

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

EDCD 797.003 – Childhood Trauma Counseling
1 Credit, Spring 2019
Saturday, March 30th & Sunday, March 31st 9:00 AM – 4:00 PM
Krug Hall Room 107 - Fairfax

Faculty

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Prerequisites/Corequisites

Admission to the CNDV program, EDCE 603

University Catalog Course Description

Advanced topics in education

Course Overview

The overall learning objective of this course is to provide students with an understanding of the conceptualization of trauma in childhood, current research, multicultural considerations, and best practices in counseling those with childhood trauma experiences. Students will learn how to apply theories and current research on childhood trauma into their counseling work. This course will consist of lecture, group discussion, and case studies.

Course Delivery Method

This course is taught through a combination of lecture, class discussion, small group discussion, assigned readings, experiential exercises, multi-media presentations, dyadic practice, and guest lecture to advance and evaluate students' knowledge and skills.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:

1. Develop an understanding of the impact of childhood trauma on individuals
2. Acquire an awareness of the impact of the self and one's biases when provide counseling to diverse populations with childhood trauma
3. Critical analysis of trends in the application of counseling focused on trauma
4. Exposure to basic theoretical approaches to counseling individuals with developmental trauma
5. Experiential conceptualization of clients with childhood trauma
6. Gain skills to more effectively work with diverse populations using this framework

7. Achieve a sense of personal awareness that promotes more effective counseling

Professional Standards (CACREP)

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.

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

Chapters from the following books (will be uploaded to Blackboard):

Herman, J. L. (1997). *Trauma and recovery*. New York: BasicBooks.

Van der Kolk, B. A. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York: Viking.

Teyber, E. (1992). *Interpersonal process in psychotherapy: A guide for clinical training, (2nd ed.)*. Belmont, CA, US: Thomson Brooks/Cole Publishing Co.

Summers, R. F. & Barber, J.P. (2010). *Psychodynamic therapy: A guide to evidence-based practice*. New York, NY: The Guilford Press.

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 Examinations

- **Active Participation:** is expected in all class activities. Students are expected to attend both classes and come to class prepared having completed all readings and written assignments. Active participation is based on your presence in the class—given the nature of the class (weekend course) missing any of the two classes will result in course failure. [30 points].

- **Self Reflection paper (2 pages maximum):** This brief paper should include what you have learned about yourself, and the ways in which you engage clients who have had developmental trauma. [40 points]. **Due Sunday, April 7, 2019 by 11:59pm—upload to Blackboard**
- **Concept Paper (1-2 pages):**
 - Provide a review of key concepts, theories, applications of the material discussed in this course. This is meant to display what you have gleaned from this course and not a thorough description. This paper can be in the form of bullet points but must be in complete sentences. [30 points]. **Due Sunday, April 7, 2019 by 11:59pm—upload to Blackboard**
- **Other Requirements**

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) arrive on time and stay for the entire class period, (3) participate in discussions and in-class exercises (4) submit assignments by the end of day on the Sunday one week after the class.
- **Grading**
A = 97-100 A- = 94-96 B+ = 91-93 B = 87-90 B- = 84-86 C = 80-83 F = < 79

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

Professional Dispositions

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

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

Given the workshop nature of the course, students are expected to maintain confidentiality about material shared by one another.

Class Schedule

Class	Date	Topic(s)	Assignments
1	March 30, 2019	<ul style="list-style-type: none">Theoretical framework of the development of traumaThe provision of trauma-informed care	Readings on Blackboard
2	March 31, 2019	<ul style="list-style-type: none">Continuation of theoryConceptualization and application: working with clients with childhood traumaPractical application	Readings on Blackboard

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 <https://catalog.gmu.edu/policies/honor-code-system/>).
- 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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.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/>.