

UNIVERSITY OF PITTSBURGH
SCHOOL OF EDUCATION

**PSYED 1089 Special Topics: Children and War
 PSY 1050: Topics in Psychology
 Summer 2018**

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Office Hours: By appointment
Classroom: CL0249
Class Time: See Class Schedule

COURSE INFORMATION

Course Description:

This course will examine the psychological impact and developmental consequences of war and terrorism with specific focus on children who experience refugee status and immigration to other countries due to conflict and crisis. The course will establish an academic baseline for understanding the impact of conflict and adversity on development, sense of self, mental health, behavior, and stress-related disorders. Resilience factors including the importance of caregiving relationships and evidence-based interventions will be reviewed.

Course Learning Outcomes:

At the conclusion of the course, the students will be able to:

Learning Outcome	Measure
A. Describe and be able to explain the specific impact of stress caused by conflict, adversity, and trauma on psychological functioning, emotion regulation capacity, and mental and physical health in the developmental period from a developmental perspective including the experience of children exposed to war, refugee status, and other stressors.	1. Reflective Journal 2. Exam 3. Final Reflective Project
B. Identify and list the symptoms and signs of stress and trauma, including diagnoses and syndromes secondary to stress and trauma, as exhibited by children through behavioral, emotional, and neurological signs.	1. Reflective Journal 2. Exam 3. Final Reflective Project
C. Describe and explain resiliency factors and evidence-based intervention approaches that reduce and/or eliminate the consequences of conflict, adversity, stress and trauma in children	1. Journal 2. Exam

and their families including regional and international efforts to support these individuals and their families.	3. Completion of Psychological First Aid Certificate 4. Final Reflective Project
D. Attain cultural competence and understanding including reflection in one's own implicit bias, cultural sensitivity, and opportunity to experience interactions with individuals of other cultures who have experienced refugee and immigration status regionally and internationally.	1. Reflective Journal 2. Final Reflective Project

Required Texts

Osofsky, J. D., Stepka, P. T., and King, L. S. (2017). *Treating infants and young children impacted by trauma: Interventions that promote healthy development*. American Psychological Association: Washington DC.

Learning Methods:

- Students will attend all class meetings in a timely manner without early departure. Missing class will result in a lowered course grade. Repeated misses may result in class Failure.
- Students will watch all posted online lectures within the academic day they are posted by 11:59pm.
- Students will submit reflective journal entries on Blackboard about their experiences and reactions to course content and/or international experiences as scheduled. Quality of entries will be evaluated/rated by the instructor via rubric.
- Students will complete online training in Psychological First Aid and submit Certificate of Completion in Blackboard
- Students will attend all in country site visits and training experiences as scheduled.
- Students will attend all out of country trainings and experiences as scheduled.
- Students will complete a Final Presentation reflecting on personal reflection of personal meaning of content chronicling their learning experience in this course. Quality of product will be evaluated/rated by the instructor via rubric.

Course Requirements: (tests, assignments, etc.)

TRAINING COMPLETION (10%): Students will complete online trainings including Psychological First Aid. Students will turn in documentation demonstrating completion of these trainings.

REFLECTIVE GROUP PARTICIPATION (10%) : Your contributions to class discussions via reflective groups will be evaluated by the instructor and assigned a grade. All students are expected to contribute to discussions. Quality of participation will be evaluated/rated by the instructor via rubric.

REFLECTIVE JOURNAL (10%): Students will complete journal entries reflecting on their ideas, thoughts, questions, connections between course content, etc. Students may also share personal experiences, feelings, and reactions to course content. Entries will be checked by the instructor. Journals will be graded for completion, content and quality. Quality will be evaluated/rated by the instructor via rubric.

EXAM (35%): Students will complete one exam prior to leaving for London. The exam will cover course content covered in the first half of the course and include questions assessing knowledge, understanding, application, integration, and application of course content. Questions will include multiple choice and integrative essay questions.

FINAL REFLECTION (35%): Students will be expected to document their experiences in this course using images and narratives collected over the four-week course duration. This content will be organized into a Final Presentation created in Power-Point presentation format. Students will develop slides that exhibit their experience and learning within the class. Domains will include personal reflections and outcomes from experiences in the course such as 1) trauma, 2) impact of war, 3) culture, 4) travel experiences, 5) and personal impact and growth. The power point presentation will be uploaded via Blackboard. Quality will be evaluated/rated by the instructor via rubric.

COURSE AND UNIVERSITY POLICIES:

Attendance:

Every student accepts the responsibility to attend all required class meetings. To obtain the fullest benefit from their courses, students must participate fully. This implies attending regularly, engaging in course activities, completing work on time, and making up work missed because of an emergency absence. **It is the student’s responsibility to let the course instructor know within the drop-add period if he or she will have to miss class for religious reasons, athletics, or other reasons.**

Grading: Grading will be based on the following scale. The instructor reserves the right to add/subtract or alter this grading system as they deem necessary.

A+:	97-100 percent	B-:	80-82 percent	D:	63-66 percent
A:	93-96 percent	C+:	77-79 percent	D-:	60-62 percent
A-:	90-92 percent	C:	73-76 percent	F:	<60 percent
B+:	87-89 percent	C-:	70-72 percent		
B:	83-86 percent	D+:	67-69 percent		

Professional Behavior: You are expected to demonstrate professional and courteous behavior during class, within Blackboard and in email communications. Such behaviors include listening quietly and attentively when others are speaking, communicating respectfully with others (especially if you disagree with someone’s perspective or idea), using professional language, maintaining a professional demeanor, and maintaining anonymity and confidentiality of client and/or classmate information discussed in class.

Email: Please note: I will NOT accept assignments through email. In the case of an emergency, an exception may be made at the instructor’s discretion.

I will attempt to respond to all email within 24-48 hours. I do not always check email on weekends. Do not assume that I have read your email unless I have responded to it. Further, sending an email with a request is not a contract between you and me. If you send me an email and I have not replied, there is no explicit or implicit agreement that I will agree to or have even considered your request. It is your responsibility to follow up with another email and, better yet, to meet with me in person. If your matter is urgent, call me (cell phone is preferred). Questions, problems, or concerns about an

assignment should be addressed at least 24 hours in advance, unless an emergency arises. Please be sure to plan ahead, as “last minute” emails will likely not be seen immediately.

When sending an email, indicate the course your email is about in the subject line and include your full name in the email. If the information you are emailing about is readily (or possibly) available online, you should use those online resources before emailing your question. If you have made a strong effort to locate information online (especially university-related information such as dates, times, locations, policies, etc.) but have not found it, emailing is appropriate.

Think before you write, and think twice before you send. Do not send anything in writing that you would not feel comfortable saying to someone in person.

Grades: Please ask if you have questions regarding how you will be evaluated in this course. I am happy to discuss your learning goals and progress toward them at any time, though the earlier in the semester the better.

Please note, however, that I **DO NOT** discuss grades via email, due to the sensitive nature of grades and laws about student rights and privacy (i.e. FERPA). If you would like to speak to me about your grade, please come to meet with me in person or call me. If you feel there is a specific error in the grading, I will review that particular concern. However, **grades are not negotiable and no extra credit opportunities are given individually.** I am, however, also happy to discuss ways in which you may enhance your learning and performance in this course.

Written Work Guidelines: Papers should be double-spaced in black 12-point Times New Roman font, with margins of 1 inch. They should **always** fall within the page range listed in the syllabus or other assignment guidelines. The page requirements given for assignments are exclusive of (do not include) the cover page, references, and appendices (if included). Papers that exceed the page limit with either: a) Be returned for editing, with points deducted from the final assignment grade, or b) Be read and graded, based on content up to 1 page beyond the page limit.

All submitted papers should show evidence of proofreading. Submitted work should be professional quality, with appropriate structure, grammar, and spelling that reflects undergraduate/graduate writing and thinking. If a paper is submitted containing more than 4 significant grammatical or structural errors that impact the readability of the assignment, it may be returned to the student for correction with a deduction in the final grade. A deadline for re-submission will be given at that time.

Late assignments: All assignments are expected during the session noted on the syllabus. Unless prior arrangements have been made with me (at least 48 hours in advance), **late submissions will not be accepted and will result in a grade of 0 for that assignment.** Depending on the circumstance, late submissions that are accepted may be at a reduced level of points.

Academic Integrity

Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Disability Services

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](#) (DRS), 140 William Pitt Union, (412) 648-

7890, drsrecep@pitt.edu, (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Accessibility

Blackboard is ADA Compliant and has fully implemented the final accessibility standards for electronic and information technology covered by Section 508 of the Rehabilitation Act Amendments of 1998. Please note that, due to the flexibility provided in this product, it is possible for some material to inadvertently fall outside of these guidelines.

Copyright Notice

These materials may be protected by copyright. United States copyright law, 17 USC section 101, et seq., in addition to University policy and procedures, prohibit unauthorized duplication or retransmission of course materials. See [Library of Congress Copyright Office](#) and the [University Copyright Policy](#).

Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

DEPARTMENTAL GRIEVANCE PROCEDURES

Departmental Grievance Procedures. The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. When a PSYED student or a student in a PSYED class believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the program chair; (3) then, if needed, resolving the matter through conversations with the department chair; (4) if needed, next talking to the associate dean of the school; and (5) if needed, filing a written statement of charges with the school-level academic integrity officer. [Dr. Michael Gunzenhauser is the Associate Dean and Integrity Officer.]

Student Opinion of Teaching Surveys

Students in this class will be asked to complete a *Student Opinion of Teaching Survey*. Surveys will be sent via Pitt email and appear on your CourseWeb landing page during the last three weeks of class meeting days. Your responses are anonymous. Please take time to thoughtfully respond, your feedback is important to me. [Read more](#) about *Student Opinion of Teaching Surveys*.

ADDITIONAL STUDENT RESOURCES

- *Technology/Computer Help Desk*: 412-624-HELP [4357]
- *Graduate Studies at Pitt*: <http://www.pitt.edu/~graduate/>
- *Student Health Services*: 412-383-1800 (<http://www.studhlth.pitt.edu>)
- *Counseling Center*: 412-648-7930 (<http://www.counseling.pitt.edu>)
- *The Writing Center*: 412-624-6556 (www.english.pitt.edu/writingcenter)
- *Academic Resource Center*: 412-648-7920: (<http://www.asundergrad.pitt.edu/offices/arc/index.html>)
- *Disability Resources and Services*: 412-648-7890 (<http://www.drs.pitt.edu/>)
- *Office of International Services*: 412-624-7120 (<http://www.ois.pitt.edu/>)
- *Information Technology (Computing Services & Systems Development)*: <http://technology.pitt.edu/>
- *Office of the Registrar* (academic calendar, transcripts, course registration/enrollment): <http://www.registrar.pitt.edu/>
- *Career Development Office*: 412-648-7130 (<http://www.careers.pitt.edu/>)

- **Software Download Service** (students can get many software programs, including Microsoft Office, at low or NO cost, either online or by picking up CDs at campus computer labs):
<http://www.software.pitt.edu>

Course Calendar/Schedule:

Topics to be covered, assigned readings and tasks, and/or assignment due dates may be subject to change. Any changes will be announced in class.

Date	Topic	Activity	Reading Assignments
Before June 4	-Create NCTSN Account -Complete Psychological First Aid Online -Download PFA Mobile App -Complete "Skills for Psych recovery"	6 Hours Online training in PFA	Read assignments on or before date listed. Changes may occur at the instructor's discretion https://learn.nctsn.org https://learn.nctsn.org/course/view.php?id=38 https://learn.nctsn.org/course/view.php?id=113
Monday June 4 9am-12pm CL0249	Class Introduction Scope of the Problem	Syllabus Group Projects WATCH: Documentary	-Slone & Mann (2016) Effects of War -World Turned Upside Down: Running Scared -Hebebrand (2016). Needs of young refugees
Tuesday June 5 9am-12pm CL0249 & Online Asynch	Cultural Humility Community Involvement <i>Online Lecture</i>	-Speakers from Office of Child Development & Alliance for Refugee Youth Support & Education -Take Implicit Bias Test	-Kirwan Institute (2017) Implicit Bias -Fazel (2016). Detention, death, denial -St. John (2012). Diversity informed tenets
Wed. June 6	Readings on Trauma	-Watch NCTSN Webinar: <i>Celebrating World Refugee Day: Understanding Refugee Experiences and Improving Services</i> <i>Reflection Paper #1 Due</i>	-Osofsky et al. (2017). Introduction: Recognizing the impact of trauma exposure... -Osofsky et al. (2017). Chapter 1: The impact of early trauma on development. -D'Andrea (2012). Dev. Trauma Disorder
Thursday June 7 9am-12pm CL0249	PTSD, Developmental Trauma Disorder: Symptoms, diagnosis, development etc.	Lecture/Discussion Arsenal Child-parent Reunification Observations: #1	-Osofsky et al. (2017). Appendix: Key points on the impact of early trauma on development. -Rohlof (2014). Somatization in refugees
Friday June 8 Online Asynch	Promoting Resilience	Online Lecture	-Pieloch (2016). Resilience in children
Saturday June 9 Online Asynch	Attachment theory, culture	Online Lecture	-Cassidy (2012). The nature of the child's ties -Van Ijzendoorn (2012) Cross-cultural patterns of attachment

Sunday June 10 2-4pm	Casa San Jose 2116 Broadway Ave, Pittsburgh, PA 15216	Activities with Kids	
Monday June 11 Online Asynch	Relationships: Resilience and Recovery	Online Lecture	-NCTSN (2005). Mental health interventions for refugee children -NCTSN (2004). TF-CBT Manual (skim) -Osofsky et al. (2017). Chapter 3: Attachment and Biobehavioral catch-Up
Tuesday June 12	EBIs for Trauma Trauma-Focused CBT Dozier's ABC	Reflect -Casa San Jose Lecture Arsenal Child-parent Reunification Observations: #2	-Osofsky et al. (2017). Chapter 2: Child-Parent Psychotherapy -Osofsky et al. (2017). Chapter 4: Parent-Child Interaction Therapy.
Wed. June 13 1-4pm Hill House	Child Parent Psychotherapy Parent Child Interaction Therapy	Mathilda Thiess Child Development Center Trauma Interventions <i>Reflection Paper #2 Due</i>	-Osofsky et al. (17). Chapter 5: Considerations in choosing a treatment that works.
Thursday June 14 9am-12pm CL0249	Protecting children in war, immigrants and refugees	Lecture	
Friday June 15	Exam 9am-12pm CL0249		
Saturday June 16	Travel Pittsburgh to London		
Sunday June 17	Travel Pittsburgh to London		
Monday June 18	Cultural Activities 1pm – 3pm – Orientation @ CAPA Centre 3.30pm – Afternoon Tea	Academic Activities 7-9pm (Optional) Play for Progress @ Poplar Union - Music and Poetry	
Tuesday June 19	9am - Westminster Abbey Open Time/ Valid all day -Hop On Hop Off		
Wed. June 20			7-9pm - Play for Progress -Workshop & Performance
Thursday June 21	AM: Museum of London (TBC) PM: Imperial war museum and Jewish museum (TBC) PM: West End show TBC		<i>Reflection Paper #3 Due</i>
Friday June 22			Foundling Museum (2-3 hr) Reflection (2 hr)
Saturday June 23	Free Time		
Sunday June 24	Free Time		
Monday June 25	Day trip -Stonehenge and Bath		
Tuesday June 26			10am – Refugee Council TBD-Reflection (1 hr) 3pm - Guest Speaker – Vanessa Pupavec

		TBD- Reflection (1 hr)
Wed. June 27	3pm train to Watford Junction 4.30pm Harry Potter Studios - 3 hrs 7.30pm train to London Euston	<i>Reflection Paper #4 Due</i>
Thursday June 28		1pm – 5pm - Anna Freud Centre Workshop - "Understanding of Mentalisation in the Experience of Trauma in Childhood"
Friday June 29	PM - Departure Ceremony	TBD- Reflection (1.5 hr) 1pm – 2.30pm - Play for Progress guest speaker TBD- Reflection (1.5 hr)
Saturday June 30	Return to PGH	
July 19	Final Projects Due by 11:59pm- Upload to Blackboard	

List of Readings

Culture

Kirwan Institute for the Study of Race and Ethnicity (2017). State of the Science: Implicit Bias. Pp. 1-88. The Ohio State University.

St. John, M. S., Thomas, K., Rosa Norona, C. (2012). Diversity-informed infant mental health tenets: Together in the struggle for social justice. Pp. 1-17. Irving Harris Foundation.

Development

Cassidy, J. (2015). The nature of the child's ties. In the Handbook of Attachment, Chapter 1, pp. 3-24. Guilford Press: New York, New York.

Van Ijzendoorn, & Sagi-schwartz (2015). Cross-cultural patterns of attachment. In the Handbook of Attachment, Chapter 37, pp. 880-905. Guilford Press: New York, New York.

War, Children and Refugee Status

Fazel, M., Karunakara, U., Newnham, E. A. (2014). Detention, denial, and death: migration hazards for refugee children. The Lancet, Vol. 2, pp. 313-314.

Hepburn, A. (2006). Running scared: When children become separated in emergencies. In Boothby, N., Strang, A., and Wessells, M. A world turned upside down. Social ecological approaches to children in war zones. Chapter 3, pp. 63-88. Kumirian Press.

Slone, M. & Mann, S. (2016). Effects of war, terrorism and armed conflict on young children: A systemic review. Child Psychiatry and Human Development, 47, 950-965.

Resilience and Intervention

Osofsky, J. D., Stepka, P. T., and King, L. S. (2017). Treating infants and young children impacted by trauma: Interventions that promote healthy development. American Psychological Association: Washington DC.

NCTSN (2005). Mental health interventions for refugee children in resettlement: White Paper II. Pp. 1-23.

NCTSN (2004). How to implement trauma-focused Cognitive Behavior Therapy. Pp. 1-68.

Pieloch, K. A., McCullough, M. B., & Marks, A. K. (2016). Resilience of children with refugee statuses: A research review. Canadian Psychology. Vol. 57(4), 330-339.