

GEORGE MASON UNIVERSITY
College of Education and Human Development
Counseling and Development Program
EDCD 797 – X02 (two credits): Trauma Issues in Counseling, Summer 2012

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Office Hours: By appointment on MWF; email to schedule

Teaching Assistant: Saara Amri, M.Ed., LPC

Class Meeting: MWF Summer Session C, 3:30-6:10pm, Krug Hall 107

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Course Description

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

Prerequisites: Admission to the GMU Counseling & Development Program; ED CD 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. The course incorporates mindfulness-based interventions and experiential activities as trauma counseling interventions, as well as techniques that promote counselor self-care and personal/professional development.

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.
- Articulate the use of mindfulness-based techniques within trauma counseling.
- Research and co-present information to their peers on a trauma counseling topic of interest.

Relationship of Course to Program Goals and Professional Organizations

1. ED CD 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. ED CD 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.

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- Mason Email – 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, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].
- Counseling and Psychological Services – 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/>].
- Office of Disability Services – 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 <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The Writing Center – 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/>].
- University Libraries – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].
- Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.
- 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.”

APA Format

Students in Counseling & Development courses are expected to use APA style (6th ed.) for written papers.

Electronic Devices

Turn off and put away all electronic communication devices during class. Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only, but you must submit a request in writing to do so. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.) will result in a significant deduction in your participation grade. **Notify the instructor prior to class if you have an emergency situation that requires accommodation.**

Attendance

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. Late arrival to class will be considered an absence. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused.

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, (4) participate in discussions and in-class work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard as assigned.

Required Reading

Herman, J. (1997). *Trauma and recovery*. New York: Basic Books.

Additional assigned book chapters and articles are available via Blackboard or GMU libraries.

Course Expectations and Assignments

Unless otherwise noted, assignment for the course are to be **submitted in two ways**: (1) Submit an electronic copy prior to the beginning of class on the date due via SafeAssignment on the course Blackboard site, and (2) Bring a paper copy to class on the date due. Late homework assignments will be subject to a penalty of 20% for each day late. Additional assignments and/or assessments may be added at the instructor's discretion.

Reading Journal

Prior to each class meeting, you will post a personal journal entry on the assigned reading(s) on the Reading Journal site in Bb. Typically, the journal entries will be a response to the question(s) posed by the instructor on the assigned reading. You are expected to respond to the prompt thoughtfully and thoroughly. We will use these entries as topics for in-class discussions and to ensure reading comprehension. **Submit your reading journal entry by 2pm on the day the reading is assigned** (entries are submitted *prior* to the class during which the reading will be discussed).

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. This is a reflection paper, so you do not need to include citations or APA formatting; however, please attend to clarity and organization in your writing. The content of the paper can reflect whatever aspects of self care are most salient for you, including: thoughts about self care (need, importance), concerns or areas of consideration (triggers, vulnerabilities for burnout), and/or new knowledge about self care (experiences in the course, program, or other activities). Please also include a section that discusses how you plan to attend to self care in the future based on your understanding of and reflection on self care. The paper should be approximately four pages in length (double-spaced).

Group Project

You will work in a small group to research, create, and deliver a presentation on a trauma counseling topic of your interest. Possible topics include, but are not limited to: crisis management, suicide, grief and loss, trauma counseling with special populations (children, LGBTQ individuals, immigrants, women), or trauma counseling in a particular setting (substance abuse, elementary school, teen shelter).

You should integrate the C&D mission by focusing on multicultural, social justice, advocacy, and/or leadership of your topic. In particular, please consider any public policies or ecosystemic factors that are relevant. An example of this would be to include current domestic violence laws as they relate to counseling or legal rights for women who have experienced intimate partner violence.

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 10 articles from peer-review (scholarly) journals. Review each article and write an annotation for each (between 150 and 200 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.

Group Presentation

Your group will provide a professional presentation to the class on your topic. The presentation should be 20-25 minutes in length, and include time for question and answer. The presentation should have at least 10 peer-reviewed journal article references (these can be the same used for annotated bibliography, but this is not required). Citations must adhere to APA (6th ed.) guidelines.

Grading

Participation in class discussions and activities	15%
Reading journal	20%
Self care reflection and plan	15%
Group annotated bibliography	20%
Group presentation	30%

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, Mon.	July 2, 2012	Introduction to trauma and trauma counseling	<ul style="list-style-type: none"> • Herman Ch. 1 (A Forgotten History) • Dass-Brailsford Ch. 1 (Overview of Trauma) 	
2, Mon.	July 9, 2012	Multicultural and social justice in trauma counseling	<ul style="list-style-type: none"> • Levine Ch. 3 (The Changing Face of Trauma) • Herman Chs. 2 and 3 (Terror; Disconnection) • Article selection (read one) 	<ul style="list-style-type: none"> • Reading journal
3, Wed.	July 11, 2012	Trauma symptoms Assessment of trauma	<ul style="list-style-type: none"> • Collins & Collins Ch. 2 (Assessment) • Rothschild Ch. 1 (Overview of PTSD) 	<ul style="list-style-type: none"> • Group topic choice • Reading journal
4, Mon.	July 16, 2012	Engaging in trauma counseling & Self care	<ul style="list-style-type: none"> • Rothschild Ch. 5 (First, Do No Harm) • Herman Ch. 7 (A Healing Relationship) • Collins & Collins Ch. 14 (Helping the Helpers) 	<ul style="list-style-type: none"> • Reading journal
5, Wed.	July 18, 2012	Recovery Stages 1 and 2	<ul style="list-style-type: none"> • Herman Chs. 8 & 9 (Safety; Remembrance and Mourning) 	<ul style="list-style-type: none"> • Reading journal
6, Fri.	July 20, 2012	Recovery Stage 3	<ul style="list-style-type: none"> • Herman Ch. 10 (Reconnection) 	<ul style="list-style-type: none"> • Reading journal
7, Mon.	July 22, 2012	Interventions for trauma	<ul style="list-style-type: none"> • Dass-Brailsford Ch. 4 (Empowering Interventions) • Levine Ch. 6 (A Map for Therapy) 	<ul style="list-style-type: none"> • Group annotated bibliography (hard copy and Bb) • Reading journal
8, Wed.	July 25, 2012	Prevention and resilience	<ul style="list-style-type: none"> • Wolmer et al., 2011 (Preventing Children's PTS) • Article to be assigned 	<ul style="list-style-type: none"> • Reading journal
9, Mon.	July 30, 2012	Disaster response & crisis intervention	<ul style="list-style-type: none"> • Halpern & Tramontin Ch. 2 (Characteristics of Disaster) • Bemak & Chung, 2011 (Post-Disaster Social Justice Group Work) 	<ul style="list-style-type: none"> • Self care reflection and plan (hard copy and Bb) • Reading journal
10, Wed.	August 1, 2012	Group presentations on selected topics		<ul style="list-style-type: none"> • Group presentation (hard copy and Bb) • Individual group form