



TRUTH IN LOVE BIBLICAL  
COUNSELING & TRAINING CENTER  
*CERTIFIED BIBLICAL COUNSELOR PROGRAM*

MODULE BC10  
CRISIS, LOSS & TRAUMA  
COUNSELING

SYLLABUS

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PO Box 516, Tustin, CA 92781-0516  
Truth in Love Biblical Counseling Training Center Edition, 2022  
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# CRISIS, LOSS & TRAUMA COUNSELING

## *SYLLABUS*

### **Course Description**

- This 10-week Module seeks to help students develop a foundation for assessing and treating ongoing- and post-trauma events as well as their effects in adults, plus recognize trauma responses in children.
- Familiarization with a variety of crisis, loss, and trauma events experienced by counselees who seek help from pastors and Biblical counselors is provided.
- Outside speakers with expertise in some of the areas addressed may be utilized.
- Underlying emphasis is on developing strategies and applying Scriptural principles to identify the ongoing current problems that are present in the life of the traumatized counselee and affected family members, if possible, and guide the parties involved to effect Biblical healing and restoration.

### **Course Objectives**

- To equip the student to understand the reality of trauma, its far-reaching negative effects, and to be able to understand both from a scriptural standpoint.
- To equip the student to be able to understand both acute and chronic traumatic stress reactions and the principles and basic strategies of crisis intervention.
- To equip the students to properly identify and analyze ongoing destructive patterns in the life of the traumatized counselee and the problems that have arisen as a result, and to respond Biblically.
- To equip the student to be an agent of God's healing grace and Biblical change through the counseling relationship.
- To equip the students to train others to minister to those impacted by trauma.
- To equip the student to provide a safe, effective, and healing counseling environment.
- To equip the student to recognize any post-traumatic distress of their own that may be present and encourage the student to seek help in effecting healing and Biblical change personally.
- To equip the student to understand, guard against, and recognize the risk factors of vicarious- and secondary-trauma experienced by counselors and counselees alike.

- To model a method of evaluating the progress of counselees and the effectiveness of the counseling relationship.
- To demonstrate how Biblical change in this arena impacts the individual, the family, the church, the community, and the nation.
- To demonstrate the need for the Church (collective) to understand trauma from a Biblical perspective, to begin to speak about these matters well, and to become a safe place for people to come forward for help and for finding healing and wholeness with Christ at the center of the process.

**Required Reading** (❖ Book and \*handouts; ➤ Biblical Counselor recommended resource)

\* **Cloitre, M, et al. (2009).** *A Developmental Approach to Complex PTSD: Childhood and Adult Cumulative Trauma as Predictors of Symptom Complexity.* *Journal of Traumatic Stress*, Vol. 00, No. 0, 2009, pp. 1-10

❖ ➤ **Eyrich, Howard.** *Grief: Learning to Live with Loss.* Phillipsburg, NJ: P & R Publishing, 2010.

Dr. Eyrich provides a profoundly practical tool – in less than 40 pages – for helping people understand and deal with grief both biblically and effectively.

❖ **Floyd, Scott.** *Crisis Counseling: A Guide for Pastors and Professionals.* Grand Rapids, MI: Kregel Publications, 2008.

Designed to help those in ministry understand the nature of crisis events, how individuals are impacted, and how to provide effective aid during and following times of crisis. Though intended for the professional and pastoral counselor, it offers definitions of all concepts, making it accessible to lay readers. Specific examples from Scripture and everyday life abound. Specialized topics include how to work with children and teenagers in crisis circumstances and how to develop a crisis response team in a church setting. The concluding chapter helps readers deal with the stress, burnout, and secondary trauma that often accompany crisis ministry and counseling.

\* **Shear, KM & Smith-Caroff, K (2002).** *Traumatic Loss and the Syndrome of Complicated Grief.* *PTSD Research Quarterly*, 13

\* *Understanding and Employing ACE*

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**Recommended Reading** (All are Honors reading)

**Herman, Judith Lewis, M.D.** *Trauma and Recovery: The aftermath of violence – from domestic abuse to political terrorism*. Carol Stream, IL: Basic Books, 1997.

Dr. Herman is not a Christian by any means, and her writing is replete with terms and methods derived from the secular mental health world, yet her book does one of the best jobs of addressing the broad spectrum of trauma experienced by people in our world today. It will be important to sort through her articulation of trauma experiences and their aftereffects, but much can be gleaned that will be useful to the Biblical counselor.

**James, Richard, and Burl Gilliland.** *Crisis Intervention Strategies*. 7<sup>th</sup> ed. Belmont, CA: Thomson Books/Cole, 2012.

**Kanel, Kristi.** *A Guide to Crisis Intervention*. 4<sup>th</sup> ed. Belmont, CA: Thomson Books/Cole, 2011.

**Vroegop, Mark.** *Dark Clouds, Deep Mercy: Discovering the Grace of Lament*. Wheaton, IL: Crossway, 2019.

From the back cover: “Exploring how the Bible – through the psalms of lament and the book of Lamentations – gives voice to our pain, this book invites us to grieve, struggle, and tap into the rich reservoir of grace and mercy God offers in the darkest moments of our lives.”

# COURSE REQUIREMENTS

## **Summary of Requirements**

- Attend weekly lectures; participate in discussions.
- Reading Synopsis
- Course evaluation paper

### *Weekly Discussion Activities (50%)*

Each week, one or more Discussion Questions will be posited to the class. The goal is to elicit group interaction with the material.

### *Reading Synopsis (25%)*

A one- to two-page synopsis of the one book on the Required Reading list, with a final personal assessment of the work as the conclusion.

### *Course Evaluation Paper (25%)*

One, two-page evaluation of the course (due three days following last session).

### *Assignments*

The Reading Synopsis is due the last day of the course. The Course Evaluation paper is due 1 week following the last class. All assignments are to be submitted via Google Doc with an invitation to comment for both professors. For those who find writing and typing to be over-burdensome, the professor may grant permission to submit assignments in video format instead of Google Docs. Extensions must be pre-approved prior to the relevant due date.

## **Final Course-Grade Meanings**

A with Honors = You far exceeded expectations and perhaps completed an Honors Project or Reading.

A = There were dimensions to your work that went above the requirements.

B = At TIL, a “B” means that you successfully fulfilled the requirements.

C = You missed some important facets of the material or the assignment.

**Contact Information**

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## READING AND ASSIGNMENT SCHEDULE

READING & ASSIGNMENTS	DUE
Eyrich, entire booklet <b>(Pre-reading to be completed before first session)</b>	<b>SESSION 1</b>
Floyd, to end of Chapter 4 and Appendices A through C	<b>SESSION 2</b>
Floyd, to end of Chapter 7 <i>Handout, Shear, et.al.</i>	<b>SESSION 3</b>
Floyd, to end of Chapter 9	<b>SESSION 4</b>
Floyd, to end of Chapter 11	<b>SESSION 5</b>
Floyd, to end of Chapter 12 <i>Handout, Randolph</i>	<b>SESSION 6</b>
Floyd, to end of Chapter 13 and Conclusion	<b>SESSION 7</b>
<i>Handout, Cloitre, et al.</i> <i>Handout, Understanding and Employing ACE</i>	<b>SESSION 8</b>
	<b>SESSION 9</b>
	<b>SESSION 10</b>
<b>ALL ASSIGNMENTS DUE</b>	<b>ALL READING COMPLETED</b>

Assigned reading can be done at your own pace but be prepared to work the information from the reading assignments into the class discussion during the Lesson of the session listed.