

**GEORGE MASON UNIVERSITY**

**Graduate School of Education and Human Development**

**Advanced Counseling I: Working with interpersonal violence issues in counseling  
(EDCD 797 - 002)**

**Instructor:** Anchal Khanna, MS, LCMFT, LPC

**Semester:** Fall 2011

**Email:** [akhanna3@gmu.edu](mailto:akhanna3@gmu.edu)

**Times:** 9/24 and 10/1– 9am to 4:30pm

**Office Hours:** by appointment

**Location:** Robinson Hall A,

**Credit Hrs:** 1

Rm101

**Prerequisites:**

Admission to the CNDV program, EDCD603

**Course Description:**

This course provides a broad understanding of different types of interpersonal violence, including domestic violence, dating violence, sexual assault and stalking. An introduction to assessment of violence, clinical interventions and comprehensive treatment planning will be emphasized. Special attention will be given to addressing these issues in multicultural contexts.

**Methods of Instruction:**

A variety of instructional methods will be used including lecture, class discussion, power point, and in-class experiential exercises.

**Learner Outcomes:**

1. Understand the psychological and emotional impact of different forms of interpersonal violence including domestic violence, dating violence, sexual assault and stalking.
2. Gain a broad understanding of the various clinical interventions and assessments while working with victims and survivors of the above stated forms of interpersonal violence.
3. Become aware of multicultural considerations when working with victims and survivors of interpersonal violence from different backgrounds.

### **Relationship to Course and Program Goals and Professional Organizations:**

1. EDCD 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. EDCD 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.

### **Required Readings:**

1. There is no textbook required for this course. Four book chapters have been placed on E-reserves. Your password for the E-reserves section is 'violence'.
2. In addition to the material on E-reserves, the following articles listed below are available online through George Mason libraries.
3. It is expected that all students will review the readings to enhance their understanding of the discussed content in class.
4. Journal Articles available online:

Sokoloff, N. J. & Dupont, I. (2005). Domestic violence at the intersections of race, class and gender: Challenges and contributions to understanding violence against marginalized women in diverse communities. *Violence Against Women, 11* (1), 38-64.

Van Der Kolk, B.A (2006). Clinical implications of neuroscience research in PTSD. *Annals of the New York Academy of Sciences, 1071*, 277–293.

### **Course Requirements:**

## **Attendance and Participation**

Attendance and Participation will constitute for thirty points of the grade. Students are expected to actively participate in all class discussions/activities and complete all reading and written assignments. **Any unexcused absence will result in course failure** since there are only two formal class periods (30 points).

## **Response Papers**

Two brief response papers (15 points each) to any two articles/book chapters from the selected readings are required. The papers must be typed, double spaced and two to three pages in length, with twelve-point font. Your responses may include your reactions to the content as well as your thoughts on the application of the material discussed. These response papers are due by the beginning of class on 10/1.

## **Final Paper**

1. The final paper must be six to eight pages in length, double spaced with twelve 12-point font. Title and reference pages are not included in the required page count. The due date for the paper is October 21. As this is after the last day of class, leave the papers in the instructor's mailbox no later than the end of the day on October 21. **Only hard copies of the paper will be accepted.** If you anticipate not being able to drop off the paper on that date, please make arrangements to drop it off sooner. Grades will be posted within a week of this submission.
2. The content of the paper must include information on existing literature and clinical applications in addition to other content of your choice.
3. A list of topics is mentioned below. If you have an idea for a paper that fits within the content area of this course and is not listed, consult with the instructor.
  - Understanding any form of Interpersonal Violence (Domestic Violence, Sexual Assault etc.) in a specific community (E.g.: Native American, South Asian, LGBTQ etc.)
  - Self Injury
  - Counseling victims and survivors of sexual Assault on College Campuses
  - Psychological Impact of Domestic Violence or Sexual Assault
  - Counseling victims and survivors of childhood sexual abuse
  - Vicarious trauma and self care for mental health professionals working with victims and survivors of interpersonal violence

Note: All written assignments must be formatted using updated A.P.A. style guidelines.

### **Student Evaluation:**

Assignments will comprise the following percentages of each student's final grade:

Class Attendance and Participation 30%

Response Papers 30%

Final Paper 40%

### **Grading:**

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A 96 - 100

A- 91 - 95

B+ 87 - 90

B 83 - 86

B- 80 - 82

C+ 76 - 79

F 75 or below

### **College of Education and Human Development statement of expectations:**

#### *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/>].