



## College of Education and Human Development

Counseling & Development  
4400 University Drive, MS 1H1, Fairfax, Virginia 22030  
Phone: 703-993-2087; Fax: 703-993-5577  
<http://gse.gmu.edu/counseling/>

### **EDCD 797.X02:**

#### **Introduction to Trauma Counseling**

**1 Credit, Summer 2015**

**4pm-6:40pm**

**Meeting dates: 6/1, 6/3, 6/5, 6/8, 6/10**

**Robinson Hall B203**

**PROFESSOR:** Rachael D. Goodman, Ph.D., LPC  
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### **COURSE DESCRIPTION**

#### A. Prerequisites/Co-requisites

Admission to CNDV program, EDCE 603

#### B. University Catalog Course Description

Advanced study of selected topics in education for students who have been admitted to the Counseling and Development program.

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

#### C. Expanded Course Description

This course will provide an introduction to trauma 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 will develop case conceptualization and clinical skills related to trauma counseling. Consistent with the mission of the Counseling and Development Program, students will develop a trauma counseling perspective that incorporates multiculturalism, advocacy, leadership, social justice, and internationalism.

### **COURSE OBJECTIVES /LEARNER OUTCOMES**

This course is designed to enable students to:

- Articulate relevant social justice and multicultural issues related to trauma counseling.
- Demonstrate an understanding of trauma symptoms, trauma assessment, and trauma interventions.
- Articulate self care concerns related to trauma counseling.
- Demonstrate fundamental trauma counseling skills and approaches.
- Develop trauma counseling case conceptualizations and recommendations.

### **PROFESSIONAL STANDARDS**

EDCD 797 is a special topics course and meets the requirement that all masters students take 2 credits of special topics course work. This 1-credit course will contribute to counseling students' knowledge of a particular population of clients.

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 TEXTS**

NONE: assigned readings provided via Blackboard.

## **COURSE ASSIGNMENTS**

### Trauma Counseling Reflection Paper (15% of total grade)

As you begin learning about trauma counseling in this course, reflect on any reactions you have to doing trauma counseling work or working with trauma survivors. How did you become interested in this topic? What concerns do you have about providing trauma counseling? What expectations did you bring into the course, and how does that compare or contrast with what we have covered so far? The paper should be approximately three pages in length (double-spaced).

### Self Care Reflection Paper (15% of total grade)

You will complete a written reflection on self care and maintaining wellness and preventing burnout when providing trauma counseling. 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). The paper should be approximately three pages in length (double-spaced).

### Article Review (20% of total grade)

Select an article from a peer-reviewed journal that addresses some aspect of trauma counseling that is of interest to you. The article might describe the needs or concerns of a particular population (e.g., survivors of intimate partner violence or of a tsunami), or might discuss a particular counseling perspective or intervention that can be used in trauma counseling (e.g., dialectical behavior therapy, EMDR). Your review should contain the following sections: (a) a summary of the article's content, (b) a critique of the article's usefulness to trauma counseling practice, (c) a critique of the article's attention to multiculturalism, and (d) a critique of the article's attention to social justice issues. The paper should be approximately four pages in length (double-spaced).

### Final Paper (40% of total grade)

You will be given a case vignette describing a client who has experienced trauma. Using the frameworks from this course and outside resources, you will develop a case conceptualization paper that has the following components:

#### *1. Case Conceptualization*

- In what ways is the client's presentation consistent with traumatic stress?
- What may be the client's sources of traumatic stress?
- If you were working with this client in counseling, what areas would you focus on and explore further?

#### *2. Resources*

- Given your conceptualization of the client, what community resources would you consider accessing for or with the client to address short term needs?
- Given your conceptualization of the client, what community resources would you consider accessing for or with the client to address long term needs?

The paper should be approximately five to six pages in length (double-spaced) and adhere to APA (6<sup>th</sup> ed.) format. A minimum of two articles from peer-reviewed journals should be cited.

### Participation (15% of total grade)

Students in Counseling & Development courses are expected to demonstrate a high level of participation

consistent with graduate-level education. Students are expected to: be on time and present for the duration of the class; demonstrate engagement (ask questions, share thoughts); be respectful and attentive; and demonstrate preparedness for each class meeting.

## **SUMMARY OF GRADING SYSTEM AND COURSE REQUIREMENTS**

### Grading

Trauma Counseling Reflection Paper (15% of total grade)  
Personal Self Care Reflection and Plan (15% of total grade)  
Article Review (20% of total grade)  
Final Paper (35% of total grade)  
Participation (15% of total grade)

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 EXPECTATIONS**

APA Format: Students in Counseling & Development courses are expected to use APA style (6<sup>th</sup> 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

In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. Due to the short nature of this class, **any unexcused absences will result in loss of course credit.** Attendance is required for all classes. 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.

### Assignments

Unless otherwise noted, the assignments 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.

### 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 not 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.”

**TASKSTREAM REQUIREMENTS: Not applicable for this course**

### **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://oai.gmu.edu/the-mason-honor-code/>].
- 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/policies/responsible-use-of-computing/>].
- 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 (Optional Resource) – 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 (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

### **PROFESSIONAL DISPOSITIONS**

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

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/counseling/policies-resources/>.

### **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 <http://gse.gmu.edu/>.**

**PROPOSED CLASS SCHEDULE:**

<b>Class</b>	<b>Date</b>	<b>Topic(s)</b>	<b>Reading Due</b>	<b>Assignment Due</b>
1, Mon.	June 1, 2015	Introduction to trauma Multicultural/social justice trauma counseling	<ul style="list-style-type: none"> <li>Herman Ch. 1 (A Forgotten History)</li> <li>Dass-Brailsford Ch. 1 (Overview of Trauma)</li> </ul>	
2, Wed.	June 3, 2015	Trauma symptoms Assessment of trauma	<ul style="list-style-type: none"> <li>Collins &amp; Collins Ch. 2 (Assessment)</li> <li>Rothschild Ch. 1 (Overview of PTSD)</li> </ul>	Trauma counseling reflection paper (Bb & hard copy)
3, Fri.	June 5, 2015	Engaging in trauma counseling Interventions for trauma	<ul style="list-style-type: none"> <li>Rothschild Ch. 5 (First, Do No Harm)</li> <li>Dass-Brailsford Ch. 4 (Empowering Interventions)</li> </ul>	
4, Mon.	June 8, 2015	Disaster response Self care	<ul style="list-style-type: none"> <li>Halpern &amp; Tramontin Ch. 2 (Characteristics of Disaster)</li> <li>Collins &amp; Collins Ch. 14 (Helping the Helpers)</li> </ul>	Self-care reflection paper (Bb & hard copy)
5, Wed.	June 10, 2015	Trauma prevention Systemic interventions	<ul style="list-style-type: none"> <li>Wolmer et al., 2011 (Preventing Children's PTS)</li> <li>Article selection</li> </ul>	Article (Discussion board & hard copy) & Article review (Bb & hard copy)
Final Due, Wed.	June 17, 2015	<b><i>No class meeting via Bb: Final Paper Due by 5pm</i></b>		

**ASSESSMENT RUBRIC:****Trauma Counseling Reflection Paper****Grading Rubric:**

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]

An "A" paper is one that:

<b><i>Expectations</i></b>	<b><i>Exceeds</i></b>	<b><i>Meets</i></b>	<b><i>Does not meet</i></b>
<ul style="list-style-type: none"> <li>Is clear, well written, and well organized. 20%</li> </ul>	A	A- to B	B- and below
<ul style="list-style-type: none"> <li>Demonstrates thoughtful reflection on the assigned topic. 40%</li> </ul>	A	A- to B	B- and below
<ul style="list-style-type: none"> <li>Demonstrates integration of knowledge from the course and your own experiences/interests. 40%</li> </ul>	A	A- to B	B- and below

**Total grade of out 100:**