

Syllabus for  
**GCSL 628 Crisis, Trauma, & Addictions**  
3 Credit Hours  
Spring 2021  
Modular/Distance Education Program (**Blended B Course**)  
On Campus Component TBD (Wednesday, Thursday, and Friday of Modular Week)

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

The purpose of this course is to enable the student to do the following (in accordance with CACREP 2016 standards as listed parenthetically and in numerical points):

- A. Demonstrate understanding of the current research, theory, and principles of therapeutic models and the effects and impacts of crisis, trauma, addiction, and suicide prevention models on individuals of all ages, including those with a mental health diagnosis (2.F.3.g.; 2.F.5.1.).
  - a. CMHC: 5.C.1.a., 5.C.1.b., 5.C.1.c., 5.C.1.d., 5.C.1.g., 5.C.2.e., 5.C.2.f., 5.C.2.g.
  - b. MCFC: 5.F.1.g.
- B. Demonstrate understanding of the interplay of the experience of trauma and the occurrence of addiction and addictive behaviors, according to current research and theory, with particular emphasis on the growing knowledge base around the neurological underpinnings of both. (2.F.3.d.).
  - a. CMHC: 5.C.2.f., 5.C.2.g.
- C. Demonstrate the ability to differentiate between developmentally appropriate and maladaptive psychological responses to crisis, traumatic events, and addiction, as well as understanding trauma-informed crisis intervention within the community. (2.F.5.m.).
  - a. CMHC: 5.C.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. AC: 5.A.3.f.
  - b. CMHC: 5.C.3.e.
- 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. AC: 5.A.2.f., 5.A.2.j.
- F. Demonstrate introductory knowledge of diagnosis and an overview of treatment methodologies appropriate for crisis, traumatic events, and addictive behaviors in addition to the roles and responsibility as an interdisciplinary response team member. (2.F.1.c.).
  - a. AC: 5.A.3.f.
  - b. CMHC: 5.C.2.d., 5.C.2.h., 5.C.3.a., 5.C.3.b.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

- A. Discuss the current research, theories, and etiology of the effects of crisis, trauma, and addiction; identify the appropriate therapeutic interventions to use for individuals of all ages impacted by crisis, trauma, and addiction (In-class Discussion, Assignment, Discussion Board, Final Exam).
- B. Identify and discuss assessment, diagnosis, and appropriate treatment options for individuals affected by crisis, trauma, and addiction (In-class discussion, Discussion Board, Group Presentation, Case Studies).
- C. Discuss the response differences of individuals exposed to crisis, trauma, and addiction: developmentally appropriate and maladaptive responses (In-class discussion, Discussion Board, Assignments, Paper, Group Presentation).
- D. Discuss and explore different strategies to help clients identify the effects of their traumatic experiences, as well as continued engagement in addictive behaviors. Discuss counselor's responsibility as an interdisciplinary team member (Research Paper Assignment, In-class Discussion, Discussion Board, Group Presentation).
- E. Discuss the role of wellness, spirituality, and cultural factors in addiction and addiction recovery processes (In-class Group Discussions, Discussion Board, Exam).

#### 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.

##### B. Optional Materials

###### 1. Textbooks

None

#### V. POLICIES AND PROCEDURES

##### A. University Policies and Procedures

- 1. 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.
- 2. 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.
- 3. 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](http://www.studentresources.oru.edu)

B. Graduate School of Theology and Ministry Policies and Procedures-Modular/Distance Education Program

- 1. **Modular Intensive Week:** Each Modular Intensive Week, usually held in the CityPlex Towers on the 21<sup>st</sup> floor, has sessions Monday-Friday from 8:30 a.m. – 5:30 p.m.
  - a. This week will be comprised of two 2½ day blended courses designated as Blended “A” and Blended “B”.
  - b. Blended “A” courses include 7 weeks of online instruction *prior to* the 2½ day modular intensive component.
  - c. Blended “B” courses include 7 weeks of online instruction *following* the 2½ day modular intensive component.
  - d. Students are to make travel arrangements that do not interfere with their involvement in all of these sessions, and confirm course location prior to arrival.
- 2. Instructions for the online portion of this course and designated assignments are to be found in the course management shell in Desire 2 Learn (D2L) and elsewhere in this syllabus.
- 3. **Each overdue assignment will be penalized 10% for EACH WEEK it is late. After the third week, no credit will be given for the assignment.**
- 4. Attendance
  - a. Students are to attend all sessions associated with the specific blended course designation during the modular intensive week.
  - b. All absences, late arrivals, and early departures receive a grade reduction equal to 2.5% for each classroom hour missed and **must be approved by the course instructor.**
- 5. **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 director of the Modular/Distance Education Program 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.

C. Course Policies and Procedures

1. Evaluation Procedures

a. Grading:

(1)	ACES Submission	25 points
(2)	Abstinence Activity	225 points
(3)	Group Assignment	100 points
(4)	Research Paper	100 points
(5)	Discussion Posts	100 points
(6)	Final Exam	<u>150 points</u>
	<b>TOTAL</b>	<b>700 points</b>

b. Grading scale:

A= 90% and above

B= 80-89%

C= 70-79%

D= 60-69%

F= below 60%

2. Whole Person Assessment Requirements

a. WPA requirements for this course:

None

3. **ASSIGNMENTS**

**Complete instructions are on D2L in the content folder.**

- a. **ACEs** - Adverse Childhood Experiences Scale – student will complete an online assessment of the ACES and load results in D2L dropbox
- b. **Abstinence Activity** – read and follow instructions in D2L. Students will choose an unwanted behavior, abstain from it while journaling regularly, and write a paper concerning the overall experience
- c. **Research Article Review Paper** – read and follow instructions in D2L. You will review an article focused on a treatment approach to trauma. You may use Chapters 13-20 in van der Kolk (2014) text to direct your search, but your article must review original research from a peer-reviewed academic journal. Complete instructions are online.
- d. **Discussion Board Posts** – Read and follow instructions in D2L
- e. **Group Presentation Assignment** - Utilize at least 6 scholarly, academic sources; you may use your course textbooks as academic sources, but all of the remaining 6 required sources must be scholarly journal articles (please ask if you do not know what this is). Your group should provide a 30-minute presentation to the rest of the class, which stimulates thinking and generates discussion and questions. See D2L for complete instructions.
- f. **Final** – written exam – read and follow instructions in D2L.

## VI. COURSE CALENDAR

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

## V. COURSE CALENDAR – INTENSIVE/RESIDENCY WEEK AGENDA

<b>Wednesday, March 3, 2021 BLENDED B</b>
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10:45 a.m.	12:00 noon	Chapel
12:00 noon	2:30 p.m.	Individual appointments with advisors
2:30 p.m.	3:15 p.m.	Class Introduction
3:15 p.m.	3:30 p.m.	Course Introduction to Crisis, Trauma, and Addiction
3:30 pm	5:30 pm	Families in Crisis, Discussion of Netflix movies
<b>Thursday, March 4, 2021 BLENDED B</b>		
8:30 a.m.	10:00 a.m.	Types of Addictions/Group Assignments
10:00 a.m.	10:15 a.m.	Break
10:15 a.m.	12 noon	Models of Addiction
12:00 noon	1:00 p.m.	Lunch
1:00 p.m.	3:15 p.m.	Crisis Counseling Models
3:15 p.m.	3:30 p.m.	Break
3:30 p.m.	5:30 p.m.	Neurobiology of Trauma/ Group Assignment
<b>Friday, March 5, 2021 BLENDED B</b>		
8:30 a.m.	10:00 a.m.	Intervention for Trauma- Addiction
10:00 a.m.	10:15 a.m.	Break
10:15 a.m.	12 noon	PTSD, Trauma in Children, Emotional Trauma
12:00 noon	1:00 p.m.	Lunch
1:00 p.m.	3:15 p.m.	Types of Addiction, Moral Injury, Sexual Trauma
3:15 p.m.	3:30 p.m.	Break
3:30 p.m.	5:30 p.m.	Relapse Prevention/Group Assignment

**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. Professional Counseling**  
**GCSL 628 Crisis, Trauma, and Addictions**      **Instructor: Dr. Andrea C. Walker**  
**Spring 2021**

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

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

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

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

**1=No Contribution** – Does not address the outcome.

<b>DEGREE PROGRAM OUTCOMES</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Professional Counseling Orientation and Ethical Practice</b>				
Comprehend the philosophy, history, and trends of the counseling profession, especially its legal and ethical dimensions.		X		
<b>Social and Cultural Diversity</b>				
Develop the competencies necessary for effective counseling with diverse populations			X	
<b>Human Growth and Development</b>				
Understand the dimensions of human development and the impact of crises and addictive behaviors	X			
<b>Career Development</b>				
Achieve vocational clarity and the skills necessary to assist clients in making career decisions				X
<b>Counseling and Helping Relationships</b>				
Exhibit the competencies for developing therapeutic relationships and facilitating the counseling process		X		
<b>Group Counseling and Group Work</b>				
Demonstrate the knowledge and skills necessary to facilitate group counseling.		X		
<b>Assessment and Testing</b>				
Conduct a thorough assessment process and produce accurate diagnoses			X	
<b>Research and Program Evaluation</b>				
Apply basic research skills and methodologies to critically evaluate programs, research findings, and Empirically Supported Treatments (EST)			X	
<b>Professional Counseling Concentration</b>				
Develop a theoretical framework and familiarity with various counseling models		X		
<b>Marriage and Family Therapy Concentration</b>				
Develop a systemic perspective and familiarity with various models of marriage, couple, and family counseling				X
<b>Addictions Counseling Concentration</b>				
Demonstrate understanding of the current research, theory, spiritual issues, and principles of therapeutic models and the effects and impacts of crises, trauma, and addiction	X			
<b>Professional Practice</b>				
Cultivate theoretical understandings and practical skills in a professional setting				X
<b>Professional Identity Development</b>				
Demonstrate in writing the ability to synthesize the essential elements of clinical experience emphasizing a self-reflective, integrative approach to counseling involving theological, theoretical, and research perspectives			X	
<b>Personal and Spiritual Formation</b>				
Demonstrate the capacity to theologically reflect on personal and professional experiences			X	
Articulate a biblical/theological understanding of the person, work, and ministry of the Holy Spirit		X		
Articulate clearly their ministry/professional callings				X