

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

EDCD 619.001 Trauma and Crisis Counseling
3 Credits, Spring 2020
Mondays 4:30 – 7:10 PM Krug Hall Room 107 – Fairfax

Faculty

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Prerequisites

B or better in 525; B or better in EDCD 606 or B or better in EDCD 609

University Catalog Course Description

Provides an introduction to trauma and crisis counseling using theories and techniques from bioecological and multicultural-social justice perspectives. Covers assessments and interventions with individuals, families, and communities who have experienced trauma/crisis.

Course Overview

This course explores the nature and experience of trauma and related crises and natural disasters. Multiple theories are explored regarding the effects of traumatic impact on individuals, families, and communities. Theoretical constructs are analyzed, from a bioecological perspective, for their potential application in the area of trauma, crisis, and disaster; various examples of interventions and counseling techniques are examined for their usefulness in working with survivors of trauma and crises. The course is designed to provide students with an opportunity for incorporating theoretical and philosophical counseling positions and for beginning to practice the techniques of counseling individuals who have been traumatized as well as to intervene appropriately in crisis and disaster situations. The unique experiences of trauma/crisis among various populations are addressed from a multicultural-social justice perspective, including the experiences of childhood trauma, conflict and displacement, and discrimination, interpersonal violence.

Course Delivery Method

This course will be delivered using a lecture format.

CACREP Standards/Learner Outcomes or Objectives

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

1. Develop an understanding of the impact of crisis, trauma, disaster, and systemic/environmental factors on diverse individuals, families, and communities across the lifespan (CACREP 2.F.3.g; 2.F.3.f);
2. Identify relevant assessment and treatment issues that pertain to survivors of trauma/crisis, are ethical and culturally relevant, and promote resilience/wellness across the lifespan (CACREP 2.F.3.i);
3. Develop an understanding of multiple theories of crisis intervention, disaster response, trauma-informed practices, and trauma recovery (CACREP 2.F.5.m)

4. Develop an understanding of the roles and responsibility of counselors within trauma counseling and crisis management (CACREP 2.F.1.c); and
5. Apply trauma and crisis counseling concepts to diverse populations and practice settings utilizing a multicultural-social justice framework.

Professional Standards

Council for Accreditation of Counseling and Related Education Programs (CACREP)

Upon completion of this course, students will have met the following professional standards:

<i>CACREP Standard</i>
2.F.1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
2.F.3.f. systemic and environmental factors that affect human development, functioning, and behavior
2.F.3.g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
2.F.5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

Required Texts

Levers, L. L. (2012). *Trauma counseling: Theories and interventions*. Springer.

Rothschild, B. (2017) *The body remembers volume 2: Revolutionizing trauma treatment*. W. W. Norton.

Recommended Readings

TBA

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 and Crisis Counseling Reflection Paper

As you begin learning about trauma and crisis counseling in this course, reflect on any reactions you have to doing trauma/crisis counseling work or working with trauma/crisis survivors. What is your interest in this topic generally and specifically (e.g., types of traumatic events or counseling approaches)? What experience do you have with trauma and crisis counseling, either personally or professionally? What concerns do you have about providing trauma/crisis counseling and/or learning about these topics in class?

The paper should be approximately 3 pages in length (double-spaced) and should adhere to APA format. To help frame your response, complete the readings for Class 1 and the ProQOL prior to the writing the paper.

Self-Care Reflection and Plan Paper

You will complete a written reflection on self-care and maintaining wellness and preventing burnout when providing trauma/crisis counseling or working in the context of trauma/crisis. What

are your thoughts about self-care (e.g., need, importance? What are your concerns or areas of consideration (e.g., triggers, vulnerabilities for burnout? What new knowledge have you gained about self-care in the program or course, and what new knowledge do you need? What is your plan for attending to your self-care as you progress in the program and professionally (at least 3 concrete steps you plan to take as a student or counselor)?

The paper should be approximately 3 pages in length (double-spaced) and should adhere to APA format. You should refer to readings from Class 2 in your paper and include at least two in text citations from these readings.

Traumatic Experience Article Review *Performance Based Assessment (PBA) & Key Assignment: Submit on Bb and VIA (CACREP Standards 1, 2)*

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 a particular type of disaster, crisis, or traumatic event (e.g., a tsunami, school shooting), and you might also narrow down to a particular population of interest (e.g., women survivors of IPV, Native Americans experiencing intergenerational trauma). The paper should be approximately 4 pages in length (double-spaced). See the rubric for details.

Professional Development Presentation

Given the increased interest in trauma and *trauma-informed* care, you will work with a small group to develop a training that could be used to educate a group of service providers about how to utilize a trauma-informed perspective in their work. Additional details will be provided in class.

Participation

Students in Counseling 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 (e.g., ask questions, share thoughts, participate in activities);
- be respectful and attentive;
- give thoughtful feedback and demonstrate receptiveness to feedback (see Professional Dispositions);
- demonstrate preparedness for each class meeting (e.g., Reading Reflections and contributions to discussions); and
- contribute to our community wellbeing (e.g., Community Care).

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 (hard copy). This can be informal and does not need to be in APA format, but must be written coherently. The primary purposes are to ensure reading comprehension and to generate reflection and ideas for discussion in class.

The reading reflection (RR) must include: (a) your thoughts on salient aspects of the reading, and (b) at least one question for class discussion or clarification. Students should be prepared to share their reflection and question during class. Reflections will be scored as follows:

- 2: Demonstrates reading, comprehension, and reflection through thoughtful and meaningful discussion of salient aspects of assigned readings and relevant question(s).
- 1: Demonstrates cursory reading and reflection on assigned readings.
- 0: Does not demonstrate reading or reflection on assigned readings or is not turned in on time. **Reading reflections will not be accepted after class; no credit will be given for**

late reading reflections.

Community Care: As part of establishing systemic practices that facilitate self-care, we will begin and end each class meeting with a short (~5 minutes) community care practice. Students will sign up to facilitate one community care session during the semester. Creativity is encouraged! The practice can be anything that will bring relaxation, fun, mindfulness, centering, connectedness, calm, peacefulness, or joy to the class (e.g., breathing, meditation, guided imagery, music, art, chanting, singing, movement, humor).

- **Other Requirements**

Course Expectations

APA Format: Students in Counseling courses are expected to use APA style (7th 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 Program, on-time attendance at every class meeting is expected. Late arrival to class will be considered an absence. **Two or more unexcused absences will result in loss of course credit.** Attendance on the first day of class is required. 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 do the following: (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

Assignments for the course are to be **submitted electronically** via Blackboard prior to the beginning of class on the date due unless otherwise noted. Late assignments will be subject to a penalty of 20% for each day late unless otherwise noted. 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 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**
Course Performance Evaluation Weighting

Course Assignment/Requirement	% of Total Grade
Trauma and Crisis Counseling Reflection Paper	15%
Self-Care Reflection and Plan Paper	15%
Traumatic Experience Article Review	20%
Professional Development Presentation	25%
Participation	25%
	100%

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/policies-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

Professional Dispositions Assessment

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

Level of Assessment	CMHC	SC	Minimum Score
Basic	602, 609, 601, 525, 603, 604 654, 652, 656, 658	602, 606, 601, 525, 603, 604 613, 611, 626, 615	2
Intermediate	608, 750, 660, 628, 619, 621, 610, 797	608, 751, 660, 628, 619, 621, 610, 797	3
Advanced	792, 793	794, 795	4

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.
- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.
- **N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

Class Schedule

Class	Date	Topic	Reading(s) Due	Assignment(s) Due	CACREP Standard
1	January 27, 2020	Introduction and History	<i>Trauma Counseling</i> text by Levers (TC) 1, 2, 3	Reading Reflection (RR)	
2	February 3, 2020	Doing Our Own Work: Ethics, Vicarious Trauma, Self Care, Supervision	TC 30, 31, 32, 33; <i>The Body Remembers Vol. 2</i> text by Rothschild (BR) 8	RR; Trauma Reflection Paper Due	
3	February 10, 2020	Symptoms & Effects of Trauma; Attachment Theory	TC 8, 9, 10	RR; Group Topic Selection	1
4	February 17, 2020	Tri-Phasic Trauma Counseling: Neuropsychology of Trauma, Establishing Safety, and Treatment Planning	BR Preface, 1, 2, 3, 4	RR; Self Care Paper Due	
5	February 24, 2020	War-related Trauma; Healing Resources, Creativity, & Resilience	TC 23, 24, 25; BR 5	RR	3

6	March 2, 2020	Trauma of Loss, Disability, and Addiction; Trauma Memory & Outlining	TC 5, 6, 13; BR 6, 7	RR	
	March 9, 2020	Spring Break – No Class			
7	March 16, 2020	Trauma of Elder Abuse, Crime, and Homicide/Suicide; EMDR	TC 12, 14, 15 EMDR readings	RR; Traumatic Stress Article Review	
8	March 23, 2020	Trauma of Hate/Prejudice; Trauma and Trauma-Informed Interventions	TC 16, 17, 18; TC 28 TIC reading	RR	3
9	March 30, 2020	Sexual Trauma and Intimate Partner Violence; Internal Family Systems Theory & CBT	TC 7, 11 IFST reading	RR	
10	April 6, 2020	DBT; Play Therapy	TC 29 DBT reading Play Therapy reading	RR	
11	April 13, 2020	Crisis Response	TC 19, 20, 21	RR	3, 4
12	April 20, 2020	Disaster Response	TC 22, 26	RR	
13	April 27, 2020	Integrating & Future Directions: Group Presentations	TC 34; Presentations (2-3)	RR; Group Presentations	
14	May 4, 2020	Group Presentations; Class Closing	Presentations (2-3)	Group Presentations; Class Closing	

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

Counseling Program Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition

of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

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 <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Assessment Rubric(s)

Traumatic Experience Article Review Rubric – *Performance Based Assessment (PBA) & Key Assignment*

Area Assessed	%	Exceeds Standards 4 A [100-97]; A- [96-94]	Meets Standards 3 B+ [93-91]; B [90-87]	Approaching Standards 2 B- [86-84]; C [83-80]	Below Standards 1 F [79 and below]
1. Article parameters	5	Article in peer-reviewed journal in last 5 years on a traumatic experience.	Article in peer-reviewed journal not in last 5 years on a traumatic experience.	Article not from peer-reviewed journal but on appropriate topic.	Article not from peer-reviewed journal and not on appropriate topic.
2. Writing style, grammar, & APA format	5	Adheres to APA format (current ed.) and is clear, understandable, exceptionally well organized, and grammatically correct. No APA errors. Language is appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers.	Adheres to APA format (current ed.) with only a few errors; is clear, well organized, understandable, and grammatically correct with only a few errors. Language is mostly appropriate for the type of paper. Adheres to paper requirements for page limit and headers/sub-headers with only a few errors.	Has errors in APA format (current ed.), lacks clarity, not well organized, and has grammatical errors. Language is somewhat appropriate for the type of paper. Adheres to some of paper requirements for page limit and headers/sub-headers.	Does not follow APA format, is unclear, is poorly organized, and has many grammatical errors. Language is generally not appropriate for the type of paper. Adheres to few or none of the paper requirements for page limit and headers/sub-headers.
3. Summary	15	Excellent, clear, and thorough summary of the article's purpose and information presented on the population.	Good summary of the article's purpose and information presented on the population.	Some summary of the article's purpose and information presented on the population.	Poor or limited summary of the article's purpose and information presented on the population.

<p>4. Systemic factors [KPI A.3.a.1; CACREP 2.F.3.f]</p>	<p>15</p>	<p>Demonstrates a thorough and in depth understanding of how the traumatic event and relevant systemic and environment factors may intersect to effect human development, functioning, and behavior.</p>	<p>Demonstrates an understanding of how the traumatic event and relevant systemic and environment factors may intersect to effect human development, functioning, and behavior.</p>	<p>Demonstrates minimal or cursory understanding of how the traumatic event and relevant systemic and environment factors may intersect to effect human development, functioning, and behavior.</p>	<p>Demonstrates no understanding of how the traumatic event and relevant systemic and environment factors may intersect to effect human development, functioning, and behavior.</p>
<p>5. Usefulness – General counseling</p>	<p>15</p>	<p>Demonstrates excellent critical and complex thinking about how the content might be applied in counseling practice and the limitations.</p>	<p>Demonstrates critical and complex thinking about how the content might be applied in counseling practice and the limitations.</p>	<p>Demonstrates minimal or cursory thinking about how the content might be applied in counseling practice and the limitations.</p>	<p>Demonstrates limited or no thinking about how the content might be applied in counseling practice and the limitations.</p>
<p>6. Usefulness - Promoting resilience and wellness [KPI A.3.a.1; CACREP 2.F.3.i]</p>	<p>15</p>	<p>Provides an exceptional analysis of how to the article’s content may or may not be used to develop ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</p>	<p>Provides an accurate analysis of how to the article’s content may or may not be used to develop ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</p>	<p>Provides some analysis of how to the article’s content may or may not be used to develop ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</p>	<p>Provides limited or no analysis of how to the article’s content may or may not be used to develop ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</p>

7. Multicultural	15	Multiculturalism is addressed and assessed exceptionally well (meaningful, relevant, accurate, and unique ideas) in terms of the article's attention to or lack of attention to multiculturalism	Concept is addressed and assessed meaningfully in terms of the article's attention to or lack of attention to this concept.	Concept is addressed and/or assessed minimally or superficially in terms of the article's attention to or lack of attention to this concept.	Concept is not addressed or assessed meaningfully in terms of the article's attention to or lack of attention to this concept.
8. Social justice	15	Social justice is addressed and assessed exceptionally well (meaningful, relevant, accurate, and unique ideas) in terms of the article's attention to or lack of attention to social justice	Concept is addressed and assessed meaningfully in terms of the article's attention to or lack of attention to this concept.	Concept is addressed and/or assessed minimally or superficially in terms of the article's attention to or lack of attention to this concept.	Concept is not addressed or assessed meaningfully in terms of the article's attention to or lack of attention to this concept.