p> |
| 4 | | <p>Types of Trauma II. We will continue discussing the most common types of trauma.</p> <p>Suggested reading: Miller, K. and A. Rasmussen. 2010. War exposure,</p> |

daily stressors, and mental health in conflict and post-conflict settings: Bridging the divide between trauma-focused and psychosocial frameworks. *Social Science & Medicine* 70: 7-16.

5 Psychological approaches to trauma I. We will talk about the psychological theories that explain trauma and its clinical symptoms.

Suggested reading: Friedman, M. J., Keane, T. M., Resick, P. A. (Eds.). (2014). *Handbook of PTSD*. New York: The Guilford Press. Pages 6-8.

6 Psychological approaches to trauma II. This will be a follow up class covering the existing psychological theories on trauma.

Suggested reading: Fremont, Wanda. 2004. Childhood reactions to terrorism-induced trauma: a review of the past 10 years. *J. Am. Acad. Child Adolesc. Psychiatry* 43/4: 381-392.

7 Children and Trauma. Children who suffer from trauma and how it manifests in their lives will be the focus of this class.

Suggested reading: Kuwert, P., Pietrzak, R. H., & Glaesmer, H. (2013). Trauma and posttraumatic stress disorder in older adults. *CMAJ: Canadian Medical Association journal = journal de l'Association medicale canadienne*, 185(8), 685. doi:10.1503/cmaj.120866

8 Older adults and trauma. Geriatric populations and how they deal with trauma will be our main concern during this class.

Suggested reading: De Watteville, N. 2002. Addressing gender issues in demobilization and reintegration programs. Africa Region Working Paper Series No. 33/World Bank Group.

9 Gender Differences. Are there gender differences when we cope with trauma or there is just one, human way to deal with it?

Suggested reading: Tummala-Narra, P. 2007. Conceptualizing trauma and resilience across diverse contexts: a multicultural perspective. *Journal of Aggression, Maltreatment & Trauma* 14/2: 33-53.

10 Cultural differences. Here we will discuss the significance of culture when conceptualizing and treating trauma.

Suggested reading: Miller, K. and A. Rasmussen. 2010. War exposure, daily stressors, and mental health in conflict and post-conflict settings: Bridging the divide between trauma-focused and psychosocial frameworks. *Social Science & Medicine* 70: 7-16.

11 Film Viewing "Deer Hunter" (1978). This is a classic film about war and how it can deeply affect a person.

Suggested reading: Walsh, Froma. 2007. Traumatic loss and major disasters: strengthening family and community resilience. *Family Process* 46/2: 207-227

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Film Discussion. This class will serve as a platform to share any thoughts/comments/opinions about the film.

Suggested reading: Cardozo, B. et al. 2004. Karenni refugees living in Thai-Burmese border camps: traumatic experiences, mental health outcomes, and social functioning. *Social Science & Medicine* 58: 2637-2644.

13

Field Trip to refugee camp.

We will visit a refugee camp located in Athens and we will have an on-site discussion about the visit.

14

Student Presentations.

Students will present a topic of their choice.

15

Student Presentations.

Students will present a topic of their choice.

Suggested reading: Hobfoll, S. et al. 2007. Five essential elements of immediate and mid- term mass trauma intervention: empirical evidence. *Psychiatry* 70/4: 283-315.

16

Vulnerability among Trauma Survivors. We will discuss about what makes a person susceptible to trauma.

Suggested reading: Bonanno, G. 2004. Loss, trauma, and human resilience: have we underestimated the human capacity to thrive after extremely aversive events? *American Psychologist* 20-28.

17

Resilience and Post Traumatic Growth. We will talk about what resilience is and how psychology can help building resilience.

Suggested reading: Friedman, M. J., Keane, T. M., Resick, P. A. (Eds.). (2014). *Handbook of PTSD*. New York: The Guilford Press. Pages 6-8.

18

Ted Talks Viewing on Resilience.

We are going to watch some great Ted Talks by social scientists, whose work is to define and promote resilience.

19

Resilience and Posttraumatic Growth Discussion.

This will be your first assignment. You need to find and read 1 journal article related to posttraumatic growth/resilience after trauma. You

will share the research findings of this article with your classmates in small groups.

20

Student Presentations.

Students will present a topic of their choice.

21

Student Presentations.

Students will present a topic of their choice.

22

Guest talk:

Dr. Gkoumas, Clinical Psychologist at Babel Day Center for Migrants will give his own perspective on Trauma among Migrants.

23

Trauma within the Greek context.

As a 2nd assignment, you will form groups and you will research organizations in Athens that work with Trauma Survivors. You will present these organizations and their work to the rest of the class.

24

End Discussion.

During this last class we will reflect on what we have learned and how we can use this knowledge to move forward.

*Assignments must be submitted at the beginning of class on due date, unless noted otherwise on syllabus

Course schedule, in terms of subjects and readings, may be subject to change to benefit student learning and in keeping up to date with current research.