

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

EDCO 817

TRAUMA AND CURRENT ISSUES IN MARITAL COUNSELING

COURSE DESCRIPTION

An in-depth review of causes, interactions, effects, and treatment of trauma occurring within the marriage, with a special emphasis placed on intimate partner violence, as well as infidelity, empty nest syndrome, limited duration marital contracts, and other current trends.

RATIONALE

How a couple reacts to the most difficult situations defines and sets parameters to the relationship. For a counselor or community care worker to make a difference, he or she should be aware of the issues and of options for assistance. One size does not fit all, and the uniqueness of the individuals and the relationship must be considered, as well as the particulars of a Christian worldview framework.

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 RESOURCE

American Psychological Association. *Publication manual of the American Psychological Association* (Current ed.). Washington, DC: Author.

IV. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Word and PowerPoint

V. MEASURABLE LEARNING OUTCOMES

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

- A. Evaluate traumatic issues and dilemmas that fall outside the parameters of “normal” marital situations and be aware of potential intervention modalities.

- B. Analyze the impact of multicultural, non-traditional, intergenerational, and violence-related factors on marital relationships.
- C. Discuss all issues, theories, assumptions, materials, etc. presented in the course in accord with current scholarly standards and practices.
- D. Examine all issues, theories, assumptions, materials, etc. presented in the course through the lens of a biblical worldview.
- E. Adhere to codes of conduct of the AACC when working with individuals and families.

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 (3)
Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum. Each thread must be 400–500 words, demonstrate course-related knowledge, and include at least 2 scholarly sources: 1 from the course textbook and 1 from a scholarly book or article. In addition to the thread, the student is required to reply to the threads of at least 2 classmates. Each reply must be 200–250 words. Discussion Board Forums are split between 2 modules/weeks for this course. Both the thread and the reply are graded, with the points being allotted in the replies module/week.
- D. Crisis and Issues Report
The student will compile a report showing the crises and issues they, their siblings, and their parents faced. Grandparents, spouse, etc. may be substituted if there are no siblings. The student must examine at least 7 people, with a total of at least 14 crises.
- E. Research Review Project
 - Topic Submission
The student must choose his or her top 3 choices from a provided list of topics and submit them for approval. Only 1 topic is allowed per student.
 - Annotated Bibliography
The student will submit an expanded Annotated Bibliography of at least 10 references in current APA format.

Paper

The student will write a 4–6-page research-based paper in current APA format that focuses on a chosen, provided topic related to a crisis or trauma issue in family counseling. The paper must include at least 10 references from his or her updated expanded Annotated Bibliography.

PowerPoint Presentation

As a culmination to the Research Review Project, the student will create an annotated PowerPoint Presentation based on his or her research.

F. Exams (3)

Each exam will cover the Reading & Study material for the previous and assigned modules/weeks. Each exam will be open-book/open-notes and contain various multiple-choice questions. Exam 1 will have 25 questions and a time limit of 30 minutes; Exam 2 will have 50 questions and a time limit of 45 minutes; and Exam 3 will have 100 questions and a time limit of 1 hour and 30 minutes.

VII. COURSE GRADING AND POLICIES

A. Points

| | | |
|--|---------------|-------------|
| Course Requirements Checklist | | 10 |
| Discussion Board Forums (3 at 50 pts ea) | | 150 |
| Crisis and Issues Report | | 150 |
| Research Review Project | | |
| Topic Submission | | 0 |
| Annotated Bibliography | | 100 |
| Paper | | 100 |
| PowerPoint Presentation | | 200 |
| Exam 1 | (Modules 1–2) | 50 |
| Exam 2 | (Modules 3–5) | 100 |
| Exam 3 | (Modules 6–8) | 150 |
| | 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. Test/Exams

- For timed quizzes/tests/exams, students are required to complete the assignment within the assigned time limit.
- Students must take a quiz during the assigned module/week. A late submission will be accepted up to seven (7) days from the original due date; however, it will be penalized at 5% per day, cumulative.

D. Academic Misconduct

Academic misconduct is strictly prohibited. See The Graduate Catalog for specific definitions, penalties, and processes concerning Honor Code and FN Policies for reporting.

E. Drop/Add Policies

The student is obliged to follow the drop/add policies identified in the graduate catalog.

F. Student Conduct Policy

The student is expected to conduct himself/herself in a godly and civil manner when addressing the instructor or other students. While good healthy discussion will be expected and encouraged, at no time will personal attacks be tolerated.

G. Communications

Students are expected to communicate in a professional manner at all times with classmates, faculty, or LU employees. Because writing is a limited form of communication, it is more easily misinterpreted than face-to-face. Therefore, written communications should be courteous and well thought out to avoid offense. If any offense is perceived, the offender should be alerted first and privately. Reconciliation is the goal, but if it does not happen, the offended may then involve the instructor. Personal messages are not appropriate for posting in Blackboard. The student's Liberty email account will be used for all email communications. Announcements from the instructor or University may be posted in Blackboard.

H. Dual Relationships

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.

I. Limits of Confidentiality

In the event of a student's disclosure, either verbally, or in writing, of either 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 distance learning dean. The incident and action taken will become part of the student's permanent record.

J. Disability Assistance

Residential students with a documented disability may contact the Office of Disability Academic Support (ODAS) in Religion Hall 126 to make arrangements for academic accommodations. For all disability testing accommodation requests (i.e. quieter environment, extended time, oral testing, etc.) the Testing Center (Religion Hall 119) is the officially designated place for all tests administered outside of the regular classroom.

Online 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.

VIII. SUGGESTED RESOURCES

Note: This is a mixture of secular and Christian materials. Due to the intense nature of the subject matter, please evaluate and use the appropriate content accordingly.

Adams, K. M. (1991). *Silently seduced: When parents make their children partners – Understanding covert incest*. Deerfield Beach, FL: Health Communications.

Allender, D. B. (1990). *The wounded heart*. Colorado Springs, CO: Navpress.

Ancis, J. R., & Jongsma, A. E. (2007). *The complete women's psychotherapy treatment planner*. Hoboken, NJ: John Wiley & Sons.

Batstone, D. (2007). *Not for sale: The return of the global slave trade – and how we can fight it*. San Francisco, CA: Harper.

Bergen, R. K., Edleson, J. L., & Renzetti, C. M. (2005). *Violence against women: Classic papers*. Boston: Pearson Education, Inc.

Bridges, J. (2006). *Is God really in control?* Colorado Springs, CO: Navpress.

Bridges, J. (2008). *Trusting God even when life hurts*. Colorado Springs, CO: Navpress.

Briere, J., & Scott, C. (2014). *Principles of trauma therapy* (2nd ed.). Thousand Oaks, CA: Sage Publications. (DSM 5 version of 2nd edition).

Brown, S. L. (2006). *Counseling victims of violence: A handbook for helping professionals*. Hunter House: Berkeley, CA.

Budrionis, R., & Jongsma, A. E. Jr. (2003). *The sexual abuse victim and sexual offender treatment planner*. Hoboken, NJ: John Wiley & Sons.

C. Q. Researcher. (2010). *Issues for debate in family violence*. Thousand Oaks, CA: Sage Publications, Inc.

Carnes, P. (2005). *Facing the shadow*. Carefree, AZ: Gentle Path Press.

Contrada, R. J., & Baum, A. (2011). *The handbook of stress science: Biology, psychology and health*. New York: Springer Publishing Co.

- Courtois, C. A. (2010). *Healing the incest wound*. 2nd edition. New York, NY: W. W. Norton.
- Dattilio, F. M., Jongsma, A. E. Jr., & Davis, S. D. (2010). *The family therapy treatment planner*. Hoboken, NJ: John Wiley & Sons.
- Ebbe, O. N. I., & Das, D. K. (2008). *Global trafficking in women & children*. Boca Raton, FL: CRC Press.
- Everstine, D. S., & Everstine, L. (2001). *Strategic interventions for people in crisis, trauma, and disaster*. Revised Edition. New York: Routledge.
- Faller, K. C. (1990). *Understanding child sexual maltreatment*. Newbury Park, CA: Sage.
- Farr, K. (2005). *Sex trafficking: The global market in women and children*. New York, NY: Worth Publishers.
- Giardino, A. P. (2007). *Helping children affected by abuse*. St. Louis, MO: G. W. Medical Publishing.
- Graber, K. (1991). *Ghosts in the bedroom: A guide for partners of incest survivors*. Deerfield Beach, FL: Health Communications, Inc.
- Haugen, G. A. (2009). *Good news about injustice*. Downers Grove, IL: IVP.
- Holcomb, J. S., & Holcomb. (2011). *Rid of my disgrace*. Wheaton, IL: Crossway Books.
- Holmes, R. H., & Holmes, S. T. (2002). *Current perspectives on sex crimes*. Thousand Oaks, CA: Sage.
- Jewell, D. H. (2008). *Escaping the devil's bedroom*. Grand Rapids, MI: Monarch Books.
- Johnson, S. A. (2005). *When "I love you" turns violent: Recognizing and confronting dangerous relationships*. Far Hills, NJ: New Horizons Press.
- Jongsma, A. E. Jr., Peterson, L. M., & Bruce, T. J. (2006). *The complete adult psychotherapy treatment planner*. Hoboken, NJ: John Wiley & Sons.
- Jordan, C. E., Nietzel, M. T., Walker, R., & Logan, T. K. (2004). *Intimate partner violence: A clinical training guide for mental health professionals*. New York: Springer Publishing.
- Kara, S. (2009). *Sex trafficking: Inside the business of modern slavery*. New York, NY: Columbia University Press.
- Kuehnle, K., & Connell, M. (2009). *The evaluation of child sexual abuse allegations: A comprehensive guide to assessment and testimony*. New York: Wiley.
- Lampman, L. B. (1999). *God and the victim*. Grand Rapids, MI: Wm. B. Eerdmans.
- Langberg, D. M. (1999). *On the threshold of hope: Opening the door to healing for survivors of sexual abuse*. Wheaton, IL: Tyndale House.
- Langberg, D. M. (2003). *Counseling survivors of sexual abuse*. Philadelphia, PA: Xulon Press.
- Logan, T. K., Cole, J., Shannon, L., & Walker, R. (2006). *Partner stalking: How women respond, cope and survive*. New York: Springer Publishing.

- Malarek, V. (2004). *The Natashas: Inside the new global sex trade*. New York, NY: Arcade Publishing.
- Miller, L. (2008). *Counseling crime victims*. New York: Springer Publishing Co.
- Proctor, M. (2003). *How to stop a stalker*. Amherst, NY: Prometheus Books.
- Reyes, G., Elhai, J. D., & Ford, J. D. (2008). *The encyclopedia of psychological trauma*. New York: Wiley.
- Rubin, A., & Springer, D. W. (2009). *Treatment of traumatized adults and children*. New York: Wiley.
- Savino, J. O., & Turvey, B. E. (2005). *Rape investigation handbook*. New York: Elsevier.
- Sgroi, S. M. (1982). *Handbook of clinical intervention in child sexual abuse*. Lexington, MA: D. C. Heath and Co.
- Sheldon, K., & Howitt, D. (2007). *Sex offenders and the Internet*. Hoboken, NJ: Wiley.
- Stoop, D., & Masteller, J. (1996). *Forgiving our parents, forgiving ourselves*. Ann Arbor, MI: Servant Publications.
- Walker, L. E. A. (2009). *The battered woman syndrome* (3rd ed.). New York: Springer Publishing.
- Wyatt, G. E., & Powell, G. J. (1988). *Lasting effects of child sexual abuse*. Newbury Park, CA: Sage.

COURSE SCHEDULE

EDCO 817

| MODULE/ WEEK | READING & STUDY | ASSIGNMENTS | POINTS |
|-------------------------|--|--|--------------------|
| 1 | Glass: chs. 1–7 1 presentation | Course Requirements Checklist Class Introductions DB Forum 1 Thread Research Review Project – Topic Submission | 10 0 35 0 |
| 2 | Glass: chs. 8–15 1 presentation | DB Forum 1 Replies Crisis and Issues Report Exam 1 | 15 150 50 |
| 3 | Hall: chs. 1–6 1 presentation | DB Forum 2 Thread Research Review Project – Annotated Bibliography | 35 100 |
| 4 | Hall: chs. 7–10 1 presentation | DB Forum 2 Replies | 15 |
| 5 | Carr & Captari: chs. 1–10 1 presentation | Research Review Project – Paper Exam 2 | 100 100 |
| 6 | Price et al.: chs. 1–5, 7–11, 13 1 presentation | DB Forum 3 Thread | 35 |
| 7 | Price et al.: chs. 6, 12 1 presentation | DB Forum 3 Replies Research Review Project – PowerPoint Presentation | 15 200 |
| 8 | Gosselin: chs. 1–13 1 presentation | Exam 3 | 150 |
| 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**.