

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 830

ASSESSMENT AND TESTING IN THE TREATMENT OF TRAUMA

COURSE DESCRIPTION

An advanced application of assessment, testing, and appraisal methodology specifically geared towards the assessment of trauma and severe crises. These assessments will be examined and Analyzed regarding the ethical use and interpretation of tests and assessments with individuals suffering with Acute Stress, Complex Stress, and Post-Traumatic Stress disorders. Emphasis is on the use of tests and assessments to facilitate appropriate and timely professional interventions.

RATIONALE

With the ever-increasing incidents of crisis and trauma in the world today, counselors must increase their knowledge and skill-set for dealing with the variety of ways that individuals and families will display trauma in their daily lives. Using assessments allows the counselor to get as much information as possible in the early counseling sessions, which can then be used in building an effective treatment plan. This information can also be used to decide whether clients are making progress in treatment, and if they are ready for the end of treatment.

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 PURCHASES

Briere, J. N., & Scott, C. (2015). *Principles of trauma therapy: DSM-5 update* (2nd ed.). Thousand Oaks, CA: Sage Publications. ISBN: 9781483351247.

Courtois, C. A., & Ford, J. D. (Eds.) (2009). *Treating complex traumatic stress disorders*. New York, NY: The Guilford Press. ISBN: 9781606230398.

Everstine, D. S., & Everstine, L. (2006). *Strategic interventions for people in crisis, trauma, and disaster* (Rev. ed.). New York, NY: Routledge. ISBN: 9780415950718.

Kolski, T. D. (2015). *The crisis counseling and traumatic events treatment planner*. New York, NY: John Wiley & Sons, Inc. ISBN: 97801119063155.

Reyes, G., Elhai, J. D., & Ford, J. D. (2008). *The encyclopedia of psychological trauma*. New York, NY: Wiley. ISBN: 9780470110065.

Van der Kolk, B. A., McFarlane, A. C., & Weisaeth. (Eds.) (2006). *Traumatic stress: The effects of overwhelming experience on mind, body, and society*. New York, NY: Guilford Press. ISBN: 9781572304574.

Wright, H. N. (2012). *Complete guide to crisis and trauma counseling*. Bloomington, MN: Bethany House Publishers. ISBN: 9780764216343.

Wright, H. N. (2003). *The new guide to crisis and trauma counseling: A practical guide for ministers, counselors, and lay counselors*. Ventura, CA: Regal. ISBN: 9780830732418.

IV. ADDITIONAL MATERIALS FOR LEARNING

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

V. 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
Explain the nature of various types of violence and the effects on the body, mind, emotions, and spiritual dimension of the individual.
- B. Compare and contrast various types of treatment for violence-related trauma.
- C. Examine, discuss, and integrate all issues, theories, assumptions, materials, etc., presented in the course in accord with current scholarly standards and practices.
- D. Examine, discuss, and integrate all issues, theories, assumptions, materials, etc., presented in the course through the lens of Scripture.
- E. Analyze and apply the components of comprehensive trauma assessment, considering the differential impact trauma has on individuals, families, groups, and communities.

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 and are the online equivalent of a classroom discussion among students. Therefore, the student is expected to post a thread on the topic assigned. Threads must address the topic in a clear and concise fashion, using outside sources (quotes from course textbooks, other books, and/or journal articles) as needed to support his/her point. Threads are usually 3-4 paragraphs while replies may be fairly brief and to the point. Each

thread must be a minimum of 500 words in length and demonstrate course-related knowledge. In addition to the thread, the student is required to reply to 3 other classmates' threads the following week. Each reply must be 100-200 words in length. (Outcome: C)

D. Trauma Case Study (3 Parts)

The student will review three trauma case studies and develop a conceptualization paper, diagnosis, and short treatment plan on a civilian adult (part 1), military adult (part 2), and a child (part 3). While the case studies are not traditional research papers, the student will need to follow the APA Sample paper found in the Assignment Instructions folder in Blackboard when doing basic APA formatting of their papers (Outcomes: B, C, D, E)

E. Quizzes (4)

Each quiz will cover the Reading & Study material for the assigned module/weeks. Quizzes will be open-book/open-notes, containing 40 multiple-choice questions with a 60-minute time limit. (Outcomes: A, C, E)

VII. COURSE GRADING AND POLICIES

A. Points:

Course Requirement Checklist	10
Discussion Board Forums (3 at 80 pts each) (Initial post = 50; 3 Replies=30)	240
Trauma Case Study (Part 1 = 120; Part 2 = 120 pts; Part 3 = 120 pts)	360
Quizzes (4 at 100 pts)	400
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. 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.

D. Drop/Add Policies:

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

E. 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.

F. 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 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.

J. Disability Assistance:

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.

COURSE SCHEDULE

TRMA 830 Assessment and Testing in the Treatment of Trauma

Textbooks: Wilson & Keane, *Assessing psychological trauma & PTSD* (2004).
Schupp, *Assessing & treating trauma & PTSD* (2015).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Shupp chapter 1 W&K chapters 1 & 2	Course Requirements Checklist Class Introductions DB	10 0
2	Shupp chapter 2 W&K chapters 3, 4, & 5	DB Forum 1 Initial Thread Quiz 1	50 100
3	Shupp chapter 3 W&K chapters 6, 7, & 20	DB Forum 1 Replies Case Study 1	30 120
4	Shupp chapter 4 W&K chapters 9 & 10	DB Forum 2 Initial Thread Quiz 2	50 100
5	Shupp chapter 4 W&K chapters 11, 12, & 13	DB Forum 2 Replies Case Study 2	30 120
6	Shupp chapter 5 W&K chapter 18	DB Forum 3 Initial Thread Quiz 3	50 100
7	Shupp chapter 5 W&K chapters 19 & 21	DB Forum 3 Replies Case Study 3	30 120
8	Shupp chapter 6 W&K chapters 15, 16, & 17	Quiz 4	100
TOTAL			1010

DB = Discussion Board
W&K = Wilson & Keane

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**.