

## Practical Theology Department

“Shaping Servant Leaders”

— Syllabus —

<p><b>COURSE NUMBER and TITLE:</b> PTH 618 Ministry in Trauma, Crisis and Grief Contexts  <b>CREDIT HOURS:</b> 3  <b>SEMESTER:</b> Summer 2019  <b>COURSE DAY/TIME:</b> Seated sessions June 10,11, 12, 13 (8am-5pm), 14 (8am-Noon)  <b>LOCATION:</b> AGTS Room 228</p>	<p><b>INSTRUCTOR:</b> Gary R. Allen, D.Min.  <b>Cell:</b> (417) 860-5116  <b>EMAIL:</b> <a href="mailto:grallen45@gmail.com">grallen45@gmail.com</a>  <b>OFFICE HOURS:</b> Contact Instructor</p>
<p><b><u>Required Texts:</u></b></p> <p>Roberts, Stephen B. and Willard W. C. Ashley, eds. <i>Disaster Spiritual Care: Practical Clergy Responses to Community, Regional and National Tragedy</i>, 2<sup>nd</sup> Edition. 2008. <b>ISBN:</b> 9781683360292</p> <p>James, Richard K. <i>Crisis Intervention Strategies</i>, 8<sup>th</sup> Edition. 2008. <b>ISBN:</b> 97811305271470</p>	

### **EVANGEL UNIVERSITY MISSION:**

Evangel University is a comprehensive Christian university committed to excellence in educating and equipping students to become Spirit-empowered servants of God who impact the Church and society globally.

### **AGTS MISSION:**

Shaping servant leaders with the knowledge, skills and passions to revitalize the church and evangelize the world in the power of the Spirit.

### **COURSE DESCRIPTION:**

This is a 3-credit course for the Summer 2019, designed to assist pastors, chaplains, counselors and other helping professionals develop a practical theology of trauma, crisis and grief related to biblical, cultural, and psychological insights. It encourages coming to grips with spiritual crisis issues in one's own life. It helps the student offer pastoral care to people affected by trauma, in a crisis, the terminally ill, the bereaved, and their families. It provides practical techniques and strategies for ministry in crisis situations.

### **COURSE PREREQUISITES:**

No prerequisite course required.

## **COURSE PURPOSE:**

As noted in the course description, this course will assist students in the essential elements of pastoral care in a local ministry context.

## **COURSE REQUIREMENTS:**

### *BASIC TECHNOLOGY, COMMUNICATION, AND READING REQUIREMENTS*

*Although this course is conducted as a seated course, it will also be enhanced for online learners, and will use COURSE COMMONS for submitting assignments.*

- *All assignments are due on the date and time specified on the Course Outline and the assignment drop boxes in COURSE COMMONS.*
- *All students are expected to communicate with the instructor any concerns, technical difficulties, and/or questions they may have via email, phone call, or face-to-face appointment.*
- *Students are expected to have daily access to:*
  - *A computer*
  - *The Internet*
  - *Evangel Email*
- *All assignments need to be submitted Microsoft Word format.*
  - *File extension: .docx or .doc format*
  - *Campus computer labs have Microsoft Office 2013 or Office 2016 installed.*
  - *The latest version of Office is available for your personal machine. It can be downloaded by following the instructions at: <https://help.evangel.edu/hc/en-us/articles/201759875-How-Do-I-Get-Microsoft-Office-for-free->*
- *Unless otherwise directed by your instructor, all assignments will be submitted to drop boxes on COURSE COMMONS.*

## **ATTENDANCE:**

Since this is a hybrid course, including seated and online learning, attendance will be determined by the student's participation in the class sessions and the online assignments.

## **COURSE OUTCOMES: (This course supports, but does not assess any of the PLO, EU20 or F.W.E.**

### **Outcomes**

<b>Course Learning Outcomes: Upon completion of this course, the student will be able to:</b>	<b>Program Learning Outcomes</b>	<b>EU20</b>	<b>Faith, Work &amp; Economics Integration</b>
1. Explain various attitudes, beliefs, and feelings concerning trauma, critical incidents, crises, dying, death and grief.	N/A	N/A	N/A
2. Recognize and identify effects of trauma, basic crisis reactions, and resilience.	N/A	N/A	N/A
3. Identify normal and abnormal human responses to trauma, crisis and grief.	N/A	N/A	N/A
4. Understand the significance of Spiritual trauma and the patterns of biblical recovery.	N/A	N/A	N/A

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<sup>1</sup> All AGTS Program Learning Outcomes, EU 20, and Faith, Work and Economic outcomes are found on the website: <https://agts.edu/current-students/academic-policies/>.

5. Discuss techniques and processes of delivery of pastoral care to those affected by critical incidents, trauma and grief and their family members/close friends in their cultural and religious context.	N/A	N/A	N/A
6. Properly deliver an emergency or death notification message.	N/A	N/A	N/A
7. Articulate ethical guidelines for interveners when survivors raise spiritual questions.	N/A	N/A	N/A
8. Identify resources available in the local community to assist in crisis intervention.	N/A	N/A	N/A

### **COURSE ASSIGNMENTS:**

*All assignments have specific due dates that are listed on the attached course outline. **Unless otherwise directed by the instructor, all assignments are submitted to the Course Commons.***

#### **1. Assignment 1 – Pre-session Required Text Reading**

a. Read the above required 2 text books and write a 2 page review for each. This is due in first class period June 10.

#### **2. Assignment 2 – Classroom Discussion**

a. Attend all face-to-face class sessions and be prepared to discuss the topics raised by the course instructor.

#### **3. Assignment 3 – Post-session Reading from Selected Bibliography**

a. Read 3 Books from the above Selected Bibliography and write a 2 page review for each. This is due July 5. (These 3 books may also be utilized in the writing of you Summative Project Paper.)

#### **4. Assignment 4 – Final Project**

a. Submit a 15-20 pages Summative Project Paper for the course that includes each of the following elements:

- i. Summarize a strategic plan for becoming a Trauma Informed community caring for congregational trauma, crisis, and grief needs (in addition to discipleship, evangelism, and worship services). I.e., what do you feel are important areas that address the various needs of a congregation and how will you implement your strategy to address these areas of need? (3 to 5 pages)
- ii. Develop a Para-professional “Trauma Informed Care” plan for ministry settings that addresses areas of: pre-marriage, marriage and family needs (healthy programs), Para-professional counseling, i.e., networking with community professional counseling programs, crisis and trauma counseling, hospital and medical lay-counseling (lay chaplain and holistic health) i.e., spiritual, emotional, physical, relational, intellectual, as well as how to network with community professionals in areas that involve pastoral care. (3 to 5 pages)
- iii. Create a demographic of your community that involves the unique people groups, cultures, family dynamics (traditional couples, single parents, blended families, different cultures, median age, income, and employment opportunities. This will assist you in creating a congregational care program for persons in your

community that addresses the various family dynamics issues of that community. If you are not in ministry, you can develop a demographic of the city that you reside in. (3 to 5 pages)

- iv. Design an intervention program that addresses the abused, poor, addicted, and critical needs of their community in a biblically sound and developmentally sustainable way. Including: networking with various Para-church ministries (i.e., examples: Convoy of Hope, Samaritans Purse, World Vision, rescue missions, Teen Challenge, etc.) (3 to 5 pages)
- v. Know the indicators of how to identify a person in significant psychological distress, abuse, trauma, crisis, or grief and determine the timing of when, whom, and how to refer such a person for intensive intervention. (3 to 5 pages)

All written work should reflect master's level work. Papers should be double spaced, with 1 inch margins, using a 12pt Times New Roman font (Turabian or APA format). You will be graded on writing skill as well as content, so edit your work.

**ASSESSMENT:**

*All assignments will be assessed using the grading and weighting scales noted below.*

**GRADING SCALE:**

A	94 to 100%	C	74 to 76%
A-	90 to 93%	C-	70 to 73%
B+	87 to 90%	D+	67 to 70%
B	84 to 86%	D	64 to 66%
B-	80 to 83%	D-	60 to 63%
C+	77 to 80%	F	0 to 59%

**GRADING POLICY:**

<i>Total Points Possible:</i>		
<u>Category</u>	<u>Points</u>	<u>Percentage</u>
Reading	300	30
Class Attendance/Interaction	300	30
Summative Project	400	40
Total	1,000	100

Students should retain a copy of all work submitted, until they have received a grade for this work.

Students are expected to complete all course work in a timely fashion as specified in this syllabus. A grade of IP (In Process) will be issued if the course ends after the AGTS semester ends. A grade of I (Incomplete) may be granted at the discretion of the professor for extenuating circumstances upon the presentation of the Incomplete Grade Request form:

<http://agts.edu/current-students/administrative-forms/>.

The approved Incomplete request will extend the due date for up to ninety days and may include a grade reduction. Students may not register for courses in a new term if carrying more than two IP or I grades.

— *Schedule* —

**COURSE OUTLINE:**

This is a tentative course outline. Course outline may be changed at the discretion of the course instructor. Notice of changes will be made in class and/or through COURSE COMMONS announcements.

<b>Class Date</b>	<b>Class Topics/Activities</b>
June 10	Explore Biblical foundations for pastoral care of those in trauma, crisis, and grief.
June 11	Identify various attitudes, beliefs, and feelings concerning trauma, critical incidents, crises, dying, death and grief.
June 12	Explore how to recognize and identify effects of trauma, basic crisis reactions, grief and resilience.
June 13	Discuss techniques and processes of delivery of pastoral care to those affected by trauma, crisis and grief.
June 14	Identify resources available in the local community to assist in crisis intervention.

## **SELECTED BIBLIOGRAPHY**

### **Crisis and Trauma:**

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- Aguilera, D.C. *Crisis Intervention: Theory and Methodology*, Rev. ed. Missouri: Mosby, 1998.
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- Bartone, P. T., R. J. Ursano, K. M. Wright, and L. H. Ingraham. "The Impact of a Military Air Disaster on the Health of Assistance Workers: A Prospective Study," *The Journal of Nervous and Mental Disease* 177 (1989): 317-328.
- Cavaiola, A. and J. Colford. *A Practical Guide to Crisis Intervention*. Boston, MA: Houghton Mifflin Company, 2006.
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- Hoff, L.A. *People in Crisis: Understanding and Helping*, Rev. ed. San Francisco: Jossey Bass, 1995.

- Johnson, K. *Trauma in the Lives of Children*. Alameda, CA: Hunter House, 1998.
- Lattanzi-Light, M. and K. Doka, eds. *Living with Grief: Coping with Public Tragedy*. New York: Brunner-Routledge, 2003.
- Mitchell, J. T., and G. S. Everly. *Critical Incident Stress Debriefing: CISD: An Operations Manual for the Prevention of Traumatic Stress Among Emergency and Disaster Workers*. Ellicott City, MD: Chevron, 1996.
- Roberts, A.R. *Crisis Intervention Handbook*. California: Wordsworth Publishing Company, 1990.
- Swihart, J. J. and G. C. Richardson. *Counseling in Times of Crisis*. Waco, TX: Word Books, 1987.
- Switzer, D. *The Minister as Crisis Counselor*. Nashville: Abingdon Press, 1989.
- Young, Marlene A. and National Organization for Victim Assistance. *The Community Crisis Response Team Training Manual*. 1998.

### **Bereavement and Grief:**

- Allen, R. Earl. *For Those Who Grieve*. Nashville: Broadman, 1978.
- Bernstein, Joanne E. *Loss and How to Cope with It*. Boston: Houghton Mifflin, 1981.
- Cain, Albert C., ed. *Survivors of Suicide*. Springfield, IL: Charles C. Thomas, 1972.
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- Kahn, Jack H. *Job's Illness: Loss, Grief and Integration*. New York: Pergamon Press, 1975.
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- Linn, Erin. *I Know How You Feel...Avoiding the Cliches of Grief*. Cary, IL: The Publishers Mark, 1986.
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Tanner, Ira J. *The Gift of Grief*. New York: Hawthorn, 1976.

Taylor, June Filkin. *But for Our Grief: How Comfort Comes*. Nashville: A. J. Holman Company, 1977.

Zunin, M.D., Leonard M., and Hilary Stanton Zunin. *The Art of Condolence: What to Write, What to Say, What to Do at a Time of Loss*. San Francisco: Harper Collins, 1991.

### **Pastoral Care of the Dying:**

Bowers, Margaretta K., et al. *Counseling the Dying*. New York: Harper and Row, 1981.

Heije, Faber. *Pastoral Care in the Modern Hospital*. Philadelphia: The Westminster Press, 1977.

Irion, Paul E. *Hospice and Ministry*. Nashville: Abingdon Press, 1988.

Margolis, Otto S., ed. *Acute Grief: Counseling the Bereaved*. New York: Columbia University Press, 1981.

Meyer, Charles. *Surviving Death: A Practical Guide to Coping for the Dying and Bereaved*, 2nd ed. Mystic, CT: Twenty Third Publications, 1991.

Miller, Jolanda. *You Can Become Whole Again: A Guide to Healing for Christians in Grief*. Atlanta, GA: John Knox, 1981.

Reeves, Robert B.; Robert E. Neale; and Austin H. Kutscher, eds. *Pastoral Care of the Dying and Bereaved*. New York: Health Sciences Publishing Corporation, 1973.

Schoenberg, B., ed. *Bereavement Counseling*. Westport, CT: Greenwood Press, 1980.

### **Enrichment Journal Articles: (Provided in PDF form by instructor)**

"From Hurt to Healing: Pastoral Care and Counseling Part 1," *Enrichment: A Journal for Pentecostal Ministry* 15, no. 3 (Summer 2010): 19-96.

"From Hurt to Healing: Pastoral Care & Counseling Part 2," *Enrichment: A Journal for Pentecostal Ministry* (Fall 2010): 28-115.

"Compassion Ministry: Expressing the Heart of God," *Enrichment: A Journal for Pentecostal Ministry* (Winter 2012): 32-93.

### **SPECIFIC DATA**

Prepared by Dr. Gary R. Allen, March 2019.

### **ACADEMIC INTEGRITY:**

As people of Christ, members of the broader academic community, and future professionals, it is incumbent upon every member of the AGTS-Evangel community to employ and encourage integrity in all our academic and professional pursuits. Any and every instance of academic dishonesty compromises the mission of AGTS-Evangel and violates the standards we hold as people of Christ and practitioners within our professional fields. Students are expected to understand and avoid all forms of academic dishonesty, which includes falsification, cheating, collusion, and plagiarism.

It is the responsibility of the faculty to address any and all acts of academic dishonesty. Sanctions for violations of academic dishonesty can include but are not limited to a failing grade on an assignment, a failing grade for the course, suspension from school, or expulsion from the university. AGTS-Evangel's policy on academic integrity, as published in the Student Handbook, appears in Section VIII. University Policies: Academic Integrity.

### **ELECTRONIC DEVICES IN THE CLASSROOM:**

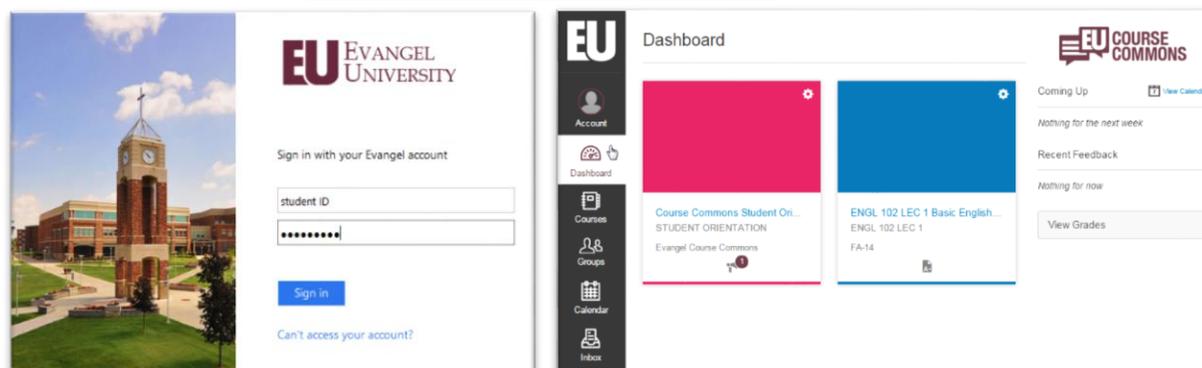
- It is expected that electronic devices will be used during class to support the students' learning. Any use of technology that substantially degrades the learning environment, promotes dishonesty or illegal activities is prohibited.
- Cell phones should only be used for academic purposes during class. It is not permissible to answer cell phones or engage in text messaging while class is in session. Should an emergency situation arise that requires you to use your cell phone, please make the professor aware of the circumstances.

### **DISABILITY ACCOMMODATIONS:**

AGTS-Evangel is committed to equal educational opportunities for students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act as amended (ADA). Academic Support, a division of the Center for Student Success, is the office designated by AGTS-Evangel to review disability documentation, determine reasonable accommodations, and develop plans for the provision of such accommodations.

If you have already established accommodations through Academic Support and receive accommodation memos, please meet with me to discuss the provisions of those accommodations as soon as possible (accommodations are not retroactive). If you have not yet established accommodations, but have a disability or health condition (permanent or temporary) that may have some impact on your work in this class and for which you may require accommodations, you are welcome to contact Academic Support staff in the Center for Student Success (ZM-208; 417-865-2815 x.8215) so that accommodations can be arranged. See the Disability and Academic Accommodations Handbook for further information on the accommodations process.

This course will use Course Commons, Evangel's learning management system. There are links to Course Commons in the Student Portal and the Evangel website. The login page for Course Commons is <https://courses.evangel.com/>.

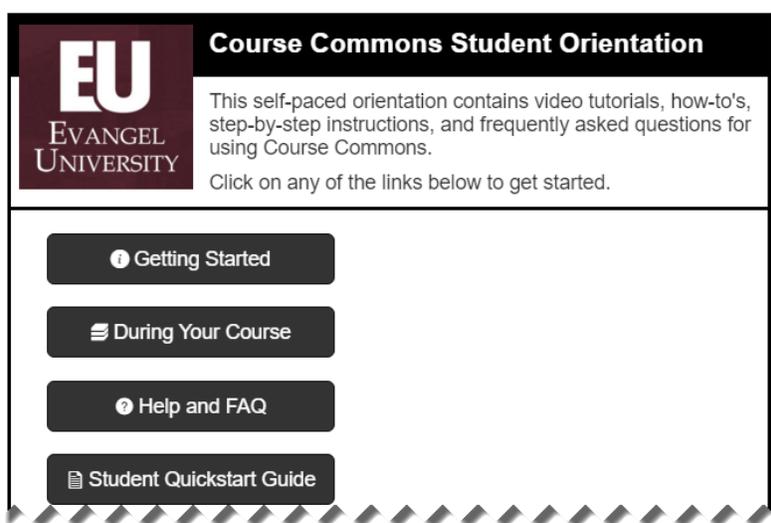


**Use your Evangel username and password to login.**

**Course Commons Student**

### Orientation

All Evangel students have access to the [Course Commons Student Orientation](#). If you are new to Course Commons, you are encouraged to take advantage of this excellent resource. As part of your course preparation, this will help you make the most of the features that are available to you as a student.



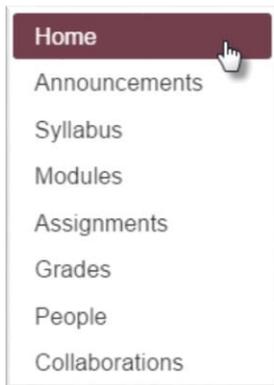
### Accessing the Course in Course Commons

Access your courses list by clicking on the Courses icon on the Global Navigation menu on the left of the screen. You can also click on the course card on the Dashboard.

To customize your Courses list, see the following Help Guide: [How do I customize my Courses list?](#)

Students will have access to this course in Course Commons seven (7) days before the official beginning of the semester. Students have until seven (7) days after the semester begins to complete financial registration. If financial registration is not completed by the seventh day, course access will be revoked.

After the end of the semester, students will have read-only access to the course through Course Commons. Only access to already submitted work, course resources and grades will be available.



### Accessing Course Content in Course Commons

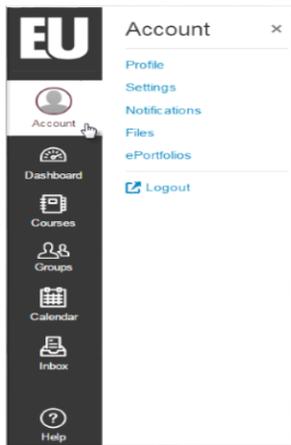
The professor controls the availability of course content and features. Some items may be unavailable until a date set by the professor.

You can navigate the course content and features using the Course Navigation menu on the left. This menu can be customized by the professor, so it may differ from course to course, depending on what features the professor has chosen to make available.

You can collapse the Course Navigation menu to focus on the page content. Click on the menu icon in the upper left (which looks like 3 lines).

You can expand the menu by clicking on the menu icon again.

All course content (syllabus, modules, course materials, assignments, online quizzes, online discussions, grades, etc.) can be accessed using the links in the Course Navigation menu.



### Personal Settings in Course Commons

Students can adjust their personal settings in Course Commons. Click on the Account icon to access the Account menu.

On the **Profile** page, you can add a profile picture to your account. You can also edit your display name, which will show to your instructor and peers throughout Course Commons.

The **Settings** link allows you to add additional contact methods (personal email or cell phone number for text message alerts) to your account. You can also add external services, like Twitter, Skype or Google Drive.

The **Notifications** link allows you to customize *what* notifications you receive from Course Commons and *how* and *when* you receive them. This is a student-centered feature that allows you to optimize your notifications to help you stay connected to what is happening in all your courses.

For more information, see the following pages in the Course Commons Student Orientation: [How to Update your Profile and Settings](#) and [How to Update Your Notifications Preferences](#).

### Accessing Grades in Course Commons

All course grades will be recorded and shown through Course Commons. Simply click the "Grades" button on the lower right of the Dashboard to access your grades for all courses. You can also use the Grades link in the Course Navigation to access your grades for this course.

For more information on how to check your grades and what you can do from the Grades page, see the following page from the Course Commons Student Orientation: [How to Check My Grades](#).

## How to Get Help with Course Commons

Help is never more than a few clicks away! You can access the Help menu from any page in Course Commons.

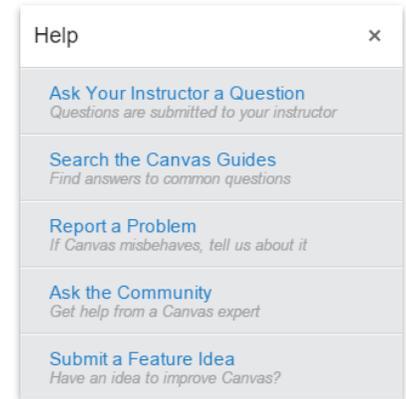
Click on the Help icon in the lower left corner of the screen. Because the Course Commons is powered by the Canvas

Learning Management System, all help guides and helpdesk tickets will reference Canvas.

From the Help menu, you can send a message to your instructor, search the Canvas Help Guides, or report a problem.

You can browse and search the Help Guides using the following link:

<https://community.canvaslms.com/community/answers/guides/>.



## Course Commons Troubleshooting

**Do you have a question about a quiz, an assignment, or another item in the course?**

Contact your professor.

**Are you having technical problems with Course Commons?** Click the Help icon, click "Report a Problem" and complete the form to file a ticket for a personal response from the support team. Please be sure to include a thorough description of the problem.

**Are you having trouble with your Evangel account (username and password)?** Contact the IT Helpdesk at 417-865-2815 ext. 8368 (phone), [helpdesk@evangel.edu](mailto:helpdesk@evangel.edu) (email), or [help.evangel.edu](http://help.evangel.edu).