

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

CRIS 303

ACUTE STRESS, GRIEF AND TRAUMA

COURSE DESCRIPTION

A general overview and analysis of the impact and consequences of acute stress on victims, first responders, families, and community members. Particular attention is paid to effective counseling strategies, methods and techniques for immediate response, fostering resiliency, and cultural differences.

RATIONALE

With the increase in the number of critical incidents and natural disasters in the past few years, over 80% of individuals will experience acute stress at some point in their lives. Including incidents that involve death, such as murder, suicide, accidents, starvation, sudden infant death syndrome, miscarriages, heart attacks, and natural disasters, the long-term effects of grief and trauma can wreak havoc on its victims. The ability to work through the acute stress can mitigate the effects of long-term trauma in the lives of those impacted. The combined strategies of effective psychological first aid and grief counseling can relieve the acute stress response, foster resiliency, speed up the healing process, and mitigate the effects of posttraumatic stress disorder in the life of a traumatized individual.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Articulate a theoretical understanding of the nature and impact of critical incident stress.
- B. Define acute stress and examine and discuss the consequences of and factors related to acute stress.
- C. Apply relevant Scripture passages to the issues of grief and trauma.
- D. Explain the nature and consequences of stress, as well as factors that might help determine the intensity, severity, and duration of a grief response.
- E. Define and implement the grief cycle and its stages in counseling.
- F. Differentiate complicated grief from normal grief and loss.
- G. Examine and explain how abuse impacts the lives of its victims.
- H. Describe how trauma, stress, and depression and anxiety relate in sufferers of PTSD.
- I. Articulate a theoretical understanding of how attachment styles relate to acute stress, grief, and trauma and implement the components of effective therapies counselors can utilize.
- J. Describe the characteristics of acute care and how psychological first aid differs from psychotherapy.
- K. Articulate the contraindications of acute care and when a person needs immediate mental health intervention.
- L. Identify biblical principles for coping with adversity, and discuss ways in which the church can foster and sustain resiliency and hope.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations
- B. Course Requirements Checklist

After reading the Course Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.

- C. Discussion Board Forums (6)

Discussion boards are collaborative learning experiences. Therefore, the student will create a thread in response to the 6 questions posed by the instructor. Each thread must be at least 300 words. In addition to the thread, the student is required to reply to 1 other classmate's thread. Each reply must be at least 200 words.

(MLO: A, B, C, E, F, I, L)

D. Crisis Personnel Project

Part 1

The student will identify a member of the community (“Crisis Personnel”) who is involved in the regular response to crises in the community that must be approved by the instructor. Examples include a police officer, firefighter, medical/mental health professional, or pastoral leader. In 150 words, the student will provide a description of the personnel’s regular response to crisis. Additionally, the student will describe what he/she hopes to learn and apply from the interview. (MLO: D, G)

Part 2

The student will interview a Crisis Personnel (previously approved by the instructor) using a list of 5 questions provided in the instructions document (do not add more questions to the interview) and will prepare a 500–750-word write up on his/her findings in the interview, as well as a personal reflection. The student will be provided with etiquette and tips on how to conduct his/her interview in the instructions. The student may not conduct the interview until the interviewee has been identified in the appropriate module/week and approved by the instructor. Students must use at least 1 scholarly source and 1 biblical integration in the personal reflection section. The scholarly source must be current (published within the last 5 years). (MLO: D, G)

E. Research Paper

The student will build a 2,000–2,500-word Research Paper that summarizes and discusses acute stress response. Over the duration of the course, the student will build and submit his/her paper in current APA format in 4 parts: creating a title and abstract, creating an outline, creating an annotated bibliography, and submitting his/her final paper. The Research Paper will include a reference page with at least 12 outside sources as well as course texts and Scripture. All outside sources must be scholarly in nature and must have been published in the last 5 years. Use of “pop culture” resources such as Psychology Today or websites that cannot be clearly classified as scholarly is not permitted.

Title and Abstract

The student will compose the title page for the Research Paper and submit it with the 150–250-word abstract. The student will have access to interactive tutorial exercises to help him/her master current APA title page and abstract formatting.

Outline

The student will create a research paper outline. The outline will require a current APA title page and abstract, and include 3 references published within the last 5 years that the student has already discovered he/she will use in an APA-style reference section. The outline must include the level 1, 2, and, if necessary, level 3 headings the student will use in setting up his/her paper. The student will have access to interactive tutorial exercises to help him/her master current APA outline formatting.

Annotated Bibliography

The student will compose an annotated bibliography for the Research Paper. The student will compile a list of at least 12 scholarly sources (this number will not include the required texts or Bible) and that would be considered current (published within the last 5 years) in current APA format. Each source citation must be accompanied by a brief paragraph (100–150 words) summarizing what the source is about and the relevant information it brings to your paper. The student will have access to interactive tutorial exercises to help him/her master current APA reference page formatting.

Final Submission

Utilizing information presented in this course, as well as theoretical and practical elements from academic and Christian sources, the student will compile an original Research Paper of 2,000–2,500 words of body text in current APA formatting. The Research Paper must include a current APA title page, abstract, outline, and reference page and contain a minimum of 12 scholarly sources in addition to the textbook and a Biblical integration. Course materials and Scripture cannot be relied upon for major sections in the paper, with the exception of the biblical integration section. The body of the paper will summarize and discuss the various symptoms of acute stress reactions, acute stress disorder (as well as the difference between the two), the diagnostic guidelines, and effective treatment strategies. The student will submit this assignment to SafeAssign to check for potential plagiarism and will be granted 1 draft submission to help him/her gauge the validity of his/her work. (MLO: A, B, C, D, H, J, K, L)

F. Case Study

The student will review a case provided in Blackboard and will complete a 750-word paper focused on exploring the nature of the crisis presented, suggesting steps for alleviating the crisis, teaching coping skills, and developing resiliency. A final section must assess the grieving process of the primary victim and whether he/she effectively grieved the loss. Integration of at least 3 scholarly sources is required, 1 of which must be from the course content (texts or presentations). Outside sources must be current (published within the last 5 years). (MLO: A, D, E, F, H, K)

G. The Importance of Self-Care Presentation

The student will select a minimum of 3 scholarly journal articles, published within the last 5 years, discussing the importance of self-care for those in the helping professions. The student will use the materials to create a 10-slide PowerPoint presentation (not including title slide and reference slide) that could be used to educate professionals (and be used as a guideline for him/her) on self-care importance and practices. (MLO: A, B, G)

V. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (6 at 50 pts ea.)	300
Crisis Personnel Project	
Part 1	25
Part 2	125
Research Paper	
Title and Abstract	25
Outline	25
Annotated Bibliography	100
Final Submission	200
Case Study	100
The Importance of Self-Care Presentation	100

Total 1010

B. Scale

A = 900–1010 B = 800–899 C = 700–799 D = 600–699 F = 0–599

C. Tests/Exams

1. For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 1 point may be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module/week. Late submissions will be penalized at 5% per day, cumulative, with no test/exam being accepted seven (7) days after the original due date without written approval from the professor. Whenever possible, this approval must be sought prior to the test/exam due date.

D. Dual Relationship

The faculty is responsible to interact with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

E. Limits of Confidentiality

In the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student's permanent record.

F. Course Disclaimer

Students enrolling in CRIS 303 should be aware of the sensitive nature of the content related to trauma and crisis covered in this course. If they have recently gone through a trauma or are currently seeking counseling around issues of trauma and crisis, it is recommended they consider this disclaimer prior to committing to the course

G. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

If you have a complaint related to disability discrimination or an accommodation that was not provided, you may contact ODAS or the Office of Equity and Compliance by phone at (434) 592-4999 or by email at equityandcompliance@liberty.edu. Click to see a full copy of Liberty's [Discrimination, Harassment, and Sexual Misconduct Policy](#) or the [Student Disability Grievance Policy and Procedures](#).

COURSE SCHEDULE

CRIS 303

Textbooks: Freeman, *Grief and Loss: Understanding the Journey* (2005).

LUC: Dass-Brailsford, *Crisis Counseling: Acute Stress, Grief and Trauma* (2016).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Freeman: ch. 1 Dass-Brailsford: ch. 1	Course Requirements Checklist Class Introductions DB Forum 1 Crisis personnel Project – Part 1	10 0 50 25
2	Dass-Brailsford: ch. 2	Research Paper – Title and Abstract DB Forum 2	25 50
3	Freeman: chs. 2, 4 1 selected article	DB Forum 3 Research Paper - Outline	50 25
4	Dass-Brailsford: chs. 3, 6-7. 10-11	Research Paper – Annotated Bibliography DB Forum 4	100 50
5	Freeman: chs. 7, 9 Dass-Brailsford: ch. 4	Case Study	100
6	Freeman: chs. 7, 9 Dass-Brailsford: ch. 12	DB Forum 5 Crisis Personnel Project – Part 2	50 125
7	Freeman: ch. 10 Dass-Brailsford: chs. 5, 8	Research Paper – Final Submission	200
8	Freeman: ch. 11 Dass-Brailsford: chs. 9, 13-14	The Importance of Self-Care Presentation DB Forum 6	100 50
TOTAL			1010

DB = Discussion Board

NOTE: Each course module/week (except Module/Week 1) begins on Tuesday morning at 12:00 a.m. (ET) and ends on Monday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.