

**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 607**

#### **PTSD AND COMBAT RELATED TRAUMA**

#### **COURSE DESCRIPTION**

This course will examine in depth the causes, symptoms and treatments of PTSD and Combat-related PTSD, taking into account the latest research in the field and examining the affective, behavioral, cognitive and spiritual challenges faced by survivors.

#### **RATIONALE**

More than half of all Americans experience traumatic stress and may develop Post Traumatic Stress Disorder (PTSD). In certain groups, (first responders, military, rape and violent crime victims, etc.) exposure and contraction rates are much higher. The Pentagon recently stated that at least 30% of returning troops from Iraq and Afghanistan suffer from Combat-related PTSD. Professional counselors and pastors will face the challenge of counseling and assisting individuals and families affected by PTSD at an ever-increasing rate. Due to the nature of the disorder, specific knowledge is needed to assist clients and parishioners in this area.

#### **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. Recommended Resources**

Courtois, C. A., & Ford, J. D. (2009). *Treating complex traumatic stress disorders*. New York, NY: The Guilford Press. ISBN: 9781606230398.

Friedman, M. J., Keane, T. M., & Resick, P. A. (2014). *Handbook of PTSD: Science and practice* (2nd ed.). New York, NY: Guilford Press. ISBN: 9781462516179.

Reyes, G., Elhai, J. D., & Ford, J. D. (2008). *The encyclopedia of psychological trauma*. New York, NY: Wiley. ISBN: 9780470110065.

Van der Kolk, B. A., McFarlane, A. C., & Weisaeth. (2007). *Traumatic stress: The effects of overwhelming experience on mind, body, and society*. New York, NY: Guilford Press. ISBN: 9781572304574.

*Disclaimer: The above texts provide information consistent with that required by state licensing boards in the class subject area. Liberty University does not necessarily endorse specific religious, philosophical, or political positions found in these texts.*

**IV. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment (DVD)
- B. Internet access (broadband recommended)
- C. Microsoft Word  
(Microsoft Office is available at a special discount to LU students.)

**V. MEASURABLE LEARNING OUTCOMES**

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

- A. Explain the nature of Posttraumatic Stress Disorder (PTSD) and the effects on the body, mind, emotions, and spiritual dimension of the individual;
- B. Explain the nature of Combat-related Posttraumatic Stress Disorder and the effects on the body, mind, emotions, and spiritual dimension of the individual;
- C. Compare and contrast various types of treatment for PTSD/Combat-related PTSD;
- D. Examine, discuss, and integrate all issues, theories, assumptions, materials, etc., presented in the course in accord with current scholarly standards and practices;
- E. Examine, discuss, and integrate all issues, theories, assumptions, materials, etc., presented in the course through the lens of Scripture.
- F. Analyze and apply the components of comprehensive trauma assessment, considering the differential impact trauma has on individuals, families, groups, and communities.

**VI. COURSE REQUIREMENTS AND ASSIGNMENTS**

- A. Reading assignments

As shown in the Course Schedule, there are 3 texts that will be read during this course. Quizzes will include questions based on this material, as well as from the embedded presentations viewed, so it is important to stay current.

- B. Course Requirements Checklist

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

- C. Class Introduction discussion board (non graded)

- D. Discussion Board Forums (4)

The Discussion Board forums are the online equivalent of a classroom discussion among students. You are expected to post an original thread on the topic assigned by 11:59 Wednesday evening of weeks 2, 3, 5, and 7, and *at least one* response thread by 11:59 of Sunday evening that week to another student and at least one response to the instructor. Original threads should address the topic in a clear and

concise fashion, using outside sources (quotes from our texts, other books and/or journal articles) as needed to support one's point. Response threads should be a reply to someone else's original thread. Also reply to some of the comments to your original posts, as needed. Please see the grading rubric for specifics. Discussion Board posts are class wide and not by small group in this class. Each Discussion Board Post is worth 50 points total.

E. Video Presentations

You will be viewing 12 presentations embedded in the course, each about 50 minutes in length. As you view these, take notes on the content which you will then be allowed to use when taking the quiz over the content, as described below.

F. Quizzes (4)

There will be 4 quizzes over the presentations and material from the texts. The quizzes are multiple choice and true/false in nature and are timed. You may use your notes and texts, but as they are time limited, only by becoming familiar with the material in advance will you be able to complete them successfully. Time begins when the quiz is opened and multiple attempts are not allowed. The questions are selected at random, so each quiz will vary in its content.

G. Reading Reports (2)

The reading report is a 2-3 page paper designed for students to interact with selected chapters from Cash, Friedman, and Adsit from the perspective of the student's course of study and future career interests. The report is 5 pages total including an APA style cover page, two double spaced pages of writing, five critical thinking questions, and a separate reference page. Grades will be assigned based on quality of content, evidence of critical thinking and application. Reading Report 1 is due in Week 3 and Reading Report 2 is due in Week 7. Please see the instructions and grading rubric for additional information.

H. Research Paper Topic Assignment

In this one page paper, the student will articulate the proposed topic of the research paper due in Week 6. The topic must be somehow related to PTSD or combat stress. However, the specific focus of the paper will be determined by the student's area of study, interests, and career goals. Research paper Topic instructions are posted in Week 1 and provides more detail. The research paper topic assignment is due 11:59 pm EST on Sunday of Week 1.

I. Research Paper

Utilizing current research, a professional research paper of 7-8 pages investigating PTSD in relation to a specific trauma, population, symptom or co-occurring disorder is expected. At minimum, the paper should include a brief summary of PTSD, exploration of treatment options or ways to serve those impacted by PTSD, and integration of a Biblical worldview. Grades will be assigned based on quality of content, APA style citations and formatting, the richness of citations utilized, quality of expression, and biblical integration

presented. This will be due on Sunday evening at 11:59 pm EST of Week 6. Please see the instructions and grading rubric for additional information.

## VII. COURSE GRADING AND POLICIES

### A. Points

Course requirements Checklist	10
Paper topic	50
Discussion Board forums (4 at 50 pts each)	200
Research Paper	150
Reading Report 1	100
Reading Report 2	100
Quiz 1 (Weeks 1 & 2)	100
Quiz 2 (Weeks 3 & 4)	100
Quiz 3 (Weeks 5 & 6)	100
Quiz 4 (Weeks 7 & 8)	100
<b>Total</b>	<b>1010</b>

### 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 = 679 and below

### 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 5 points will be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module. A 5 % point deduction from the tests final grade will be assigned for each day the test is late.
3. No test will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to tests due date.

### D. Dual Relationship

The faculty is responsible to interact with 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. Additional Policies

1. Academic Misconduct - Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes for reporting.
2. Disability Assistance - Students with a documented disability may contact LU 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).
3. Correspondence
  - a. Students are expected to communicate in a professional manner at all times whenever emailing classmates, professors, or any employee of Liberty University.
  - b. Because there is no accompanying tone of voice, facial expressions or body language, email communication is more easily misinterpreted than face-to-face.
  - c. Your emails should be courteous and well thought out to avoid responses that will be interpreted as "flaming" or sarcasm.
  - d. Communicate complaints directly to the individual involved. Do not send a blanket email to everyone in the class or to administrative personnel until you have communicated your concerns directly to the person involved and allowed them time to respond. Do not post a message to the class on Blackboard that is more appropriate for an individual.
  - e. Avoid offensive language of any kind.
4. No extra credit work will be available.
5. Students should keep copies of their papers/assignments in case the electronic versions become corrupted or disappear.

6. Students should check their Liberty University email accounts at least once a day to receive information about the class, etc. Being aware of changes, etc. is your responsibility.
7. Students are expected to check the Blackboard site for this class for any announcements, additional materials, etc. This is your responsibility.

## II. BIBLIOGRAPHY (ADDITIONAL RECOMMENDED SOURCES, NOT REQUIRED FOR CLASS)

- Armstrong, K., Best, S. & Domenici, P. (2006). *Courage after fire: Coping strategies for troops returning from Iraq and Afghanistan and their families*. Berkeley, CA.: Ulysses Press. ISBN: 978-1-569755136.
- Cantrell, B. C. & Dean, C. (2005). *Down range: To Iraq and back*. Seattle, WA.: Word Smith Publishing. ISBN: 978-1-933150062.
- Coleman, P. (2006). *Flashback: Post-traumatic Stress Disorder, suicide and the lessons of war*. Boston, MA.: Beacon Press. ISBN: 978-0-807050415.
- Grossman, D. (1996). *On killing: The psychological cost of learning to kill in war and society*. New York, NY: Back Bay Books. ISBN: 0-316-33011-6.
- Grossman, D. & Christensen, L. W. (Eds.). (2008). *On combat: The psychology and physiology of deadly conflict in war and in peace*. (3<sup>rd</sup> Ed.). New York, NY: The Guilford Press. ISBN: 978-0-9649205-4-5.
- Kolski, T. D, Avriette, M. & Jongsma, A. E. (2001). *The crisis counseling and traumatic events planner*. New York, NY: John Wiley & Sons. ISBN: 978-0-471395-874.
- Matsakis, A. (2007). *Back from the front: Combat trauma, love, and the family*. Baltimore, MD: Sidran Institute Press. ISBN: 978-1-886968189.
- Reyes, G., Elhai, J. D. & Ford, J. D. (2008). *The encyclopedia of psychological trauma*. New York: Wiley. ISBN: 0470110066.
- Slone, L. B. & Friedman, M. J. (2008). *After the war zone: A practical guide for returning troops and their family*. Philadelphia, PA: Da Capo Books. ISBN: 978-1-60094-054-5.
- Tick, E. (2005). *War and the soul: Healing our nation's veterans from Post-traumatic Stress Disorder*. New York, NY: John Wiley & Sons. ISBN: 978-0-835608312.

## ***COURSE SCHEDULE***

### **CRIS 607**

Textbooks: Adsit, *The Combat Trauma Healing Manual: Christ-centered Solutions for Combat Trauma* (2008).

Cash, *Wiley Concise Guides to Mental Health: Posttraumatic Stress Disorder* (2006).

Friedman, *Posttraumatic and Acute Stress Disorders* (2015).

<b>MODULE /WEEK</b>	<b>READING &amp; STUDY</b>	<b>ASSIGNMENTS</b>	<b>POINTS</b>
<b>1</b>	Cash: ch. 1–3 Friedman: ch. 1–2 1 presentation	Course Requirements Checklist Paper Topic	10 50
<b>2</b>	Cash: ch. 4–7 1 presentation	Quiz 1 Discussion Board Post 1	100 50
<b>3</b>	Cash: ch. 8, 10–11 Friedman: ch. 3–4 1 presentation	Discussion Board Post 2 Reading Report 1	50 100
<b>4</b>	Cash: ch. 12–15 1 presentation	Quiz 2	100
<b>5</b>	Cash: ch. 16–17 Friedman: ch. 5–6 1 presentation	Discussion Board Post 3	50
<b>6</b>	Cash: ch. 9, 19–21 1 presentation	Quiz 3 Research Paper	100 150
<b>7</b>	Adsit: 1-5 3 presentations	Discussion Board Post 4 Reading Report 2	50 100
<b>8</b>	Adsit: 6-10 3 presentations	Quiz 4	100
<b>TOTAL</b>			<b>1010</b>

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