Course Title:
Post-Traumatic Stress Disorder

Course Number:
HR 5100-103

Course Description:
This course is designed to expose students to an in-depth examination of post-traumatic stress. Specifically, this course concentrates on what constitutes post-traumatic stress, its assessment, diagnosis, and therapeutic intervention. The course will cover different sources of post-traumatic stress, as well as different methods of evidence-based treatment modalities. Special populations are also addressed.

Course Dates:
Dates: February 14-16 & 21-23, 2014
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.
Hours: Fri 5:30-9:30 p.m.; Sat 8:30 a.m.-4:30 p.m.; Sun 1:00-5:00 p.m.
Last day to enroll or drop without penalty: January 16, 2014

Site Director:
Cathy Yeaman. Assistant: Kathie Nicoletti. Phone: 405-325-3333; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:
Course Professor: Dr. Katie Allen
Mailing Address: Physical Sciences Building, Room 702
Telephone Number: (405) 325-2402 HR (Office)
(806) 438-0663 Cell (Between the hours of 9am – 6pm)
Fax Number: (405) 425-4402
E-mail Address: kallen@ou.edu
Virtual Office Hours: Wednesday 3:00 – 6:00pm; Thursday 12:00 – 3:00pm
Professor availability: The professor will be available to students before and after the class sessions. On-site office hours are a half hour before and after each class session, or by appointment. The professor will be available via email to students during the above listed Virtual Office Hours and other methods by arrangement.

Textbook(s) and Instructional Materials:
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK. Orders can be placed online at www.oklahoma.bkstr.com. Faxed orders may be placed 24 hours a day at (405)-325-7770. Representatives are available by phone at (405) 325-3511 or (800) 522-0772 (toll-free) or E-mail at 0831mgr@fheg.follett.com from 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; and 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). (Text prices are available online.)


3. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at [http://learn.ou.edu](http://learn.ou.edu); enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

**Course Objectives:**

1. To learn the definition of acute stress, post-traumatic stress, and post-traumatic stress disorder (PTSD).
2. To identify the symptomatology of post-traumatic stress and PTSD and be able to assess its occurrence in individuals.
3. To develop knowledge and skill in a number of treatment modalities used with individuals suffering from post-traumatic stress and PTSD.
4. To develop a knowledge base for working with special populations.

**Assignments, Grading, and Due Dates:**

**Paper #1: Due the First Class Meeting – 20 Points**

This paper will be in conjunction with the Van Winkle book, *Soft Spots.* Van Winkle is a combat war veteran. You will also have had to read your text, *Cognitive-Behavioral Therapist for Trauma* to complete this paper. There are two parts to the first written assignment.

**Part One** is a reflection of the war veteran’s experience with PTSD. In 3 – 4 pages, students will reflect upon questions such as, what surprised you about reading a real account of PTSD? What symptoms or triggers did you find interesting? As a future clinician, what implications does PTSD have on our profession, particularly after being recent war and so many service men and women coming home from combat? What things did you find encouraging and/or particularly disturbing? What are the challenges he will continue to face?

**Part Two** will require you to put on your “clinician hat” and utilize the text, *Cognitive-Behavioral Therapies for Trauma* to evaluate this soldier’s PTSD from a clinical perspective. In 3 – 4 pages, you will create a retrospective assessment and intervention plan. You will need two references and citations other than your textbook. These should come from scholarly, peer-reviewed books and journal articles (do not use non-peer reviewed online materials such as websites.

**Paper 1 will be a total of 6 – 8 pages and due the first class meeting:** Your paper should be written in APA format. You should use a standard size (12 point) Times Roman font. Use 1” margins on all sides. Use a separate cover sheet containing the author’s name, title of the course, and the date (omit abstract and running head). Include your references on a reference page. Please number your pages and turn the paper in as a stapled document. For assistance, please refer to the APA Publication Manual or the OU Writing Center. You can also utilize the following link: [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/).

**Paper #2 and Individual Oral Presentation: Due the First Class Meeting – 20 Points**

This paper will require students to interview someone that has experienced a real-life trauma or serious crisis. You may use family members if you would like to. This individual can utilize a pseudonym if he or she wants to remain anonymous. Your interview will entail a thorough social history as well as a history of the trauma and current triggers. Also include questions regarding if treatment was sought out, what kind of treatment occurred (e.g., EMDR, cognitive-behavioral, inpatient, outpatient, etc.), if treatment was effective and in what ways did it help, and current and/or future challenges the individual faces. Students
should get a clear picture of what the individual experienced and the ways in which the trauma has affected his or her life.

Students will write a brief paper (approximately 3 pages) summarizing your findings. Along with the two pages will be two appendices. The first appendix should be your structured interview questions (approximately one page in length). I can provide examples of questions, if needed. The second appendix should be documentation of your thoughts and feelings about the assignment, analyzing what you learned about yourself in the process and what you learned about trauma. You can also reflect on what you learned in setting up, conducting, and processing the interview (approximately two pages in length). Thus, your paper, with the appendices, should be approximately six pages; three pages which summarize your findings; one page of interview questions; two pages of self-analysis concerning what you learned as a result of the assignment.

This paper should also be written in APA format. Type your paper using double-spacing and 12-point font. Use headings to divide up your sections. These can read, “Discussion,” “Interview Questions,” and “Self-Analysis.” Use a cover sheet for your paper which lists your name, the course number and title, and the date. Please staple your paper!

You will then provide a brief oral presentation on your findings during the first weekend of class. The presentation should be approximately ten minutes.

**Team Presentation Due the Second Saturday – 20 Points**

On the first night of class, students will be assigned to teams and each team will select a type of intervention from *Cognitive-Behavior Therapies for Trauma*. Teams will make an oral presentation on the selected intervention on the second Saturday of the course. Time allotted for the presentations will be one hour to one hour and fifteen minutes. Evaluations will be based on the creativity and the competence of the presentation. Each team should prepare a very detailed outline of the assigned intervention. Each team should prepare enough copies of the outline for the instructor and all class members. Each member of the team should present. You are expected to utilize visual aids and the professor will make presentation equipment (power point, DVD’s, etc.) available to you.

**Final Exam Due the Last Class Session – 20 Points**

The final exam will cover all materials covered in class. That is all texts, readings, lectures, discussions, and video/film presentations. The final exam will occur on the last class session.

**Grading**

This is a letter graded course: A, B, C, D, or F.

The course grade will be comprised of the following:

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>All Class Sessions</td>
<td>20</td>
</tr>
<tr>
<td>Paper #1</td>
<td>First Night of Class</td>
<td>20</td>
</tr>
<tr>
<td>Paper #2 &amp; Presentation</td>
<td>First Night of Class</td>
<td>20</td>
</tr>
<tr>
<td>Team Presentation</td>
<td>Last Saturday of Class</td>
<td>20</td>
</tr>
<tr>
<td>Final</td>
<td>Last Class Session</td>
<td>20</td>
</tr>
</tbody>
</table>

Grading scale: A=90-100, B=80-89, C=70-79, D=60-69, F=59% and below

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement;
- assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the Student’s Guide to Academic Integrity

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Copyright

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA
Katie Allen, PhD, LPC

- 2000  B.A. Double Major: Psychology and Philosophy, Texas Tech University
- 2004  M.A. Humanities; Duke University
- 2010  PhD Counselor Education, Texas Tech University

Current Positions
- Assistant Professor, Department of Human Relations since 2013
- Advanced Programs Professor since 2014
- Licensed Professional Counselor, State of Oklahoma since 2012
- Past Clinical Director & Therapist, Cedar Ridge Psychiatric Hospital & Residential Treatment Center, May 2011 – August 2013.

Frequently Taught Advanced Programs Courses
- HR 5100 Posttraumatic Stress Disorder
- HR5563 Career Counseling

Major Areas of Teaching and Research Interest
- At-risk children and adolescents
- Gifted youth
- Ethical issues related to counselors
- Career counseling implications and interventions
- Anxiety and academic performance
- Anxiety and Intelligence
- Counselor supervision
- Online issues: Learning online, teaching online, and cyberbullying

Representative Publications and Presentations

Major Professional Affiliations
- American Counseling Association
- Oklahoma Counseling Association
- Leadership Oklahoma : Loyal Class VII