



War, Psychological Trauma and Resilience

Dr. Baird ~ Spring 2018

COURSE INFORMATION

Instructor:

Dr. Mark J. Baird

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Office: Dixon 209d

Office Hrs:

Tue: 2:20p-4:20p

Wed/Fri: 10a-12p

Click on following link to make appointment:

<http://drbaird.simplybook.me>

Course: PY???

3 Credit Hours

Prerequisites: Psychopathology (PY358)

REQUIRED MATERIALS

What you need

Preliminary Course Reading Packet: (readings will include excerpts from the following plus more to follow)

Renden, J. (2015). *Upside, The New Science of Post Traumatic Growth*. New York, NY: Touchstone.

Meichenbaum, D. (2014). *Roadmap to Resilience: A Guide for Military, Trauma Victims and Their Families*. Clearwater, FL: Institute Press.

Frankl, V. (2006). *Man's Search for Meaning*. Boston, MA: Beacon Press.

Shepard, B. (2001). *A War of Nerves: Soldiers and Psychiatrists in the Twentieth Century*. Cambridge, MA: Harvard University Press.

Morris, D. (2016). *The Evil Hours: A Biography of Post-Traumatic Stress Disorder*. New York, NY: Mariners Books.

Brandt, D. (2010). *Pathway to Hell: A Tragedy of the American Civil War*. Lincoln, NE: University of Nebraska Press.

Van Der Kolk, B. (2014). *The Body Keeps the Score: Brain, Mind, and Body in the Healing of Trauma*. New York, NY: Penguin.

Stecker, T. (2011). *5 Survivors: Personal Stories of Healing from PTSD and Traumatic Events*. Center City, MN: Hazelden Foundation.

Silko, L. (2006). *Ceremony*. New York, NY: Penguin Group

Escolas, Pitts, Safer & Bartone (2013). The Protective Value of Hardiness on Military Posttraumatic Stress Symptoms. *Military Psychology*.

Resick, P.A. (2001). *Stress and Trauma*. Philadelphia, PA: Taylor & Francis, Inc.

Bedard-Gilligan, M., Jaeger, J., Echiverri-Cohen, A., & Zoellner, L.A. (2012). Individual differences in trauma disclosure. *Journal of Behavior Therapy and Experimental Psychiatry*, 43, 716-723.

Herman, J. (1997). *Trauma and Recovery*. New York, NY: BasicBooks.

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5th ed.). Arlington, VA: American Psychiatric Publishing.

Kilpatrick, D.G., Ruggiero, K.J., Acierno, R., Saunders, B.E., Resnick, H.S., & Best, C.L. (2003). Violence and risk of PTSD, major depression, substance abuse/dependence, and comorbidity: Results from a national survey of adolescents. *Journal of Consulting and Clinical Psychology*, *71*, 692-700.

Agaibi, C.E., Wilson, J.P. (2005). Trauma, PTSD, and resilience: A review of the literature. *Trauma, Violence, & Abuse*, *6*, 195-216.

Tedeschi, R.G. & Calhoun, L.G. (2004). Posttraumatic growth: Conceptual foundations and empirical evidence. *Psychological Inquiry*, *15*, 1-18.

Milliken, C.S., Auchterlonie, J.L., Hoge, C.W. (2007). Longitudinal assessment of mental health problems among active and reserve component soldiers returning from the Iraq war. *Journal of the American Medical Association*, *298*, 2141-2148.

Allard, C.B., Nunnink, S., Gregory, A.M., Klest, B., & Platt, M. (2011). Military sexual trauma research: A proposed agenda. *Journal of Trauma & Dissociation*, *12*, 324-345.

Norris, F.H., Friedman, M.J., Watson, P.J., Byrne, C.M., Diaz, E., & Kaniasty, K. (2002). 60,000 disaster victims speak: Part 1. An empirical review of the empirical literature, 1981-2001. *Psychiatry*, *65*, 207-239.

Jewkes, R. (2002). Intimate partner violence: Causes and prevention. *Lancet*, *359*, 1423-1429.

Foa, E.B., Keane, T.M., Friedman, M.J., & Cohen, J.A (Eds). (2009). *Effective Treatments for PTSD: Practice Guidelines from the International Society for Traumatic Stress Studies*. New York, NY: The Guilford Press.

Resick, P.A., Monson, C.M., & Rizvi, S.L. (2008). Posttraumatic Stress Disorder. In D. Barlow's (Eds.), *Clinical Handbook of Psychological Disorders* (pp87-115). New York, NY: The Guilford Press.

Paper and pen: For notes and in-class activities. Since active participation is encouraged, please limit the use of laptops and other electronic devices to legitimate learning purposes during class.

Recording device and production software: Depending on funding this may be an iPhone and Audacity.

COURSE DESCRIPTION

What this course is about

War, Psychological Trauma and Resilience is an upper-division course designed to explore the nature of trauma and the various outcomes that suffering can produce. This course will first survey the major conflicts the American Military has been involved in from the Civil War onward, comparing and contrasting, at a macro level, the variables that led to either increased resiliency and growth, or psychological degradation. We then explore, at a micro level, the individual factors that can either hinder or facilitate emotional, psychological and spiritual growth before, during and after great suffering. Students will explore the various ways humans from a variety of cultures have interacted with suffering from Old Testament to current treatments for PTSD and research on hardiness and Post Traumatic Growth. Students will interview individuals who have experienced growth out of trauma and will produce and present a podcast documentary to both the class and the broader community.

COURSE REQUIREMENTS

How to succeed in this class

Attendance & Participation

Attend class regularly. Research on learning suggests that information is best understood and retained through active, frequent use of the material. Thus, class time will be spent in a wide variety of learning activities designed to help you to understand, appreciate, and remember the material. These activities include interactive lectures, large group discussions, films, and small group collaborative work. You are responsible for all information presented in class, regardless of your attendance.

Look...one of the reasons you have chosen to not attend an online class is so that you can have an interactive experience with both the professor and your fellow classmates. This class will be much poorer if you are missing. Class attendance and participation is necessary and, therefore required. You are responsible for obtaining any handouts, notes, etc. for any classes missed. Any student not completing an assignment or in-class activity as scheduled will forfeit all related points. In the event that an unusual or unavoidable circumstance that would qualify as an excused absence (e.g., illness, travel on a mandatory college-sponsored activity) impairs your ability to turn in an assignment, please contact the instructor via e-mail ***in advance***, where possible, or within 24 hours and be prepared to provide documentation of your circumstance. **More than TWO unexcused absence or partial absence to a class meeting may result in a dropping of a letter grade for each subsequent absent. This may result in a failing grade in the course.**

Preparation

Complete examinations and assignments as scheduled. Assignments and readings are due at the beginning of class on the date they are listed. One letter grade per day (including weekend days) will be deducted for late assignments. In the event that a documentable circumstance (e.g., doctor's note of illness, travel on a mandatory college-sponsored activity) impairs your ability to take a test or turn in an assignment, please contact the instructor by e-mail immediately. **NOTE WHEN FINALS ARE** and plan accordingly.

Communication:

Check Blackboard and email regularly. Announcements related to class will be posted on Blackboard (but they will push to your email). Grades may also be available. Blackboard can be accessed from the "Current Students" page on the Whitworth website. I have found that email is a poor mode of communication from student to professor. Rather, make use of either class time or my office hours for guidance on assignments, assistance in understanding the material, or just to talk about concepts and issues related to psychology, trauma, resilience, spirituality, or just life. Simply click on this link to schedule an appointment with me <http://drbaird.simplybook.me> .

Academic Honesty

We take extremely seriously the university's policy on academic honesty in all your work. Refer you to the current University Catalog and Student Handbook for guidelines on plagiarism and other forms of academic dishonesty. Any form of dishonesty in an assignment will lead to a zero on the assignment, and we reserve the right to give a grade of F for the course as well.

It is your responsibility to ensure that you understand this policy, so please consult the catalog, handbook, and the instructor for further clarification as needed at the beginning of the semester and throughout the term.

Unless otherwise noted, all work assigned in this course is to be independent. You may only work with others if the instructor has clearly designated an assignment as a group activity. For your own protection, you are required to keep a hard copy of all assignments submitted.

Special Needs

Register special needs. Whitworth University is committed to providing its students access to education. If you have a documented special need that affects your learning or performance on exams or papers, you will need to contact the Educational Support Office (Andrew Pyrc) at the beginning of the semester to identify accommodations that are appropriate. It is helpful if you wish to discuss your needs with Dr. Baird.

Title IX: Whitworth University faculty members are committed to the well-being of each student. It is common for students to discuss non-course related issues with faculty and, when possible, faculty will keep such conversations strictly confidential. However, because federal law views faculty members as mandated reporters of any incidents of sexual misconduct, if a student informs a faculty member of an issue of sexual harassment, sexual assault, or discrimination, the faculty member is required by federal law to bring it to the attention of the Title IX Coordinator. The Title IX Coordinator will make sure the student is aware of all of the options and resources provided to them by Whitworth University policies and under the law.

There are Whitworth University employees whom federal law does not view as mandatory reporters, to whom a student could speak without the conversation being reported to the Title IX Coordinator. These include Pam Oswalt (counselor and Whitworth first responder), other counselors in Counseling Services, and any of the university chaplains on the staff of Campus Ministries.

EVALUATION & GRADING

How grades are calculated

Grades:

Letter Grade	Grade Points	Class %	
A	4.0 pts.	94%	470+ pts.
A-	3.7 pts.	90%	450-469 pts.
B+	3.3 pts.	87%	435-449 pts.
B	3.0 pts.	84%	420-434 pts.
B-	2.7 pts.	80%	400-419 pts.
C+	2.3 pts.	76%	380-399 pts.
C	2.0 pts.	72%	360-379 pts.
C-	1.7 pts.	69%	345-359 pts.
D+	1.3 pts.	66%	330-344 pts.
D	1.0 pts.	63%	315-329 pts.
D-	0.7 pts.	60%	300-314 pts.
F	0.0 pts.	<60%	299 pts. or less

Evaluation Summary:

Criteria	How Many	Pt. Value	Total Pts.
Exams	2	100 pts.	200 pts.
Critical Thinking Journal	10	10 pts.	100 pts.
Applied Group Project	1	150 pts.	150 pts.
Individual Paper	1	50 pts.	50 pts.
			= 500 pts.

Examination

(2@ 100 pts. each = 200 pts. total)

The final exam is designed to survey your understanding and retention of the course content and help you integrate the material. You are responsible for material in the text, lectures, and other supplemental materials (e.g., videos, handouts). Exams may include multiple choice, matching, fill-in-the-blank, short answer, and/or essay items.

Critical Thinking Journal

(10 @ 10pts. Each = 100 pts. total)

You will keep a journal of reflective and analytic responses to questions regarding course/lecture/discussion content. The journals will be collected periodically during the semester on pre-assigned dates to ensure completion.

Applied Individual Paper

(50 pts)

You will individually write a research paper about how you can consolidate the course material and apply it to suffering in your life.

Applied Group Project

(150 pts):

You will work in small groups of 3-4 on a project to interview an individual who has grown out of suffering. You will then develop, produce and present a podcast audio documentary. More details will be available in class.