



**O.P. Jindal Global University**  
*A Private University Promoting Public Service*



**COURSE TITLE**

**Trauma from Sexual Violence and Coping**

*Course Instructor: Irfan Fayaz*

Jindal Institute of Behavioral Sciences (JIBS)

**3 Credit Course**

## SPRING SEMESTER 2024

Faculty Contact: Name: **Irfan Fayaz**

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Office Hours:

Classroom:

The information provided herein is by the Course Coordinator. The following information contains the official record of the details of the course.

### **PART I**

<b>Course Title: Trauma from Sexual Violence and Coping</b>		
Course Code		
Course Duration	1 Semester	
No. of Credit Units	3	
Level	UG	
Pre-Requisites	Nil	
Pre-Cursors	Nil	
Equivalent Courses	Nil	
Exclusive Courses	Nil	
Class Timing	...	....

### **PART II**

#### **Course Description:**

This course is designed to provide students with a comprehensive understanding of the complexities surrounding trauma resulting from sexual assaults. Throughout this course, students will explore the psychological, emotional, and societal implications of sexual trauma. By researching evidence-based approaches and psychological insights, students will gain a nuanced perspective on the challenges faced by survivors and the broader implications for society. This course emphasizes a compassionate and informed approach to supporting survivors. Through lectures, discussions, and case studies, students will develop the skills to recognize signs of trauma, engage in empathetic communication, and contribute to creating safe and supportive environments.

Beyond understanding the impact of sexual trauma, the course also explores the concept of positive transformation, highlighting resilience and the potential for personal growth. Students will learn about the various interventions and community resources available to survivors, contributing to their ability to be advocates and allies in the healing process. This course allows students to reflect on their own attitudes, biases, and societal contributions, fostering a community committed to

empathy, inclusivity, and the well-being of all individuals affected by sexual trauma. This course strives to build a society that understands, supports, and contributes to the transformative healing of those who have experienced sexual assaults.

### **Course Aims:**

1. Provide students with an in-depth understanding of the psychological, emotional, and societal dimensions of trauma resulting from sexual assaults.
2. Equip students with the skills to recognize signs of trauma, engage in empathetic communication, and create safe and supportive environments for survivors.
3. Foster an exploration of the concept of positive transformation, emphasizing resilience and the potential for personal transformation beyond the impact of sexual trauma.
4. Train students to be effective advocates and allies for survivors by understanding various therapeutic interventions and community resources and contributing to the healing process.
5. Facilitate opportunities for students to reflect on personal attitudes, biases, and societal contributions, fostering a community committed to empathy, inclusivity, and the well-being of all individuals affected by sexual trauma.

### **Course Intended Learning Outcomes:**

**CILO 1:** Students will demonstrate a comprehensive understanding of the psychological, emotional, and societal implications of trauma resulting from sexual assaults through class discussions, written assignments, and assessments.

**CILO 2:** Students will apply empathetic communication skills and demonstrate their ability to recognize signs of trauma, fostering a supportive environment for survivors through role-playing, case studies, and practical exercises.

**CILO 3:** Students will critically analyze the concept of positive transformation and trauma and its implications, developing the ability to advocate for survivors and contribute to their personal transformation through class presentations, group projects, and reflective essays.

### **Assessment Process:**

The course will be majorly taught using class discussions, anecdotes, presentations, readings, and experiential exercises. The evaluations will include in-class activities, individual and group presentations, written assignments, quizzes, and projects.

### **Percentage breakdown of Grade:**

70% Internal Exam (Divided into 3-4 components)

20% for Presentations\*

20% Quiz\*

20% for Mid-term\*

10% for Class Participation.

30% End Semester Exam (Closed book and timed)

(\*Please note that absenteeism on day of assessment will not be entertained and no assessments shall be rescheduled.)

## Grading of Student Assessment

Letter Grade	Percentage of Marks	Grade Points	Interpretation
O	80 and above	8	<b>Outstanding:</b> Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75 - 79	7.5	<b>Excellent:</b> Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 - 74	7	<b>Very Good:</b> Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.
A-	65 -69	6	<b>Good:</b> Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60 - 64	5	<b>Fair:</b> Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B	55 - 59	4	<b>Acceptable:</b> Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 - 54	3	<b>Marginal:</b> Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 - 49	2	<b>Pass 1:</b> Pass with Basic understanding of the subject matter.
P2	40 - 44	1	<b>Pass 2:</b> Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	<b>Fail:</b> Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

## Course Outline

### Unit I: Introduction to Trauma and Sexual Violence (Week 1-2)

- Psychological trauma and its different types.
- Sexual **Violence** as a source of trauma.
- Prevalence and statistics of sexual **Violence**.
- Child Sexual Abuse and Its Impact
- Marital Rape and Its Impact

#### Readings:

1. Van der Kolk, B. A. (2003). *Psychological trauma*. American Psychiatric Pub.  
[https://books.google.co.in/books?hl=en&lr=&id=qyFoYQBKScYC&oi=fnd&pg=PP11&dq=psychological+trauma&ots=N0Q7BmlDK4&sig=NGvs4\\_LbNJMUbOoDLIRU4Y8LBxg&redir\\_esc=y#v=onepage&q=psychological%20trauma&f=false](https://books.google.co.in/books?hl=en&lr=&id=qyFoYQBKScYC&oi=fnd&pg=PP11&dq=psychological+trauma&ots=N0Q7BmlDK4&sig=NGvs4_LbNJMUbOoDLIRU4Y8LBxg&redir_esc=y#v=onepage&q=psychological%20trauma&f=false)
2. Shattered Assumptions:  
[https://www.google.co.in/books/edition/Shattered\\_Assumptions/J7OVcUpFiLgC?hl=en&gbpv=0&bshv=risc/1](https://www.google.co.in/books/edition/Shattered_Assumptions/J7OVcUpFiLgC?hl=en&gbpv=0&bshv=risc/1)
3. Mason, F., & Lodrick, Z. (2013). Psychological consequences of sexual assault. *Best Practice & Research Clinical Obstetrics & Gynaecology*, 27(1), 27-37.
4. Kalra, G., & Bhugra, D. (2013). Sexual violence against women: Understanding cross-cultural intersections. *Indian journal of psychiatry*, 55(3), 244.
5. Socio-cultural and psychological aspects of rape: Perspectives of young men.

### Unit II: Psychological and Emotional Outcomes of Sexual Assaults (Week 3-5)

- Shattered assumptions theory of trauma.
- Betrayal Theory of Trauma
- Posttraumatic stress disorder (PTSD) and other psychological consequences
- Emotional responses to trauma & Grief and loss in the aftermath of sexual assault.
- Physical and Social Consequences of Sexual Violence.
- Multiple exposures to sexual assaults and pathological outcomes.
- Societal and cultural factors contributing to sexual assault.

#### Readings:

1. Chivers-Wilson, K. A. (2006). Sexual assault and posttraumatic stress disorder: A review of the biological, psychological and sociological factors and treatments. *McGill Journal of Medicine: MJM*, 9(2), 111.
2. Dworkin, E. R., Jaffe, A. E., Bedard-Gilligan, M., & Fitzpatrick, S. (2023). PTSD in the year following sexual assault: A meta-analysis of prospective studies. *Trauma, Violence, & Abuse*, 24(2), 497-514.
3. Ullman, S. E., Filipas, H. H., Townsend, S. M., & Starzynski, L. L. (2007). Psychosocial correlates of PTSD symptom severity in sexual assault survivors. *Journal of traumatic stress*, 20(5), 821-831.
4. Remer, R., & Elliott, J. E. (1988). Characteristics of secondary victims of sexual assault. *International Journal of Family Psychiatry*.
5. Easteal, P. (2009). *Real rape, real pain: Help for women sexually assaulted by male partners*. Read HowYouWant. com.

### **Unit III: Societal Implications and Stigma (Week 6-7)**

- Examining the role of society in perpetuating or challenging stigma.
- The intersectionality of sexual assault and societal factors.
- Internalized stigma, shame, and embarrassment.
- Secondary Victims of Sexual Violence
- The role of language and media in perpetuating or challenging stigma.
- Barriers to Disclosing Sexual Violence.

### **Readings:**

1. Kalra G, Bhugra D. Sexual violence against women: Understanding cross-cultural intersections. *Indian J Psychiatry*. 2013 Jul;55(3):244-9. doi: 10.4103/0019-5545.117139. PMID: 24082244; PMCID: PMC3777345.
2. Perrin, N., Marsh, M., Clough, A. et al. Social norms and beliefs about gender based violence scale: a measure for use with gender based violence prevention programs in low-resource and humanitarian settings. *Confl Health* 13, 6 (2019). <https://doi.org/10.1186/s13031-019-0189-x>
3. DeCou, C. R., Cole, T. T., Lynch, S. M., Wong, M. M., & Matthews, K. C. (2017). Assault-related shame mediates the association between negative social reactions to disclosure of

sexual assault and psychological distress. *Psychological trauma: theory, research, practice, and policy*, 9(2), 166.

4. Sable, M. R., Danis, F., Mauzy, D. L., & Gallagher, S. K. (2006). Barriers to reporting sexual assault for women and men: Perspectives of college students. *Journal of American College Health*, 55(3), 157-162.
5. Bhuptani, P. H., & Messman-Moore, T. L. (2019). Blame and shame in sexual assault. *Handbook of sexual assault and sexual assault prevention*, 309-322.
6. Armstrong, C. L., & Mahone, J. (2017). "It's on us." The role of social media and rape culture in individual willingness to mobilize against sexual assault. *Mass Communication and Society*, 20(1), 92-115.
7. Pennington, R., & Birthisel, J. (2016). When new media make news: Framing technology and sexual assault in the Steubenville rape case. *New Media & Society*, 18(11), 2435-2451.

#### **Unit IV: Posttraumatic Growth and Personal Transformation (Week 8-9)**

- Defining and understanding Posttraumatic Growth (PTG).
- Defining and understanding resilience with examples and case studies of personal transformation.
- Strategies for being an effective advocate and ally.
- Fostering a supportive community committed to transformation.
- Coping Strategies.

#### **Readings:**

1. Calhoun, L. G., & Tedeschi, R. G. (Eds.). (2014). *Handbook of posttraumatic growth: Research and practice*. Routledge.
2. Janoff-Bulman, R. (2004). Posttraumatic growth: Three explanatory models. *Psychological inquiry*, 15(1), 30-34.
3. Wu, G., Feder, A., Cohen, H., Kim, J. J., Calderon, S., Charney, D. S., & Mathé, A. A. (2013). Understanding resilience. *Frontiers in behavioral neuroscience*, 7, 10.
4. Driessen, M. C. (2023). Student stories of resilience after campus sexual assault. *Qualitative Social Work*, 14733250231161552.
5. Fayaz, I. (2023). Systematic review of posttraumatic growth from sexual assault in women. *Journal of loss and trauma*, 1-22.

6. Shaw, J., & Campbell, R. (2011). Rape crisis centers: Serving survivors and their communities. *Surviving sexual violence: A guide to recovery and empowerment*, 112-128. [https://books.google.co.in/books?hl=en&lr=&id=hZVxdn\\_Y0t0C&oi=fnd&pg=PA112&dq=supportive+community+committed+to+transformation+in+sexual+assault+&ots=YB5Wig\\_gTf&sig=Msbfp8AAOmwwBJkjny2LhHk4C4k&redir\\_esc=y#v=onepage&q=supportive%20community%20committed%20to%20transformation%20in%20sexual%20assault&f=false](https://books.google.co.in/books?hl=en&lr=&id=hZVxdn_Y0t0C&oi=fnd&pg=PA112&dq=supportive+community+committed+to+transformation+in+sexual+assault+&ots=YB5Wig_gTf&sig=Msbfp8AAOmwwBJkjny2LhHk4C4k&redir_esc=y#v=onepage&q=supportive%20community%20committed%20to%20transformation%20in%20sexual%20assault&f=false)

### **Unit V: Interventions and Other Resources (Week 10-15)**

- Overview of evidence-based therapeutic approaches.
- Ethical Dilemmas in Research with Sexual Violence Survivors
- Crisis intervention.
- Understanding the role of support groups, counseling services, and helplines.
- Legalities in sexual violence

#### **Readings:**

1. Zinsstag, E., & Keenan, M. (Eds.). (2017). *Restorative responses to sexual violence: legal, social and therapeutic dimensions*. Taylor & Francis.
2. Deming, A., & Jennings, J. L. (2020). The absence of evidence-based practices (EBPs) in the treatment of sexual abusers: recommendations for moving toward the use of a true EBP model. *Sexual Abuse*, 32(6), 679-705.
3. Ades, V., Wu, S. X., Rabinowitz, E., Bach, S. C., Goddard, B., Ayala, S. P., & Greene, J. (2019). An integrated, trauma-informed care model for female survivors of sexual violence: The engage, motivate, protect, organize, self-worth, educate, respect (EMPOWER) clinic. *Obstetrics & Gynecology*, 133(4), 803-809.
4. Russell, P. L., & Davis, C. (2007). Twenty-five years of empirical research on treatment following sexual assault. *Best Practices in Mental Health*, 3(2), 21-37.
5. Slakoff, D. C., Aujla, W., & PenzeyMoog, E. (2020). The role of service providers, technology, and mass media when home isn't safe for intimate partner violence victims: best practices and recommendations in the era of CoViD-19 and beyond. *Archives of sexual behavior*, 1-10.
6. De La Rue, L., Polanin, J. R., Espelage, D. L., & Pigott, T. D. (2014). School-based interventions to reduce dating and sexual violence: A systematic review. *Campbell Systematic Reviews*, 10(1), 1-110.

## **Professional Conduct in Classroom**

You are expected to arrive on time in the classroom and follow the classroom decorum. You are expected to be punctual in class and be seated immediately within the first two minutes so that the class can start on time. Students arriving after a ten minute window from the designated start time will be refused entry/attendance. You are expected to participate in the classroom discussions, activities and presentation. Participation is essential in this class. You are also expected to be respectful when the instructor is teaching. Furthermore, you are welcomed to share your thoughts in the class but you are expected to do that respectfully and be welcoming of other perspectives in the class even if you disagree with the same.

## **Notes on Plagiarism**

*Plagiarism is not acceptable!* Please refrain from copying and pasting paragraphs and sentences from your reading materials. This include copying someone's words, structure, grammar, ideas, thoughts, and phrases and passing them as your own. Too many quotes are not acceptable!

What is acceptable? Using one quote which is not more than 40 words with proper citation. Use citation! It's a must! Present the content you read from your reading materials in your own words! Think and critically analyse the content! The source should be always acknowledged in your written material and presentation. All papers in this class will be checked electronically for plagiarism.

## **Attendance Policy**

Students are expected to attend all classes (100% attendance). A student who fails to attend a class is expected to inform the Course Instructor, orally or in writing, the reason for his or her absence. A minimum of 75% attendance is mandatory, failing which, student is not permitted to take the final exam or end term exam.

## **Safe Space Pledge**

Some parts of this course may discuss a range of issues that might result in distress for some students. Discussions and images in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel troubled due to either the contents of the course, or the conduct of the discussions, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibition and fear. This responsibility lies not only on students, but also the instructor.

## **Disability Support and Accommodation Requirements**

JGU endeavors to make all its courses accessible to students. All students with a known disability needing academic accommodations are required to register with the Disability Support Committee [dsc@jgu.edu.in](mailto:dsc@jgu.edu.in). The Committee has so far identified the following conditions that could possibly hinder student's overall well-being. These include: physical and mobility related difficulties; visual impairment; hearing impairment; medical conditions; specific learning difficulties e.g. dyslexia; mental health.

The Disability Support Committee maintains strict confidentiality in its discussions. The students should preferably register with the Committee in the first week of the semester as disability accommodation requires early planning. DSC will approve and coordinate all the disability related

services such as appointment of academic mentors, specialized interventions and course related requirements such as accessible classrooms for lectures, tutorials and examinations.

All faculty members are required to refer students with any of the above-mentioned conditions to the Disability Support Committee for addressing disability-related accommodation requirements.

**Centre for Wellness and Counseling Services:**

Contact: Email ID: [cwcs@jgu.edu.in](mailto:cwcs@jgu.edu.in)

Mobile: +91 8396907312