

theirs must choose appropriate and professional ways to self-express. Also, students should keep in mind that the purpose of this course is not to be a self-help guide or to provide counseling to students regarding their own psychological challenges.

Course Requirements

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

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

Papers:

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

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

There will be no exams for this class.

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

Grading and Evaluation

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

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

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

Class Participation: Your attendance and in class writing and analysis – is vitally important to your success in this course.

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

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

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

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

Books, Course Materials, Moodle

Books

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

Journal Articles

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

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

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

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

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

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

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

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

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

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

Class Schedule

Class Day	Day/Date	Topic / Readings / Assignments Due
1		Overview of the course
2		Introduction to Trauma. Overview, prevalence and history of Trauma
3		Types of Trauma I
4		Types of Trauma II
5		Psychological approaches to trauma I
6		Psychological approaches to trauma II
7		Children and Trauma
8		Older adults and trauma
9		Gender Differences
10		Cultural differences
11		Film Viewing "Deer Hunter" (1978)
12		Film Discussion
13		Field Trip to refugee camp
14		Student Presentations
15		Student Presentations
16		Vulnerability among Trauma Survivors
17		Resilience and Post Traumatic Growth
18		Ted Talks Viewing on Resilience
19		Resilience and Posttraumatic Growth Discussion
		1 st assignment->Find and read 1 journal article related to posttraumatic growth/resilience after trauma. You will share the research findings of this article with your classmates in small groups.

20	Student Presentations
21	Student Presentations
22	Self-Care in Trauma Survivors
23	2nd assignment->In groups, you will research organizations in Athens that work with Trauma Survivors. You will present these organizations and their work to the rest of the class.
24	End Discussion

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

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

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