

**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**

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### **CRIS 606**

#### **ACUTE STRESS, GRIEF AND TRAUMA**

#### **COURSE DESCRIPTION**

This course will provide a foundation of the theoretical concepts associated with the impact and consequences of acute stress on victims, first responders, families, and community members, taking into account the process of grief and loss, complicated grief, dying, death, and bereavement, and the long term consequences of unresolved trauma. Particular attention is paid to the treatment of the human stress response, effective counseling strategies, methods and techniques for immediate response, comorbidity, anxiety and depression, abuse, impact dynamics of crisis and trauma, survivor guilt, and cultural sensitivity.

#### **RATIONALE**

The definition of stress is becoming broader as anxiety and stress-related illnesses are now the major contributors to mental illness in the United States. In fact, stress-related disorders among those ages 18–54 are twice as high as mood disorders. In addition, we must consider the various physical, emotional, and spiritual ailments caused by stress. The links between stress arousal and disease are pervasive. With our ability to measure the human stress response, researchers are now able to implement various types of psychotherapy such as meditation, neuromuscular relaxation, biofeedback, neurological desensitization, physical exercise, and pharmacological management to help those impacted by a traumatic experience overcome the effects of acute stress. The ability to work through 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, promote the healing process, and mitigate the effects of post-traumatic stress disorder (PTSD) 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. Microsoft Office

#### **IV. MEASURABLE LEARNING OUTCOMES**

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

- A. Explain constructs related to effective ministry for grief, acute stress, and trauma with suffering individuals from a Christian perspective.
- B. Explain concepts related to abuse and trauma and describe their relationships to attachment theory, PTSD, anxiety, and depression.
- C. Discuss the characteristics of acute care, psychological first aid, psychotherapy, and the contraindications of acute care.
- D. Describe the history, context, and application of crisis intervention techniques and how to intervene from a spiritual perspective.
- E. Discuss the importance of peer, family, and community support in crisis intervention.
- F. Explain coping and the various coping outcomes including resiliency, self-efficacy, hardiness, true guilt, and survivor's guilt from a biblical perspective.
- G. Discuss the importance of considering cultural sensitivity, community responses, red tape, and politics in crisis intervention.

## 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 (4)

Discussion boards are collaborative learning experiences. The student will participate in four (4) Discussion Board Forums throughout this course. Each forum consists of two (2) parts: the thread and the replies. For each forum, the student will submit a thread of at least 350 words discussing the topic given in that module/week. The student will then submit replies of at least 250 words each to at least two (2) classmates. Threads must contain at least two (2) scholarly sources and at least one (1) appropriate biblical integration to support the post. All posts must be written in a substantive manner, without spelling and grammar errors. Current APA formatting and style is required.

- D. 4-MAT Book Review

The student will write a 4-MAT Book Review of Leming & Dickinson's book, *Understanding Dying, Death, and Bereavement*. The book review will be broken into 4 parts containing a summary, concrete response, reflection, and application of the readings. The submission must follow current APA format and be at least ten (10) pages.

- F. Research Series Project

The student will conduct a comprehensive research project throughout the course. The student will conduct a field interview with a crisis counseling professional, create a research paper, and synthesize the research in a slideshow presentation with a single, specific topic to research and use for all three major assignments.

- 1. Research Paper Topic Submission

The student will choose a specific topic to research throughout the course. The student will research a topic that is relevant to modern crisis counseling, grief, stress, and trauma. The topic will be the basis for his or her interview, research

paper, and slideshow presentation.

## 2. Field Interviewee Approval

The student will identify a crisis counseling professional to interview for the research project. The student will submit the professional's name, title, location, qualifications, and years of experience in crisis counseling for his or her proposed interviewee for instructor approval.

## 3. Annotated Bibliography

The student will compile at least 10 scholarly research articles for use in the research project. The student will provide a short summary of the articles. Articles must be published within the last five (5) years and be in proper APA format.

## 4. Field Interview Questions

The student will create at least 10 questions for the field interview and submit them for instructor approval. Questions must relate directly to the student's chosen research topic and may cover areas relating to ethics, spirituality, and cultural issues. The questions must primarily focus on the realities of being a professional in the interviewee's field.

## 5. Research Questions

The student will create a thesis statement and three (3) major research questions based on the scholarly research and materials gathered. The student will also include a short paragraph outlining the goal of the Research Paper. The Research Questions will form the basis of and be addressed by the Research Paper.

## 6. Field Interview Summary

The student will submit a 4-page summary of his or her field interview with the approved crisis professional. The student will identify the five (5) major themes discussed from the interview and analyze how the information gathered from the field interview relates to the scholarly research. Proper APA format must be used throughout the summary.

## 7. Research Paper

The student will create a 10–12-page Research Paper compiling the research gathered from the field interview, annotated bibliography, course content, and major theories of crisis counseling. The Research Paper will cover the major themes found through the research and how the research addresses the three (3) research questions. The student will integrate biblical principles with the research to produce a Christian perspective on the research. The student will create suggestions for future research based on the research findings.

## 8. Slideshow Presentation and Critiques

The student will create a 7–9-slide presentation using PowerPoint or a similar software. The student will discuss the key findings of the Research Paper in a slideshow format to share with the class. The presentation must be concise and graphically appealing, and proper APA format must be used for references. The student will submit the presentation to a Discussion Board Forum and critique at least 2 of his or her classmates' slideshows in at least 250 words. In the critiques, the student must tell his or her classmates what they did well, what questions he or she has, and what could be done better. The student must also discuss any

additional implications of his or her classmates' research and how it could be used towards future research studies.

## **VI. COURSE GRADING AND POLICIES**

### A. Points

Course Requirements Checklist	10
Discussion Boards Forums (4 at 50 pts ea)	200
4-MAT Book Review	200
Research Series Project	
Research Paper Topic Submission	15
Field Interviewee Approval	15
Annotated Bibliography	60
Field Interview Questions	30
Research Questions	30
Field Interview Summary	100
Research Paper	200
Slideshow Presentation and Critiques	150
<b>Total</b>	1010

### B. Scale

A = 940–1010 A- = 920–939 B+ = 900–919 B = 860–899 B- = 840–859

C+ = 820–839 C = 780–819 C- = 760–779 D+ = 740–759 D = 700–739

D- = 680–699 F = 0–679

### 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. Disability Assistance

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

## COURSE SCHEDULE

### CRIS 606

Textbooks: Everly, Jr. & Lating, *A Clinical Guide to the Treatment of the Human Stress Response* (2013).

Leming & Dickinson, *Understanding Dying, Death, and Bereavement* (2011).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Everly, Jr. & Lating: chs. 1–2, 20 Leming & Dickinson: ch. 1 2 presentations	Course Requirements Checklist Class Introductions DB Forum 1 Research Paper Topic Submission	10 0 50 15
2	Everly, Jr. & Lating: chs. 3, 6, 21 Leming & Dickinson: ch. 9 2 presentations	DB Forum 2 Field Interviewee Approval Annotated Bibliography	50 15 60
3	Everly, Jr. & Lating: ch. 8 Leming & Dickinson: chs. 3–4 2 presentations	Field Interview Questions	30
4	Everly, Jr. & Lating: chs. 10, 17–18 2 presentations	DB Forum 3 Research Questions	50 30
5	Leming & Dickinson: chs. 5–6 1 presentation	DB Forum 4 Field Interview Summary	50 100
6	Everly, Jr. & Lating: ch. 7 Leming & Dickinson: chs. 13–14 1 presentation	4-MAT Book Review	200
7	Everly, Jr. & Lating: chs. 15, 19 1 presentation 2 websites	Research Paper	200
8	1 presentation	Slideshow Presentation and Critiques	150
<b>TOTAL</b>			<b>1010</b>

DB = Discussion Board

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