

College Curriculum Proposal Approval and Routing Form

TITLE OF PROPOSAL: Psychology of Trauma & Disaster

Originating Faculty: Kate Yurgil

Department/College: Psychological Sciences Chairperson: Erin Dupuis

Contact Phone/Email: (504) 865-3325, kyurgil@loyno.edu

Type of Proposal (Check all that apply):

New Major¹ New Minor New Concentration Revise Existing Program

New Course Change to Existing Course Discontinue Program

Undergraduate Graduate Online Professional & Cont. Studies Other

1. Resources and Fees:

If this is a proposed revision, are there existing fees? n/a No Yes \$

Will course or program fees be required for this course/program? No Yes \$

Are new resources needed for implementing this proposal? No Yes

If yes, include complete description and dollar amount in proposal.

2. College Review and Approvals:

a. Department/School  (Chair) Date: 2/1/17
Approved Not Approved

b. College Curriculum Committee _____ (Chair) Date: _____
Approved Not Approved

c. College Dean _____ Date: _____
Supported Not Supported

3. Intercollegiate Review and Recommendations Required as applicable to proposal:

a. Online Education Committee _____ (Chair) Date: _____
Recommended Not Recommended

b. Professional and Continuing Studies Committee _____ (Chair) Date: _____
Recommended Not Recommended

c. Graduate Council _____ (Chair) Date: _____
Recommended Not Recommended

4. University² Recommendations Required as applicable to proposal:

a. University Courses & Curriculum Committee _____ (Chair) Date: _____
Recommended Not Recommended

b. Standing Council for Academic Planning _____ (Chair) Date: _____
Recommended Not Recommended

¹ New Degree to be Offered---Requires SACS Notification 6 Months Prior to Start

² Approval by the Strategic Planning Team, University Budget Committee, and/or Board of Trustees may be required for proposals that have significant impact on resources or mission. Proposals to establish or discontinue degree programs require approval by Board of Trustees and SACS.

COLLEGE COURSE PROPOSAL FORM

Instructions: Use this form for new college course proposals and substantial course revisions.

Department/College: Psychological Sciences, College of Arts and Sciences

Chairperson: Erin Dupuis

Course Title: Psychology of Trauma & Disaster
(Limit 28 Characters or Less)

Course Number: P S Y C - A 2 2 0

Term: Fall Spring Summer Credit Hours: 3 Major Required Elective

Effective Term Fall 2017 Course I.D. (SUBJ-LEVL) PSYC-A220 Contact Hours 3

Grade Type (Normal or Pass/Fail) Maximum Capacity 30

Activity Type (LEC, STU, LAB, LLB...): Lecture

Inter-disciplinary Classification (s) _____

Common Curriculum Classification (s) _____

Pre-requisites/Registration Controls: PSYCA-100 Introduction to Psychology

New Resources and Fees

- c. If this is a revised course, was there a course fee? **n/a** Yes _____ \$ _____ No _____
- d. Will a course fee be required for this course? Yes _____ \$ _____ No X _____
- e. Are new resources needed for implementing this course? Yes _____ No X _____
If yes, provide descriptions and dollar amounts in Section V.

New Course Proposal

Course Title: Psychology and Trauma & Disaster

Instructor: Dr. Kate Yurgil, Psychological Sciences

Course Description:

This course is intended as a mid-upper level introduction to the study of psychology's psychological trauma and the impact of natural and man-made disasters on mental health. Through instruction, discussion, and critical thought students will examine: 1) the various immediate and long-term psychophysiological responses to traumatic events, 2) factors that predict resilience vs. psychological distress, 3) vulnerable populations and group responses to trauma, and 4) how social and cultural factors as well as the media shape perception of trauma victims. In addition, students will complete a paper and presentation that examines the short- and long-term impact of trauma on an individual, group, or institution, and what lessons can be learned for future victims, communities, and responders.

I. Course Justification

This course will be an elective for majors and minors in Psychological Sciences. At the present time, there is a need for available mid-level electives for Psychology majors/minors. The proposed course would not replace any current courses, but would give students an additional elective option.

Due to the unpredictable and nature of major life events, there is a growing need to understand both the immediate and long-term impact of trauma in order to assist those on the road to psychological recovery. Furthermore, it is important to examine how interpersonal, social, and environmental factors influence our response to trauma victims and our likelihood of helping those in need. A course in Psychology of Trauma and Disaster would enhance psychology students' education and citizenry, instill Jesuit values of service and social justice, and provide foundational knowledge for students who wish to pursue a career in clinical mental health or other health-related field.

The topic and goals of the course are compatible with the Academic Plan for the University and for the College of Arts and Sciences. As stated in the strategic plan:

“In keeping with the Loyola University Mission to prepare students to “lead meaningful lives with and for others, and to “work for a more just world,” the College will recruit and retain students who can become productive and socially responsible leaders in their communities and society, dedicated to the Ignatian traditions of faith, service, and justice.”

A course in Psychology of Trauma and Disaster will require students to think critically about psychophysiological, interpersonal, and societal responses to disaster and trauma. For example, one core issue concerns identifying environmental and individual factors that predict resilience vs. distress (e.g., post-traumatic stress). Further, knowledge of psychological reactions to trauma is necessary for many different mental health professions (e.g., counseling, social work, disaster relief, first responders, and so on) and is pertinent to coping with unpredictable stressful events in everyday life,

II. Impact on the Curriculum:

- A. This course will add a needed psychology elective to our existing curriculum. The course will add an option for students who may be interested in learning more about psychology and trauma or who may be interested in pursuing a career in counseling, public health, or disaster relief.
- B. The course will be an elective course in the curriculum and will not increase or decrease the major/adjunct/elective hour distribution.

III. Impact of a new course on frequency of course offerings:

- A. This course will increase the number of courses offered during the semester.
- B. The proposed course depends upon the availability of instructors in the psychology department. The faculty member who would teach this course normally teaches several other required courses, one of which would need to be taught by a part-time instructor. It would become a part of the regular cycle of courses offered.
- C. There will be no impact on enrollments in other courses, nor will it prevent a core or required course from being offered.
- D. As an elective course for Psychology majors/minors the impact on other departments within the college should be minimal.
- E. Letters of support are attached from the Chair of Psychological Science.
- F. An example syllabus is attached.

IV. Impact on the Budget

- A. There will be a minimal impact on staffing. The psychology department would require the availability of an adjunct or part-time faculty member.
- B. There will be no impact on support services.
- C. There will be no new equipment needed.
- D. There will be no need for additional physical space.
- E. There will be no negative impact on other departments.

PSYC-A220: Psychology of Trauma & Disaster

Instructor: Dr. Kate Yurgil

Office: Monroe 369	Class Room:
Phone: (504) 865-3325	Class Times:
Email: kyurgil@loyno.edu	Office Hours:

Required Text: Amanda Ripley (2008). *The Unthinkable – Who Survives When Disaster Strikes*. Crown Publishers: New York.

ISBN: 9780307352903

Bookstore Price:

COURSE DESCRIPTION

Who survives in the wake of a disaster? When faced with fear, why do some individuals freeze while others jump to action? What factors predict resiliency and growth after trauma? These are but a few questions that we will try to answer as we examine psychological and physiological responses to disaster and trauma. Using empirical and clinical research, case histories, and personal narratives, students will explore topics including the human stress response, coping and resilience, memory and trauma, and reactions of non-victims.

COURSE OBJECTIVES

1. Students will gain an understanding of both normative and extreme physiological, psychological, and interpersonal responses to disaster and trauma.
2. Students will identify significant environmental and individualistic factors that predict the overall severity of post-traumatic psychological distress or resilience.
3. Students will examine the role of the media and other social factors in disaster response.

STUDENT WARNING:

This is NOT a clinical or therapeutic course, but rather an *analytical* course on how we respond to stress and trauma. We will be discussing the nature and impact of traumatic events, including some potentially stressful or sensitive topics. Some of these topics may trigger uncomfortable memories or emotions related to your OWN past experiences. **If you have experienced a traumatic event, regardless of your stage of recovery, I urge you to speak to me prior to enrolling in this course.**

COURSE STRUCTURE & REQUIREMENTS

Lecture & Assigned Reading

This 3-credit course includes a combination of lecture, discussion, and demonstration. Students will be expected to have read the assigned book chapters and articles *before* coming to class and should come to class prepared to discuss topics and ask questions.

Grading

Your final grade in this course will be based on the following performance scale (final grades NOT negotiable):

Percentage of Total Points	Grade Letter	Grade Value
93 - 100%	A	4.0
90 - 92.9%	A-	3.7
87 - 89.9%	B+	3.3
83 - 86.9%	B	3.0
80 - 82.9%	B-	2.7
77 - 79.9%	C+	2.3
73 - 76.9%	C	2.0
70 - 72.9%	C-	1.7
67 - 69.9%	D+	1.3
60 - 66.9%	D	1.0
<60%	F	0.0

Attendance & Participation (10 points)

Attendance will be taken each scheduled class, and students are responsible for signing the attendance roster. Failure to do so will result in an absence for that class period. You will be allowed 2 absences (excused or unexcused) for this course without penalty. Three or more absences will result in a loss of 5 points per absence.

Please make every effort to be on time, as late arrivals are disruptive to both instructor and other students. In the event that you arrive late and I have already taken attendance, you must let me know **that same class session** – otherwise you will be marked absent.

An excused absence will be granted ONLY for a family emergency, documented illness, or university-related commitment that conflicts with class meeting times. If you anticipate missing class for any of these reasons, you must email me (kyurgil@loyno.edu) as soon as possible. I may require documentation for your absence.

Students are responsible for ALL material and information presented during an absence, even if the absence is excused. I strongly suggest you obtain notes you missed from a fellow classmate. You may also meet with me during my scheduled office hours to discuss any questions you may have

regarding missed material.

Discussion Questions (10 points)

There will be various reading assignments throughout the semester. For **10 of the 15** assigned readings, you will develop TWO questions to use in classroom discussions. Each set of questions is worth 1 point, for a maximum of 10 points. The purpose of these questions is to (1) ensure that you read the material, (2) stimulate classroom discussions, and (3) inform me of any misunderstandings you may have of the material, which will then help me focus my lectures. In addition, some questions may be used as items on course exams.

You must prepare TWO COPIES of your questions: one hard copy to be submitted to the instructor on the date specified on the course schedule, and the second copy (can be a photo) will be used for small group discussion. Discussion questions may be hand-written or typed and will be graded on the depth and persuasiveness of your questions, your understanding of the readings, spelling, grammar, and punctuation (*see last page of syllabus for guidelines on creating discussion questions*). Keep in mind that just because you submit a set of questions does NOT guarantee you will receive points. **Late discussion questions will not be accepted.**

Exams (~50 points each)

There will be 4 exams and 1 non-cumulative final exam administered in class. Each exam will be worth approximately 50 points (points may vary slightly) and will consist primarily of multiple-choice and short answer questions covering material from class discussions and reading assignments. Make-up exams are not given. Exceptions can be made ONLY for extreme and verifiable circumstances (hospitalization, family emergency, or athletic event) and with prior permission from the instructor.

Trauma Paper (80 points)

The impact of trauma is as broad as it is deep, affecting individuals and populations alike for mere minutes to entire lifetimes. Students will prepare a 5-page reflection paper that delves into some aspect of the impact trauma has on an individual, group, or institution. Paper topics will be brainstormed in class, and final topics will be submitted for approval. Final papers are due on the last day of class in hard copy. no exceptions!

Papers must be typed, double-spaced, in 12-point Times New Roman with 1-inch margins and in compliance with either APA or MLA format. These assignments will be graded on quality of content and clarity of writing. *More detailed instructions regarding content, formatting, and grading will be posted on Blackboard and discussed in class.*

Extra Credit (10 points maximum)

You may obtain a maximum of 10 points to be added to your point total for the class, which may correspond roughly to 2 percentage points, or a letter point increase (B- to a B, etc.). You may earn these points in one of three ways:

- A. Research Participation (5 points each). You may to participate in up to TWO different research studies conducted by other Loyola students or faculty. To sign up for a research study, first create a user name in the SONA research system then view the different studies available along with their descriptions. When you sign up, note that you will be receiving credit for this course. Please participate earlier rather than later in the semester, as researchers may close out studies once their sample size criteria are met. I cannot award you any research participation points if you fail to participate.
- B. Museum + Paper (5 points). Visit the [National WWII Museum](#) and write a 2-page, double-spaced paper connecting course material with something specific you learned by visiting the museum (person, event, effect, etc). The museum is located at 945 Magazine Street New Orleans, LA 70130, Entrance on Andrew Higgins Drive. Tickets are \$14.50 with student ID. You must submit your paper in hard copy and your museum ticket to receive full credit.
- C. Film + Paper (5 points). Watch a film and write a 2-page, double-spaced paper summarizing the trauma or disaster event and how it affected the character(s), connecting details in the film to topics discussed in class. You may choose one of the following films or submit a different one for approval:
- | | |
|------------------------|-----------------------|
| The Fisher King (1991) | Winter's Bone (2010) |
| Monster (2003) | Precious (2009) |
| Hotel Rwanda (2004) | Room (2015) |
| The Machinist (2004) | The Impossible (2012) |

COURSE POLICIES

Classroom Etiquette

The study of psychology involves thoughtful questions, experiments, analysis, and interpretation, and the classroom is meant to be a learning environment for both the students and the instructor. Participation in this course is highly valued and strongly encouraged. At all times I expect students to demonstrate respect for the opinions and concerns of everyone in the classroom. Disrespectful attitudes or behavior will not be tolerated.

Electronic Devices

LAPTOPS and TABLET devices are permitted ONLY for class-related activities, such as taking notes or viewing course-related online materials (including Blackboard). Please do not check your email, use social media, instant message, surf, or shop – these activities are incredibly rude and distracting to everyone – you, your classmates, and instructors. CELL PHONES must be turned off/silenced and put away during class. **Violations of any of the above policies will result in a 10-point reduction for each offense.**

Course Communication

You will be responsible for information sent to your Loyola student e-mail account. Please use your Loyola email to communicate with me electronically, and please be respectful! Emails should contain a subject line, appropriate salutation, message, and your name.

I expect students enrolled in this course to use Blackboard. When necessary, I may use Blackboard as a means to post course material and send class announcements. To activate Blackboard, please go to <http://loyno.blackboard.com> or gain access from the university's home page. You must use your Loyola student e-mail account when using Blackboard. If you need help using Blackboard, please visit the Learning Commons desk at the Monroe Library or call 1.888.562.7278.

Ethics

Loyola University expects the highest level of academic honesty and integrity. Academic dishonesty in any form will not be tolerated and honor code violations, including instances of plagiarism will be reported. Plagiarism includes taking material from another source without proper citation, inadequate paraphrasing of a cited source, or re-using your own written work. Punishment for acts of plagiarism are at the discretion of the instructor, and may include failure of the assignment in which plagiarism occurred, failure of the course, and possibly suspension or dismissal from the University.

Please refer to the Loyola University Bulletin for a full explanation of the University's policy on academic dishonesty, including procedures for handling honor code violations (<http://2013bulletin.loyno.edu/academic-honor-code>). The following webpage provides information for avoiding plagiarism: <http://researchguides.loyno.edu/avoidingplagiarism>

Accommodations

If you have a disability and wish to receive accommodations, please contact Disability Services, Marquette Hall 112 (504-865-2990) and/or Dr. Richelle Voelker, Director of Disability Services at rvoelker@loyno.edu. If you wish to receive testing accommodations (e.g., extended test time), you will need to provide the course instructor an official Accommodation Form from Disability Services. The Student Success Center also provides assistance via the Writing Across the Curriculum (WAC) Center. For information regarding WAC, please contact Dr. Robert Bell, Director of Learning Resources and Writing Across the Curriculum, at 504-865-3094 or rbel@loyno.edu.

Emergency Preparedness

At times, ordinary university operations are interrupted as a result of tropical storms, hurricanes, or other emergencies that require evacuation or suspension of on-campus activities. To prepare for such emergencies, all students will do the following during the first week of classes:

1. Practice signing on for each course through Blackboard.
2. Provide regular and alternative e-mail address and phone contact information to each instructor.
 - In the event of an interruption to our course due to the result of an emergency requiring an evacuation or suspension of campus activities, students will:
3. Pack textbooks, assignments, syllabi and any other needed materials for each course and bring during an evacuation/suspension
4. Keep up with course work during the evacuation/suspension as specified on course syllabi and on-line Blackboard courses.

5. Complete any reading and/or writing assignments given by professors before emergency began.
 - Assuming a power source is available...
6. Log on to university Web site within 48 hours of an evacuation/suspension.
7. Monitor the main university site (www.loyno.edu) for general information.
8. Log on to each course through Blackboard or e-mail within 48 hours of an evacuation/suspension to receive further information regarding contacting course instructors for assignments, etc.
9. Complete Blackboard and/or other online assignments posted by professors (students are required to turn in assignments on time during the evacuation/suspension period and once the university campus has reopened.)
10. Contact professors during an evacuation/suspension (or as soon as classes resume on campus) to explain any emergency circumstances that may have prevented them from completing expected work.

Further information about student responsibilities in emergencies is available on the Academic Affairs web site: <http://academicaffairs.loyno.edu/students-emergency-responsibilities>

TENTATIVE SCHEDULE OF TOPICS

Date	Topic	Assignments
8/21	Introduction & Course Overview	
8/23	Disaster Characteristics	
8/25	Disaster Characteristics	
8/28	Disaster Mental Health	Vernberg & Varela (2001)
8/30	Disaster Mental Health	
9/1	Stages of Disaster Reactions	Disaster Response Phases
9/4	<i>LABOR DAY - NO CLASS</i>	
9/6	Impact & Risk Assessment	Ripley Chapters 1 & 2
9/8	Impact & Risk Assessment	
9/11	Review	
9/13	Exam 1	
9/15	Stress Response	Ripley Chapters 3 & 7
9/18	Stress Response	
9/20	Stress Response	
9/22	Coping, Grief & Loss	TBD
9/25	Coping, Grief, & Loss	
9/27	Coping, Grief, & Loss	
9/29	Response Trajectories	Bonanno (2005)
10/2	Response Trajectories	
10/4	Review	
10/6	Exam 2	
10/9	<i>FALL BREAK - NO CLASS</i>	
10/11	Post-traumatic Stress	APA PTSD criteria
10/13	Post-traumatic Stress	
10/16	Trauma & Memory	Lehrer (2012)
10/18	Trauma & Memory	
10/20	PTSD treatment	

10/23	PTSD treatment	
10/25	Post-traumatic Growth (possible guest speaker)	Ripley Chapter 4
10/27	Post-traumatic Growth	
10/30	Review	
11/1	Exam 3	
11/3	Vulnerable Populations	
11/6	Vulnerable Populations	Marusak (2015)
11/8	Group Responses	Ripley Chapters 5 & 6
11/9	Group Responses	
11/10	Cultural Differences	TBD
11/13	Cultural Differences	
11/15	Review	
11/17	Exam 4	
11/20	Media, Race, & Poverty	Katrina: 10 Years of Media Neglect (audio)
11/22	<i>THANKSGIVING - NO CLASS</i>	
11/24	<i>THANKSGIVING - NO CLASS</i>	
11/27	Media, Race, & Poverty	
11/29	Learning from the Past	Ripley Chapter 8; RAND (2012)
12/1	Learning from the Past	
12/4	Helping and Heroism	Efthimiou (2016); TED talk
12/6	Helping and Heroism	
12/8	Review	Final Paper Due
TBD	Exam 5	All Extra Credit Due