SYLLABUS

Course Information:
PSYC 5373-001: Diagnosis and Treatment of Trauma and Abuse
Fall, 2015
Monday 5:00-7:45 PM
Ratliff North, 2011

Instructor Information:
Professor: Paula Lundberg-Love, Ph.D.
Office: BEP 253

Office Hours: M 3:00-5:00 PM
Tu/Th 1:00-2:00 PM
W 2:00-5:00 PM
Office Phone: 903-566-7265
Home Phone: 903-561-0913  (preferred phone #2)
Cell Phone: 903-520-738  (preferred phone #1)
The preferred phone numbers are my cell phone and my home phone.

Email Addresses: Plove@uttyler.edu or paulallo@aol.com The preferred address is the latter.

NOTE: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Course Description: An intensive study of the appropriate procedures for the diagnosis, assessment and treatment of trauma and abuse in adults.

Student Learning Outcomes: By the end of this course each student should be able to:

- Demonstrate knowledge of the results of the major epidemiological studies on the prevalence of abuse
- Describe the physiological impact of trauma and its specific effects on the brain
- Demonstrate knowledge of the research on the Adverse Childhood Experiences Study (ACES).
- Demonstrate knowledge of the psychopharmacological treatment of trauma
- Demonstrate knowledge of the psychological effects of childhood sexual trauma
- Understand the impact of sexual abuse on male victims
- Demonstrate the ability to assess for trauma-related symptomatology and formulate a diagnosis
- Demonstrate via in class role plays knowledge of the fundamental techniques involved in the treatment of victims of trauma and/or abuse
**Evaluation and Grading:** Each student will demonstrate the ability to perform a therapeutic technique via in class role play with a fellow student, who will role play being a client. The therapist role play will count a maximum of 50 points. Each student will also complete a 100 point mid-term and a 100 point final essay examination. For the essay examinations the instructor will choose 50 points of questions that every student will be required to answer and each student will choose an additional 50 points worth of questions that s/he chooses to answer to create a total of 100 points per exam. Additionally videos focused on the trauma of sexual abuse will be shown in class in order to help you understand the impact on victims. For each video shown you will write a reaction response paper that is at least two double-spaced pages in length. The purpose of these response papers is for each student to process her/his reaction to vicarious seeing/hearing traumatic material, to identify countertransference issues and understand how traumatization can occur in therapists. The response papers are NOT an exercise of you telling me the story depicted in the video. Each video response paper will count a maximum of ten points. At the time of preparation of this syllabus, there are 5 videos that will be shown. Therefore, your grade will be determined by the sum of your scores on each exam, your therapeutic intervention role play, your therapeutic Power Point Presentation, and the scores on your video response papers (100pts. + 100pts. + 50 pts. + 50 pts. + 5 x 10 pts. = 350 pts.)

**Grade Assignment:**

Maximum Number of Points Possible to Earn = 350

- **A=** 85-100% 297-350 pts.
- **B=** 75-84% 262-296 pts.
- **C=** 65-74% 227-261 pts.
- **D=** 55-64% 192-226 pts.
- **F=** 45-54% 157-191 pts.

**Teaching Strategies and Course Policies:**

1. You are required to attend class and read all assignments prior to class. Because not all topics can be covered in lecture, a student must be familiar with the material prior to class so that s/he can ask questions about that which is not understood. Also if one is not familiar with the material it impedes class discussion.

2. In order to assess the levels of knowledge learned two short answer essay exams will be administered, a midterm exam and a final exam. The instructor will choose 50 points worth of questions that every student must answer and each student can choose 50 points of questions that s/he chooses to answer. The maximum number of points that one can earn on each examination is 100.

3. Each student will choose a treatment intervention from the treatment chapters in the text. Each class member will be required to perform an in-class demonstration of how to implement their chosen intervention and prepare a Power Point Presentation to accompany their therapeutic intervention. A maximum of 50 points can be earned for the role play project and a maximum of 50 points can be earned for the Power Point Presentation.
4. There may also be weekly quizzes over your reading material if it appears that students are not preparing for class.

5. Power Points for lectures will be posted on Blackboard. There will be some additional chapters for you to read that will not be in our text.

6. Videotapes about various issues concerning child sexual abuse will be shown during selected classes. Each student will be required to journal regarding the impact of videotapes they watch. Those journal documents are due the week after viewing the videotape.

7. It is critical that all exams be taken on the day scheduled. If a legitimate emergency occurs such that this is precluded, the student MUST contact Dr. Love PRIOR to the administration of the exam. Failure to do this can result in an automatic F on that exam.

9. Confidentiality regarding class activities, discussions, and group participation must be strictly maintained. That means that what is discussed in class stays in class. Often in this class personal disclosure occurs.

10. All students are advised that sometimes the reading and discussion of the course material can stimulate memory recollection and/or strong emotional feelings. If such a circumstance were to occur, it is recommended that you discuss this with the instructor. Understand that such a response is NOT abnormal.

Related Field Experiences: NA

Required Texts and Related Readings:


Assorted readings provided for students.

Topical Outline & Calendar:
<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READING ASSIGNMENT</th>
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<tbody>
<tr>
<td>Aug. 24</td>
<td>Introductions to Child Trauma</td>
<td>BS Chap. 1</td>
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<td>Video: Child Sexual Abuse</td>
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<td>Aug. 31</td>
<td>Psychobiology of Trauma</td>
<td>BS Chap. 12 (pgs. 259-268)</td>
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<td>Video: Men Who Molest Children Who Survive</td>
<td>Love Power Point</td>
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<td>LV Chap. 18</td>
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<td>Sept. 7</td>
<td><strong>HOLIDAY</strong></td>
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<td>Sept. 14</td>
<td>Adverse Childhood Experiences</td>
<td>Love Power Point</td>
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<td>Video: ACES Study</td>
<td>LV Chap. 8</td>
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<td>RT Chap. 3</td>
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<td>Sept. 21</td>
<td>Psychological Symptoms of Sexual Trauma</td>
<td>BS Chap. 2</td>
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<td>Video: Close to Home</td>
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<td>Sept. 28</td>
<td>Male Victims of Sexual Abuse</td>
<td>Lundgren Power</td>
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<td>Video: Twist of Faith</td>
<td>Lundgren Article</td>
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<td>RT Chap. 4</td>
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<td>Oct. 5</td>
<td><strong>EXAM I</strong></td>
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<tr>
<td>Oct. 12</td>
<td>Pharmacotherapy</td>
<td>BS Chap. 12 (pgs. 268-329)</td>
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<td>Oct. 19</td>
<td>Central Issues in Trauma Treatment</td>
<td>BS Chap. 4</td>
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<td>Psychoeducation</td>
<td>BS Chap. 5</td>
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<td>Oct. 26</td>
<td><strong>Distress Reduction and Affect Regulation Training</strong></td>
<td>BS Chap. 6</td>
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<td>Acute Intrusion</td>
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<td>Increasing Affect Regulation</td>
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<td>Nov. 2</td>
<td><strong>Cognitive Interventions</strong></td>
<td>BS Chap. 7</td>
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<td>Cognitive Processing</td>
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<td>Developing a Coherent Narrative</td>
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<td>Nov. 9</td>
<td><strong>Emotional Processing</strong></td>
<td>BS Chap. 8</td>
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<td>Components of Trauma Processing</td>
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<td>Processing “Hot Spots”</td>
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<td>Nov. 16</td>
<td><strong>Increasing Identity and Relational Functioning</strong></td>
<td>BS Chap. 9</td>
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Identity Problems
Relational Disturbance

Nov. 23

Holiday

Nov. 30

Mindfulness in Trauma  BS  Chap. 10
Treating the Effects of Acute Trauma  BS  Chap. 11

Dec. 7

Final Exam

University Policies:

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: http://www.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
Being reinstated or re-enrolled in classes after being dropped for non-payment
Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 3150, or call (903) 566-7079.

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct
Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the
attempt to commit such acts.
(i) “Cheating” includes, but is not limited to:
• copying from another student’s test paper;
• using during a test, materials not authorized by the person giving the test;
• failure to comply with instructions given by the person administering the test;
• possession during a test of materials which are not authorized by the person giving the test,
such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a
violation if they have been specifically prohibited by the person administering the test;
• using, buying, stealing, transporting, or soliciting in whole or part the contents of an
unadministered test, test key, homework solution, or computer program;
• collaborating with or seeking aid from another student during a test or other assignment without
authority;
• discussing the contents of an examination with another student who will take the examination;
• divulging the contents of an examination, for the purpose of preserving questions for use by
another, when the instructor has designated that the examination is not to be removed from the
examination room or not to be returned or to be kept by the student;
• substituting for another person, or permitting another person to substitute for oneself to take a
course, a test, or any course-related assignment;
• paying or offering money or other valuable thing to, or coercing another person to obtain an
unadministered test, test key, homework solution, or computer program, or information about an
unadministered test, test key, homework solution or computer program;
• falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of U. T. Tyler, or of another, if the
student knows or reasonably should know that an unfair academic advantage would be gained by
such conduct; and,
• misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining
an academic or financial benefit or injuring another student academically or financially.
(ii) “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or
obtaining by any means another’s work and the submission of it as one’s own academic work
offered for credit.
(iii) “Collusion” includes, but is not limited to, the unauthorized collaboration with another
person in preparing academic assignments offered for credit or collaboration with another person
to commit a violation of any section of the rules on scholastic dishonesty.

CEP Vision and Mission and Program Standards

Vision
The College of Education and Psychology is nationally recognized and respected for its academic
programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public
service. The College prepares leaders to meet the critical challenges of the 21st Century, to make
significant contributions to local and global communities, and to work toward individual and
cultural equity.

Mission
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.