

GRIEF AND TRAUMA IN A CHRISTIAN PERSPECTIVE

CO6000

Instructor: Dan Green, Ph.D. Office phone: 262-782-1474 Email: drgreen@tiu.edu

Schedule:

Friday 6:30 – 9:30 pm; Saturday 8:30 am – 4:30 pm
September 6 – 7; October 4 – 5; November 15 – 16; December 6 – 7

Text:

Gingrich, H. D. & Gingrich, F. C. (2017). Treating trauma in Christian counseling.

Lawrenz, M. & Green, D. (2015). *Life after grief. How to survive loss and trauma*. Waukesha, WI: WordWay. (ISBN-10: 0986245445)

Lewis, C. S. (2001). *A grief observed*. San Francisco: HarperSanFrancisco. (ISBN: 0060652381)

Marshall, C. (2005). *The little book of Biblical justice. A fresh approach to the Bible's teachings on justice*. New York, NY: Good Books.

Worden, J. W. (2018). *Grief counseling and grief therapy: A handbook for the mental health professional (5th ed.)*. New York: Springer Publishing Company. (ISBN-0826134742)

Recommended Texts:

Gingrich, H. D. (2013). *Restoring the shattered self. A Christian counselor's guide to complex trauma*. Downers Grove, IL: InterVarsity Press. (ISBN-10: 0830827129)

G. Schiraldi (2009). *The post-traumatic stress disorder sourcebook: A guide to healing, recovery, and growth (2nd ed.)*. McGraw-Hill. ISBN-13: 978-0071614948

Additional Readings and Resources can be downloaded from <http://thejonathanproject.net/classes/>. Information regarding the class website will be distributed in class.

Course Description:

Grief and traumatic losses are universal human experiences. This course is an integrative examination of these issues. It is possible for Christians to develop a comprehensive approach to grief and trauma that reflects both a psychological understanding of human response to these experiences and a Christian understanding of the consequences of the Fall along with compassion, hope, and comfort.

Course Objectives:

1. Familiarize the students with the current findings, theories, and research regarding grief and trauma.
2. Review pastoral counseling and psychotherapeutic strategies relevant to caring for those who have experienced loss.
3. Cultural, individual, gender, and developmental factors, as well as the role of beliefs, memories, emotions, and relationships within the experience of grief and trauma will be explored.
4. Sources and types of trauma will be identified and the consequences of trauma (behavioral, emotional, beliefs, memories, physical, developmental, relational, and spiritual) will be defined.
5. Basic assessment strategies (e.g., grief v. complicated grief v. depression) will be presented.
6. Case examples common to pastoral counseling, lay counseling, and mental health settings will be used for illustration.
7. This course will focus on understanding grief and trauma within a Christian perspective.

Course Requirements:

A lecture – discussion format is used. **Attendance and participation** enhance the learning experience and are expected. These are factored into the final grade. Given the concentrated format of this class, one absence is allowed. Additional unexcused absences will result in a grade reduction of 5% grade reduction for each absence. Plagiarism and/or cheating of any kind will not be tolerated. (See relevant sections in current *Academic Handbook* for further discussion of these matters.) All written work is to be done in American Psychological Association (APA 6TH Edition) style.

Papers are to be submitted as an attachment by email to the following email address: drgreen@tiu.edu in the following form: **Last-name First-name paper x.docx** (or .doc). For example, for the second paper, I would name the file with my paper as follows: Green Dan paper 2.docx.

*All papers submitted after the day when they are announced to be due are considered **late** and will receive up to one letter grade reduction (e.g. A- to B-) for each week or fraction thereof that they are late.*

1. **Readings:** Readings assignments are listed in the course schedule. Readings should be completed prior to class. Required text readings are identified by the first letter of the author's last name. Note that the readings are not equally distributed and the student will benefit from reading ahead. Additional readings will be available on the website.
2. **Reaction Papers:** A reaction paper will be assigned at the conclusion of each of the first three classes. These papers are intended to be an opportunity for the student to interact with the readings and class discussions within the parameters of the assigned question. The student will be challenged to write on her or his insights, understandings, and questions within the context of the readings and class discussions. The paper is not a research paper but are to reflect the unique insights, understandings, and questions of the student. The Reaction Papers are to be submitted by email as an attachment to the following email address: drgreen@tiu.edu in the following form: ***Last-name First-name RP1.docx*** (or .doc) or ***Last-name First-name RP2.docx*** (or .doc) or ***Last-name First-name RP3.docx***

Papers are due one week after the corresponding class session. (9/14; 10/12; 11/23)

3. **Final Project Presentation:** The Final Project is an opportunity for the student to apply all the material from the class (readings and discussions) to a specific loss issue of the student's choosing. The final project will be presented on Saturday, 12/7 and will involve a 20 – 30-minute presentation in front of the class in which the student will
 1. choose a population (family, community, nation, subculture) which has experienced a traumatic loss,
 2. identify the predicted differential grief responses for specific members of the population,
 3. identify predicted traumatic responses experienced by specific members of the population, and
 4. describe interventions, including the target(s) of intervention, sources of help, the intervention processes, and the hoped-for outcomes.The presentation may involve multi-media and other creative elements. Following the presentation there will be a time for questions from the class.
4. **Final Project Paper:** A paper outlining all elements of the presentation will be submitted by 12/14 to the following email address: drgreen@tiu.edu in the following form: ***Last-name First-name Final Project.docx*** (or .doc). This paper will not only define the situation and the proposed interventions but will also provide theoretical and theological support for the proposed interventions.

Grading:

The final grade will be the summation of points earned on four evaluation procedures:

1. Class Participation & Readings – 10%
2. Reaction Papers – 30% (10% each)

3. Final Project Presentation – 20%
4. Final Project Paper – 30%

Grades are determined by percentage of possible points earned as defined above.

A 96 – 100% A- 93-95% B+ 91-92% B 88-90% B- 85-87%
 C+ 83-84% C 80-82% C- 77-79% D 70-76%

CLASS SCHEDULE:

CLASS	DATE	TOPIC	READING
1	9/6-7	Phenomenology of Loss Reaction Paper due 9/14 via email	L&G: 1-7 W: Intro, 1-3, 7
2	10/4-5	Grief Work Reaction Paper due 10/12 via email	Lewis W: 4-6, 8-9
3	11/15-16	Trauma Reaction Paper due 11/23 via email	L&G: 8 – 10 G & G: Part One, Part Four
4	12/6-7	Trauma Treatment Strategies Student Project Presentations Final Project Paper due 12/14 via email	G & G: Part Two Part Three, Part Five Marshall

ACADEMIC INTEGRITY

The Trinity community is committed to integrity in all areas of life, including academic integrity, which we believe is essential in the search for and promotion of truth. The pursuit of truth is integrally connected with values of the Trinity community including respect for individual intellectual contributions, the development of God-given talents, and the building of relationships in community in a spirit of trust. Therefore, academic integrity is upheld in the Trinity community and any form of cheating and plagiarism is not permitted.

Cheating is a form of deception and takes many forms—copying of a word from another’s quiz or exam; the use of unauthorized notes, previous exams, books or other materials; the submission of another’s work to fulfill a course requirement; the unauthorized use of work completed for one course in another; or the reporting of material as read that was not read.

Plagiarism gives the impression that the words or ideas in one's writings are one's own when in reality they are taken from another’s written or oral work. Plagiarism maybe either intentional or unintentional and includes paraphrasing the words or ideas of another without giving credit (unless describing common knowledge); the use of quotations without identification by quotation marks and citation; and the reproduction of another’s written work as if it was your own.

Plagiarism is an affront to community standards, a willful neglect of the scholarship of another, and an expression of poor scholarship.

A student found to break the standard of academic integrity by cheating or plagiarizing will be confronted by the faculty member involved and will be reported to the Dean of Students. This will result in a “zero” grade for that particular paper or exam, which may result in an “F” for the course (e.g. depending on the normal weight of that particular assignment, as articulated on the syllabus, the student may fail the course). Such an assignment cannot be “made-up” or a substitute assignment made. It may also lead to expulsion from the institution, or a revocation of a degree already granted by Trinity.

Refer to the posting on My TIU>Academics>Writing Resources for a lengthier discussion of academic integrity and plagiarism, including access to Turnitin Software which helps writers avoid plagiarism. (See relevant sections in current *TEDS Catalog*, *Student Guide*, and *Academic Handbook* for further discussion of these matters.)

AMERICANS WITH DISABILITIES ACTS SERVICES

In compliance with Section 504 of the *Rehabilitation Act of 1973* and the *Americans with Disabilities Act of 1990* (ADA), it is the policy of Trinity Evangelical Divinity School to provide appropriate and reasonable accommodations, or academic adjustments, and services to students with a documented disability to help ensure an equal educational opportunity. Students seeking these services should contact Jana Holiday, Associate Dean of Students, at the earliest possible time with supporting documentation. If you believe you might have a disability that negatively impacts your educational performance, but have never been diagnosed, you are encouraged to meet with Jana Holiday to discuss your needs. You can contact her at jrholiday@tiu.edu or [847-317- 4063](tel:847-317-4063).