



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code
Posttraumatic Society	

Lecturer(s)	Department(s) where the course unit (module) is delivered
Coordinators: Assoc. prof. of psychotraumatology Paulina Zelviene	Vilnius University, Faculty of Philosophy, Institute of Psychology, Center for Psychotraumatology

Study cycle	Type of the course unit (module)
Bachelor/Masters	Optional

Mode of delivery	Period when the course unit (module) is delivered	Language(s) of instruction
Lectures and seminars	Autumn, Spring	English

Requirements for students	
Prerequisites: The course is open to students from all disciplines. It is especially recommended for psychology students.	Additional requirements (if any): -

Course (module) volume in credits	Total student's workload	Contact hours	Self-study hours
5 ECTS	135	32	103

Purpose of the course unit (module): programme competences to be developed		
The course focuses on psychological trauma and its impact on individuals, groups, and society. Students will be introduced to contemporary theories and research on traumatic stress. Throughout the course, they will explore historical and autobiographical accounts of trauma. Upon successful completion of the course, students will have a solid understanding of normal and abnormal responses to traumatic events, the short-term and long-term consequences of trauma, risk and protective factors associated with post-traumatic stress disorder, and the principles of psychosocial support following traumatic experiences. The course will also enable students to apply fundamental knowledge of psychotraumatology in both their professional practice and personal lives.		
Learning outcomes of the course unit (module)	Teaching and learning methods	Assessment methods
Upon successful completion of the course, students will understand the psychological reactions of individuals, groups, and societies to traumatic events, based on theories and contemporary research findings in psychotraumatology.	Lectures, readings of literature, seminar discussions, analysis of case vignettes, and preparation of a presentation.	Written exam, presentation in the seminar.
Upon successful completion of the course, students will understand the needs of trauma survivors and the fundamental principles of providing care and support for individuals affected by trauma.	Lectures, readings of literature, seminar discussions, analysis of case vignettes, and preparation of a presentation.	Written exam, presentation in the seminar.
Upon successful completion of the course, students will be able to describe, discuss, and critically analyze the psychological effects of trauma on individuals and society, and understand the	Lectures, readings of literature, seminar discussions, analysis of case vignettes, and preparation of a presentation.	Written exam, presentation in the seminar.

application of this knowledge in both professional and personal contexts.		
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Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Inter ns hip/ work placement	Contact hours	Self-study hours	Assignments
1. Introduction to psychotraumatology, the main concepts.	4						4	0	-
2. The history of psychotraumatology. Trauma research context in the Baltic countries.			2				2	6	Readings selected and recommended by the course lector.
3. Psychological effects of trauma. Definition of stress-related disorders.			4				4	12	Readings selected and recommended by the course lector.
4. Effects of prolonged traumatization and complex trauma.			4				4	12	Readings selected and recommended by the course lector.
5. Psychological theories of posttraumatic stress.			4				4	12	Readings selected and recommended by the course lector.
6. Effects of trauma on families and intergenerational trauma consequences.			2				2	6	Readings selected and recommended by the course lector.
7. Posttraumatic growth and psychological resilience. Risk and protective factors after trauma.			2				2	6	Readings selected and recommended by the course lector.
8. Psychosocial support for trauma survivors. Basic principles of trauma care and treatment in psychotraumatology.			2				2	6	Readings selected and recommended by the course lector.
9. Diversity of reactions to various traumatic events.			8				8	43	Readings, chosen by student and recommended by lector. Preparation of presentation and essay on chosen topic.
Total	4		28				32	103	

Assessment strategy	Weight, %	Deadline	Assessment criteria
Presentation in a seminar	40	Throughout the semester	Students are required to prepare and deliver an individual presentation during the seminar. The presentation may be based on one of the following options:

			1. A book related to psychotraumatology that the student has read independently. 2. A psychoeducational video (e.g., a TikTok, YouTube, or other publicly available educational video) addressing a topic relevant to psychotraumatology. 3. A selected topic in psychotraumatology based on the analysis of high-quality scientific literature (peer-reviewed research articles, systematic reviews, or meta-analyses). The presentation option (book/topic) must be approved by the course lecturer at the beginning of the course. During the presentation, students are expected not only to summarize the selected material but also to critically reflect on its content and discuss its relevance to psychotraumatology research, practice, or everyday life. Presentations are evaluated on a 10-point scale, where a grade of 10 indicates an excellent presentation characterized by a thorough understanding of the topic, critical analysis, clear structure, effective communication, and active engagement with the seminar audience. Delivering the presentation during the seminar is a mandatory course requirement and a prerequisite for being eligible to take the final examination.
Written exam	60	End of semester.	The examination consists of cases describing traumatic events and survivors' reactions. Students are required to answer questions related to these cases by applying the knowledge and skills acquired throughout the course. The examination is assessed on a 10-point scale, where a grade of 10 reflects an excellent understanding of key concepts in psychotraumatology and an outstanding ability to apply theoretical knowledge to practical situations.

Author	Year of publication	Title	Issue of a periodical or volume of a publication	Publishing place and house or web link
Readings				
1. Kazlauskas, E., & Zelviene, P. (2016). Trauma research in the Baltic countries: From political oppression to recovery. <i>European journal of psychotraumatology</i>, 7(1), 29295. 2. Weisaeth, L. (2002). The European history of psychotraumatology. <i>Journal of Traumatic Stress: Official Publication of The International Society for Traumatic Stress Studies</i>, 15(6), 443-452 3. Kazlauskas, E., Zelviene, P., & Eimontas, J. (2017). "No posttraumatic stress disorder in Lithuania": National health care fails to identify PTSD. <i>Journal of Traumatic Stress</i>, 30(1), 99-102. 4. Kazlauskas, E., Gelezelyte, O., Nomeikaite, A., & Zelviene, P. (2021, November). Posttraumatic Stress Disorder and Adjustment Disorder in Lithuanian Healthcare in 2018–2020: A Nation-Wide Cohort Study of the Effects of COVID-19 Pandemic. In <i>Healthcare</i> (Vol. 9, No. 11, p. 1422). Multidisciplinary Digital Publishing Institute 5. Herman, J. L. (1992). Complex PTSD: A syndrome in survivors of prolonged and repeated trauma. <i>Journal of traumatic stress</i>, 5(3), 377-391. 6. Kazlauskas, E., Gegieckaite, G., Hyland, P., Zelviene, P., & Cloitre, M. (2018). The structure of ICD-11 PTSD and complex PTSD in Lithuanian mental health services. <i>European Journal of Psychotraumatology</i>, 9, 1414559.https://doi.org/10.1080/20008198.2017.1414559 7. Brewin, C. R., & Holmes, E. A. (2003). Psychological theories of posttraumatic stress disorder. <i>Clinical psychology review</i>, 23(3), 339-376.				

8. Kazlauskas, E., Gailiene, D., Vaskeliene, I., & Skeryte-Kazlauskiene, M. (2017). Intergenerational transmission of resilience? Sense of coherence is associated between Lithuanian survivors of political violence and their adult offspring. *Frontiers in psychology*, 8, 1677.
9. Dashorst, P., Mooren, T. M., Kleber, R. J., de Jong, P. J., & Huntjens, R. J. (2019). Intergenerational consequences of the Holocaust on offspring mental health: a systematic review of associated factors and mechanisms. *European journal of psychotraumatology*, 10(1), 1654065.
10. Tedeschi, R. G., & Calhoun, L. G. (2004). " Posttraumatic growth: conceptual foundations and empirical evidence". *Psychological inquiry*, 15(1), 1-18.
11. Schnyder, U., Ehlers, A., Elbert, T., Foa, E. B., Gersons, B. P., Resick, P. A., ... & Cloitre, M. (2015). Psychotherapies for PTSD: what do they have in common?. *European journal of psychotraumatology*, 6(1), 28186
12. Kazlauskas, E. (2017). Challenges for providing health care in traumatized populations: barriers for PTSD treatments and the need for new developments. *Global health action*, 10(1), 1322399.
13. Van der Kolk, B. (2014). *The body keeps the score: Mind, brain and body in the transformation of trauma*. Penguin UK.

And other scientific articles selected by the lecturer.