

**George Mason University**  
**College of Education and Human Development**  
**Counseling and Development**

EDCD 797.002 – Introduction to Trauma Counseling  
1 Credit, Fall 2017

Saturday, Sept. 16 & Sunday, Sept. 17; 9am-4:30pm; Aquia Building 219 – Fairfax Campus

**Faculty**

Name: Rachael D. Goodman, Ph.D., LPC  
Office Hours: By Appointment; email to schedule  
Office Location: Krug Hall Room 201C  
Office Phone: 703-993-5242  
Email Address: rgoodma2@gmu.edu (preferred communication)

**Prerequisites/Corequisites**

Admission to the GMU Counseling & Development Program; EDCD 603

**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.

**Course Overview**

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 Delivery Method**

Face to face; online course materials and submissions; 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

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 Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and/or Examinations**

### Trauma Counseling Reflection Paper

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

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).

### Traumatic Experience Article Review

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 four pages in length (double-spaced).

### Trauma Counseling Intervention Article Review

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 four pages in length (double-spaced).

### Participation

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.

- **Other Requirements**

**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 unless otherwise noted: (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."

- **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 (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]

## **Professional Dispositions**

See <https://cehd.gmu.edu/students/polices-procedures/>

## Class Schedule

***\*\*Articles must be read prior to class; bring hard copies of all assigned articles to class.***

Class	Date	Topic(s)	**Reading Due	Assignment Due
1	Sat., Sept. 16	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>	Trauma counseling reflection paper (Bb & hard copy)
		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>	
		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>	
2	Sun., Sept. 17	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)
		Ecosystemic interventions	<ul style="list-style-type: none"> <li>Harvey, 2007 (Ecological resilience)</li> <li>Betancourt &amp; Kahn (2008)</li> </ul>	
No class	Sept. 24 by midnight	No class meeting: Traumatic Experience Article Review and Trauma Counseling Intervention Article review due (submit via Bb)		

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

## 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: <http://cehd.gmu.edu/values/>.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).

- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.**

### Assessment Rubric(s)

Written Assignments are required to include a title page and references page(s) in accordance with APA (6th ed.) format. Your paper should be double-spaced in 12 pt. Times New Roman font with 1-inch margins. Assignments should be uploaded as a Word document (.doc or .docx) to SafeAssignment.

**4: A [100-97]; A- [96-94]; exceeds standards:** The student meets the criteria described consistently and/or completely.

**3: B+ [93-91]; B [90-87]; meets standards:** The student meets the criteria; few errors.

**2: B- [86-84]; C [83-80]; approaching standards:** The student partially meets criteria; some errors.

**1: F [79 and below]; below standards:** The student does not meet the criteria; numerous errors.

#### Trauma Counseling Reflection Paper Rubric

Area Assessed	%
1. Is clear, well written, and well organized. Uses APA format.	20%
2. Demonstrates thoughtful reflection on the assigned topic.	35%
3. Demonstrates integration of knowledge from the course and your own experiences/interests.	45%

#### Self Care Reflection Paper Rubric

Area Assessed	%
1. Is clear, well written, and well organized. Uses APA format.	20%
2. Demonstrates thoughtful reflection on the assigned topic.	35%
3. Demonstrates integration of knowledge from the course and your own experiences/interests.	45%

#### Traumatic Experience Article Review Rubric

Area Assessed	%
1. Article parameters: article in peer-reviewed journal on a traumatic experience.	10%
2. Writing style, grammar, & APA format: Uses scholarly (formal) language to present all ideas. Is well written, grammatically correct, and understandable. Uses APA format.	15%
3. Summary: Clear, thorough summary of the article's purpose and findings.	25%
4. Usefulness: Demonstrates critical and complex thinking about how the content might be applied in counseling practice and the limitations.	25%
5. Multicultural and social justice: Both concepts addressed and assessed in terms of the article's attention to or lack of attention to these concepts.	25%

#### Traumatic Experience Article Review Rubric

Area Assessed	%
1. Article parameters: empirical research article in peer-reviewed journal a trauma counseling intervention.	10%
2. Writing style, grammar, & APA format: Uses scholarly (formal) language to present all ideas. Is well written, grammatically correct, and understandable. Uses APA format.	15%
3. Summary: Clear, thorough summary of the article's purpose and findings.	25%
4. Usefulness: Demonstrates critical and complex thinking about how the findings might be applied in counseling practice and their limitations.	25%
5. Multicultural and social justice: Both concepts addressed and assessed in terms of the article's attention to or lack of attention to these concepts.	25%