**The Impact of Trauma on the Individual and Society**

Honors Seminar 370

Fall 2020

Dr. Bethany Brand

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(The best way to reach me is through email. I will typically respond to email in one business day.)

**Zoom Office Hours**

Mondays 11:30 AM -12:30 PM; Wednesdays 2:15-3:15

*Please email me to let me know when you would like to schedule a virtual appointment for office hours. I have many advisees and students so it’s best to schedule appointments rather than just drop.* If you need a different time, please email me to make arrangements.

(Zoom class meetings have been removed.)

Course Objectives:

The purpose of this course is to provide theoretical understanding of the impact of psychological trauma at the individual and societal level. Students will become familiar with the impact and nature of a wide variety of traumas including: childhood abuse, racial trauma, violent crimes, life threatening illnesses such as COVID-19, domestic violence, accidents, traumatic deaths, natural disasters, and war and genocide. In the first third of the course, students will participate in group discussions about the psychological disorders, interpersonal difficulties, and neurophysiological alterations associated with trauma. In preparation for these and later discussions, students will read case accounts of traumatized individuals, original professional journal articles, and classic texts written by trauma experts, and watch movies that depict trauma’s impact. In the middle third of the class, we will broaden our focus to the impact of trauma on society by studying the economic and social costs of trauma, and investigating political, philosophical, literary, musical, and artistic figures whose lives were influenced by trauma. We will also explore issues related to resiliency and prevention of violence. In the last part of the class, students will work together in groups to investigate and then present projects in which they share knowledge they have developed in self-directed explorations about some aspect related to trauma.

You will also be interviewing one person who has experienced trauma and sharing that recorded interview with the class. (If you would like to consider focusing your project on your own history of trauma, please reach out to me to discuss this. It can be powerful to do this but we want to make sure it will be sufficiently academic to count for credit as well as not be overwhelming to you.)

**Required Course Readings:**

**Texts**:

Perry, B. & [Szalavitz](http://www.amazon.com/Maia-Szalavitz/e/B001ILFON8/ref=sr_ntt_srch_lnk_1?_encoding=UTF8&qid=1296075739&sr=1-1), M. (2006). *The Boy Who Was Raised as a Dog*. New York: Wiley. ISBN 0465056539

Herman, J. (1997). *Trauma and recovery.* New York: Basic Books. ISBN-10: 0465087302 (Yes, this is old but it is outstanding! It is still considered one of the best books about trauma ever written.)

**Articles, Websites, and other resources** as listed below by date at the end of the syllabus in the schedule; these will be included in each week’s folder on BB. More will be announced and put in the BB folders by the groups for group presentations.

**Videos:**

Short videos are linked below in the schedule. The long films are available for free streaming at TU’s Cook Library on Kanopy. Search for the title of the film here, then watch it:

<https://towson.kanopy.com/>

or on Alexander Street - search for the title here:

<https://video-alexanderstreet-com.proxy-tu.researchport.umd.edu/channel/academic-video-online>

**Additional Resources:**

-The National Child Traumatic Stress Network: <https://www.nctsn.org/>

-Trauma Division (APA Div. 56):

http://www.apatraumadivision.org/

-International Society for Traumatic Stress Studies:

http://www.istss.org/

-National Center for PTSD:

http://www.ncptsd.va.gov

-The International Society for the Study of Trauma and Dissociation:

<http://www.isst-d.org>

-David Baldwin’s Trauma Pages:

<http://www.trauma-pages.com/>

Alice Miller. (1991). *The Untouched Key: Tracing Childhood Trauma in Creativity and Destructiveness.* Anchor Books: New York. ISBN 0-385-26764-9

Course Objectives:The following objectives have been identified as critical to understanding the impact of trauma and its treatment. They are consistent with the learning goals and outcomes of an undergraduate major in psychology, according to the American Psychological Association. The specific learning goals identified by the American Psychological Association’s Board of Educational Affairs are noted in parenthesis after each objective.

1. Describe the symptoms, behavioral patterns, and underlying psychological and biological changes associated with child and adult psychopathology that are associated with trauma as identified in the Diagnostic and Statistical Manual for Mental Disorders-IV (APA Learning Goal 1: Theory and Content of Psychology).

2. Explain how the trauma related disorders have been conceptualized and treated over history (APA Learning Goal 1: Theory and Content of Psychology).

3. Encourage students to think critically about how cultural, historical and individual differences influence how individuals and society respond to trauma (Learning Goal 3: Thinking Skills in Psychology; Learning Goal 8: Sociocultural and International Awareness).

4. Develop students’ awareness of the broad-ranging influence of trauma across history and cultures (Learning Goal 3: Thinking Skills in Psychology; Learning Goal 8: Sociocultural and International Awareness).

5. Help students build tolerance and understanding of those with trauma related difficulties through careful, balanced discussion of both the deficits and strengths of those afflicted by trauma-related conditions. (Learning Goal 5: Values in Psychology).

**Grading:**

Your grade will be determined by the number of points you earn in the semester out of a total possible of 500 points. Class participation will be a strong factor in determining borderline grades for the class. If you are going to be late or miss a class, I expect that you will notify me ahead of time by calling me or telling me in class the week before.

The exam will be a combination of essays and will be open book and open notes. You may not consult with each other or anyone else during the exam. I adhere to the University’s policy on cheating and plagiarism. This course may be repeated only once without the prior permission of the Academic Standards Committee.

A = 465-500 points

A - = 448-464 points

B + = 432-447 points

B = 415-431 points

B - = 399-414 points

C + = 383-398 points

C = 365-382 points

D + = 349-364 points

D = 333-348 points

D - = 317-332 points

F = below 316

**Components of the Grade:**  Points Possible

Midterm exam 100 points

Reflection essays (choose 4, each worth 25 points) 100 points

Self-care proposals and final reflection paper (each 25 points) 50 points

Padlet comments (graded 3 times; 16.7 points each) 50 points

Group Presentation 100 points

Interview about Trauma (videotaped) 100 points

500 points

**Technology Requirements:**

* An active email account at towson.edu account from which you can receive and send attachments (e.g., PDF, Word, HTML, etc.);
* Web access to the Internet for course materials, research and posting of course assignments
* Adobe Acrobat Reader. Available: http://www.adobe.com/ Adobe’s PDF format allows for cross-platform document sharing and enables us to avoid Macintosh and Windows-based conversion difficulties.
* Video Software You will be making at least two videos this semester—see assignment descriptions for details. There are many options for how this can be done and you are free to use any software or equipment to which you have access. The only requirement is that the videos be viewable by your classmates without needing special software. I recommend that you use Screencast-O-Matic which works on both Macs and PCs. It’s easy and you can make a free account to create videos that are up to 15 minutes in length. Here’s a video on how to use it. If I can do it, so can you!

<https://www.youtube.com/watch?v=s1jIPo1bWCo> (11:09 minutes)

* Blackboard Learn Online: As an online course, this class will use Blackboard as a main component of the course. It is imperative that you become familiar with blackboard. To help you become familiar with Blackboard, you will be required to complete a Blackboard orientation related to the course (see course schedule). Should you have any difficulty, please see me as soon as possible so I may help you get on the right track. <https://bbweb.towson.edu/webapps/portal/frameset.jsp>
* Padlet: You are required to create Padlets, which is a free, online virtual “bulletin board”. We can collaborate, share information, links and pictures on it. You will use it often during this course; three of those times you will be graded on your Padlet. The graded Padlets are highlighted on the schedule below in blue. Each time it is graded, you either get full credit (16.7 points) or a 0 if you do not create and submit it by Sunday evening 11:30 pm prior to the deadline described in that week’s directions*.* Most weeks at the end of group discussions, your group will create aPadlet summary of your group’s thoughts on discussion questions. I hope you read and comment on each other’s Padlets. It’s a great way to connect with each other and grow from group discussions!

Padlets are easy and fun to create and are interesting ways of fostering discussion among a class. All you have to do is double click on the Padlet wall to add a post. Please be thoughtful, professional, and respectful in what you share about yourself and in your comments to your classmates’ work in your Padlets. It’s so rewarding to see that classmates reviewed and cared about what you shared in your Padlets. This is an opportunity to foster relationships despite social distancing and remote learning, further develop professional communication, and interactively learn about trauma.

When you do group projects at the end of the semester, your group will create a Padlet to share the links to videos and readings. You can embed content from anywhere on the web, including YouTube, Instagram, Twitter, Vimeo, The New York Times, and 400 other apps. So cool!

[https://padlet.com](https://padlet.com/)

* Zoom: Synchronous class discussions, office hours, and lectures will be held on Zoom. Please be sure to download and familiarize yourself with Zoom prior to class starting. It’s free from TU:

*Please email me to let me know when you would like to schedule a virtual appointment for office hours. Please let me know if you have any questions.*

**Class Meetings on Zoom**:

I’m requesting that everyone have their camera on and audio muted during classes; take off mute when you want to make comments or ask questions, and during group discussions. (If we encounter internet problems, we may have to occasionally turn off our cameras but continue to use audio.) I’ll often break the class into groups to discuss readings and videos. I will let you know how long to discuss the topics each week. Please be aware that I may pop into different groups via Zoom during those discussions to listen to your ideas and add input.

Class Communication: For all electronic communication, you must use your Towson University email account. It is your responsibility that any attachments and/or assignments are sent through TU email and not an outside email source. By using the TU email system, you will remove any potential problems with size limits and undelivered mail. It is also your responsibility that you follow up with any attachments and/or assignments that you choose to send electronically via email to ensure that they have been received.

Attendance and Participation: Active engagement and participation is required, and you are responsible for attendance and reviewing all material PRIOR to each class meeting each week. However, if you have an excuse that meets university guidelines official documentation, then assignments due while sick will counts as excused absences. \*Religious holidays/observances count as excused absences. Absences in which official documentation (including a signature from a University or health official) is provided to the instructor may count as excused absences. The instructor will make the final decision about whether an absence is excused or not based on fairness to the student and the other students in the class. Students who fail to provide an official excuse will earn no points for any assignment due on that day. This includes the midterm. For example, an unexcused absence on the day of the midterm will result in a score of 0 out of 100 for that exam. A student who knows beforehand that he or she will miss a class due to an official excuse should inform the instructor before the class so that alternative arrangements can be made.

**Assignments:**

**Submit all assignments via Blackboard under Assignments in the Folder for that assignment.** Here’s a video if you want to learn how to do this:

<https://www.youtube.com/watch?v=UOQw6_h8RMY>

*Reflection Essays:* Throughout the semester, write a two-page, single-spaced response for the reflection essays based on your understanding and reactions to the material that week. Most weeks the questions will be related to the content of the readings to ensure you adequately understand them. Some are about your personal reflections and reactions to the readings. If your reflection is very well written (without grammar or spelling difficulties), and shows you read and successfully comprehended the readings or other content, and you present your ideas in an organized manner, you will earn full credit (i.e., all 25 points). I grade these reflections with only three levels of points: 25, 10 (some information is lacking, or there are some problems with organization or mechanics) or 0 (late or not turned in, or missing important ideas, or poorly organized, or several problems with mechanics). You need only do 4 of the 11 offered reflections. I will not accept late reflections unless you have an illness or other excused absence as outlined by University policy. The reflections will provide good review for the exam and for class discussions.

*Trauma Group Projects*

Through this group-directed project, I want to provide you with an opportunity to further delve into some aspect related to trauma that interests you. What do you want to learn about? You can choose who to work with in a group of 2 - 4 people. Your group will present a 15-minute recorded presentation (i.e., 15 minutes is the limit for free Screencast-o-matic videos) in which you will share what you explored and learned. This will serve as your final in this class. Your research question and methods should be focused and challenging enough to complete the project in approximately 8-10 hours.

Each group must provide links or pdfs of readings, video clips, podcasts, or other background information that will take the class a half hour of time to review to prepare for watching your recorded presentation. Thus, each group project will take 45 minutes for each classmate to prepare for, then to watch the group’s video.

You may present your learning in whatever audio, visual, and/or written format you prefer. For example, if you read numerous articles, you might write up a literature review and present that in a slide show. If you conducted one or more interviews, you might create a podcast. If you compared workbooks, apps, or films, you might create a comparison chart or discuss them in a video. Whatever format you choose, be sure to include the following information, along with any other information you’d like to convey: your research question; why you are interested in this question; the methods you used to explore your question; what you discovered; what this new knowledge means to you personally and/or professionally; and a reference list.

I will provide class time to meet with each group to hear about the topic you would like to pursue to determine if your topic is acceptable. I will approve topics that are feasible in scope and if they have sufficient trauma-related educational merit. Please be creative in your presentations! The following topics are some ideas:

* Investigate the long-term individual and societal impact of a well-known trauma such as COIVID-19, police attacks and murders on people of color, Hurricane Sandy or Katrina, 911 terrorist attacks in NYC, or serving in combat (it will help focus your paper to choose a specific war), etc. Discuss how the individuals and/or the segment of society involved in this trauma attempt to recover from the trauma. Are there any efforts being made to prevent similar traumas in the future?
* Analyze how trauma such as genocide has shaped a particular country or region of the world. What’s being done to help the traumatized individuals?
* As a group, do a service project with trauma survivors and write a paper that synthesizes what you experienced first-hand with the material from class (This may not be feasible during COVID-19, but if you can find a safe way to do it, that would be terrific.)
* Present the work of a political figure, humanitarian, writer, artist, or musician that has been traumatized (Hitler, Stalin, the Dali Lama?). Discuss how trauma shaped their work. What ramifications did their trauma exposure have on others? Give particular attention to symptoms/problems as well as any areas of resiliency/posttraumatic growth that may be related to their trauma. You might discuss any historical, cultural, and intrapersonal variables contributed to the person’s response over time to the trauma.
* Investigate what have law makers in your state done regarding child abuse? Other forms of Violence? What *should* they do? Write a letters to Policy Makers
* Develop educational content for the website designed to teach educators, reporters and the public about trauma: TeachTrauma.com
* Learn about Posttraumatic Growth
* Investigate what agencies are doing to help kids who have been abused by their families in order to decrease the risk of future abuse
* Make a public service announcement video about violence prevention or confronting/stopping racial microaggressions (You would need to also present information on the issue of violence or racial microaggressions to show the need for the PSA)
* Create a website or a Facebook page or a TikTok video about some aspect related to trauma. You’d also need to present factual information showing the need for that website, FB page or video.

**University Policies and Resources**

Accommodations

If you need accommodation due to a disability, please make an appointment to see me, and bring a statement from Disability Support Services (4-2638) authorizing your accommodation.

Student Workload Expectation: Federal and state law declares that students are expected to devote a minimum of 3 hours per week per credit to working on any course-related activity during a normal 15-week semester. Thus, for a 3-credit course during fall or spring semesters, the expectation is a **minimum of 9 hours per week** (which includes both class attendance combined with work completed outside of the classroom). For the entire semester, this totals a minimum of 135 hours for a 3-credit course.

**Online Conduct (“Netiquette”)**The Padlet discussion board should be viewed as a course forum to discuss the readings, videos, and other course-related content. The tone of all posts should be respectful and professional in nature.

* Treat the other students and your faculty member the same online as you would in person. Engage with others in a respectful manner.
* Keep in mind that written communication lacks the non-verbal cues we use to understand each other. It may be helpful to review what you write to ensure the message reads the same way you are intending it to.
* Follow the [TU Student Code of Conduct](https://www.towson.edu/studentaffairs/policies/documents/code_of_student_conduct.pdf) in all online engagement.
* It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and students who do not follow basic netiquette rules may be suspended from discussion board use which could negatively impact their grade.
* Proofread your message before you hit send.
* ALL CAPITALS is the same as shouting your message, check your caps' lock button.
* Don’t flame—everyone is entitled to the right to speak their opinion. Respect the opinions of others.
* Make meaningful replies. Don’t just agree—say why you agree! Or disagree, as the case may be—just do so respectfully.

Technical Issues

This course depends upon synchronous online meetings and you are expected to be “virtually” present for these just as if you were meeting in a regular classroom. You must have a working computer, microphone, webcam, and internet connection.

* In the event of technical difficulty for the **student**: Email your professor immediately. Do your best to resolve the issue before class.
* In the event the **instructor** has technical difficulty:  
  If the instructor disappears and doesn’t return in 5 minutes, please wait an additional ten minutes before logging off. The instructor will be trying to reestablish the connection and/or may be trying to reach an alternate internet connection. If the professor does not return within those 15 minutes, see Blackboard for instructions which will be posted as soon as possible. You are not expected to wait longer than 15 minutes.However, you can proceed to hold your group discussions following the discussion questions as outlined in the syllabus and post the required group Padlet. Complete these steps prior to signing off from the class for the day.
* In the event of a **widespread loss of power** and/or internet connections due to weather or other issue which disrupts many participants, alternate directions or materials will be posted on Blackboard. Make sure to check as soon as you are able to connect to the internet. You will be expected to complete the week’s assignments as outlined in the syllabus, although group discussions may have to be held after power is restored.

**Loaner Laptop Availability and Student Support Funds**

The Office of Technology Services (OTS) has a limited number of laptops to loan to students whose personal computers are unable to run Blackboard, WebEx, Zoom or applications required by the curriculum. If you need to borrow a device, talk to your instructor; they can submit a request on your behalf.

The Towson University Foundation has created the Student Emergency Fund, which has some funds available to assist students in purchasing hotspots, upgrading home internet, and other necessary technologies. For more information, see their [website](https://www.towson.edu/studentaffairs/care/student-emergency-fund.html).

Academic Integrity Policy: Each student should make an effort to familiarize him/herself with Towson’s Student Academic Integrity Policy, including definitions of what constitutes a violation of the code as well as subsequent penalties. Violations of the Policy include any form of plagiarism, and will be punished with a failure of the assignment at a minimum and possibly failure of the course. Plagiarism constitutes any form of copying information from published and unpublished sources without due citation of the source (including internet sources), as well as any sort of copying from other students. Examples of plagiarism include using more than five words in a row that are not one’s own used without citing the author; quoting an author’s work extensively with proper citation but with little critique or synthesis in the student’s own words; slightly changing the words an author used and attempting to pass them off as one’s one words. <http://www.towson.edu/provost/resources/studentacademic.asp>

Tutoring and Learning Center: TU provides great resources to help you improve study skills with Peer Assisted Learning Sessions (PALS), and they also offer individual tutoring services. Visit TLC on the 5th floor of the Cook Library or online: <https://www.towson.edu/tutoring-learning/>

Writing Center: TU provides a free service to students to aid in the practice of writing and offers confidential review of student papers with feedback BEFORE you get ready to turn in your papers for your classes. Visit the Writing Center on the 5th floor of CLA or online: <https://www.towson.edu/cla/centers/writing/>

Crisis Management / Counseling Services: College can be a very exciting and stressful experience. If you ever feel overwhelmed or could use a source of support you can talk to a professional about on-going life stressors. TU provides FREE and CONFIDENTIAL counseling and referral services. Do not hesitate to walk-in or call to make an appointment (phone: 410-704-2512), and their hours are 8:00-5:00. If you need to talk to someone immediately, then the city of Baltimore offers Crisis Hotline (410-576-5097). If you or a friend one needs help, don’t hesitate to call. <http://www.towson.edu/counseling/>

Sexual Misconduct & Assault (Title IX): (<https://www.towson.edu/inclusionequity/documents/recommended-syllabus-statement.pdf>)  
Towson University (TU) is committed to ensuring a safe, productive learning environment on our campus that does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or intimate partner violence [Policy 06.01.60]. It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff, but keep in mind that they have an obligation to report the incident to the Title IX Coordinator. It is a goal that you feel able to share information related to your life experiences in classroom discussions and in one‐on‐one meetings. However, it is required to share information with the Title IX Coordinator regarding disclosures, but know that the information will be kept private to the greatest extent possible. If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the TU Counseling Center 410‐704‐2512 to schedule an appointment, and locally within the community at TurnAround, Inc., 443‐279‐0379 (24‐hour hotline) or 410‐377‐8111 to schedule an appointment. For more information, please consult TU policies at <https://www.towson.edu/inclusionequity/titleix/>

Campus Emergency Notification sign-up: <https://www.towson.edu/publicsafety/notification/>

Please read assignments prior to each class meeting except the first class. The following assignments and dates may change.

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| --- | --- | --- |
| Date | Topic | Readings, Videos, Films, Assignments |
| 8/24  Week 1 | **Overview of Trauma & Its Impact** | On your own:  **Read the syllabus** carefully (1/2 hour). Subscribe to the Help Forum so you get an email when questions and answers posed by the class are asked, and so you see Dr. Brand’s answers.  **Create a** **Padlet** (this is graded) to introduce yourself to the class (15 minutes). Tell us your major(s), what about trauma or this class interests you, and what you currently are considering for your future educational and/or career path.  <https://padlet.com/bbrand5/ou5z0qjpiy9fjihi>  **Do 2 hours of self-care**. (See the video on self-care and both of Dan Siegel’s videos below for more information)  **Introspection/Possible Journaling Questions** (30 minutes) to reflect on each week (If you chose to do this journaling, it could count as self-care; this won’t be collected or read by others. You don’t have to do it every week, but it might help to process the feelings that this class brings up.)   1. At what moment were you most engaged as a learner this week? 2. When were you most distanced, put off, or overwhelmed? 3. What aspect(s) of the course materials or discussions was most surprising, puzzling, or difficult for you? 4. Write (or think) about the feelings you experienced this week due to this class, or to events going on your life or the larger world. 5. Is there anything you need to do to take care of yourself this week (whether or not how you are feeling is related to material you’ve been exposed to during this class)?   Watch:  **Welcome to the class – Dr. Brand** (13:57)  <https://screencast-o-matic.com/watch/cYjirxG2U0>  **How to Succeed in this Class video – Dr. Brand** (8:25)  <https://screencast-o-matic.com/watch/cYji31G2av>  **Self-care assignment video - Dr. Brand** (10 minutes)  <https://screencast-o-matic.com/watch/cYj6nrGqgG>  **Dr. Brand’s video on What is Trauma and PTSD? Part 1** (10:13)  <https://screencast-o-matic.com/watch/cYj6n9GqGv>  **& Part 2** (9:21) <https://screencast-o-matic.com/watch/cYj6e3GqdZ>  **Dan Siegel’s TedTalk** (17:56 minutes) about awareness of our own minds as well as others’ minds; introduction to The Healthy Mind Platter. Reflect on the Healthy Mind Platter in your self-care plan.  <https://www.youtube.com/watch?v=J-BJpvdBBp4>  Dan Siegel **Healthy Mind Platter**- address these areas in your self-care plan  <https://www.youtube.com/watch?v=3EQ2tzHl3Ks>  As a Group:  In Class Group Discussions on Zoom (approximately 1 hour total starting at the beginning of class at 12:30):  (Have a different person in your group take notes each week for all the discussions for that week, then decide which discussion you want to summarize in a Padlet. As a group, create your Padlet at the end of the discussion time, briefly summarizing one discussion question, then read what the other groups have shared on the Padlet wall. These are not graded. They help students learn to listen carefully to different perspectives, formulate and share perspectives in a professional, compassionate way even when the topic can be emotional, and practice concisely writing.)  Discussion #1: There is debate in the mental health field about what should “count” as a trauma. What do you think should be considered a trauma? Does Coronavirus count at a trauma? Discuss both sides of the argument. Have you or anyone you care about felt highly anxious and/or depressed to events related to COVID-19? How are you/they managing the impact of the virus?  Discussion #2  Does seeing and hearing about stories of police brutality of black people count as a trauma? Discuss both sides of the argument. If so, what will the impact of all the race-based violence coverage be on Americans? Should you be more selective about watching and reading about these stories, or going to marches and protests, or do you think that it actually helps you to deal with systemic racism to be actively involved in watching the videos, and/or going to the protests and marches?  Discussion #3:  Discuss ideas about how will you take care of yourself during this class so that you are not overwhelmed by the information about trauma. W  Discuss what each of us needs to do to remain as non-defensive and courageous as possible as we discuss emotional issues such as child abuse, sexual assault, and systemic racism.  Create and upload a Padlet summarizing one discussion question for your group. Read the other groups’ Padlets. When you’ve finished reading other groups’ Padlets, class is over for the day, and you are free to leave the Zoom meeting.  <https://padlet.com/bbrand5/7zkocrrqy92h6b78> |
| 8/31  Week 2 | **The Impact of Racial Injustice and Racial Trauma** | On your own:  **Do 2 hours of self-care**.  Spend 3 hours reading your choices from the following list:  Carter, S. (2020). Understanding the influence of racial discrimination on the associations between PTSD symptoms, physiological arousal, and health among African American women with trauma exposure. *Biological Psychiatry, 87:S349. (pdf in this week’s folder)*  Hardy, K. V. (2013). Healing the hidden wounds of racial trauma. Reclaiming Children and Youth, 22(1), 24-28. Retrieved from: [https://static1.squarespace.com/static/545cdfcce4b0a64725b9f65a/t/54da3451e4b0ac9bd1d1cd30/1423586385564/Healing.pdf](https://secure-web.cisco.com/1HdWVJL7tZNMwC6smXuhLpiYkiGz7n2IbdVosLaiY4cVqm32HKO3iTOc3l6ipXqc5Wg3VrfYfCtTxX6nLC2kQThJ4mmTH0E9iipyD5k14HymBm3T3hcmeai3olDlyXqt_2LO78V2Nkz8792kTcYgFBAlAyRFmTAROgXzlt0C33ZZicfHCs7YSDQw_GlUSfL6S01rLbzp7yvKPGLUrdjNsJw91p_d_vVV44bV795TFbHMBiIf-oysqOcbvb0-K6eg8wg053KBk8jBYzDJ4X76XR3dtMzfR7RoULv2GCReCN5bVs_jYOgCWctSbyq7EBYGgtknTHnOcioMbowdSOm5o2v1LBqXXyIC1avX6FZ9s05uL-JOdIP-DqUIRdwjGXEHuHI2Bjh63CsuPFPN8Vq12FJTIX_Q6XPbUJX0UhvHfCFM7d2RXH6oI-T11AVgdXsdJ/https%3A%2F%2Fstatic1.squarespace.com%2Fstatic%2F545cdfcce4b0a64725b9f65a%2Ft%2F54da3451e4b0ac9bd1d1cd30%2F1423586385564%2FHealing.pdf)  Jernigan, M. M., Green, C. E., Perez-Gualdron, Liu, M. M, Henze, K. T., Chen, C….Helms, J. E. (2015).#racialtraumaisreal. Institute for the Study and Promotion of Race and Culture, Chestnut Hill, MA.  Retrieved from:  <https://www.bc.edu/content/dam/bc1/schools/lsoe/sites/isprc/racialtraumaisreal.pdf>  Lebron et al. (2015). The Trauma of Racism. The McSilver Institute for Poverty Policy and Research, New York University Silver School of Social Work. <https://www.issuelab.org/resources/23698/23698.pdf>  Paradies, Y., Ben, J., Denson, N., Elias, A., Priest, N., Pieterse, A., . . . Gee, G. (2015). [Racism as a determinant of health: A systematic review and meta-analysis.](https://doi.org/10.1371/journal.pone.0138511) PLoS One, 10, Article e0138511. PTSDpubs ID: 1554591. <https://doi.org/10.1371/journal.pone.0138511>  *View****:***   1. Look at the slide show by Harris and Harris (in BB folder)   Harris, K., & Harris, F. (2020, July 16).  *A look into traumatic stress during intertwined pandemics: How race-based and environmental trauma impact the mental health of black individuals in the workplace and academia*[Keynote presentation].  California Counseling Association Conference: “Blurred Lines: Refocusing for 20/20 Vision”.  Zoom platform   1. Look at Resources for Black Healing regardless of your race. We are trying to understand the impact of trauma on society, including racial trauma.   <https://uncw.edu/counseling/documents/resources-for-black-healing_updated_6_1_2020.pdf>   1. Watch **Dr. Thelma Bryant Davis**’s 6 minute video about working with a young Black adolescent girl dealing with racism among friends and family from a trauma perspective called “liberation psychology”   <https://www.nicabm.com/working-with-the-trauma-of-racism/>   1. Watch **Dr. Thelma Bryant Davis** (5:23) discuss coping with COVID-19, and its impact on marginalized communities   <https://www.nicabm.com/the-same-pandemic-vastly-different-experiences/>   1. Watch **Dr. Joy DeGruy’s** short (5 minute) video on **Posttraumatic Slave Syndrome** (at the bottom of this page):   [https://www.joydegruy.com/#](https://www.joydegruy.com/)  Write:  Reaction paper Option 1: Read and reflect on your emotional responses and thoughts about the materials about racial trauma this week:  Reaction paper Option 2: As another option for a reaction paper, write your responses to the 7 writing prompts on the infographic found here (you can do this regardless of your race):  Jernigan, M. M., Green, C. E., Perez-Gualdron, Liu, M. M, Henze, K. T., Chen, C….Helms, J. E. (2015).#racialtraumaisreal. Institute for the Study and Promotion of Race and Culture, Chestnut Hill, MA.  Retrieved from: www.bc.edu/content/dam/files/schools/Lynch School\_sites/isprc/pdf/racialtraumaisrealManuscript.pdf  Group discussion:  Discussion - Race related discussions:   1. We’ve grown up in a world that is racist, which means that all of us, whether we are white or not, whether we are aware of it or not, have some level of internalized racism. Often, we are blind to it and usually it is very uncomfortable to become aware of it. However, becoming aware of it and working to change it within ourselves is essential to reducing racism. Discuss what each of us can do to examine and work on changing our own internalized racism. 2. Discuss the impact of racial trauma on you, your friends/family, or your community including microaggressions. 3. Discuss best ways to respond to someone who: 1) inadvertently says something that is a microaggression;   2) who says something that is blatantly racist  Create and upload a Padlet summarizing one discussion question for your group. Read the other groups’ Padlets. When you’ve finished reading other groups’ Padlets, class is over for the day, and you are free to leave the Zoom meeting.  <https://padlet.com/bbrand5/x7rtx1jon4gmv5zh>  **DUE by Sunday night 9/6/20 11:30 pm:**   1. Turn in Self-care proposal 2. Reaction paper, if you choose to do one this week. |
| 9/7 | **Labor Day – no class but please keep working** | Watch:   1. If you have access to Netflix, please watch the incredible documentary/ called *13th*. (Note: you can try out a free month’s Netflix membership then cancel it before they charge you for the next month). It documents how blacks are imprisoned at extremely high rates due to systemic racism. The film reveals that this form of racism provides massive amounts of money for the industrial prison complex.   <https://www.netflix.com/title/80091741> |

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| 9/14  Week 3 | **The Impact of Early Trauma and Neglect on Children’s Brains and Behavior** | On your own:  **Do 2 hours of self-care**.  **Read Perry** pp 1-80 (3 hours- take notes; fascinating and emotionally intense real stories of children who have been abused or neglected and how Dr. Perry and his team treated them).  Watch:  **Dr.** **Nadine Burke Harris talks about ACES** (15:51 minutes):  <https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime>  After watching Dr. Burke Harris, read more:  Here is a more detailed explanation of the ACEs and their impact. This is an crucial source to read to understand the basic biology that links ACEs with later medical and psychological problems:  <https://drive.google.com/file/d/1RD50llP2dimEdV3zn0eGrgtCi2TWfakH/view>  As a Group:  Discussion about Perry book:  Perry refers frequently to “use dependence” as one of the mechanisms that lead to neurophysiological changes related to trauma. Explain what he means. This is important. Make sure you understand it.  Create and upload a Padlet summarizing one discussion question for your group. Read the other groups’ Padlets. When you’ve finished reading other groups’ Padlets, class is over for the day, and you are free to leave the Zoom meeting.  <https://padlet.com/bbrand5/8fz2q1c4gsv3bllv>  Write:  Reaction paper choice 1: If you would like to, figure out your ACE score and consider how those experiences may have influenced you in the past and in the present. Is there anything you need or want to do to deal with the ACEs you have experienced? (No need to figure out your ACE score if you don’t want to, and if you do want to do it, you don’t have to write a reflection paper about it.) The link below also includes some sources of resilience you may have had; you don’t need to write about that.  <https://acestoohigh.com/got-your-ace-score/>  Reaction Paper choice 2: If you would like, write about one or more experiences with racial trauma. How did you manage it when it happened? How do you manage it now? Do you think it still impacts you, and if so, how? If it still impacts you in a negative way, are there any additional things that would help you heal from it or deal with it? |
| 9/21  Week 4 | **The Importance of Attachment and Relationships** | On your own:  **Do 2 hours of self-care**.  **Read and take notes Perry** pp. 81 – 124 (1.5 hours).  Watch:  **Responsive Care**: Nurturing Strong Attachment Through Everyday Moments (5:52 minutes)  <https://www.zerotothree.org/resources/230-responsive-care-nurturing-a-strong-attachment-through-everyday-moments>  Watch and take notes:  **Wresting Ghosts** 1 hr 33 minutes on Kanopy  “This documentary follows the epic inner journey of Kim, a young mother who, over two heart-breaking and inspiring years, battles the traumas from her past to create a new present and future for her and her family. In this intimate portrait, Kim shares deeply personal moments that most of us keep secret in shame, and invites us into her counseling sessions.”  As a Group:  Discussion 1:  How did you feel about Kim as a mother in the first 30 minutes or so of the video? Did your view of her as a mother change? If so, why? What differences did you notice in her personally and when she was with her children and husband as the video and treatment progressed?  Discussion 2:  Imagine that your group is the staff working at a trauma clinic. You are asked to provide treatment to a girl who is 7 yet can’t talk or walk and is *terrified* of people due to extreme neglect. Decide on five main aspects of the treatment you and your staff would provide to her and your rationale for using these methods.  Question 3:  Why did Virginia and Laura turn out so vastly different from Leon (cases in Perry’s book)?  Create and upload a Padlet summarizing one discussion question for your group. Read the other groups’ Padlets. When you’ve finished reading other groups’ Padlets, class is over for the day, and you are free to leave the Zoom meeting.  <https://padlet.com/bbrand5/ut2joo08vtssofi9> |
| 9/28  Week 5 | **Dissociation: The Escape When There Is No Escape** | On your own:  **Do 2 hours of self-care**.  **Read Perry** pp. 125-154; 179-202. The chapter The Boy Who Was Raised As a Dog covers a good deal of important information. Make sure you read it carefully and understand what neurosequential treatment is. Chapter 8 introduces the concept of dissociation.  Watch:  **Dr. Dan Siegel on “Flipping Your Lid”** – Dr. Siegel explains in simple language what occurs when the brain is highly triggered (7:27)  <https://www.bing.com/videos/search?q=flipping+your+lid+dan+siegel&docid=608006093007753096&mid=A8B651DDF49E86F92747A8B651DDF49E86F92747&view=detail&FORM=VIRE>  https://www.bing.com/videos/search?q=flipping+your+lid+dan+siegel&&view=detail&mid=756F306DD9D251E9CFBD756F306DD9D251E9CFBD&&FORM=VDRVRV  **Dr. Brand’s video about dissociation and the brain (or presented in class)**  **A Better Man** (1:18 on Kanopy). Take notes on the times when either Attiya or Steve mentions they do not remember times or places of trauma.  As a Group (1 hour):  Discussion1:  Discuss the examples you heard in A Better Man about Attiya or Steve having little memory for some of the times or places where he was violent to her. Why do they recall so little of these times? What other signs of trauma do they show?  Synchronous discussion 2:  What do you think caused Steve to be so violent to Attiya? What would help people in relationships that are abusive be more able to leave the relationship? What can you do if you know a friend or family member is getting hurt in a relationship?  Create and upload a Padlet summarizing one discussion question for your group. Read the other groups’ Padlets. When you’ve finished reading other groups’ Padlets, class is over for the day, and you are free to leave the Zoom meeting.  <https://padlet.com/bbrand5/ix0n96ql1cfey4ol>  Reaction paper: Perry uses Raven’s case to introduce dissociation, a defense used to ward off the impact of trauma. Define dissociation and discuss how it can help someone survive trauma. Describe any negative impacts of dissociation later in life. Offer your opinion about whether dissociation is more protective or harmful of individuals as a long-term coping strategy. |
| 10/5  Week 6 | **Severe Deprivation and Early Chronic Terror: The Physiological Impact** | On your own:  **Do 2 hours of self-care**.  **Read and take notes Perry** pp. 203-250  Watch:  **Resilience: The Biology of Stress and the Science of Hopefulness** (1:42 on Alexander Street at Cook Library)  <http://proxy-tu.researchport.umd.edu/login?ins=tu&url=http://search.ebscohost.com/login.aspx?direct=true&db=edsasp&AN=edsasp.ASP5068649.marc&site=eds-live&scope=site>  As a group:  Discussion 1:  What changes did Peter’s brain likely experience due to being raised in an orphanage where the children were neglected? Discuss the wide range of treatments Dr. Perry used to help Peter’s “amazing brain” heal from this neglect?  Discussion 2:  What does Perry see as necessary changes in our country so as to decrease the risk of neglect and abuse of children? Do you agree with him? Do you think additional or different things need to be done?  Create and upload a Padlet summarizing one discussion question for your group. Read the other groups’ Padlets. When you’ve finished reading other groups’ Padlets, class is over for the day, and you are free to leave the Zoom meeting.  <https://padlet.com/bbrand5/yxzs1z6vi1h9zcub>  Reaction paper: Summarize the biological impact of early trauma and neglect on a developing child, using information from the Perry book, and other sources we’ve read and watched this semester. This is a great way to prepare for the midterm. |
| 10/12  Week 7 | **How trauma “costs” society.** | On your own:  **Do 2 hours of self-care**.  Read (1.5 hours):  Fang, X., Brown, D. S., Florence, C. S., & Mercy, J. A. (2012). The economic burden of child maltreatment in the United States and implications for prevention. Child Abuse & Neglect, 36(2), 156-165. doi: 10.1016/j.chiabu.2011.10.006  Zielinski, D.S. (2009). [Child maltreatment and adult socioeconomic well-being](http://www.sciencedirect.com.proxy-tu.researchport.umd.edu/science?_ob=ArticleURL&_udi=B6V7N-4XDFDM0-3&_user=961294&_coverDate=10%2F31%2F2009&_rdoc=3&_fmt=high&_orig=browse&_srch=doc-info(%23toc%235847%232009%23999669989%231532122%23FLA%23display%23Volume)&_cdi=5847&_sort=d&_docanchor=&_ct=11&_acct=C000049420&_version=1&_urlVersion=0&_userid=961294&md5=dd055b26703141f7f111113f41812e79). Child Abuse & Neglect, 33, 666-678.  Watch:  Derek Clark (18:45) was exposed to profound abuse then discarded by his parents as a preschooler. He ended up in foster care, but turned things around and become a successful adult, giving motivational talks. Listen to his inspiring story on TEDx Talk and see what things helped him transform his life.  <https://www.iwillnevergiveup.com/motivational-ted-talk-power-of-determination-inspirational-speaker-derek-clark/>  **Rape Myths on Trial** (57 minutes Kanopy)  “Anne Munch, a career prosecutor and advocate for victims of gender violence, examines how cultural attitudes shape the outcomes of rape and sexual assault cases. Drawing on years of experience prosecuting sex crimes, Munch shows how rape cases often turn on the involvement the complex of myths and stories we tell ourselves as a culture about sex, gender, power, and responsibility. Using examples from real cases, and harrowing evidence from actual 911 calls, Munch reveals how the assumptions that juries bring into the courtroom often stack the odds against victims, and at the same time challenges us to think critically about how our own assumptions might unintentionally reinforce victim-blaming.”  **Tea Consent:**  <https://m.youtube.com/watch?feature=youtu.be&v=oQbei5JGiT8>  As a group:  Discussion 1:  What would the costs to society have been if Derak Clark had not broken the intergenerational pattern of abuse? What personal and social factors helped him heal from trauma and abandonment by his parents?  Discussion 2:  Discuss the ways trauma “costs” society, individuals in general, your community, others you know, and/or specifically YOU.  Discussion 3:  Discuss Rape Myths: Describe the psychological processes that occur in jurors and the public that contribute to victim blaming in sexual assault cases, rather than putting the blame on the perpetrator. What do we need to do so that victims of sexual assault are not blamed for the felony behavior of the assailants?  Create and upload a Padlet summarizing one discussion question for your group. Read the other groups’ Padlets. When you’ve finished reading other groups’ Padlets, class if over for the day, and you are free to leave the Zoom meeting.  <https://padlet.com/bbrand5/f146wetsmp3kf7pv> |
| 10/19  Week 8 | **Terror & Disconnection** | On your own:  **Do 2 hours of self-care**.  **Read and take notes Herman** pp. 1- 73 (3 – 4 hours)  Begin discussing ideas for group projects and forming groups in group discussion and/or on the class’s Social Hour BB page.  Watch:  **Paper Tigers** (1:42 on Alexander Street at Cook Library) This is the remarkable story of how school staff changed their school from one of the most violent schools to one where kids thrive and heal from ACEs and other struggles.  <https://video-alexanderstreet-com.proxy-tu.researchport.umd.edu/watch/paper-tigers?utm_campaign=Video&utm_medium=MARC&utm_source=aspresolver>  As a Group:  This week, take 2 full hours to discuss all of the following 4 discussion points in your groups.  Discussion about Herman:  1) Herman argues that there have been “waves” of societal willingness to be aware of and acknowledge trauma, that have been followed by waves of denial about trauma. What leads to this vacillation in societal willingness to acknowledge, then to disavow trauma? What “wave” do you think the US is in right now?  2) Herman states that traumatic memories are different from non-traumatic memories. How do they differ? What impact can this have on survivors of trauma?  3) When she talks about disconnection in Chapter 3, Herman begins to link some of the damage that trauma causes with what needs to happen to allow trauma survivors to heal. Discuss what Herman suggests are important aspects of healing. What can we do as allies and loved ones of people who have experienced trauma to foster their healing?  Discussion 4:  Paper Tigers – After Principal Jim Sporleder learned about ACEs and their impact, he and his staff drastically altered how students at Lincoln Alternative High School were disciplined and taught. The number of fights at the school dropped by 75% and the graduation rate increased five-fold. Discuss what the teachers and staff did that fostered such success among high-risk students. Do you think that if other schools followed their model, they too would have higher rates of student success? Why or why not?  Create and upload a Padlet summarizing one discussion question for your group. Read the other groups’ Padlets. When you’ve finished reading other groups’ Padlets, class if over for the day, and you are free to leave the Zoom meeting. |
| 10/26  Week 9 | Midterm | On your own:  **Do 2 hours of self-care**.  Review notes and readings for midterm.  **Midterm:** Open book, open notes exam will be available on BB in this week’s folder at the start of class. Your essay answers must be submitted via BB in the assignments folder under midterm by 3:10 pm. Late exams will be penalized by a half letter grade for each 15 minutes they are late. |
| 11/2  Week 10 | **Reenactments, Complex PTSD & Dissociative Disorders** | On your own:  **Do 2 hours of self-care**.  **Read and take notes on Herman** pp. 74 - 132 (4 hours)  Watch:  Dr. Brand’s video about dissociation and dissociative disorders (15 min)  **Dr. Stephen Porges** (3:16) discusses how freezing can be life-saving, although many trauma survivors feel deeply ashamed about “not doing anything to fight back”:  <https://www.nicabm.com/trauma-the-bodys-adaptive-response-to-trauma/>  As a Group:  This week discuss all 5 questions. The discussions will likely last for 2 hours:  Discussion 1: Herman outlines how perpetrators can gain total control over their victims so that even when there could be a chance to escape, or even after the abuse is over, the victims are often unwilling to reveal what happened, and/or they may continue to feel attached to the perpetrator. Discuss why that is a common outcome of what Herman calls “captivity”.  Discussion 2: Herman uses two important terms in Chapter 5: “doublethink” and “double self”. Discuss what she means by both terms.  Discussion 3: Herman developed and argued for the new diagnostic category she called “Complex PTSD”. How does it differ from “regular” PTSD?  Discussion 4: Herman writes that there are three major “adaptations” to trauma that stem from chronic child abuse. What are they? What are some ways in which these adaptations cause problems for the survivor as an adult?  Discussion 5: Discuss how to best interview people who have been traumatized. What are your concerns? What do you most want to convey to the person you interview?  Create and upload a Padlet summarizing one discussion question for your group. Read the other groups’ Padlets. When you’ve finished reading other groups’ Padlets, class if over for the day, and you are free to leave the Zoom meeting.  <https://padlet.com/bbrand5/v2y4clr3i3mw2bhj>  Reaction paper; Based on what you’ve read in Herman and class discussions, why can’t many trauma survivors “just get over it” and stop thinking and experiencing problems related to trauma? |
| 11/9  Week 11 | Interpersonal Violence in relationships in adulthood | We will not meet as a class this week so that you have enough time to do the readings, watch the video, conduct your interview, create a Padlet with the interview link, and watch 6 classmate's videos and comment on them in their Padlet.  The amount of detailed description of trauma may be challenging this week. Please be sure to take breaks and take care of yourself!  On your own:  **Do 2 hours of self-care**.  **Read and take notes on Herman** pp. 133 - 195 (3 hours). This part of the book talks about essential aspects of healing and treatment. It’s very important to read this.  **Decide who you want to work with in a group of 2 - 4 people for the group project presentation and decide on the focus for your group project**. Be ready as a group to discuss your idea with Dr. Brand during class next week.  **Conduct and record a 15-minute Interview** about trauma experienced by friends, loved ones, yourself (1 hour). (You can also do a longer interview and edit it down to 15 minutes if you have the knowledge and software to do that.) Ask what they experienced (only at the level of detail comfortable to the interviewee; try not to get overly detailed about trauma because it can cause flashbacks and distress), how the trauma has effected them, and how they coped with it in the past (and possibly how they continue to cope with it, if it still distresses them). Be sure to ask about and listen for whether experiencing trauma(s) has led to them developing any strengths or insights or in any way helping them grow as a person. DO NOT REVEAL THAT PERSON’S NAME OR IDENTIFYING INFORMATION IN THE INTERVIEW (unless the person specifically wants you to identify them; if they WANT to be identified by name, they must indicate that on their signed permission form.)  **\*\*\*\*Be SURE to get written permission to record the interview** prior to starting the interview. They need to sign the consent form agreeing in writing to be recorded; the form is in this week’s folder. You don’t need to show their face on the video; you can show just yourself and record their voice. Regardless of what type of recording you use, they MUST sign a consent form!). I may collect the signed consent forms and if you don’t have it, you will lose one letter grade for the interview project.  Create a **Padlet** (Listing only your name on the Padlet, not the person you interviewed and include the link to the videotaped interview) so that classmates can comment on your interview. Also upload the link to your interview in the Assignments Folder on BB so I can grade it and give you comments back on BB. **You must create your interview Padlet with the interview link, as well as upload your interview link into the Assignments folder by Sunday Nov. 8th at 11:30 pm**.  **Watch 6 classmates’ interviews** and **leave comments** to classmates about their interviews on their **Padlets (your comments on the 6 classmates’ Padlets will be graded; your 6 Padlet comments are due by the end of class, that is by 3:10 on 11/9**. (1.5 hours)  <https://padlet.com/bbrand5/iya91yth00j9ay8h>  Watch:  **Saving Face** (40 minutes on Kanopy; this might be particularly distressing for some people; you do not have to watch all of it if it is highly upsetting)  “A harshly realistic view of violence against women in South Asia. Every year in Pakistan, many women are known to be victimized by brutal acid attacks, with numerous cases going unreported. Plastic surgeon Dr. Mohammad Jawad left his prominent London practice to return to his home country and help the victims of such attacks.”  Reaction Paper Options:  Reaction Paper Option 1:  Discuss your reactions to Saving Face.  Reaction Paper Option 2:  Discuss what you learned conducting an interview of someone who has been traumatized. |
| 11/16  Week 12 | Prevention & Treatment of Trauma Groups will meet during class time with Dr. Brand to discuss ideas for class presentations. These are self-created groups, not the discussion groups I have broken you into for Zoom class discussions. The group project meetings will occur during the synchronous discussion time. | On your own:  **Do 2 hours of self-care**.  Read**:**  **Read and take notes on Herman** pp. 196 - 236 (2 hours). Herman describes additional essential aspects of healing and treatment.  **Read more about what schools can do to support traumatized children:**  [https://www.schoolcounselor.org/asca/media/PDFs/FINAL-Race-and-Trauma-in-the-Classroom-Factsheet.pdf](https://www.schoolcounselor.org/asca/media/PDFs/FINAL-Race-and-Trauma-in-the-Classroom-Factsheet.pdf%20%20%20) (1 hour)  Watch:  Dr. Brand’s video about trauma treatment. (15 minutes) Trauma and Addiction: Crash Course Psychology #31 (10:50 minutes) Did you know that J.R.R. Tolkien, the author of *The Hobbit* and *Lord of the Rings* was exposed to terrible trauma in WWI? The impact of combat trauma may have helped contribute to his fantasy-based books. Listen carefully (and take notes) as Hank Green discusses PTSD, trauma’s impact on the brain, and how trauma can contribute to addiction, as well as possible growth. This is a fast-paced example of how you might analyze the impact of trauma on a well-known person’s life. (But I hope your group talks more slowly!) <https://www.youtube.com/watch?v=343ORgL3kIc>  **Fly By Light** (1:23 on Kanopy) This film documents the impact of growing up in a lower socioeconomic neighborhood in Washington DC. Many of the youth were exposed to trauma in their neighborhoods as well as within their relationships. See the creative ways that a group of counselors tries to help them heal from trauma and poverty. At one point, Mack says that 8 days isn’t enough to help the kids heal. Do you agree? What do we need to do to help youth in these neighborhoods have a fair chance in life in general, as well as in healing from trauma?  **Circle Up** (1:08 feature version on Kanopy; if you are really crunched on time there is a 14-minute version but it misses so much good information.) This is the powerful story of two mothers whose sons were murdered and how they eventually got involved in a restorative justice approach to working with youth who have committed violent crimes including murder.  **Research:**  **Spend 1 hour researching** on your own or with a partner either prevention of violence or treatment of trauma such as:   1. methods of helping parents at risk for abusing their kids; 2. methods for helping people at risk for being violent in relationships 3. some form of treatment for trauma that interests you; 4. what can and is being done, or should be done, to help low SES neighborhoods support the safety and well-being of the people who live there.   Create and share a brief summary on your **Padlet (this is graded) of what you learned about prevention or treatment of trauma. Add a link** to the most informative site or paper for others who may be interested. Must be uploaded by Sunday night 11:30 pm.  <https://padlet.com/bbrand5/rsj637b95p9s6lwu>  Reaction Paper:  We have now discussed and seen films depicting a number of approaches to helping traumatized youth and adults, and in violence prevention. Recall the approaches described (neurosequential treatment by Dr. Perry, psychiatric medications, neurofeedback and couple’s therapy with Kim in Wrestling Ghosts, restorative justice in A Better Man and restorative justice circles in Circle Up, plastic surgery to repair bodily scars from acid throwing, psychotherapy for PTSD described in Herman, a week in nature with group therapy in Fly By Light, a school-based trauma-informed approach in Paper Tigers). Discuss which approach(es) would you recommend if all were readily available and affordable to people who need them and why you think they would be beneficial? |
| 11/23  Week 13 | Begin Working on Group Projects during class | **There will be no large Zoom class meeting today. Instead only small groups will meet on their own to work on projects for group presentations. I’ll send out a poll for students to sign up for times.**  On your own:  **Do 2 hours of self-care**.  In new groups of your choice for final presentations:  **Begin group work** (7 hours of work). **Each group must upload on the Padlet wall the videos and readings they are assigning to the class by noon on the Saturday along with a 15 minute (or slightly less) recorded presentation.** Use the Padlet wall for the week you will be presenting. If any group is late, or does not assign approximately a ½ hour of work for students to prepare for their presentation, points will be deducted for the group presentation.  Here are some possible agencies and researchers to look for if you are interested in prevention and family level work to reduce the risk of child abuse:  **Dr. Alicia Lieberman** – researcher who has shown treatments that help traumatized children and families  **Zero to Three** – non-profit that provides training to professionals and information to families; here’s some of their trauma information:  <https://www.zerotothree.org/resources/2384-supporting-young-children-experiencing-separation-and-trauma>  **The Ounce of Prevention** – non-profit that provides education and research about the impact of poverty on children and the importance of quality education and childcare  <https://www.theounce.org/who-we-are/early-childhood-program-outcomes/> |
| 11/30  Week 14 | Group presentations | On your own:  **Do 2 hours of self-care**.  Read and watch:  Videos and Readings to be announced by groups. Check the Padlet wall for this week to see what the groups have assigned.  Check here to read and watch their assignments for us, then watch their recorded presentation. Last of all, give them feedback on their presentation by leaving comments on their Padlet.  **Self-Care Project Paper Due Sunday Nov. 29 11:30 pm.** |
| 12/7  Week 15 | Group Presentations | On your own:  **Do 2 hours of self-care**.  Read and watch:  Videos and Readings to be announced by groups. Check the Padlet wall for this week to see what the groups have assigned.  Check here to read and watch their assignments for us, then watch their recorded presentation. Last of all, give them feedback on their presentation by leaving comments on their Padlet.  <https://padlet.com/bbrand5/5h5hlzz5tc81y3q9>  Reaction Paper: What has been most upsetting to learn or hear about this semester? How does it change you, the way you relate to others, and the way you view the world? |
| 12/14  Week 16 | Group Presentations | On your own:  **Do 2 hours of self-care**.  Read and watch:  Videos and Readings to be announced by groups. Check the Padlet wall for this week to see what the groups have assigned.  Check here to read and watch their assignments for us, then watch their recorded presentation. Last of all, give them feedback on their presentation by leaving comments on their Padlet.  <https://padlet.com/bbrand5/w84pqj4s3mouug1y> |