

Syllabus for
GCSL 628 Crisis, Trauma, & Addictions
3 Credit Hours
Fall 2017

I. COURSE DESCRIPTION

This course is an introduction to the history, research, theory, and counseling skills relative to the assessment, diagnosis, and treatment of clients affected crises, trauma, and addictive disorders, with an emphasis on neurobiological foundations and related spiritual issues.

II. COURSE GOALS

- A. Demonstrate understanding of the current research, theory, and principles of therapeutic models and the effects and impacts of crises, trauma, and addiction on individuals of all ages, including those with a mental health diagnosis (CMHC 1.a., c., d., CMHC 2.f., g.; AC 1.a., b., c., e., and f).
- B. Demonstrate understanding of the interplay of the experience of trauma and the occurrence of addiction, according to current research and theory, with particular emphasis on the growing knowledge base around the neurological underpinnings of both. (CMHC 2.f., g.; AC 1.e.)
- C. Demonstrate the ability to differentiate between developmentally appropriate and maladaptive psychological responses to crisis, traumatic events, and addiction (CMHC 2.g.).
- D. Demonstrate knowledge and mastery of strategies for helping clients identify the effects of addiction on life problems and the effects of continued harmful use or abuse, as well as the benefits of a life without addiction (A.3.f.)
- E. Demonstrate understanding of the role of wellness and spirituality in the addiction recovery process, as well as the interplay of cultural factors relevant to addictive behavior (A.2.f., j.)
- F. Demonstrate introductory knowledge of diagnosis and an overview of treatment methodologies appropriate for crisis, traumatic events, and addictive behaviors. (CMHC 2.d, h; AC 3.g.).

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

- A. Discuss the current research and theories of the effects of crisis, trauma, and addiction; identify the appropriate therapeutic interventions to use for individuals impacted by crisis, trauma, and addiction (In-class Discussion, Assignment, and Final Exam).
- B. Identify and discuss assessment, diagnosis, and appropriate treatment options for individuals affected by crisis, trauma, and addiction (In-class discussion, Case Studies).
- C. Discuss the response differences of individuals exposed to crisis, trauma, and addiction: developmentally appropriate and maladaptive responses (In-class discussion, Assignments, Paper).

- D. Discuss and explore different strategies to help clients identify the effects of their traumatic experiences, as well as continued engagement in addictive behaviors (Research paper assignment)
- E. Discuss the role of wellness, spirituality, and cultural factors in addiction and addiction recovery processes (in-class group discussions)

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Materials

1. Textbooks

Fisher, G. L., & Harrison, T. C. (most recent edition). *Substance abuse: Information for school counselors, social workers, therapists, and counselors*. Boston, MA: Pearson. ISBN-10: 0132613247 / ISBN-13: 9780132613248.

James, R. K. (most recent edition). *Crisis Intervention Strategies*. Belmont, CA: Coles/Brooks. ISBN-10: 0495100269 / ISBN-13: 9780495100263.

Van der Kolk, Bessel. *The Body Keeps The Score: Brain, mind, and body in the healing of trauma*. New York: Penguin Group. ISBN: 9780670785933.

2. Other None

B. Optional Materials

1. Textbooks None

2. Other None

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
 - a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
 - b. Failing to meet group assignment or project requirements while claiming to have done so;
 - c. Failing to cite sources used in a paper;

- d. Creating results for experiments, observations, interviews, or projects that were not done;
- e. Receiving or giving unauthorized help on assignments.
By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
- 4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
- 5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- 6. The Disability Service Center, in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, assures that no qualified individual with a disability will be denied reasonable accommodations based upon the individual's needs. It is the responsibility of the student to contact the Disability Service Center and properly register for these services. For more information, call 918.495.7018 or go to www.studentresources.oru.edu

B. Graduate School of Theology and Ministry Policies and Procedures

- 1. **Completion of Assignments**
Assignments are due on the dates established in the course calendar, which is published in the syllabus. **Any assignments turned in after the scheduled due date are penalized five percent (5%) of the original value per day including weekends, breaks, and holidays.** All work turned in two weeks after the assignment deadline is received but is granted a grade of zero for that assignment. **No work** is accepted after the final date of regular classes.
- 2. **Incompletes**
On rare occasions, the grade of "I" may be given for work that is incomplete at the end of the course semester due to a catastrophic event.
 - a. The student must establish with the instructor and the academic dean that work is incomplete for good cause and submit a Petition for Incomplete Grade, with documentation.
 - b. **The Petition must be submitted at least two weeks prior to the end of the semester or summer course session, not exam week.**
 - c. **The submission of a petition does not automatically ensure the granting of an Incomplete.**
 - d. The petition must be approved by the academic committee of the Graduate School of Theology and Ministry.
 - e. It is the responsibility of the student to initiate the petition, make up any incomplete work, and submit a completed Request for Grade Change form (which has been signed by the course professor) to the academic office.
 - f. If the work is not completed by the end of the subsequent semester, the

incomplete will automatically convert to an “F,” unless an extension is formally granted.

3. **Examinations**

- a. Early examinations **are not** allowed. Late examinations without grade penalty are administered only when extenuating circumstances are present (such as a death in the family the week before exams or a sudden and major illness the week of exams that is documented by a physician).
- b. A Petition for Late Examination must be submitted to the academic dean’s office. A **\$15 fee**, plus proper documentation, must accompany the petition. The academic committee reviews each petition and grade penalties are assessed. (Late exam fee is not a grade penalty.)
- c. Students taking late exams should expect alternate versions of the original exams.
- d. **Not being present for the final examination automatically results in failure of the course.**

4. **Attendance**

The administration and faculty of the Graduate School of Theology and Ministry believe that class attendance is crucial in order for students to receive impartation, spiritual formation, and a community experience. Therefore, the Official Attendance Policy for the GSTM is as follows:

- a. Students will receive one letter grade reduction after missing more than two weeks of classes.
- b. Students who miss more than one month of classes will fail the course.
- c. **The absences allowed prior to a grade reduction are designed to allow for emergencies and illnesses and are not designed for indiscriminate use.**
- d. Administrative excuses are granted only when a student is on official university business and has received approval in advance from the university administration.
- e. Students are expected to be prompt for classes.
- f. Students are expected to remain for the entire class session.
- g. Leaving early without permission constitutes an absence.

C. Course Policies and Procedures

1. Evaluation Procedures

Grading:

- a. Abstinence activity (100 points) 25%
- b. Group Presentation (100 points) 25%
- c. Research Paper (100 points) 25%
- d. Take-Home Final Exam (100) points 25%

A=360 or more points

B=320-359 points

C=280-319 points

D=240-279 points

F=239 and below

2. Grading scale:

A=90-100%

B=80-89%

C=70-79%

D=60-69%
F=59% and below

2. Whole Person Assessment Requirements
 1. All students entering the seminary are required to enroll in PRF 059— ePortfolio: Whole Person Assessment, which provides specific training to develop the skills needed to create an ePortfolio.
 2. WPA requirements for this course:
None

VI. COURSE CALENDAR

Week	Topic	Reading Assignment
1	Intro and Overview	Fisher & Harrison 1; Van der Kolk 1-3
2	Families in Crisis	Fisher & Harrison 11 James & Gilliland 11; Van der Kolk 7
3	Neurobiology of Trauma	Van der Kolk 4-6
4	Trauma and Early Childhood Relationships: A Developmental Approach	Van der Kolk 7-10
5	Models of Addictions	Fisher & Harrison 3
6	Crisis Counseling Models	James & Gilliland 1-3
7	Neurobiology of Drugs I	Fisher & Harrison 2
8	Neurobiology of Drugs II	Fisher & Harrison 2
9	The Science of Behavioral Addictions	Outside Readings
10	PTSD, Moral Injury and Addiction	James & Gilliland 7 Van der Kolk 11-12
11	Role of Spirituality and Culture in Wellness and Change: Grief as an Example	Fisher & Harrison 4; James & Gilliland 12
12	Overview of Interventions	Fisher & Harrison 7
13	Overview of Screening/Assessment, Diagnosis, and Treatment Approaches	Fisher & Harrison 8 Van der Kolk 13-20
14	Trauma, Addiction and Change	Outside Readings
15	Maintenance and Relapse Prevention	Fisher & Harrison 9-10
16	Summary, Integration, and Conclusions	Comprehensive

See University Schedule for Final Exam

Course schedule is a general guideline and may be subject to change based on the needs of the individual class.

**Inventory for Student Learning Outcomes
Graduate School of Theology and Ministry**

M. A. Christian Counseling

GCSL 628 Crisis, Trauma, and Addictions

Dr. Andrea Walker, Instructor

Fall 2017

This course contributes to student learning outcomes for the M.A. Christian Counseling degree as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

Degree Program Outcomes	Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
Theology/Philosophy of Counseling				
Develop a cohesive theology of counseling with theological reflection on the counseling process, emphasizing Spirit-directed change.		X		
Assessment Techniques				
Exhibit skill in selecting, administering, scoring, interpreting, and reporting the results from various assessment instruments.			X	
Clinical/Theoretical Diagnostic Appraisal				
Demonstrate the ability to interpret case specific information by translating it into accurate diagnostic appraisals.			X	
Treatment Plans in Response to Diagnosis				
Display the ability to develop relevant treatment plans in response to specific diagnoses, and the skill to implement them in the context of a therapeutic relationship.			X	
Research Skills and Methodologies				
Demonstrate basic research skills and methodologies through critiquing research findings and evaluating ESTs.			X	
Professional Code of Ethics				
Demonstrate knowledge of professional codes of ethics and the ability to apply those codes to ethical dilemmas.		X		