

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

EDCD 797.B01 School Violence Prevention
1 Credit, Summer 2022
Saturday, June 25th and Sunday, June 26th 9:00 AM – 4:30 PM
Thompson Hall Room L013 (lower level) - Fairfax

Faculty

Name: Dr. Mark Harrington
Office Hours: By appointment- Schedule at 703-622-8361
Office Location: Krug Hall Suite 202 Fairfax (Counseling office)
Office Phone: 703-993-2087 (Counseling office)
Email Address:

Prerequisites/Corequisites

Admission to the Counseling program, EDCC 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.

Course 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, innovative new programs, identifying equity issues, and the many interventions that may lead to a reduction in school violence and prepare students to intelligently discuss strategies to meet the evolving challenges the future will undoubtedly bring. Understanding how to conduct a school self-assessment is another major objective.

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

Preventing School Violence, Mark Harrington, Cognella Publishing

- **ISBN:** Print: 978-1-7935-8428-1
- eBook: 978-1-7935-8429-8

Course Performance Evaluation

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

- **Assignments and Examinations**

Feedback Paper-

After day 1, write your reactions to the material presented and the discussions we had. 1 or two pages should be sufficient. Email it to me at mharrin2@gmu.edu

Course Paper-

An essay style analysis paper not to exceed 5 double spaced pages based upon a special topic in school violence prevention. (Weapons, Teen suicide/ Drugs, Gangs, Equity Issues, etc.) Conciseness, clarity and the quality of the analyses along with spelling and grammar will be primary considerations in the evaluation of this requirement. We will discuss suitable topics, but all must present a **solution-oriented** approach. Email it to me at the above.

- **Grading**

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 and below]

Professional Dispositions

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

Students must adhere to program professional dispositions:

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

Professional Dispositions Assessment

- Professional Dispositions Assessments are completed by instructors in all courses except electives and field experience courses (Practicum: 750/751; Internship 1: 792/793; and Internship 2: 794/795). In electives and field experience courses, instructors or supervisors may choose to complete a Professional Disposition Assessment should the need arise. In field experience classes, University and Site Supervisors will assess students on a Student Evaluation that is specific to P&I.
- A developmental approach to PD Assessment is used, understanding that students are developing in their awareness, skills, and abilities throughout the course of the Counseling Program. In general, students in “basic or pre-practicum level” courses may demonstrate the disposition sometimes or inconsistently. Students in “intermediate or practicum level” courses should demonstrate the disposition more often or frequently. The courses are assigned to levels as follows:

<i>Course Level</i>	<i>Courses</i>
Basic (Pre-Practicum)	Core: 602, 601, 525, 603, 609, 606, 604, 656 CMHC: 654, 652, 658 SC: 613, 611, 626
Intermediate (Practicum)	Core: 608, 660, 628, 619, 610, 797

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:

DAY 1

Hour 1-

Introductions

Review of Syllabus

Defining School Safety-Preface

My background-

Introduction to Book

Hour 2-

Chapter 2:

FBI Report on Pre-Attack Behaviors

Bullying

Hour 3-

Chapter 3

Attributes of Self-Assessment Program

Social Media

Hour 4-

Chapter 4

Criteria 1: Security

Alcohol, Marijuana, Vaping

Hour 5-

Chapter 5

Criteria 2: Intelligence

Leakage, Threat Assessment

Hour 6- Lunch

Hour 7- Chapter 6

Criteria 3: Mental Health Services- Youth Mental Health First Aid

Depression and Suicide in High Schools

DAY 2

Hour 1 8- Chapter 7

Criteria 4: Administrative Support

REO Program- Effects of Trauma on the brain PPT

Equity Issues in Education-

Hour 2- Chapter 8

Criteria 5: Training

Prescription Drugs/ Heroin

Watch Chasing the Dragon

Hour 4- Chapter 9

Crisis Plan Considerations

Sample school self-assessment

Hour 6- Chapter 10

Gangs in Schools

Guest Speaker: FCPD Gang Unit

Hour 7- Chapter 11

Neighborhood Ties- “Lokes”

Human Trafficking- Not my Life

-Final Paper Due 06/29/2022

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

- 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 703-993-3686, Counseling and Psychological Services (CAPS) at 703-993-2380, or the 24-Hour Sexual and Interpersonal Violence Crisis Line at (703) 380-1434. 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/>.