



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5623-493: Post Traumatic Stress Disorder

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:

September 1-December 31, 2020

Last day to enroll or drop without penalty: August 3, 2020

Site Director:

This is a three-credit hour online course. Please see your local Site Director or email our online site coordinator at aponline@ou.edu

Professor Contact Information:

Course Professor: Dr. Susan Marcus-Mendoza
Mailing Address: University of Oklahoma
322 Cate Center Drive, Room 230
Norman, OK 73019
Telephone Number: (405) 325-2258
E-mail Address: smmendoza@ou.edu
Virtual Office Hours: Please contact the professor for this information.
Professor availability: 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 Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

1. Briere, J, & Scott, C. (2014). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment* (2nd ed., DSM-5 update). Thousand Oaks, CA: Sage Publications. ISBN 9781483351247. **There are two second editions of this book. The correct one says DSM 5 Update over the title.**
2. Zafert, C & Becker, C. (2020). *Cognitive-behavioral therapy for PTSD: A case formulation approach (Guides to individualized evidence-based treatment)*. New York: Guilford. ISBN 978-1462541171

- Williams, M. & Pojula, S. (2016). *The PTSD workbook: Simple, effective techniques for overcoming traumatic stress symptoms* (3rd ed.). Oakland, CA: New Harbinger. ISBN 9781626253704.
- Van Winkle, C. (2010). *Soft spots: A Marine's memoir of combat and post-traumatic stress disorder*. New York: St. Martin's Press. ISBN 9780312602963.
- Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

OU Email:

All official correspondence from instructors will be sent only to students' ou.edu address.

Online Orientation:

The College of Arts and Sciences offers an online orientation for students who are enrolled in online or blended courses. The purpose of the orientation is to ensure that students are well prepared both technically and practically to take online courses. The orientation can be found on their website at: <http://www.ou.edu/content/cas/online/student-online-orientation.html>

The College of Arts and Sciences Online and Academic Technology Services office is here to assist you with any questions, problems, or concerns you may have. For assistance visit their website at <http://www.ou.edu/content/cas/online/student-information.html> or contact them by telephone at: (405) 325-5854 or email: casonline@ou.edu

Course Objectives:

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

Assignments, Grading, and Due Dates:

The content for this course is delivered electronically using the Canvas course management system. Unless otherwise noted, all references to documents, instructions, articles, examples, or exercises will be found on Canvas. All students are expected to have completed an online orientation as a prerequisite to taking this course by the end of the first week of this course.

The following summarizes the assignments with due dates. All deadlines are 11:59 p.m., unless otherwise noted. Detailed instructional guidelines and other resources as appropriate will be provided via Canvas accessible at: canvas.ou.edu.

Papers

This course has three papers. Each has a different grade point value. They are summarized below. Details will be provided on the content page of Canvas. Due dates subject to change. Please submit all papers to the appropriate drop box on Canvas.

Paper #1:

This paper will be in conjunction with the Van Winkle book. Van Winkle is a combat war veteran. Students will be using the text as the basis for a retrospective assessment and intervention plan. For this paper, 25 points will be awarded for grammar, structure, APA format, and meeting minimum word count, and 75 points will be allotted for completing all 6 sections of the paper: intake, diagnosis, assessment, intervention, intervention efficacy, and reflection. **Due 6th week of class, 1500-2500 words.**

Paper #2:

This paper will require that students interview someone that has experienced a real-life trauma or serious crisis. This will entail a thorough social history, assessment, intervention, and evaluation of effectiveness plan. For this paper, 30 points will be awarded for grammar, structure, APA format, and meeting minimum word count, and 95 points will be allotted for completing all 9 sections of the paper: history, events leading up to trauma, trauma experience, reaction to trauma, support received, impact of support, impact of trauma on daily functioning, return to normal functioning, reflection on assignment. **Due 10th week of class, 1500-2000 words.**

Paper #3:

The final paper is an integrative one. Students will discuss how the readings, weekly written exercises and students' responses, and paper assignments have added to their learning and professional development. For this paper, 25 points will be awarded for grammar, structure, APA format, and meeting minimum word count, and 50 points will be allotted for the content of the reflection. **Due 15th week of class, 500-750 words.**

Discussion Boards

Since the course content is delivered electronically it is important that we stay connected with one another throughout the course. One way of doing that is through a series of discussion. This provides an opportunity to maintain the connections made from the beginning of the course with the personal introductions through each of the online learning exercises and assignments. **This is an integral part of the course.**

Questions and issues will be posted to which each student must respond. These will invariably expand on the readings or related material. All of the information needed to complete these assignments will be found on Canvas. **Deadline will always be 11:59 p.m. on the date due, and there will be one board for every week of class.**

Course Participation

As this is an online course, there is no classroom attendance per se. **Course participation** is used in lieu of classroom attendance. Course participation is counted when students complete the three papers and complete the weekly discussion boards by the posted deadlines.

Grading:

This is a letter-graded course: A, B, C, D, or F. The discussion boards are graded based on clarity, substance, completeness, thoughtfulness, and accuracy.

All student grades will be posted on Canvas in the **Grades** section. Paper assignment grades will be posted concurrently with written feedback.

The course grade will be comprised of the following:

Assignments	Points
Responses to Weekly Postings	150
Paper #1	100
Paper #2	125
Paper #3	75
Total	450

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.

Policy for Late Work:

I do not penalize late work.

Attendance Policy:

In addition to interaction via Canvas and email contact, students are required to contact the instructor via email or telephone **before** the beginning of the course term for an initial briefing. Although physical class meetings are not part of this course, participation in all interactive, learning activities is required.

Student assignments and student/instructor communications will be conducted via Canvas, although students may contact the instructor via telephone, postal mail, email, or fax as needed

Incomplete Grade Policy:

A grade of “I” is not automatically assigned, but rather must be requested by the student by submitting to the instructor a “Petition for and Work to Remove an Incompleted Grade” form. An “I” can never be used in lieu of an “F” nor can an “I” be assigned because of excessive failure to participate in class activities.

Technical Support Information:

If you experience technical problems, contact Information Technology by visiting their website at: <http://webapps.ou.edu/it/> or contacting them by telephone at: (405) 325-HELP (4357).

POLICIES AND NOTICES

Attendance/Grade Policy

Note: Attendance/absences do not apply to online courses. However, participation in all course activities is extremely important to student success in online courses.

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 making 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 Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

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.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

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.

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
Susan Marcus-Mendoza, PhD.

Education

- 1983 B.S in Psychology, University of Houston
- 1987 M.S. in Clinical/Community Psychology, Texas A&M
- 1988-89 Pre-doctoral internship in Clinical/Community Psychology, Baylor College of Medicine, Houston, Texas
- 1990 Ph.D. in Clinical/Community Psychology, Texas A&M

Current Positions

- Professor of Human Relations
- Professor of Women's and Gender Studies
- Licensed Psychologist in Oklahoma
- Advanced Programs Professor since 1993

Frequently Taught Advanced Programs Courses

- HR 5473 Women and Mental Health
- HR 5003 Theoretical Foundations of Human Relations
- HR 5453 Ethical Issues in HR Counseling
- HR 5623 Posttraumatic Stress Disorders
- HR 5113 Stress Management

Major Areas of Teaching and Research Interest

- Female inmates
- Prison programming
- Health psychology and women's wellness

Representative Publications and Presentations

- Sharp, S., Marcus-Mendoza, S. T., Cameron, K. & Daniels, E. (2016). *Across the spectrum of Women and Crime: Theories, Offending, and the Criminal Justice System*. Durham, NC: Carolina Academic Press.
- Marcus-Mendoza, S. T. (2016). Total system failure. In S. Sharp, S. Marcus-Mendoza, K. Cameron, & E. Daniels (eds). *Across the spectrum of Women and Crime: Theories, Offending, and the Criminal Justice System*. Durham, NC: Carolina Academic Press.
- Marcus-Mendoza, S.T. (2016). Incarcerated women in the United States. In C. Marcum & T. Freiburger (Eds.). *Women in the Criminal Justice System: Tracing the Journey of Females and Crime*. Boca Raton, FL: CRC Press Inc.
- Marcus-Mendoza, S. T. (2014). Special needs of children of incarcerated parents. In L.H. Cousins & J. G. Golson (Eds.), *Encyclopedia of Human Services and Diversity*. Thousand Oaks, CA: Sage Publications, Inc.
- Marcus, M. T., Taylor, W. C., Walker, T., Carroll, D. D., Cron, S. G., Marcus-Mendoza, S. T., Liehr, P. (2013). Project smart: An interdisciplinary collaboration to design and test a mentored health promotion program for school children. *Journal of Addictions Nursing*, 24 (1), 20-28.
- Marcus-Mendoza, S. T. (2012). The sociology of women criminals. In W. R. Miller (Ed.), *Social history of crime and punishment in America*. Thousand Oaks, CA: Sage Publications, Inc.
- Marcus-Mendoza, S. T. (2011). Feminist therapy with incarcerated women: Practicing subversion in prison. *Women & Therapy*, 34 (1&2), 77-92.

Major Professional Affiliations

- American Psychological Association
- American Association of Psychophysiology and Biofeedback
- Biofeedback Society of Texas