



College of Education and Human Development

Counseling & Development
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<http://gse.gmu.edu/counseling/>

EDCD 797 C01: Counseling and Trauma (1:1:0)
Summer 2016
Mondays & Wednesdays 7:00 PM – 10:00 PM
Krug Hall 107

Professor: Rachael D. Goodman, Ph.D., LPC

Office hours: Monday/Wednesday by Appointment (email to schedule)

Office location: Krug 201C, Fairfax Campus

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COURSE DESCRIPTION

A. Prerequisites/Corequisites

Admission to the GMU Counseling & Development Program; EDCD 603

B. University Catalog Course Description

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.

NATURE OF COURSE DELIVERY

Face to face; online course materials and submissions; independent group/partner work.

LEARNER OUTCOMES or OBJECTIVES

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 (CACREP)

1. EDCD 797 is a special topics course and meets the requirement that all master's 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:
 - a. Virginia Department of Education requirement for school counseling licensure that candidates understand the knowledge, skills, and processes of individual counseling.
 - b. Virginia Department of Health Professionals requirement that Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.

- c. 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.
- d. 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 2-3 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 2-3 pages in length (double-spaced).

Traumatic Experience Article Review (25% of total grade)

Select an article from a peer-reviewed journal that addresses a type of traumatic experience that is of interest to you. Examples include survivors of intimate partner violence (IPV) or of a particular type of disaster (e.g., a tsunami), and you might also narrow down to a particular population of interest (e.g., women survivors of IPV or Native Americans experiencing intergenerational trauma). Your review should contain the following sections: (a) a summary of the article's content, (b) a discussion of how the content might be used in trauma counseling practice, and (c) a critique of the article's attention to multiculturalism and to social justice concerns. The paper should be approximately 3-4 pages in length (double-spaced).

Trauma Counseling Intervention Article Review (25% of total grade)

Select a research article from a peer-reviewed journal that addresses a trauma counseling intervention, therapy, or technique that is of interest to you. Examples include somatic awareness, dialectical behavior therapy, EMDR, animal-assisted, TF-CBT, and many others. 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, and (c) a critique of the article's attention to multiculturalism and to social justice concerns. The paper should be approximately 3-4 pages in length (double-spaced).

Participation & Reading Reflections (20% 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.

Reading Reflections: For each of the classes where there is an assigned reading, you will bring in a short written reflection that addresses the assigned reading. This can be informal and does not need to be in APA format, although it may be collected so please write/type coherently. The primary purposes are to ensure reading comprehension and to generate reflection and ideas for discussion in class.

Grading

Trauma Counseling Reflection Paper (15% of total grade)
Personal Self Care Reflection and Plan (15% of total grade)
Traumatic Experience Article Review (25% of total grade)
Trauma Counseling Intervention Article Review (25% of total grade)
Participation & Reading Reflections (20% 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 (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

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 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.”

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT:

Not applicable for this course

GMU POLICIES AND RESOURCES FOR STUDENTS:

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

PROPOSED CLASS SCHEDULE:

Class	Date	Topic(s)	Reading Due	Assignment Due
1, Mon.	June 27	Introduction to trauma Multicultural/social justice trauma counseling	<ul style="list-style-type: none"> • Herman Ch. 1 (A Forgotten History) • Dass-Brailsford Ch. 1 (Overview of Trauma) 	
2, Wed.	June 29	Trauma symptoms Assessment of trauma	<ul style="list-style-type: none"> • Collins & Collins Ch. 2 (Assessment) • Rothschild Ch. 1 (Overview of PTSD) 	Trauma counseling reflection paper (Bb & hard copy); Reading Reflection (RR)
Mon.	July 4	No class - holiday		
3, Wed.	July 6	Engaging in trauma counseling Interventions for trauma	<ul style="list-style-type: none"> • Rothschild Ch. 5 (First, Do No Harm) • Dass-Brailsford Ch. 4 (Empowering Interventions) 	RR
4, Mon.	July 11	Disaster response Self-care	<ul style="list-style-type: none"> • Halpern & Tramontin Ch. 2 (Characteristics of Disaster) • Collins & Collins Ch. 14 (Helping the Helpers) 	Self-care reflection paper (Bb & hard copy); RR
5, Wed.	July 13	Ecosystemic interventions	<ul style="list-style-type: none"> • Harvey, 2007 (Ecological resilience) • Article selection 	Traumatic Experience Article Review (Bb & hard copy); RR
Mon.	July 18	<i>No class meeting: Trauma Counseling Intervention Article review due</i>		

ASSESSMENT RUBRIC:

Trauma Counseling Intervention Article Review (25% of total grade)

Select a research article from a peer-reviewed journal that addresses a trauma counseling intervention, therapy, or technique that is of interest to you. Examples include somatic awareness, dialectical behavior therapy, EMDR, animal-assisted, TF-CBT, and many others. 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, and (c) a critique of the article’s attention to multiculturalism and to social justice concerns. The paper should be approximately 3-4 pages in length (double-spaced).

Upload your assignment to Bb in a Word file and submit a hard copy in class.

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]

	4: A [100-97]; A- [96-94]; Exceeds standards	3: B+ [93-91]; B [90-87]; meets standards	2: B- [86-84]; C [83-80]; approaching standards	1: F [79 and below]; below standards
Article parameters: empirical research articles in peer-reviewed journal a trauma counseling intervention	All parameters met	Most parameters met	Some parameters met	Most parameters not met
Writing style, grammar, & APA format: Uses scholarly (formal) language to present all ideas. Is well written, grammatically correct, and understandable. Uses APA format.	Meets criteria	Almost all criteria met	Some criteria met	Most criteria not met
A. Summary	Clear, thorough summary of the article’s purpose and findings	Clear but limited summary	Unclear and somewhat limited summary	Lacking coherent summary
B. Usefulness	Demonstrates critical and complex thinking about how the findings might be applied in counseling practice and their limitations	Demonstrates basic thinking about application to counseling	Demonstrates limited thinking about application to counseling	Demonstrates no thinking about application to counseling
C. Multicultural and social justice	Both concepts addressed and assessed in terms of the article’s attention to or lack of attention to these concepts	Concepts addressed; limited assessment of one of the concepts	Concepts addressed; limited assessment of both of the concepts	One or both concepts not addressed

Total grade of out 100: