

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

DEPARTMENT OF COMMUNITY CARE AND COUNSELING
SCHOOL OF BEHAVIORAL SCIENCES

TRMA 800

COURSE DESCRIPTION

This course examines the effects of traumatic events as experienced by children and adolescents. Students will examine causative factors and evidence-based (or empirically supported) treatments of trauma and topical areas of trauma to include Attachment Wounds, PTSD, Sexual Abuse, Physical and Emotional Abuse and Neglect, Domestic and Community Violence, Traumatic Grief, Complex Trauma, and Emerging Trauma Issues. Students will consider how science informs the delivery of effective counseling theory and technique for these clients with the goal of integrating ethical, effective and biblically grounded care

RATIONALE

Those involved in Trauma work with Children and Adolescents recognize that this is both an emerging and rapidly expanding field of care. Knowledge of the elements of the “Trauma response” and the need for efficacious treatments have created the demand for a course that addresses the types of trauma encountered by Children and Adolescents as well as the various theories, techniques, and best practices related to assisting this population.

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. MEASURABLE LEARNING OUTCOMES

- A. The student will be able to:
- B. Integrate appropriate code of ethics to Trauma Counseling.
- C. Examine all theories and topical issues presented in the course in accord with current scholarly standards and practices.
- D. Examine all theories and topical issues presented in the course through a biblical worldview.
- E. Identify and integrate multicultural factors into all relevant areas of Trauma work.

V. COURSE REQUIREMENTS AND ASSIGNMENTS:

CRC – (10 points total added to the final grade).

In accord with Federal Regulations, students will complete a short non-content related quiz during the first 3 days of the semester, and a similar quiz in the last week of the semester. Completion is necessary for continued enrollment in the class.

Discussion Board Forums:

Discussion boards are collaborative learning experiences. Therefore, the student is required to create a thread in response to the provided prompt for each forum, and will also respond to at least 2 of their classmate's posts. The original thread should be **at least 800 words** and must demonstrate course-related knowledge, and must be supported by at least 2 sources, one of which must be in addition to the texts and presentations, as well as appropriate scriptures. **Reply posts should be at least 300 words apiece.**

Additional information is available in Course Content (**Relates to learning outcomes A, B, C, D**).

4Mat Papers:

Students are expected to complete two (2) 4Mat papers during the course of their study. You may choose any two books with a strong premarital or marital focus to review. Instructions for the completion of these papers can be found in **Appendix A (Relates to learning outcomes A, B, C, D)**.

Movie Reviews:

Students are expected to complete two (2) movie reviews focused on the topic of Childhood/Adolescent trauma. Watch a movie of your choosing with a strong crisis/trauma theme and then complete your critique of the movie as it relates to the topic of trauma. Give particular attention to how you might use the ideas presented in this movie to counsel someone dealing with trauma. This assignment should have a title page which will have your name, the course, the instructor, the assignment # (Movie review #1), and the date. Instructions for the completion of this review can be found in **Appendix B (Relates to learning outcomes A, B, C, D)**.

Trauma PowerPoint Project:

For this assignment, the student will complete a **PowerPoint presentation and a written summary** covering a trauma related topic. The **written portion** should include an outline of the project with appropriate headings and should include: **a global overview of the topic in addition to issues including prevalence, severity, the “best practices for treatment”, and preferred theoretical modalities (make a heading for each of the topics mentioned above)**. This project can serve as a presentation for overall awareness, a therapeutic group, a curriculum, etc... The **PowerPoint portion should have a minimum of 40 visually appealing slides**, with each slide including illustrations in the form of pictures, clip art, charts, etc. Cite all sources, including websites, in APA format in the footer of the slides, and then collect these references and append them on the last few slides in a standard reference format. Reference should be made in the presentation to at least 10 sources, in addition to any material taken from the textbooks. **(Relates to learning outcomes A, B, C, D).**

VI. COURSE GRADING AND POLICIES**A. Points**

Course Requirements Checklist	10
Discussion Board Forums (4 at 100 pts ea)	400
4MAT Review(s)	200
Movie Review(s)	200
Trauma PowerPoints	200
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

VII. COURSE POLICIES:**A. Test/Exams**

- a. For timed quizzes/tests/exams, students are required to complete the assignment within the assigned time limit.
- b. 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.

B. 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.

C. 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.

D. Disability Assistance

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

APPENDIX A

4-MAT REVIEW SYSTEM

The 4-MAT REVIEW system is a way of responding to readings that requires the learner to interact with new ideas on several levels. Please start with a title page that has the title of the paper, student name, Liberty University, and our course, TRMA 800. You should then use the following format in preparing your 4-MAT REVIEWS:

1. **Summary:** After listing author and chapter, summarize what you have read as if you were the author boiling down the book into 800 tight words. Demonstrate that you have read and internalized the assigned book by writing a concise summary. This section is not a commentary or listing of topics, but rather an insightful “précis” of the content. **This section should be at least 600 words in length.**

2. **Concrete responses:** Get personally involved (vulnerable). In 800 words, relate a personal life experience that this book connected with in your own life. Relate your story in first person, describing action, quoting sentences you remember hearing or saying. In the teaching style of Jesus, this is a do-it-yourself parable or case study. You will retain more information that is meaningful by making this critical, personal connection. What video memory began to roll? This is your chance to tell your story and make new ideas found in the book your own. **This section should be at least 600 words in length.**

3. **Reflection:** What new questions pop up for you in response to what you have read? Keep a rough note sheet at hand, as you read. Begin with questions like, “What would I like further information on?” Where do I agree/not agree with the author?” or “What bothers me/excites me about this content?” **This section should be at least 600 words in length.**

4. **Application:** How does the information in this book influence how you are going to continue your own personal and professional growth? What actions or changes are you going to make in your life as a result of your learning? Be specific in summarizing your action steps. **This section should be at least 600 words in length.**

Please note: Your grade on this 4-MAT REVIEW depends on the manner in which you address each of these four dimensions of response to your chosen book. The material should be engaged and responded to at a doctoral level.

APPENDIX B

MOVIE REVIEW INSTRUCTIONS

The Movie Review requires the student to interact with the content of the movie in a way that allows for an understanding of the impact that movies can have on the therapeutic process. Please start with a title page that has the title of the paper, student name, Liberty University, and our course, TRMA 800. You should adhere to the following format in completing your Movie Reviews:

1) The Review:

Give your impression of the movie with only the briefest description of the plot. Resist the urge to retell the whole plot of the movie, instead sharing the scenes that had the greatest impact on your thinking or the most potential for use within the therapeutic process. What aspects of the movie should the viewer look for if they have not seen the movie and what aspects/scenes do you feel warrant further reflection and why? **This section should be at least 600 words in length.**

2) Therapeutic Implications:

Having noted the scenes that have value for use in the therapeutic process, what is the **specific** value that you see for use in the counseling process? For example, if you observe emotional outbursts, angry tirades, attempts at connection, empathic listening, etc... point out the scene and the way in which it could be used to enhance your client's understanding of the skill/technique you are attempting to teach. How would you use this scene to make an emotional, cognitive, or spiritual connection? What is your rationale for choosing this scene? **This section should be at least 600 words in length.**

3) Personal Implications:

How did you connect with the movie on a personal level? How did it confirm or challenge some of your perceptions of Child/Adolescent Trauma and its treatment? How will you utilize this information personally? **This section should be at least 600 words in length.**

4) Professional Implications:

How did this movie impact your thinking professionally? How will it inform and impact your delivery of therapeutic interventions/services. Were there any scenes that you strongly agreed/disagreed with on a professional level and why? What did you learn from this movie that will make you a more competent therapist? **This section should be at least 600 words in length.**

Please note: Your grade on this MOVIE REVIEW depends on the manner in which you address each of these four dimensions of response to your chosen movie. The material should be engaged and responded to at a doctoral level.

COURSE SCHEDULE: TRMA 800

Textbooks: Uhernik, Julie A. (2017). *Using Neuroscience in Trauma Therapy*.
 Steele, William & Malchiodi, Cathy A. (2012). *Trauma-Informed Practices With Children and Adolescents*.
 Cohen, Judith A., Mannarino, Anthony P., Deblinger, Esther. (2017). *Trauma Focused CBT for Children and Adolescents*.
 Blaustein, Margaret E. & Kinniburgh, Kristine M. (2019). *Treating traumatic stress in children and adolescents*.

Abbreviations: Cohen, et.al. = CBT, Blaustein & Kinniburgh = TTS

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Uhernick, Julie A. <i>Using Neuroscience in Trauma Therapy</i> , Pgs. 1-160 (entire book).	Course Requirements Checklist Class Introductions DB Forum # 1	10 0 50
2	Steele, William & Malchiodi, Cathy A. <i>Trauma-Informed Practices With Children and Adolescents</i> . Pgs. 1-216 (entire book).	DB Forum # 1 Replies Movie Review # 1	50 100
3	CBT, chs. 1-2; TTS, chs. 1-2	DB Forum # 2 4MAT Review # 1	50 100
4	CBT, ch. 3; TTS, ch. 3	DB Forum # 2 Replies Movie Review # 2	50 100
5	CBT, chs. 4-5; TTS, chs. 4-6	DB Forum # 3 4MAT Review # 2	50 100
6	CBT, chs. 6-7; TTS, chs. 7-9	DB Forum # 3 Replies	50
7	CBT, chs. 8-9; TTS, chs. 10-12	DB Forum # 4 PowerPoint Project	50 200
8	CBT, chs. 10-11; TTS, chs. 13-15	DB Forum # 4 Replies	50
TOTAL			1010

DB = Discussion Board

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**.