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 607
PTSD AND COMBAT RELATED TRAUMA

COURSE DESCRIPTION

This course will examine in depth the causes, symptoms and treatments of PTSD and Combat-related PTSD, taking into account the latest research in the field and examining the affective, behavioral, cognitive and spiritual challenges faced by survivors.

RATIONALE

More than half of all Americans experience traumatic stress and may develop Post Traumatic Stress Disorder (PTSD). In certain groups, (first responders, military, rape and violent crime victims, etc.) exposure and contraction rates are much higher. The Pentagon recently stated that at least 30% of returning troops from Iraq and Afghanistan suffer from Combat-related PTSD. Professional counselors and pastors will face the challenge of counseling and assisting individuals and families affected by PTSD at an ever-increasing rate. Due to the nature of the disorder, specific knowledge is needed to assist clients and parishioners in this area.

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 (DVD)
B. Internet access (broadband recommended)
C. Microsoft Word
   (Microsoft Office is available at a special discount to LU students.)

IV. MEASURABLE LEARNING OUTCOMES

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

A. Explain the nature of Posttraumatic Stress Disorder (PTSD) and the effects on the body, mind, emotions, and spiritual dimension of the individual;
B. Explain the nature of Combat-related Posttraumatic Stress Disorder and the effects on the body, mind, emotions, and spiritual dimension of the individual;
C. Compare and contrast various types of treatment for PTSD/Combat-related PTSD;
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 on individuals, families, groups, and communities.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Reading assignments

As shown in the Course Schedule, there are 3 texts that will be read during this course. Quizzes will include questions based on this material, as well as from the embedded presentations viewed, so it is important to stay current.

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. You are expected to post an original thread on the topic assigned by 11:59 Wednesday evening of weeks 1, 3, 5, and 7, and at least one response thread by 11:59 of Sunday evening that week. Original threads should 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. Response threads should be a reply to someone else’s original thread. Also reply to some of the comments to your original posts, as needed. Original posts are usually 1 to 2 paragraphs, while responses may be fairly brief. Discussion Board posts are class wide and not by small group in this class. Each original post is worth 35 points and response posts are worth 15 for a total of 50 points for each of the 4 postings or 200 points total. (Late posts are not accepted as they are the digital equivalent of talking to an empty room after everyone has already gone home.)

D. Video Presentations

You will be viewing 12 presentations embedded in the course, each about 50 minutes in length. As you view these, take notes on the content which you will then be allowed to use when taking the quiz over the content, as described below.

E. Quizzes (4)

There will be 4 quizzes over the presentations and material from the texts. The first 3 are 100 points each and the last is worth 200 points. The quizzes are multiple choice and true/false in nature and are timed. You may use your notes and texts, but as they are time limited, only by becoming familiar with the material in advance will you be able to complete them successfully. Time begins
when the quiz is opened and multiple attempts are not allowed. The questions are selected at random, so each quiz will vary in its content.

F. Research Paper

Utilizing information presented in your texts as well as theoretical and practical elements from academic and Christian sources, compile an original paper of 10–12 pages of body text, in APA style, which summarizes your understanding of PTSD and spirituality in general, or PTSD and spirituality shown in relationship to some major aspect. Address factors necessary for successfully coping with the effects of PTSD, and spiritual and professional approaches to treatment. A minimum of 10 scholarly sources (books and journal articles) is required in addition to your textbooks (if you choose to cite these). Grades will be assigned based on quality of content, how well APA guidelines are adhered to, the richness of citations utilized, quality of expression, and biblical integration presented. This will be due on Sunday evening at 11:59 pm of Week 6. Please see the grading rubric for additional information.

VI. Course Grading and Policies

A. Points

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
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<tr>
<td>Discussion Board forums (4 at 50 pts each)</td>
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<tr>
<td>Research Paper</td>
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<tr>
<td>Quiz 1 (Weeks 1 &amp; 2)</td>
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<td>Quiz 2 (Weeks 3 &amp; 4)</td>
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<td>Quiz 3 (Weeks 5 &amp; 6)</td>
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<td>Quiz 4 (Weeks 7 &amp; 8)</td>
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<td><strong>Total</strong></td>
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B. Scale

D- = 680–699   F = 679 and below

C. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email. Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.

2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the class will not be accepted.

4. Late Discussion Board threads or replies will not be accepted. Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

D. 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 5 points will be deducted for each minute they exceed the assigned time limit.

2. Students must take the exam during the assigned module. A 5% point deduction from the tests final grade will be assigned for each day the test is late.

3. No test will be accepted seven (7) days after original due date without written approval from the professor. This approval must be sought prior to tests due date.

E. 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.

F. 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.

G. Additional Policies

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

2. Disability Assistance - Students with a documented disability may contact LU 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.

3. Correspondence
   a. Students are expected to communicate in a professional manner at all times whenever emailing classmates, professors, or any employee of Liberty University.
   b. Because there is no accompanying tone of voice, facial expressions or body language, email communication is more easily misinterpreted than face-to-face.
   c. Your emails should be courteous and well thought out to avoid responses that will be interpreted as “flaming” or sarcasm.
   d. 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.
   e. Avoid offensive language of any kind.

4. No extra credit work will be available.

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

6. 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.

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

II. BIBLIOGRAPHY (ADDITIONAL RECOMMENDED SOURCES, NOT REQUIRED FOR CLASS)


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<thead>
<tr>
<th>MODULE /WEEK</th>
<th>READING &amp; STUDY</th>
<th>ASSIGNMENTS</th>
<th>POINTS</th>
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<td>Course Requirements Checklist</td>
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<td>7</td>
<td>Adsit: ch. 1–5</td>
<td>Discussion Board Post 4</td>
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**TOTAL** | **1010**

**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**.