

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 305

TRAUMA ASSESSMENT AND INTERVENTIONS

COURSE DESCRIPTION

This course will examine in depth the causes, symptoms and treatments of both trauma-related and “normal” relations to exceptional violence, taking into account the latest research in the field and examining the affective, behavioral, cognitive and spiritual challenges faced by survivors. Included, among others, will be community, military and church-based responses to such events as crime, school and workplace violence, domestic violence, motor vehicle accidents, and sexual assault.

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 or she turns 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. 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. COURSE 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.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Course Requirements Checklist

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

B. Discussion Board Forums (4)

Discussion boards are collaborative learning experiences. The Discussion Board Forums are the online equivalent of a classroom discussion among students. Students are expected to post a thread on the topic assigned and *at least 1* reply to another student's thread. Threads must 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. Also, reply to some of the comments to your thread, as needed. Threads are usually 1–2 paragraphs, while replies may be fairly brief. Discussion Board threads are course-wide and not by small group in this course. **(CLOs A, B, C, D, E)**

C. Checking In With Yourself Assignment

For this assignment, the student will develop the ability to recognize his or her emotions. The student will take time to reflect and to write out thoughts and emotions for 4 consecutive days. The student must submit the table in the Assignment Instructions folder. Submitting the assignment in a form other than the provided table will not be accepted. Please review the grading rubric. **(CLOs B, E)**

D. How You Think About Thinking Assignment

For this assignment, the student will recall and analyze a traumatic experience from his or her personal history that shaped his or her lives and thinking. The student will fill in the table provided by writing in the thoughts, insights, and emotions he or she has while recalling the experience. The student must submit the table in the Assignment Instructions folder. Full confidentiality of the experiences will be maintained with only the instructor viewing the contents of the assignment. **(CLOs A, E)**

E. Research Paper

Utilizing information presented in the textbooks as well as theoretical and practical elements from academic and Christian sources, each student will compile an original paper of at least 7 pages of *body text*. This paper must include a title page, abstract, and references, and it must be formatted using current APA style. 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) and address factors necessary for successfully coping with the effects of violence, and spiritual and professional approaches to treatment. A minimum of 7 scholarly sources (books and journal articles) is required *in addition to the textbooks (if you choose to cite these)*. Grades will be assigned based on quality of content, how well the student adheres to current APA guidelines, the richness of citations utilized, quality of expression, and biblical integration presented. **(CLOs A, B, C, D, E)**

F. Self-Care and Coping Assignment

This is the first in a series of activities we will use during the course to apply those principles and activities, as counselors, we want those in need of help to use in their lives.

For many of us the activities presented in this book will challenge the post-traumatic growth we have experienced to be more. That means we might struggle a bit but that is how growth happens. It is important to have a plan and awareness of how to manage any emotional challenges that come along.

This assignment helps identify and articulate both the coping and self-care actions you use. It should be very enlightening and helpful for the future. The student will complete the table and questions on the worksheet provided and submit it in the Assignment Folder. Full confidentiality of the assignment will be maintained with only the instructor viewing the contents of the assignment. **(CLOs A, B, D, E)**

G. Trust Assignment

Rosenbloom defines trust as “a judgement that you make about yourself, another person, or a thing based on your experience and your need.” Trust can be damaged as a result of trauma especially when the trauma involves another person. For this assignment, the student will identify their beliefs about trust. The student will complete the table and questions on the worksheet provided and submit it in the Assignment Folder. Full confidentiality of the assignment will be maintained with only the instructor viewing the contents of the assignment. **(CLOs A, B, E)**

H. Beliefs about Power and Control Assignment

The feeling of helplessness often develops after a traumatic event. The helplessness is associated with the perceived loss of power and control. Power is the ability to make something happen. Control is the ability to make something happen when you want it to happen. This assignment helps the student recognize their belief(s) regarding power and control. It is designed to facilitate some recognition of power and control available in your life. The student will complete the worksheet questions and submit it in the Assignments Folder. Full confidentiality of the assignment will be maintained with only the instructor viewing the contents of the assignment. *(CLOs A, B, E)*

I. Greater Meaning Assignment

Healing from trauma involves the need for hope. Without a belief that, ultimately, change is possible most will just succumb to the status quo. Healing happens, in part, by understanding and integrating your story within a context larger than you. This is why being able to articulate a Christian worldview is foundational for each of us. How do I understand my story in the story/plan He has for the earth? We know all of the questions asked when we survey the brokenness all around us and in our own stories. As you begin to understand your story as a holy part of His story healing will be available. You will have hope based on an unchanging God and you will be able to share that hope with others.

For this assignment you will complete the questions on the worksheet provided and submit it in the Assignment Instructions folder. Full confidentiality of the assignment will be maintained with only the instructor viewing the contents of the assignment. *(CLOs A, B, D, E)*

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 50 pts each)	200
Checking In With Yourself Assignment	50
How You Think About Thinking Assignment	50
Research Paper	200
Coping and Self-Care Assignment	125
Trust Assignment	125
Beliefs about Power and Control Assignment	125
Greater Meaning Assignment	<u>125</u>
Total	1010

B. Scale

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

C. 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.

D. 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.

E. Course Disclaimer: Students enrolling in CRIS 305 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.

F. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Accommodation Support (ODAS) at LUODAS@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](#).

VII. BIBLIOGRAPHY

- 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: 9781569755136.
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- C. Q. Researcher. (2010). *Issues for debate in family violence*. Thousand Oaks, CA: Sage Publications, Inc. ISBN: 9781412990325.
- Grossman, D. (1996). *On killing: The psychological cost of learning to kill in war and society*. New York, NY: Back Bay Books. ISBN: 9780316040938.
- Grossman, D. & Christensen, L. W. (Eds.). (2008). *On combat: The psychology and physiology of deadly conflict in war and in peace*. (3rd Ed.). New York, NY: The Guilford Press. ISBN: 9780964920545.
- Miller, L. (2008). *Counseling crime victims: Practical strategies for Mental Health Professionals*. New York, NY: Springer Publishing Co. ISBN: 9780826115195.
- O'Donohue, W. T. & Fisher, J. E. (2009). *General principles and empirically supported techniques of cognitive behavior therapy*. New York, NY: John Wiley & Sons. ISBN: 9780470227770.
- Reyes, G., Elhai, J. D., & Ford, J. D. (2008). *The encyclopedia of psychological trauma*. New York, NY: John Wiley & Sons. ISBN: 9780470110065.
- Ritchie, E.C., Watson, P. J. & Friedman, M. J. (2006). *Interventions following mass violence and disasters: Strategies for mental health practice*. New York, NY: The Guilford Press. ISBN: 9781593855895.
- Rubin, A. & Springer, D. W. (2009). *Treatment of traumatized adults and children: Clinician's guides to evidence-based practice*. New York, NY: John Wiley & Sons. ISBN: 9780470228463.
- Thomas, J. C. & Sosin, L. (2011). *Therapeutic expedition: Equipping the Christian counselor for the journey*. Nashville, TN: B & H Publishing. ISBN: 9781433672361.

COURSE SCHEDULE

CRIS 305

Textbooks: Glicken & Sechrest, *The Role of the Helping Professions in Treating the Victims and Perpetrators of Violence* (2015).
Rosenbloom, *Life After Trauma: A Workbook for Healing* (2010).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Glicken & Sechrest: chs. 1, 8 Rosenbloom: Prologue, ch. 1 2 presentations	Course Requirements Checklist DB Forum 1	10 50
2	Glicken & Sechrest: chs. 2, 10 Rosenbloom: ch. 2 1 presentation	Checking In With Yourself Assignment Coping and Self-Care Assignment	50 125
3	Glicken & Sechrest: chs. 3, 9 Rosenbloom: ch. 3 2 presentations	DB Forum 2 How You Think About Thinking Assignment	50 50
4	Glicken & Sechrest: chs. 6, 11 Rosenbloom: ch. 4 1 presentation	Trust Assignment	125
5	Glicken & Sechrest: chs. 4–5 Rosenbloom: ch. 5 2 presentations	DB Forum 3 Beliefs about Power and Control Assignment	50 125
6	Glicken & Sechrest: ch. 7 Rosenbloom: ch. 6 1 presentation	Research Paper	200
7	Rosenbloom: chs. 7–8 2 presentations	DB Forum 4	50
8	Rosenbloom: Epilogue 1 presentation	Greater Meaning Assignment	125
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**.