

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 608

TRAUMA ASSESSMENT AND INTERVENTIONS

COURSE DESCRIPTION

A focused investigation of specific techniques and interventions utilized in trauma care. Focus is given to the physical and psychological effects of trauma, a Christian theology of suffering, and assessment use in counseling clients in trauma.

RATIONALE

It is undeniable that today's society is saturated by violence. The average child will witness over 200,000 acts of violence on TV by the time he/she turn 18. Around 35% of the women and 22% of the men who arrive at hospital emergency rooms are there due to domestic violence. While some who experience trauma of this type are able to adequately cope, many are not. Counselors and community workers need to be aware of the effects of trauma on individuals and ways in which these effects may be treated, this class is intended to address that need.

I. PREREQUISITES

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

II. REQUIRED RESOURCE PURCHASES

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 RESOURCE PURCHASES

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

Kolski, T. D. (2015). *The crisis counseling and traumatic events treatment planner* (2nd ed.). New York, NY: John Wiley & Sons, Inc. ISBN: 9781119063155.

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, L. (Eds.) (2006). *Traumatic stress: The effects of overwhelming experience on mind, body, and society*. New York, NY: Guilford Press. ISBN: 9781572304574.

Wright, H. N. (2012). *Complete guide to crisis and trauma counseling*. Bloomington, MN: Bethany House Publishers. ISBN: 9780764216343.

Wright, H. N. (2003). *The new guide to crisis and trauma counseling: A practical guide for ministers, counselors, and lay counselors*. Ventura, CA: Regal. ISBN: 9780830732418.

IV. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Office

V. MEASURABLE LEARNING OUTCOMES

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

- A. Explain the nature of various types of violence and the effects on the body, mind, emotions, and spiritual dimension of the individual.
- B. Compare and contrast various types of treatment for violence-related trauma.
- C. Examine, discuss, and integrate all issues, theories, assumptions, materials, etc., presented in the course in accord with current scholarly standards and practices.
- D. Examine, discuss, and integrate all issues, theories, assumptions, materials, etc., presented in the course through the lens of Scripture.
- E. 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. 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 and are the online equivalent of a classroom discussion among students. Therefore, the student is expected to post a thread on the topic assigned. Threads must address the topic in a clear and concise fashion, using outside sources (quotes from course textbooks, other books, and/or journal articles) as needed to support his/her point. Also, the student will reply to some of the comments on his/her thread (as needed). Threads are usually 1–2 paragraphs while replies may be fairly brief. Discussion board posts are class-wide and not by small group in this course.

- D. Research Paper

Utilizing information presented in the textbooks as well as theoretical and practical elements from academic and Christian sources, the student will write an original paper of at least 10 pages of body text but no more than 12. The paper must include a title page, abstract, and references in current APA format; the paper must summarize the student's understanding of violence and spirituality in general or violence and spirituality shown in relationship to some major aspect (domestic, school, sexual, and workplace violence as well as natural disaster). Also, the paper must address factors necessary for successfully coping with the effects of violence and spiritual and professional approaches to treatment.

A minimum of 10 scholarly sources (books and journal articles) is required in addition to the textbooks (if the student chooses to cite these). Grades will be assigned based on quality of content, how well current APA guidelines are adhered to, the richness of citations utilized, quality of expression, and biblical integration presented.

E. Tests (4)

There will be 4 tests covering the presentations and all required reading from the textbooks. Each test will be open-book/open-notes, contain 25 multiple-choice and true/false questions, and have a 30-minute time limit. Since each test has a time limit, only by becoming familiar with the material in advance will each test be completed successfully. Time begins when the test is opened and multiple attempts are not allowed. The questions are selected at random, so each test will vary in its content.

VII. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist		10
Discussion Board Forums (4 at 50 pts each)		200
Research Paper		300
Test 1	(Modules 1–2)	125
Test 2	(Modules 3–4)	125
Test 3	(Modules 5–6)	125
Test 4	(Modules 7–8)	125
	Total	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

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. Disability Assistance

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

COURSE SCHEDULE

CRIS 608

Textbooks: Briere & Scott, *Principles of Trauma Therapy: DSM-5 Update* (2015).
Everstine & Everstine, *Strategic Interventions for People in Crisis, Trauma, and Disaster* (2006).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Briere & Scott: chs. 1–2 Everstine & Everstine: ch. 17 2 presentations	Course Requirements Checklist Class Introductions DB Forum 1	10 0 50
2	Everstine & Everstine: chs. 1–4, 12 1 presentation	Test 1	125
3	Briere & Scott: chs. 3–4 Everstine & Everstine: ch. 9 2 presentations	DB Forum 2	50
4	Everstine & Everstine: chs. 8, 14–16 1 presentation	Test 2	125
5	Briere & Scott: ch. 5 Everstine & Everstine: chs. 5–7 2 presentations	DB Forum 3	50
6	Briere & Scott: chs. 6–8 1 presentation	Research Paper Test 3	300 125
7	Briere & Scott: chs. 9–10 Everstine & Everstine: chs. 10–11, 13 2 presentations	DB Forum 4	50
8	Briere & Scott: chs. 10–12 1 presentation	Test 4	125
TOTAL			1010

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**.