

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

TRMA 810

ADULT AND FAMILIAL TRAUMA

COURSE DESCRIPTION

This course examines the effects of traumatic events as experienced by Adults and Families. 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 Assault, Date Rape, Family Systems Trauma, Terrorism, Domestic and Community Violence, Traumatic Grief, Complex Trauma, and Emerging Trauma Issues. Students will consider how science guides the delivery of effective counseling theory and technique for these Individuals and Families with the goal of integrating ethical, effective, and biblically grounded care.

RATIONALE

Trauma is a part of the lives of nearly every person worldwide. Its effects are life-changing and often result in the addition of major dissonance or, in many cases, the destruction of their previous sense of wellbeing or the loss of life. To understand the nature of the issues and the effects and to be able to assist in the amelioration of the symptoms is critical.

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>

ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Microsoft Office

VIII. MEASURABLE LEARNING OUTCOMES

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

- A. Examine key developmental and situational factors in the spectrum of trauma events.
- B. Compare and contrast individual and community susceptibility and responses to traumatic events and be aware of useful interventions.
- C. Explain preventative measures and post event intervention for PTSD.
- D. Distinguish how client characteristics, cultural backgrounds, and client preferences lead to adjustments in individualized and general trauma intervention.
- E. Integrate biblical worldview principles into intervention of trauma-related events.

IX. COURSE REQUIREMENTS AND ASSIGNMENTS**A. Textbook readings and lecture presentations****B. Course Requirements Checklist (10)**

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

C. Discussion Board Forums (4 x 75, Thread and Reply)

The goal of the discussion board forums in this course is to engage in an enjoyable, meaningful, and academically thought-provoking conversation simulating a classroom environment. The student will participate in four discussion board forums. For each forum, the student is required to create a 400–450-word thread addressing a specific topic. In addition, he/she must respond to the threads of at least two classmates with 250–300-word replies. The original thread must fully address the assigned topic, incorporate relevant ideas from the course texts, as well as at least two relevant journal articles, must articulate course-related knowledge, and demonstrate critical reflection. In the replies, the student must extend the discussion by analyzing and building upon peers' threads, asking relevant questions as needed. Each reply must incorporate at least one scholarly reference. The student is also required to briefly respond to all classmates who replied to his/her original thread as well as to any questions or comments from the instructor. All assertions must be supported by in-text references in current APA format. Use of first person is appropriate. Threads and replies must be well written, well organized, and focused. The original thread is worth 50 points and the replies 25.

(The Discussion Board Forums meet learning outcomes A, B, C, and D.)

D. Quizzes (4 x 50)

Each quiz will cover the Reading & Study material for the assigned modules/weeks and be worth 50 points. Each quiz will be open-book/open-notes, contain 25 multiple-choice questions, and have a 60-minute time limit.

(The quizzes meet course learning outcomes A, B, and D.)

E. Family Trauma Assessment (1 x 150)

Compose a short (8-10 pages) current APA paper detailing the traumatic events that have occurred within your family. Include nature of the trauma, approximate age at which it occurred, positive or negative outcomes/effects/coping skills applied, etc. For the effects, substantiate from the literature (e.g. auto accident led to alcohol abuse-as described by Piper). Include at least 5 substantiating references.

(The Family Trauma Assessment meets course learning outcomes A–F.)

F. PowerPoint Presentation (1 x 150)

The student will select a specific traumatology topic delimited by a traumatic event (e.g. disaster, violence, combat, sexual assault, etc.), a trauma-related diagnosis (e.g. acute stress disorder, posttraumatic stress disorder), or a specific trauma treatment. He or she will prepare a scholarly presentation in PowerPoint intended for an audience of emerging trauma counselors. If appropriate to the topic, an overview with definitions, incidence rates, types (of perpetrators/victims as relevant), harm or danger involved, possible spiritual factors, symptoms, assessment, diagnosis and treatment options should be included. An integrated biblical perspective on the topic must be provided. Reference should be made in the presentation to at least ten scholarly articles published within the last ten years, in addition to any textbooks, the Bible, professional or popular sources. The presentation must include at least 40 slides (not including bibliography slides), and these should be visually appealing to a professional audience with appropriate amounts of text and include illustrations in the form of cartoons,

drawings, charts, graphs, pictures, film clips, etc. on each slide. Cite all sources, including websites, in APA format on the slides (in text or footnotes), as well as compiled on the last few slides.

(The PowerPoint Presentation meets course learning outcomes A and C.)

G. Traumatology Paper (1 x 200)

The student will combine class resources and additional outside research (at least ten additional scholarly sources) to develop a 15–20-page paper (not including title page, abstract, and references) in an area of Adult/Familial trauma approved by the professor. Alternatively, the student will develop a creative project utilizing an Adobe suite software or other software. The project will address similar content. The student should contact the instructor and present the idea when choosing this option for clarification of expectations.

(The Research Paper meets course-learning outcomes A–F.)

X. COURSE GRADING AND POLICIES

A. Points

| | |
|---|-------------|
| Course Requirements Checklist | 10 |
| Discussion Board Thread (4 @ 50 pts each) | 200 |
| Replies (4 @ 25 pts each) | 100 |
| Quizzes (4 x 50 pts each) | 200 |
| Family Trauma Assessment | 150 |
| PowerPoint Presentation | 150 |
| Traumatology Paper (1 x 200 pts) | 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

C. Style Guidelines

All assignments for this course are to be formatted in accordance with the latest edition of the APA-style manual (*Publication Manual of the American Psychological Association*). Discussion assignments and essay examinations may use the parenthetical citation style. All other written assignments should use the footnote citation style. Supplemental writing aids are available via the [Online Writing Center](#).

D. Extra Credit

No additional “for credit” assignments will be permitted beyond those given in the course requirements stated above.

E. Course Changes

Course requirements are subject to change by the administration of the University at any time with appropriate notice.

F. Disability Assistance

Students with a documented disability may contact Liberty University 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

TRMA 810

Chu - *Rebuilding shattered lives* (2011).

Sanderson - *Counseling skills for working with trauma* (2013).

Ferentz - *Treating self-destructive behaviors in trauma survivors* (2015).

Friedman - *Posttraumatic and acute stress disorders* (2015).

| MODULE/ WEEK | READING & STUDY | ASSIGNMENTS | POINTS |
|-------------------------|---|---|---------------|
| 1 | Sanderson: Ch. 1 - 4 Ferentz: Ch. 1 - 5 1 presentation | Course Requirements Checklist Class Introductions DB 1 Thread | 10 0 50 |
| 2 | Ferentz: Ch. 6 – 14 2 presentations | DB 1 Replies Quiz 1 | 25 50 |
| 3 | Chu: Ch. 5, 12 Sanderson: Ch. 10 - 14 Friedman: Ch. 1 – 2 1 presentation | DB 2 Thread Family Trauma Assessment | 50 150 |
| 4 | Sanderson: Ch. 5 - 9 Friedman: Ch. 3 – 6 1 presentation | DB 2 Replies Quiz 2 | 25 50 |
| 5 | Chu: Ch. 13 - 15 Sanderson: Ch. 15 – 20 1 presentation | DB 3 Thread PowerPoint Presentation | 50 150 |
| 6 | Chu: Ch. 1 - 4 Sanderson: Ch. 21 – 24 1 presentation | DB 3 Replies Quiz 3 | 25 50 |
| 7 | Ferentz: Ch. 15 - 18 Chu: Ch. 6 – 11 1 presentation | DB 4 Thread Traumatology Paper | 50 200 |
| 8 | Ferentz: Ch. 19 - 28 1 presentation | DB 4 Replies Quiz 4 | 25 50 |
| 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**.