

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

EDCD 797.006 Preventing School Violence  
1 Credit, Spring 2020  
Saturday, April 18<sup>th</sup> and Sunday, April 19<sup>th</sup> 9:00 AM – 4:30 PM  
Peterson Hall Room 1109 - Fairfax

**Faculty**

Name: Dr. Mark Harrington  
Office Hours: By appointment- Schedule at 703-622-8361  
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**Prerequisites/Corequisites**

Admission to the CNDV program, EDCE 603

**University Catalog Course Description**

Advanced topics in education

**Course Overview**

It will focus on preventing school violence, enhancing campus safety. We will examine some of the high-profile incidents of the recent past, discuss violence reduction strategies, and examine the role of the school safety officer / SRO. We will consider the impact of gangs in schools, terrorism, youth mental health first aid, threat assessment, crisis management, incident command, and the role of social media. We will examine the phenomenon of teen suicide, and discuss the equity issues that limit student/ school success.

**Course Delivery Method**

This course will be delivered using a workshop format.

**CACREP Standards/Learner Outcomes or Objectives**

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

The goal of the course is to give students an understanding of the changing dynamics in school safety and prepare them to intelligently discuss anti-violence strategies that meet the evolving challenges the future will undoubtedly bring.

**Professional Standards (CACREP)**

Upon completion of this course, students will have met the following professional standards:  
See objectives and assignments.

## Required Texts

**COLUMBINE, Dave Cullen, Twelve, [www.hachettebookgroup.com](http://www.hachettebookgroup.com)**

**ISBN: 978-0-446-54693-5 (Paperback)**

## Course Performance Evaluation

Students are expected to submit all assignments on time in the manner outlined by the instructor

- **Assignments and Examinations**

**Students are expected to keep a journal and make feedback entries for each area of discussion. Reactions to topics, group discussion notes, and areas for follow up information are just some of the appropriate types of journal entries. The working notes should be organized after the first day into a journal format, and the same should be done at the conclusion of the course. There will be a comprehensive examination at the end of the course**

- **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**

**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

**April 18- 0900- 0950**

Introductions

Review of Syllabus

Defining School Safety- Global Perspective

Assignment of Groups

Columbine Video/ Chechnya

### **1000- 1050**

#### **Memo of Understanding- Role of SSO and SRO**

Lake Braddock & Mt V Incidents

Reading Due: Female Down (3-51)

### **1100-1150**

#### **Crisis Management**

Team, IC, Staging, Lockdown, Evac, Critical Response

Resources, Dealing with Media, Reunification, Aftermath

-Discuss Bullying

### **12:00-1:00- Lunch**

### **1:00- 1:50**

#### **Social Media**

#### **Threat Assessment**

#### **Alcohol and Marijuana**

### **2:00-2:50**

#### **Youth Mental Health First Aid**

#### **Gang Involvement**

#### **MS 13 vs 18<sup>th</sup> Street**

#### **Crips/ Bloods/ MBK/ Snowblock/ Trap Money**

Feedback Paper

**April 19**

**0900-0950**

**Groups meet to discuss feedback**

**Practical in Crisis Management**

**Special Education/ Flight Risk-**

**1000-1050**

**PCM Continued**

**1100-1150**

**Prescription Drugs/ Heroin**

**Watch Chasing the Dragon**

**1200-1:00 Lunch**

**1:00- 1:50**

**Terrorism Threat**

**Human Trafficking**

**ISIS/ Recruiting in Schools**

**2:00- 2:50**

**Active Shooter (Video)**

**School Self-Assessment**

**3:00**

**Exam**

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

## **Counseling and Development 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](mailto: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](mailto:titleix@gmu.edu).

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