

Module specification

1. Factual information				
Module title	Psychology 370 - Psychology of Trauma			
Module tutor	Dr. Aimiliza Stefanidou	Level	6	
Module type	Lecture- guided discussion	Credit value	15	
Mode of delivery	100% Face to face			
Notional learning hours	Learning and teaching			
	Type of learning activity	Comprises	Hours	Weeks
	Timetabled contact:	Face to face delivery to include lectures, workshops, and tutorials.	44	11
	Independent study:	Completion of day-to-day homework Preparation for submitting assessments	106	12
	Total:		150	12

2. Rationale for the module and its links with other modules

This is a fourth year elective module (Level 6) for students majoring in Psychology. This module is intended for psychology majors who are interested in pursuing graduate studies in the field of clinical/counselling psychology.

3. Aims of the module

This module is designed to facilitate students' knowledge and insight into the psychological impact of trauma from various sources, including accidents and life-threatening events, interpersonal abuse and violence, terrorism, natural disasters and others.

Note to the students: This module is not purely academic, so it is very possible that you, someone you know, or any of your classmates have survived very significant crises or traumas in their lives. Some of the lectures, media presentations, and guest speakers may have a strong emotional impact on you, so it is recommend that all students seek out some form of support during this module; a list of support services on and off campus will be provided at the beginning of the class.

4. Pre-requisite modules or specified entry requirements

Psychology 130, 150, 218

5. Is the module compensatable?
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N/A

6. Are there any PSRB requirements regarding the module?

N/A

7. Intended learning outcomes		
A. Knowledge and understanding	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to demonstrate:</i></p> <p>A1 : a profound understanding of the clinical problems underlying the psychology of trauma</p> <p>A2 : a systematic knowledge on how to present, discuss, and critique scientific topics about trauma</p>	<p>A1 A2</p>	<p><u>Learning and teaching strategy</u></p> <p>Interactive lectures, role-playing exercises, guest speakers, workshops, discussion groups</p> <p><u>Assessment methods</u></p> <p>Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. essays, research papers, original research project & research reports, portfolios, reflection journals).</p>
B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to demonstrate:</i></p>		<p><u>Learning and teaching strategy</u></p>

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p>B1 critical analysis skills in the systematic evaluation and interpretation of concepts related to trauma and to psychological and sociocultural facets of trauma and trauma-informed care and practices</p> <p>B2 skills in the choice and use of specific data for advanced writing on scientific themes related to trauma</p> <p>B3 ability to use a variety of theories and concepts in research planning</p>	<p>B1</p> <p>B3</p>	<p>Interactive lectures, role-playing exercises, guest speakers, workshops, discussion groups</p> <p><u>Assessment methods</u></p> <p>Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. essays, research papers, original research project & research reports, portfolios, reflection journals).</p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to demonstrate:</i></p> <p>C1 Demonstrate the development and extension of practical skills in the areas of individual, group and family interventions for trauma.</p> <p>C2 critical evaluate research on trauma</p>	<p>C1</p> <p>C2</p> <p>C3</p>	<p><u>Learning and teaching strategy</u></p> <p>Interactive lectures, role-playing exercises, guest speakers, workshops, discussion groups</p> <p><u>Assessment methods</u></p>

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
C3 ability to work towards the improvement of their performance		Formative assessment may include moodle discussion forums, practice tests, one-minute papers, in-class activities, homework exercises, and group work. Summative assessment typically includes a combination of unseen written examinations (usually 2 hours) including multiple choice and essay questions, quizzes/tests (usually 50-60 minutes), individual assignments (e.g. essays, research papers, original research project & research reports, portfolios, reflection journals).

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to demonstrate:</i></p> <p>D1 ability to select and apply research methods and techniques</p> <p>D2 skills related to further advance their academic and professional training</p> <p>D3 Participate in a collaborative environment and appreciate how others think</p>	<p>D1</p> <p>D3</p> <p>D5</p>	<p><u>Learning and teaching strategy</u></p> <p>Interactive lectures, role-playing exercises, guest speakers, workshops, discussion groups</p> <p><u>Assessment methods</u></p>

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8. Indicative content.
<p>The topics covered in this module are unequivocally sensitive. Readings, lectures, and films will include discussions of sexual violence, domestic violence, child abuse, combat, and other forms of interpersonal violence.</p> <p>Indicative themes:</p> <ul style="list-style-type: none"> Introduction to the psychology of Trauma; understanding trauma and PTSD Identifying Traumatic Events and Traumatic Responses Theories Explaining Trauma Symptoms Vicarious Traumatization, Compassion Fatigue and Posttraumatic Growth Interventions and evidence-based practices to treat trauma
9. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes
To measure progress toward fulfilment of these outcomes, students will be required to complete the following summative assessments:

8. Indicative content.

Writing Assignment-Reflective Journal & Critical Thinking Assignments (2500 words $\pm 10\%$) (students will keep a journal of reflective and analytic responses to questions regarding module lecture and discussion content; the journals will be collected periodically during the semester on pre-assigned dates to ensure completion; further information will be available in class on the critical thinking assignments).

Group Project-Applied Group Project (students will work in small groups on a project; further information will be available in class).

Final Exam a combination of multiple-choice questions and essay questions

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Writing assignment	25%	11	%	See below
Group Project	35%	7	%	
Final Exam	30%	Week of finals	%	

Assessment tasks

	A1	A2	B1	B2	B3	C1	C2	C3	D1	D2	D3	
Group project	X	X	X	X	X	X	X			X	X	

Assessment tasks												
	A1	A2	B1	B2	B3	C1	C2	C3	D1	D2	D3	
Writing Assignment	X	X	X	X	X	X	X	X	X	X	X	
Final Exam	X	X	X	X		X	X		X			

Beyond summative assessments, **formative assessments** will remain a critical assessment method particularly for the new online delivery of this module. 'Formative' assignments will be set for teaching purposes only and the scores will not count towards the overall continuous assessment score (OCAS) but its use can be an extremely valuable technique to enhance student understanding, evaluate student participation, and build engagement.

10. Teaching staff associated with the module
Name and contact details
Dr. Aimiliza Stefanidou, stefanid@act.edu
Office hours by appointment

11. Key reading list				
Author	Year	Title	Publisher	Location
N/A A selection of readings will be available on the ACTivity course page and the module tutor will be providing journal articles on trauma at a weekly basis.				

Journals that may be of interest for further reading:

Crisis, Disaster & Trauma Psychology

<https://www.bps.org.uk/member-networks/crisis-disaster-and-trauma-psychology-section>

Attachment and Human Development Home page: www.tandf.co.uk/journals/titles/14616734.asp

Violence and Victims: <http://www.ingentaconnect.com/content/springer/vav>

Child Abuse and Neglect:

http://www.elsevier.com/wps/find/journaldescription.cws_home/586/description#description

Child Abuse Review: [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1099-0852](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1099-0852)

Child Welfare <http://www.cwla.org/articles/cwjabstracts.htm>

Crisis: The Journal of Crisis Intervention and Suicide Prevention: <http://psycnet.apa.org/journals/cri/>

Developmental Psychology <http://www.apa.org/pubs/journals/dev/>

Family Law Quarterly <http://www.abanet.org/family/flq/>

Infant Mental Health [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1097-0355](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1097-0355)

Journal of Abnormal Psychology: <http://www.apa.org/pubs/journals/abn/>

Journal of Family Violence: <http://link.springer.com/journal/10896>

Journal of Interpersonal Violence <http://jiv.sagepub.com/>

Journal of the American Academy of Child and Adolescent Psychiatry

<http://www.jaacap.com/>

Journal of School Violence: <http://www.tandfonline.com/toc/wjsv20/current#Uv67WoVdC1c>

Journal of Traumatic Stress: [http://onlinelibrary.wiley.com/journal/10.1002/\(ISSN\)1573-6598](http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)1573-6598)

Personality Disorders: Theory, Research and Treatment

<http://www.apa.org/pubs/journals/per/index.aspx>

Psychology of Addictive Behaviors <http://www.apa.org/pubs/journals/adb/>

Psychological Trauma: Theory, Research, Practice, and Policy (Div. 56 of APA)

<http://www.apa.org/pubs/journals/tra/>

Publications of the National Center for Missing and Exploited Children (Arlington, VA)

http://www.missingkids.com/missingkids/servlet/PublicHomeServlet?LanguageCountry=en_US

The Family Journal <http://tfj.sagepub.com/>

12. List of amendments since last (re)validation		
Area amended	Details	Date Central Quality informed

GRADING & ACADEMIC POLICIES

ASSESSMENT DEADLINES

Students must submit work by the deadlines set in the module outline. Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff: Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further. Submission that is late by 7 or more working days is refused, mark of 0. Submission after the deadline will be assumed to be the next working day. Mitigating circumstances will be evaluated by the AS&PC

Assessment of non-degree students taking OU-validated courses (e.g., Study Abroad)

Same method of assessment, i.e. only “summative” assessments determine final grade. However, since those students are not pursuing an OU degree, they are not subject to resits or second marking, and final grade is calculated as the (weighted) average of all “summative” assessments, without requirement of passing all summative assessments to pass the course.

Revised Absence Policy

Maximum Allowed Number of Absences

Students are expected to attend and participate in all of their courses throughout the term, including the first week. Those who fail to do so may be administratively withdrawn from individual courses of the College. This may affect the students’ scholarship and financial aid eligibility. A student is considered to have successfully attended a course if he/she has attended 75% of the course lectures. Thus, for a typical ACT course with 42 hours of contact time, the **maximum number of absences stands at 10 hours per course**. This policy applies to all ACT students, degree-seeking and Study Abroad. Please note that absences are counted on an hourly basis. Absences due to participation in school-related trips and activities may count toward this limit.

ACADEMIC INTEGRITY

All academic divisions at ACT, both undergraduate and graduate, will apply the following policy on academic integrity and be included in the syllabus: "A student committing an act of Academic Dishonesty in a given course will receive an F (0 percentage points) in the assignment where the academic infraction took place. If a student commits an act of Academic Dishonesty for a second time in the same course, this student will receive a failing grade in that course".

Special Accommodations

If you have specific physical, psychological, or any other learning disabilities that you believe may require accommodations for this module, you should visit the Dean's office by bringing the appropriate documentation.

The Learning Hub (1st floor, Bissell Library) is staffed by experienced English faculty and you are encouraged to use its services.

GRADING SCALE

Grade Description	UK points	US Letter Grade	US point grade
Excellent	70+	A	4.0
Very Good (high)	65-69	A-	3.67
Very Good (low)	60-64	B+	3.33

Good (high)	55-59	B	3.0
Good (low)	50-54	B-	2.67
Satisfactory (high)	45-49	C+	2.33
Satisfactory (low)	40-44	C	2.0
Fail	0-39	F	0