

**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**  
**Counseling and Development**

**EDCD 797 003**

**Advanced Topics in Education: Interpersonal Violence**

**1.0 credit, Fall 2013**

**November 23 and December 7 (9am – 4:30pm)**

**Krug Hall 107**

**PROFESSOR:** Anchal Khanna, M.S., Licensed Professional Counselor

**Office hours:** By appointment only

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

**COURSE DESCRIPTION**

A. **Prerequisites:** Admission to the CNDV program, EDCD 603

B. **Course Description:** Advanced Topics in Education

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.

**LEARNER OUTCOMES**

This course is designed to enable students to:

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.

## **PROFESSIONAL STANDARDS**

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 TEXT**

1. There is no textbook required for this course.
2. 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.

Cloitre, M., Courtois, C.A., Charuvastra, A., Carapezza, R., Stolbach, B.C., & Green, B.L. (2011). Treatment of complex PTSD: Research on the ISTSS expert clinician survey on best practices. *Journal of Traumatic Stress, 24* (6), 615-627.

Newell, J.M. & MacNeil, G.A. (2010). Professional Burnout, Vicarious Trauma, Secondary Post Traumatic Stress and Compassion Fatigue: A review of theoretical terms, risk factors and preventive methods for clinicians and researchers. *Best Practices in Mental Health, 6* (2), 57-68.

Foa, E. B. (2011). Prolonged Exposure Therapy: Past, Present and Future. *Depression and Anxiety, 28*, 1043–1047

**PROPOSED CLASS SCHEDULE**

DATE	Topic/Learning Experiences	Reading Assignments
11/23	Psychological and emotional impact of different forms of interpersonal violence including domestic violence, dating violence, sexual assault and stalking.	All readings
	Multicultural considerations when working with victims and survivors of interpersonal violence from different backgrounds.	
12/7	Understanding of the various clinical interventions and assessments while working with victims and survivors of the above stated forms of interpersonal violence.	All readings
	Vicarious Trauma	
	Multicultural considerations when working with victims and survivors of interpersonal violence from different backgrounds.	

**COURSE ASSIGNMENTS AND EXAMINATIONS**

## **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**

One brief response (20 points) to any article 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 must include your reactions to the content as well as your thoughts on the application of the material discussed. The response paper is due by the end of the day on 12/1. Please upload the paper on Blackboard by 12pm on 12/1.

## **Final Paper**

1. The final paper (50 points) 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 December 6. Please upload the papers on Blackboard by 12pm on 12/6. Grades will be posted within a week of the last day of class.
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.
  - The nature of Interpersonal Violence (Domestic Violence, Sexual Assault etc.) in a specific community (E.g.: Native American, South Asian, LGBTQ etc.)
  - Etiology and Treatment of 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.

**GRADING RUBRIC**

	<b>Does not meet standards 1</b>	<b>Approaches meeting standards 2</b>	<b>Meets Standards 3</b>	<b>Exceeds standards 4</b>	<b>SCORE</b>
<b>Criteria</b>					
<b>Final Paper</b>	<p>The paper is not submitted by 12pm on 12/6.</p> <p>The paper has numerous grammatical errors.</p> <p>The paper has less three citations of research articles.</p> <p>The paper has less than three elements pertaining to the application of the topic.</p>	<p>The paper is submitted by 12pm on 12/6.</p> <p>The paper has few grammatical errors.</p> <p>The paper has less three citations of research articles.</p> <p>The paper has less than three elements pertaining to the application of the topic.</p>	<p>The paper is submitted by 12pm on 12/6.</p> <p>The paper is well written and has few grammatical errors.</p> <p>The paper has three to four citations of research articles.</p> <p>The paper has three to four elements pertaining to the application of the topic.</p>	<p>The paper is submitted by 12pm on 12/6.</p> <p>The writing is free of grammatical errors.</p> <p>The paper has five to six citations of research articles.</p> <p>The paper has five to six elements pertaining to the application of the topic.</p>	

<b>Response Paper</b>	The paper is submitted on 12/1.	The paper is submitted on 12/1.	The paper is submitted on 12/1.	The paper is submitted on 12/1.	
	The paper has numerous grammatical errors.	The paper has few grammatical errors.	The paper is well written and has few grammatical errors.	The writing is free of grammatical errors.	
	The paper has less two reactions discussed.	The paper has less two reactions discussed.	The paper has two to three reactions discussed.	The paper has four or more reactions discussed.	
	The paper has less than two elements pertaining to the application of the topic.	The paper has less than two elements pertaining to the application of the topic.	The paper has two to three elements pertaining to the application of the topic.	The paper has four or more elements pertaining to the application of the topic.	

**TASKSTREAM REQUIREMENTS**

Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit the appropriate assessment to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the

course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

### **GMU POLICIES AND RESOURCES FOR STUDENTS**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See
- b. <http://oai.gmu.edu/honor-code/>].
- c. Students must follow the university policy for Responsible Use of Computing [See
- d. <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- e. 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.
- f. 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/>].
- g. 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/>].
- h. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- i. 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/>].

### **PROFESSIONAL DISPOSITIONS**

Students are expected to exhibit professional behaviors and dispositions at all times.

### **CORE VALUES COMMITMENT**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

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