

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 609

COMPLEX TRAUMA AND DISASTERS: OFFERING EMOTIONAL AND SPIRITUAL CARE

COURSE DESCRIPTION

This course will examine the role of faith-based organizations, faith communities, and pastors and clergy in the care of emotional and spiritual health in individuals, communities, and organizations following trauma and disaster. Specifically, topics will include the life cycle of a disaster, exclusive types of trauma and disasters, models of response for faith-based communities, collaborative efforts between mental health professionals and faith-based services, and other salient factors for effective emotional and spiritual care.

RATIONALE

Disasters and trauma are inevitable, and research has consistently shown that many people turn to the church or faith community for help. In fact, some studies have shown that most people will not only turn first, but in many cases *only* to spiritual care providers. In fact, in a 2001 survey by the American Red Cross only one month after 9/11, nearly 60 percent of those polled were likely or very likely to turn to a spiritual leader for help, whereas only 40 percent were likely or very likely to turn to a mental health professional. The need for pastors/clergy to have a collaborative and planned response to crises and disaster cannot be understated for the emotional and spiritual health of the individuals, congregations, communities, and organizations they serve.

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>

I. ADDITIONAL MATERIALS FOR LEARNING

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

II. MEASURABLE LEARNING OUTCOMES

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

- A. Explain the symptoms and nature of complex trauma and disasters and the effects on the body, mind, emotions, and spiritual dimension of individuals, groups, and communities.
- B. Explain the stages of disaster response and implement intervention strategies for emotional and spiritual care during each stage.
- C. Compare and contrast various types of crisis intervention in disasters and articulate and implement collaboration plans between faith-based and mental health services.
- 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 emotionally and spiritually on individuals, families, groups, and communities of faith.
- G. Explain how spirituality and religion can support survivor healing and how it can cause further harm.
- H. Implement an appropriate plan of action that includes applying Incident Command System (ICS) management principles to a crisis or disaster response operation.
- I. Explain the importance of being culturally adept when responding to a crisis in an unfamiliar culture, especially as it relates to sex trafficking, genocide, and related trauma.

III. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations

- B. Course Requirements Checklist

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

- C. Discussion Board forums (4)

The Discussion Board forums are the online equivalent of a classroom discussion among students. 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. In addition, the student must reply to at least two other classmates' threads. The student must also reply to comments from classmates on his/her thread as needed. Threads must be 350 words minimum, while replies must be 100 words minimum. Discussion Board forums are class wide and not small group in this course. Late posts are not accepted as they are the digital equivalent of talking to an empty room after everyone has already gone home.

- D. Research Paper

Without ones' own understanding of the purpose of suffering, crisis responders cannot truly offer emotional and spiritual care in disasters and provide comfort and direction to others in their suffering and pain. The student must compile an original paper of 12 pages of body text, in current APA style that begins by explaining the student's own personal theology of suffering. The student must use commentary and biblical references to support his/her position. In addition, the student must explain how they would consult with a congregation to set up a plan of preparation for pre-incidence disasters. Utilizing information presented in the textbooks as well as theoretical and practical elements from academic and Christian sources, the student must describe how they would foster resiliency in the pastor and the congregation. A minimum of 10 scholarly sources (books and journal articles) is required in addition to the textbooks (if the student chose to cite these). Grades will be assigned based on the quality of content, how well APA guidelines are adhered to, the richness of citations utilized, quality of expression, and biblical integration presented.

E. Exams (4)

There will be four exams over the 15 presentations. While viewing the presentations, the student will take notes on the content, which they will be able to use while completing the exams. The exams contain 20 multiple-choice and true/false questions and have a time limit of 30 minutes. The student may use his/her notes and texts, but as they are time limited, only by becoming familiar with the material in advance will he/she be able to complete them successfully.

Time begins when the exam is opened and multiple attempts are not allowed. The questions are selected at random, so each exam will vary in its content.

IV. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board forums (4 at 50 pts ea.)	200
Research Paper	300
Exam 1 (Modules/Weeks 1–2)	125
Exam 2 (Modules/Weeks 3–4)	125
Exam 3 (Modules/Weeks 5–6)	125
Exam 4 (Modules/Weeks 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 = 679 and below

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. Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes for reporting.

F. Students are expected to abide by the policies about academic honesty as stated in The Liberty Way. If you plagiarize, you will receive a zero for the assignment at the least and **possibly** a FD (failure due to dishonesty) as a final grade for the course.

See the following link for particulars:

<http://www.liberty.edu/StudentAffairs/index.cfm?PID=1324>

G. Correspondence

4. Students are expected to communicate in a professional manner at all times whenever emailing classmates, professors, or any employee of Liberty University.

5. Because there is no accompanying tone of voice, facial expressions or body language, email communication is more easily misinterpreted than face-to-face.

6. Your emails should be courteous and well thought out to avoid responses that will be interpreted as "flaming" or sarcasm.

7. 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.

8. No extra credit work will be available.

9. Students should keep copies of their papers/assignments in case the electronic versions become corrupted or disappear.

10. 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.

11. Students are expected to check the Bb site for this class for any announcements, additional materials, etc. This is your responsibility.

H. Disability Assistance

Students with a documented disability may contact Liberty University's Online 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 609

Textbooks: Brenner et al., *Creating Spiritual and Psychological Resilience* (2010).
 Koenig, *In the Wake of Disaster* (2006).
 Roberts & Ashley, *Disaster Spiritual Care* (2017).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Brenner et al.: Chs. 3, 6 Koenig: Ch. 1 Roberts & Ashley: Introduction, chs. 3-4 2 presentations	Course Requirements Checklist DB Forum 1	10 50
2	Koenig: Chs. 2-4 Roberts & Ashley: Chs. 5-7 2 presentations	Exam 1	100
3	Brenner et al.: Chs. 9, 11 Koenig: Chs. 5-6 Roberts & Ashley: Ch. 8 2 presentations	DB Forum 2	50
4	Roberts & Ashley: Chs. 9-11 2 presentations	Exam 2	100
5	Koenig: Chs. 7-10 2 presentations	DB Forum 3	50
6	Roberts & Ashley: Chs. 12, 18 1 presentation	Exam 3 Research Paper	100 300
7	Brenner et al.: Chs. 2, 12 Roberts & Ashley: Ch. 16 2 presentations	DB Forum 4	50
8	Brenner et al.: Ch. 16 Roberts & Ashley: Chs. 15, 22 2 presentations	Exam 4	200
TOTAL			1010

DB = Discussion Board

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.