



## **KIIS Greece Program, Winter 2022-2023**

**PSY 299 Topics Psychology of Trauma: Citizen Experiences in Political and Social Unrest**

**Professor:** Dr. Myra Beth Bundy

**Email:** myrabeth.bundy@eku.edu

**Instructor's office hours:** on site and by appointment

*Syllabus subject to change*

### **Course Description**

This class explores the impact of ACEs (Adverse Childhood Events) as well as the impact of trauma throughout the lifespan on development of behavior, social-emotional functioning, and overall mental health. Particular interest will be paid to citizen experience in both historical and recent politically violent and socially uncertain events in Greece and other relevant locations. Assignments will include captioned photos shared with the class through class grouped media, a short individually designed and created presentation, and brief reaction papers to carefully selected readings. Students will also engage in experiential activities related to core trauma intervention strategies such as mindfulness and graduated exposure.

### **Overall KIIS Program Student Learning Outcomes:**

#### KIIS Study Abroad Mission Statement:

KIIS provides high-quality education abroad programs for students from all diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help students understand the wider world and develop personal and professional skills for lifelong enrichment. We strive to go beyond generalizations and cultural stereotypes to help foster a nuanced appreciation of the world in which we live.

#### Students participating on KIIS study abroad programs aim to:

- 1) Understand contemporary issues of their host country/countries (i.e. KIIS program location).
- 2) Develop skills to interact comfortably in a global setting.
- 3) Understand other cultures.

Prior to your KIIS study abroad program, and again at the conclusion of your program, KIIS will ask each student to a) answer a few multiple-choice questions, and b) write a short reflective essay (two paragraphs in length) related to the elements detailed above. There is no right or wrong answer, and your responses will not affect your grade in any way. The purpose of the exercise is to help KIIS measure the effectiveness of its study abroad programs.

## **Course Objectives/Student Learning Outcomes**

Students will...

1. Discuss key research concepts about the impact of trauma on human development and functioning.
2. Apply ideas from research and readings on political and social unrest to current and historical events in Greece and the world.
3. Discuss and apply research on psychological intervention in the lives of people impacted by trauma across the lifespan.
4. Integrate the information on trauma and Greek history with student life, experiences, and class excursions in this study abroad program.

## **Major topics covered in the course**

Major concepts in human trauma and outcomes

The history of political and social challenges in Greece

Traumatic world events, such as recent and past global pandemics

Empirically based psychological interventions to support coping, healing, and post-traumatic growth

## **Required Readings and Materials**

There is not one single text book, but rather a series of readings that will be available online through a shared Google drive or dropbox folder. You will need to complete a Reading Anticipation Guide (see below) before you come to class that will require you to complete the reading prior to the day it is assigned.

## **Attendance**

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

## **Graded Assignments**

The course will involve the following activities:

- In class activities
- Class and excursion discussions
- Field excursions and observation assignments
- Short papers
- Most Important Concepts reflections

Detailed instructions for all activities will be provided in class.

## **Field Excursions/Travel Day Assignments**

When we take a travel day, you will be exploring culture related topics in the context of Athens or Crete and/or surrounding areas. To help structure this learning, when we travel, take a picture-taking device and be ready to take a photo if directed for your field excursion assignments.

## **Reading Anticipation Guides (RAG)**

These short assignments are designed to prepare you for each reading. The idea is that you read the statements on each guide BEFORE you read the assigned reading, indicating if you agree or disagree with each. There is no right or wrong answer for these questions. Then as you read the reading you will discover if your initial answer was right or wrong. Then you should reflect on why you think you were right or wrong initially, and add any thoughts you have about the issue. You'll understand how it works once you see the RAGs. Complete 5 out of several options.

### **Most Important Concepts (MICs)**

**In class**, I will be asking you what you think the most important concept was for each day we have a class discussion. More on these in class. Complete 5 out of several options.

### **Short paper**

The short paper will follow up on class discussions or topics. These are typically 1 typewritten page long and are meant as reflections rather than research or investigation. I don't want you spending lots of time in your room writing. Choose to complete 1 out of several options.

### **Final Exam**

This exam will be completed during the last day of class—it will consist of selected questions and concepts from our readings, our field excursion assignments, RAGs, and MICs.

### **Grading**

Course grades will be based on the total number of points earned on each of the following activities:

<b>Source of points</b>
Choose 5 RAGs – 2 points each, 10 points total
Choose 5 MICs – 2 points each, 10 points total
Choose 1 short paper – 4 points
Choose 5 field excursion assignments—3 points each, 15 points
Final Exam 20 points
59 points total

Letter grades for the course will be assigned as follows:

- 90-100% of the total points available = A
  - 80-89% of the total points available = B
  - 70-79% of the total points available = C
  - 60-69% of the total points available = D
  - 0-59% of the total points available = F
- STOPPED HERE

### **Late Work/Make-up Work**

Late work or make up work will be given at the discretion of the instructor. The validity of an excuse given as a reason for missing an exam or assignment will be determined by the instructor with consultation from the program director if needed. The instructor reserves the right to not allow late work or make-up work, or to give late or make-up work which is more difficult, less convenient, or in a different form than the original.

### **What to bring to class**

1. The reading for the day (can be electronic version or paper).
2. Your completed RAG for that reading (can be electronic version or paper).
3. Laptop, tablet, phone, or any device that can access the web.

**Disability Accommodation:**

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Office Manager, Haley McTaggart, [haley.mctaggart@wku.edu](mailto:haley.mctaggart@wku.edu), to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Office Manager, Haley McTaggart, [haley.mctaggart@wku.edu](mailto:haley.mctaggart@wku.edu), if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program. If you require any accommodations abroad, you must provide KIIS Office Manager, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will contact your KIIS Program Director and/or Faculty after we have received your above accommodation letter. In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

**Title IX / Discrimination & Harassment:**

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Andrea Anderson (270-745-5398 / [andrea.anderson@wku.edu](mailto:andrea.anderson@wku.edu)) or WKU's Title IX Investigators, Michael Crowe (270-745-5429 / [michael.crowe@wku.edu](mailto:michael.crowe@wku.edu)) or Joshua Hayes (270-745-5121 / [joshua.hayes@wku.edu](mailto:joshua.hayes@wku.edu)). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159.

**Psychology 299**

**Topic, Reading, and Assignment Schedule\***

Date	In Class	Read and complete RAG before coming to class	Assignment Due
Class 1	Syllabus/class overview	In class reading:	
Class 2	Overview of the Impact of Trauma on Human functioning	<p>Center for Substance Abuse Treatment (US). Trauma-Informed Care in Behavioral Health Services. Rockville (MD): Substance Abuse and Mental Health Services Administration (US); 2014. (Treatment Improvement Protocol (TIP) Series, No. 57.)</p> <p><a href="https://store.samhsa.gov/product/TIP-57-Trauma-Informed-Care-in-Behavioral-Health-Services/SMA14-4816">https://store.samhsa.gov/product/TIP-57-Trauma-Informed-Care-in-Behavioral-Health-Services/SMA14-4816</a></p> <p>We will divide and conquer in class.</p> <p align="center">RAG Choice 1 MIC Choice 1</p>	
Class 3	Psychological Impact of Economic Crisis in Greece	<p>Kitsantonis, N. (Feb. 3, 2019). Greece, 10 Years into Economic Crisis Counts the Cost to Mental Health, <i>The New York Times</i>. <a href="https://www.nytimes.com/2019/02/03/world/europe/greece-economy-mental-health.html">https://www.nytimes.com/2019/02/03/world/europe/greece-economy-mental-health.html</a></p> <p>Bateman, J. (May 5, 2019). How Greek crisis helped remove taboo on mental health, <i>BBC News</i>. <a href="https://www.bbc.com/news/world-europe-48069644">https://www.bbc.com/news/world-europe-48069644</a></p> <p align="center">RAG Choice 2 MIC Choice 2</p>	How trauma impacts human psychological functioning <b>paper</b> option
Class 4	Pandemics and Trauma	<p><a href="https://www.apa.org/topics/covid-19/index#ptsd">https://www.apa.org/topics/covid-19/index#ptsd</a></p> <p>Read one article of your choice under the "PTSD and Trauma" section of the COVID-19 Information and Resources APA page</p> <p align="center">MIC Choice 3</p>	Brief Overview of 21 <sup>st</sup> century Political/Economic Trauma in Greece <b>paper</b> option
Class 5	Pandemics and Trauma	<p>1. Bristow N. K. (2010). "It's as bad as anything can be": Patients, identity, and the influenza pandemic. <i>Public health reports (Washington, D.C. : 1974)</i>, 125 Suppl 3(Suppl 3), 134-144. <a href="https://doi.org/10.1177/00333549101250S316">https://doi.org/10.1177/00333549101250S316</a></p> <p>2. 2021 <i>Frontiers in Psychiatry</i> article on Psychological and Behavioral Responses to COVID 19 in Greece <a href="https://www.frontiersin.org/articles/10.3389/fpsy.2020.00821/full">https://www.frontiersin.org/articles/10.3389/fpsy.2020.00821/full</a></p> <p>3. Littman, R. (2009). The plague of Athens: epidemiology and paleopathology. <i>Mt. Sinai Journal of Medicine</i>, 76(5), 456-67.</p>	The traumatic impact of pandemics and recommended supports <b>paper</b> option

		<p><a href="https://pubmed.ncbi.nlm.nih.gov/19787658/">https://pubmed.ncbi.nlm.nih.gov/19787658/</a></p> <p>RAG Choice 3 MIC Choice 4</p>	
Class 6	Pandemic, social, political unrest impact on children	<p>Choose to read <b>one</b> of these 3 options:</p> <p>Al-Krenawi &amp; Graham, 2012</p> <p>Divecha, 2020</p> <p>Zarei, 2020</p> <p>RAG Choice 4 MIC Choice 5</p>	
Class 7	Empirically Supported Treatment of Trauma in Children: TF-CBT	<p><a href="https://www.apa.org/monitor/2015/12/helping-children">https://www.apa.org/monitor/2015/12/helping-children</a></p> <p>RAG Choice 5 MIC Choice 6</p>	
Class 8	Empirically Supported Treatment of Trauma in Adults: Cognitive Processing Therapy	<p><a href="https://www.apa.org/ptsd-guideline/treatments/cognitive-processing-therapy">https://www.apa.org/ptsd-guideline/treatments/cognitive-processing-therapy</a></p> <p>(read intro plus skim “case example” as time allows)</p> <p>RAG Choice 6 MIC Choice 7</p>	<p>Understanding and Supporting Children who have experienced Trauma <b>paper</b> option</p>
Class 9	Explore the Science of the Greater Good: A gift to ourselves!	<p>We'll divide the Keys to Well-Being Across the class for exploration and sharing. We'll take quizzes and practice well-being strategies/</p> <p>RAG Choice 7 MIC Choice 8</p>	<p>Understanding and Supporting Adults who have experienced Trauma <b>paper</b> option</p>
Class 10	Final Exam (finish any outstanding assignments if needed)		<p>Final Exam</p>

For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/eoo/documents/titleix/titleixbrochure.pdf>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.

*See the table below for assignments and activities on our "in class" days. You'll also receive short on-the-move think and share assignments for our whole program excursion days.*

**\*The instructor reserves the right to make changes in the course.**

**Excursion Assignments. Choose 5 to complete**

Date	Place as Text	Assignment	Assignment due
1	Walking around Athens	1.) Bumper Sticker for your Walk 2.) What cultural observations strike you from a walking experience in our place as text? 3.) What do you want to learn more about? What questions do you have? 4-5.) Take, <b>share</b> , and narrate in one sentence 1 non-selfie <b>photo</b> from today's walk on our class social media share group	Excursion assignment
2	Heraklion Crete/ Museum	Make a <b>photo</b> of one interesting object in this museum (check to make sure the object is allowed to be photographed) and <b>share it</b> on our class-share social media site. Teach us about the object in one sentence and tell us why you chose it.	Excursion assignment
3	Knossos Crete	1.)What brought about the end of all Crete palaces except Knossos around 1450 B.C. and then what happened to Knossos around 1300 BC? 2.) Imagine and describe how a historical citizen may have reacted during these 1450 and 1300 BC events. Check out this site for ideas. <a href="https://store.samhsa.gov/sites/default/files/d7/priv/sma13-4776.pdf">https://store.samhsa.gov/sites/default/files/d7/priv/sma13-4776.pdf</a>	Excursion assignment
4	Gortyna Site and museum	1-2) What generally was included in the Gortyn law code? Choose <b>one</b> of the Gortyn codes of law and make an interesting observation or reflection about it. <b>Share</b> your observation on our class share media site. Try to choose a code that hasn't already been discussed. First poster claims the code! 3.) Can you learn something about the Greek mythology that runs	Excursion assignment

		through this site? Tell me one short story and answer this: How do you think believing in mythology may have helped Gortyn citizens cope with personal and societal adversity?	
5	The Parthenon	1.) What do you imagine the impact of a religious site such as the Parthenon may have been to an average Greek Citizen through the years of its active use?  2.). Moving to much more recent events, what traumatic events occurred in the Acropolis and Parthenon in the 1820s?  3.). Using this US Department of Veteran's Affairs article as a take off point, imagine and describe how the 1820s Greek soldiers may have reacted to their experiences.  <a href="https://www.ptsd.va.gov/understand/types/combat_exposure.asp">https://www.ptsd.va.gov/understand/types/combat_exposure.asp</a>	Excursion assignment
6	Another Excursion	1-5). Design a 3-5 item assignment for this excursion for the next time Dr. Bundy teaches this class! What observations related to our class concepts could we ask students about?	Excursion assignment

**\*\*Excursions are subject to change based on program director's discretion, availability, weather, etc.**