

GEORGE MASON UNIVERSITY
College of Education and Human Development
Counseling and Development Program
EDCD 797 – X01 (one credit): Trauma Issues in Counseling, Summer 2011

Instructor: Rachael D. Goodman, Ph.D., LPC, NCC

Email: rgoodma2@gmu.edu (preferred contact)

Office Hours: By Appointment

Class Meetings: May 23, May 25, June 1, June 3, & June 6; 4:00pm-6:40pm; Robinson Hall A101

Telephone: (703) 993-5242

Office: Robinson Hall A308C

Course Description

This course provides an introduction to trauma issues in counseling. Topics include assessment and counseling with individuals and communities who have experienced trauma. Areas of emphasis include multicultural counseling and social justice issues in trauma counseling.

Prerequisites: Admission to the GMU Counseling & Development Program; EDCE 603

Course Overview

This course will provide an introduction to trauma issues in counseling. Readings, discussions, and course activities will be used to explore the following topics: historical and sociopolitical factors related to trauma, symptoms of trauma, assessment of trauma, counseling interventions for trauma, counselor self care, and disaster response. Students are required to work in groups to complete a presentation in an area of interest related to trauma. Students will be encouraged to investigate an area that will be helpful to them in their work in schools or community settings. Consistent with the mission of the Counseling and Development Program, the course strives to develop in students a counseling perspective that incorporates a focus on multiculturalism, advocacy, leadership, and social justice.

Relationship of Course to Program Goals and Professional Organizations

1. EDCE 797 is a special topics course and meets the requirement that all masters students take 2-3 credits of special topics course work. This 1-credit course will contribute to counseling students' knowledge of a particular population of clients.
2. EDCE 797 fulfills the requirements of the following professional organizations:
 - Virginia Department of Education requirement for school counseling licensure that candidates understand the knowledge, skills and processes of individual counseling.
 - Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.
 - Council for the Accreditation of Counseling and Related Educational Programs (CACREP) core requirement described in Section II.K.e: Helping relationships: An understanding of counseling and consultation processes.
 - American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

Note: This syllabus is subject to change at the instructor's discretion based on the needs of the class.
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Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

Professional Dispositions

The American Counseling Association (ACA) code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. The George Mason University Counseling & Development Program has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. Please refer to these dispositions, which may be found at <http://gse.gmu.edu/programs/counseling/resources>.

Plagiarism

Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling & Development Program. The GMU English Department has developed the following statement regarding plagiarism: "Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and what is common knowledge for one audience may be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being reader friendly. In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism."

Student Outcomes

Upon completion of this course, students should be able to:

- Articulate relevant social justice and multicultural issues related to trauma issues in counseling.
- Demonstrate an understanding of trauma symptoms, trauma assessment, and trauma interventions.
- Articulate self care concerns as related to trauma counseling.

- Research and co-present information to their peers on a trauma counseling topic of interest.

Required Readings

Book chapters and journal articles as assigned. Additional readings may be assigned.

Course Requirements

Each student is expected to: (1) attend each class, (2) complete all reading assignments before class, (3) arrive on time and stay for the entire class period, and (4) participate in discussions and in-class work groups.

Students in Counseling & Development courses are expected to use APA style for written papers. Links to additional information regarding APA guidelines may be found on the Counseling & Development resource page, <http://gse.gmu.edu/programs/counseling/resources>.

Course Assignments

All assignments are due at the beginning of the course on the date provided. Late homework assignments will be penalized 20% for each day late. Additional assignments and/or assessments may be added at the instructor's discretion.

Reading Takeaways

For each assigned reading, write two brief comments or summary statements highlighting your takeaways (two per book chapter, journal article, etc.). Bring these to class for discussion.

Group Annotated Bibliography

The purpose of the annotated bibliography is to become familiar with literature related to your topic of interest. In this assignment, you will develop skills in locating appropriate articles, as well as summarizing and evaluating the content. Your group will locate five articles from peer-review (scholarly) journals. Review each article and write an annotation for each (between 125 and 150 words each). Following the article citation, each annotation should include a summary of the content *and* an evaluation of the article's usefulness and/or rigor. You must adhere to APA (6th ed.) guidelines. Upload to SafeAssignment on Bb.

Personal Self Care Reflection and Plan

You will complete a written reflection on self care and create your own plan for maintaining wellness and preventing burnout when providing trauma counseling. Upload to SafeAssignment on Bb.

Group Presentation

You will work in a small group to research, create, and deliver a presentation on a trauma counseling topic of your interest. The presentation should be professional, 20-25 minutes in length, and include time for question and answer. The presentation should have at least 5 peer-reviewed journal article references (can be the same used for annotated bibliography). **Possible topics include, but are not limited to:** crisis management, suicide, grief and loss, trauma counseling with special populations (children, culturally diverse individuals, LGBTQ individuals, immigrants, women), domestic violence, trauma counseling from a particular theory (ecological, somatic experiencing, EMDR), trauma counseling in a particular setting (substance abuse, elementary school, teen shelter). Citations must adhere to APA (6th ed.) guidelines. Upload to SafeAssignment on Bb.

Attendance

In accordance with the policies of the Counseling and Human Development Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. **Due to the short duration of the course, attendance in all class meetings is required. An unexcused absence will result in loss of course credit.**

Grading

Participation in class discussions and activities	20%
Annotated bibliography	20%
Self care reflection and plan	20%
Group presentation	40%

In accordance with the George Mason University Grading Policy, the following grades may be achieved:
A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

Course Schedule

Class	Date	Topic(s)	Reading Due	Assignment Due
1	Monday, May 23, 2011	Introduction to trauma Multicultural/social justice trauma counseling	<ul style="list-style-type: none">• Herman Ch. 1• Dass-Brailsford Ch. 1	
2	Wednesday, May 25, 2011	Trauma symptoms Assessment of trauma	<ul style="list-style-type: none">• Rothschild Ch. 1• Collins & Collins Ch. 2• Danieli Ch. 4	<ul style="list-style-type: none">• Reading takeaways
3	Wednesday, June 1, 2011	Interventions for trauma	<ul style="list-style-type: none">• Dass-Brailsford Ch. 4• Wolmer et al., 2011	<ul style="list-style-type: none">• Reading takeaways• Annotated bibliography
4	Friday, June 3, 2011	Disaster response Self care	<ul style="list-style-type: none">• Halpern & Tramontin Ch. 2• Collins & Collins Ch. 14	<ul style="list-style-type: none">• Reading takeaways• Self care reflection and plan
5	Monday, June 6, 2011	Group presentations on selected topics		<ul style="list-style-type: none">• Presentations