

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

EDCD 619.001 Trauma and Crisis Counseling  
3 Credits, Fall 2024  
Tuesdays, 4:30 – 7:10 PM  
Krug Hall Room 107

**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 an ecosystemic 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, discrimination, and interpersonal violence.

**Course Delivery Method**

This course will be delivered using a lecture format, group work, and asynchronous modules.

**Course 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; 5.C.2.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) 2016*

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

CACREP Standard	Course Objective Coverage	Course Activities
counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (CACREP 2.F.1.c)	This Standard is part of Course Objective #4, which is addressed in Classes 10 and 11 on "Crisis & Disaster Response" (Parts 1 & 2).	Assigned readings that discuss this Standard include: the <i>Psychological First Aid (PFA) Field Operations Guide (2<sup>nd</sup> ed.)</i> and the chapter by Haberstroh entitled <i>Fundamental Theories and Skills for Crisis Counseling</i> .
systemic and environmental factors that affect human development, functioning, and behavior (CACREP 2.F.3.f)	This Standard is part of Course Objective #1, which is addressed in Class 3 on "Symptoms & Effects of Trauma; Attachment Theory."	Assigned readings that discuss this Standard include: chapter by Collins & Collins on assessment and chapter by Mikulincer et al. on attachment.  Additionally, this Standard is measured as part of the Traumatic Experience Article Review Key Assignment, which assesses KPI A.3.a.2.
effects of crisis, disasters, and trauma on diverse individuals across the lifespan (CACREP 2.F.3.g)	This Standard is part of Course Objective #1, which is addressed in Class 3 on "Symptoms & Effects of Trauma; Attachment Theory."	Assigned readings that discuss this Standard include: Herman's <i>Trauma and Recovery</i> (chapters 2-5); chapter by Collins & Collins on assessment; and chapter by Mikulincer et al. on attachment.
ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP 2.F.3.i)	This Standard is part of Course Objective #2, which is addressed in Classes 4, 6, 7, and 9 on "Tri-Phasic Model; Children & Adolescents", "Healing Resources, Creativity, & Resilience", "Trauma-Informed Care; Resilience", and "Healing Racialized & Intersectional Trauma"	Assigned readings that discuss this Standard include: Chapter 5 in Rothschild (2017); Chapters 7 and 8 in Herman's <i>Trauma and Recovery</i> ; resilience article by Raghavan & Sandanapitchai.  Additionally, this Standard is measured as part of the Traumatic Experience Article Review Key Assignment, which assesses KPI A.3.a.2.

crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP 2.F.5.m)	This Standard is part of Course Objective #3, which is addressed in several classes, but is of particular focus in Classes 10 and 11 on “Crisis & Disaster Response; EMDR” (Parts 1 & 2).	Assigned readings that discuss this Standard include: the <i>Psychological First Aid (PFA) Field Operations Guide (2<sup>nd</sup> ed.)</i> and the chapter by Haberstroh entitled <i>Fundamental Theories and Skills for Crisis Counseling</i> .
impact of crisis and trauma on individuals with mental health diagnoses (CACREP 5.C.2.f)	This Standard is part of Course Objective #1, which is addressed in Class 3 on “Symptoms & Effects of Trauma; Attachment Theory.”	Course content that addresses this Standard includes “Poster Girl” and “Gabe” videos and associated reflections/discussion; Assigned readings that discuss this Standard include: chapter by Collins & Collins on assessment and chapter by Mikulincer et al. on attachment.

**Required Texts**

Herman, J. L. (2022). *Trauma and recovery: The aftermath of violence – from domestic abuse to political terror*. Basic Books.

Menakem, R. (2017). *My grandmother’s hands*. Central Recovery Press.

Rothschild, B. (2021). *Revolutionizing trauma treatment: Stabilization, safety, & nervous system balance*. Norton Professional Books.

Brymer, M., Jacobs, A., Layne, C., Pynoos, R., Ruzek, J., Steinberg, A., Venberg, E., & Watson, P. (2006). *Psychological First Aid: Field operations guide* (2nd ed.). National Child Traumatic Stress Network and National Center for PTSD. Available for free download: <https://www.nctsn.org/resources/psychological-first-aid-pfa-field-operations-guide-2nd-edition>

Van Der Kolk, B. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. Penguin Books.

**Recommended Texts (Required chapters will be covered in PPTs)**

Levers, L. L. (2022). *Trauma counseling: Theories and interventions for managing trauma, stress, crisis, and disaster* (2nd ed.). Springer Publishing Company.

**Required Additional Readings** (available online)

Baranowsky, A. B., & Gentry, J. E. (2015). *Trauma practice: Tools for stabilization and recovery*. Hogrefe. [Section 1 available on eReserves]

Collins, B. G., & Collins, T. M. (2005). Assessment: A developmental-ecological perspective. In *Crisis and trauma: Developmental-ecological intervention* (pp. 19-43). Brooks/Cole.

- Comas-Díaz, L. (2016). Racial trauma recovery: A race-informed therapeutic approach to racial wounds. In A. N. Alvarez, C. T. H. Liang, & H. A. Neville (Eds.), *The cost of racism for people of color: Contextualizing experiences of discrimination* (pp. 249-272). <http://dx.doi.org/10.1037/14852-012>
- Goodman, R. D. (2014). A liberatory approach to trauma counseling: Decolonizing our trauma-informed practices. In R. D. Goodman & P. Gorksi (Eds.), *Decolonizing "multicultural" counseling through social justice* (pp. 55-72). Springer.
- Haberstroh, S. (2020). Fundamental theories and skills for crisis counseling. In T. Duffey & S. Haberstroh (Eds.), *Introduction to crisis and trauma counseling* (pp. 91-112). American Counseling Association.
- McLucky, L., & Teska, J. (2016). *Intimate partner violence: Effects on health*. Cinahl Information Systems.
- Mikulincer, M., Shaver, P. R., & Solomon, Z. (2015). An attachment perspective on traumatic and posttraumatic reactions. In M. P. Safir, H. S. Wallach, & A. Rizzo (Eds.), *Future directions in post-traumatic stress disorder* (pp. 79-96). Springer.
- Miller, A. L., Rathus, J. H., & Linehan, M. M. (2007). *Dialectical behavior therapy with suicidal adolescents*. Guilford Press. [chapter 3 available Bb]
- Myrick, A. C., & Green, E. J. (2014). Establishing safety and stabilization in traumatized youth: Clinical implications for play therapists. *International Journal of Play Therapy*, 23(2), 100–113. DOI: 10.1037/a0036397
- Raghavan, S., & Sandanapitchai, P. (2020). The relationship between cultural variables and resilience to psychological trauma: A systematic review of the literature. *Traumatology*. Advance online publication. <http://dx.doi.org/10.1037/trm0000239>
- Rudick, C. D. (2012). Therapist self-care: Being a healing counselor rather than a wounded healer. In L. L. Levers (Ed.), *Trauma counseling: Theories and interventions* (pp. 554-568). Springer.
- Sweezy, M. (2011). The teenager's confession: Regulating shame in internal family systems therapy. *American Journal of Psychotherapy*, 65(2), 179-188.

### Course Performance Evaluation

- Students are expected to submit all assignments on time in the manner outlined by the instructor. **Do not email late assignments without obtaining prior permission from the instructor** to do so. Late assignments emailed without the instructor's permission will not be graded.

- **Assignments**

### Reading Journal Entries

Reading journal entries are assigned for the asynchronous classes. They are worth 2.5 points each for a total of 10 points. Posts should generally address your thoughts on that class module's assigned readings/materials. Posts are due 4 days *following* the asynchronous class in order to give you more

time to complete the module and post.

To receive full credit, your reflections should demonstrate comprehension of assigned readings and course materials and offer meaningful and thoughtful reflections. Points will be deducted for cursory reflections that do not demonstrate that you read the course materials. **No credit will be given for late reflections.**

### **Community Care Activity & Discussion Board Post**

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). Please make sure to practice the activity several times before you lead the class.

In addition to facilitating the activity, you will post on Bb discussion board: (1) information about the activity (e.g., instructions, scripts, visual aids) and (2) a short narrative (about 2 paragraphs). The narrative can address: how the activity can be used for self/community care, why it would be helpful for self/community care, and your own reflections on using the activity. You must include at least one citation from course readings or another professional source.

### **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, including the following questions:

- 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?
- What stands out to you from the readings so far?
- What thoughts do you have after completing the Life Events Checklist (LEC)? What are the strengths and limitations of the LEC?

The paper should be approximately 3 pages in length (double-spaced) and should adhere to APA format (current edition). To help frame your response, complete the readings for Classes 1 and 2 and the LEC prior to the writing the paper.

### **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 published in the last 5 years (preferably counseling journals) 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 4-5 pages in length (double-spaced). In reviewing the article, you should refer to readings from the course and include at least two in text citations from these or other relevant readings. See the rubric for additional details. To ensure you cover all rubric

requirements, these sub headers are recommended (following your summary of the article): Multiculturalism; Systemic factors and social justice; Usefulness in counseling; and Resilience and wellness

### **Role Play: Becoming Trauma-Informed Practitioners**

This role-play exercise is designed to help you develop skills as a trauma-informed practitioner. You will practice responding to clients in ways that recognize and respect the impact of trauma on their lives, ensuring that your approach is sensitive, supportive, and empowering.

#### **Instructions:**

##### **1. Preparation:**

- **Review Core Concepts:** Before the role-play, review the principles of trauma-informed care, including safety, trustworthiness, transparency, peer support, collaboration, empowerment, and cultural, historical, and gender issues.
- **Understand the Client's Perspective:** Reflect on how trauma may affect a client's behavior, emotions, and communication. Consider how their past experiences might influence their current needs and challenges.

##### **2. Role Assignment:**

- **Client:** One student will take on the role of a client who has experienced trauma. The client profile will be provided, but you are encouraged to embody the character fully, considering how trauma might manifest in their thoughts, feelings, and behaviors.
- **Practitioner:** Another student will take on the role of the trauma-informed practitioner. Your task is to interact with the client in a way that demonstrates your understanding of trauma-informed care principles.

##### **3. Engagement:**

- **Establish Safety:** Begin the session by ensuring the client feels physically and emotionally safe. Use calming language, offer choices where possible, and be mindful of the client's body language.
- **Build Trust:** Be consistent, predictable, and transparent in your communication. Clearly explain the purpose of the session, what to expect, and any steps you plan to take.
- **Empower the Client:** Encourage the client to take an active role in their care. Validate their experiences and emotions, and support their ability to make choices.
- **Be Culturally Sensitive:** Recognize and respect the client's cultural background, values, and beliefs. Avoid assumptions and ask questions that help you understand their unique perspective.
- **Avoid Re-Traumatization:** Be mindful of triggers that may cause the client to relive their trauma. If the client becomes distressed, pause the session, acknowledge their feelings, and offer support.

##### **4. Debriefing:**

- **Reflection:** After the role-play, take time to reflect on the experience. As the practitioner, consider what went well and what challenges you faced. Think about how you might improve your approach in future sessions.
- **Feedback:** Engage in a group discussion where peers and the instructor provide constructive feedback. Focus on the use of trauma-informed principles and discuss alternative approaches or strategies that could be employed.
- **Self-Care:** Recognize the emotional impact of engaging in trauma-related role-play. Take a few moments for self-care, such as deep breathing or mindfulness exercises, and discuss any feelings or concerns that arose during the exercise.

##### **5. Assignment:**

- **Written Reflection:** Write a brief journal reflection on your role-play experience. Address how you implemented trauma-informed care principles, any challenges you encountered, and how you plan to continue developing your trauma-informed practice.
- **Action Plan:** Develop a personal action plan for integrating trauma-informed practices into your future work as a counselor or practitioner. Identify specific areas for growth and strategies for ongoing learning.

**This activity is designed to guide your learning and growth as you practice becoming a trauma-informed practitioner. Remember that this is a safe space for exploration, and the goal is to build your skills and confidence in working with clients who have experienced trauma.**

### **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., discussion board posts and contributions to discussions)

### **The following rubric will be used to grade participation:**

- 10: Attends all classes, arrives on time, and actively participates in most classes
- 9: Attends all classes, arrives on time, and moderately participates in most classes OR misses one class (unexcused), arrives on time, and actively participates in most classes
- 8: Attends all classes, arrives on-time, and moderately participates in most classes
- 7: Misses one class, arrives on-time, and moderately participates in most classes
- 6: Misses one class and/or several times late to class and/or low participation in most classes
- 5-below: Misses one class and/or chronic lateness and/or minimal participation in most classes.

### • **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) are generally not permitted, but you may submit a request in writing if you wish 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 not be accepted. Assignments should not be emailed to the instructor without prior approval. Additional assignments and 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**

<b>Course Assignment/Requirement</b>	<b>Points</b>
Reading journal entries	10
Community Care Activity & Discussion Board Post	5



Trauma and Crisis Counseling Reflection Paper	10
Traumatic Experience Article Review	100
Role-Play (Becoming Trauma-Informed Practitioners)	21
Participation	10
<b>Total</b>	<b>156</b>

**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]

### Use of Generative AI

Use of Generative AI tools should be used following the fundamental principles of Mason’s Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

**Use only with prior permission** – Counseling students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course **if instructor permission is obtained 7 days in advance of the assignment due date and if that use is properly documented and cited.** Unless given permission to use those tools and citations provided, each student is expected to complete each assignment without substantive assistance from others, including automated tools.

### Professional Dispositions (CEHD Student Guide)

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

### Professional Dispositions (PD) Assessment

Professional Dispositions Assessments are completed by instructors in all required courses. 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. Students in “advanced or internship level” courses should demonstrate the dispositions always or almost always. The courses are assigned to levels as follows:

<i>Course Level</i>	<i>Courses</i>
<b>Basic (Pre-Practicum)</b>	<i>Core:</i> 602, 601, 525, 603, 609, 606, 604, 656 <i>CMHC:</i> 654, 652, 658 <i>SC:</i> 613, 611, 626
<b>Intermediate (Practicum)</b>	<i>Core:</i> 608, 660, 628, 619, 610, 797 <i>CMHC:</i> 750 <i>SC:</i> 751
<b>Advanced (Internship)</b>	<i>CMHC:</i> 792, 794 <i>SC:</i> 793, 795

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	Format	Topic	Reading(s) Due	Assignment(s) Due	Course Obj. #
1	8/27	In-Person	Introduction and History	Herman Ch. 1 Menakem Chs. 1, 3		
2	9/3	In-Person	Doing Our Own Work	Rudick (Bb) Menakem Ch. 2 Rothschild Ch. 8	<ul style="list-style-type: none"> <li>• Trauma/Crisis Counseling Reflection Paper</li> <li>• LEC completed (not uploaded)</li> </ul>	4
3	9/10	Asynch	Symptoms & Effects of Trauma; Attachment Theory	Herman Chs. 2, 3, 4, 5 Collins & Collins (Bb) Mikulincer et al. (Bb)	<ul style="list-style-type: none"> <li>• Reading journal</li> </ul>	1

4	9/17	In-Person	Tri-Phasic Model; Children & Adolescents;  Role-play	Herman Chs. 7, 8, 9, 10	<ul style="list-style-type: none"> <li>• Reading journal</li> </ul>	2
5	9/24	In-Person	Neuropsychology of Trauma, Establishing Safety, and Treatment Planning  Role-play	Rothschild Preface & Chs. 1, 2, 3, 4	<ul style="list-style-type: none"> <li>• Reading journal</li> </ul>	4
6	10/1	Asynch	Healing Resources, Creativity, & Resilience; Trauma Memory & Outlining	Rothschild Chs. 5, 6, 7	<ul style="list-style-type: none"> <li>• Reading journal</li> </ul>	2, 4
7	10/15	In-Person	Trauma-Informed Care; Resilience	Goodman (Bb) Raghavan & Sandanapitchai (Bb)	<ul style="list-style-type: none"> <li>• Reading journal</li> </ul>	2, 5
8	10/22	In-Person	Racialized & Intersectional Trauma  Role-play  <i>Follow directions in the PPT for this class</i>	<ul style="list-style-type: none"> <li>• Menakem Chs. 4, 5, 6, 7, 8, 9</li> <li>• Article of choice</li> <li>• Podcast &amp; webinar</li> </ul> (see PPT)	<ul style="list-style-type: none"> <li>• Reading journal:</li> <li>• <u><i>Due by following Friday</i></u></li> </ul>	5
9	10/29	Asynch	Healing Racialized & Intersectional Trauma	<ul style="list-style-type: none"> <li>• Menakem Part II (pgs. 137-233)</li> <li>• Comas-Díaz (Bb)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading journal</li> </ul>	2, 5
10	11/5	In Person	Theories for Trauma Counseling <i>Follow directions in the PPT for this class</i>	<ul style="list-style-type: none"> <li>• IFS: Sweezy article</li> <li>• CBT: Baranowsky &amp; Gentry</li> <li>• Play: Myrick article</li> <li>• EMDR: Article TBD</li> <li>• Brainspotting</li> <li>• DBT</li> </ul>	<ul style="list-style-type: none"> <li>• Reading journal: <u><i>Due by following Friday</i></u></li> </ul>	3, 4

11	11/12	In Person	Crisis & Disaster Response  Role-play	<ul style="list-style-type: none"> <li>Haberstroh (eR)</li> <li>PFA pp. 5-95 (Bb)</li> <li>COVID article of choice (see Bb)</li> </ul>	<ul style="list-style-type: none"> <li>Reading journal</li> </ul>	3, 4
12	11/19	Asynch	Watch video: <i>Oprah &amp; Dr. Bruce Perry on Trauma &amp; Healing at Columbia's Dart Center</i> (Oprah and Dr. Bruce Perry on <a href="#">Trauma and Healing at Columbia's Dart Center</a> ( <a href="#">youtube.com</a> ))	<ul style="list-style-type: none"> <li>Jenkins</li> </ul>	<ul style="list-style-type: none"> <li>Reading journal</li> <li><b>Traumatic Stress Article Review Due</b></li> </ul>	
13	11/26	In Person	Intimate Partner Violence  Role-play  <i>Follow directions in the PPT for this class</i>	<ul style="list-style-type: none"> <li>McLuckey &amp; Teska</li> </ul>	<ul style="list-style-type: none"> <li>Reading journal</li> </ul>	
14	12/3	In person	Class Closing;			

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

### **Counseling Program Mission Statement**

Mason's Counseling Program infuses values integral to the preparation of professional counselors—social justice, multiculturalism, internationalism, advocacy, and leadership—into its celebrated curriculum. Graduates are prepared to assume leadership roles; be proactive change agents; and become advocates for social, economic, and political justice. By working through interdisciplinary teams as well as infusing teaching, research, service, and professional practice, the Mason counseling program will prepare the next generation of counselors to serve the collective needs of individuals through local, national, and international contexts.

### **CEHD Commitments**

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values

of George Mason University. More information can be found here:  
<https://cehd.gmu.edu/about/culture/>

## **GMU Policies and Resources for Students**

### *Policies*

- Students must adhere to Mason’s Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- 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 VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
  - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
  - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see:  
<https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
  - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
  - Writing Center: <https://writingcenter.gmu.edu/>
- For additional information on the College of Education and Human Development’s Student Success Resources, please visit: <https://cehd.gmu.edu/students/>.

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

**Appropriate content for practice counseling sessions**

Practice counseling sessions are used to teach relationship building and to facilitate personal growth and development, rather than to explore serious mental health concerns. It is important to remember that student **counselors-in-training are *not* licensed professional counselors and lack the expertise to handle serious mental health concerns**. Information shared in practice counseling sessions that raises concerns regarding the safety of the student-client should be shared immediately with the course instructor. Student-clients should recognize that any disclosure that indicates a danger to themselves or others will be disclosed (as appropriate per CEHD policy) to the police and GMU Student Academic Affairs. Disclosures of sexual assault, interpersonal violence, and stalking must be reported to Mason's Title IX Coordinator per University Policy 1202 (see above).

## Assessment Rubric

### Traumatic Experience Article Review Rubric –(Key Assignment: KPI A.3.a.2; CACREP 2.F.3.f & 2.F.3.i)

Area Assessed	%	<b>Exceeds Standards 4 A [100-97]; A- [96-94]</b>	<b>Meets Standards 3 B+ [93-91]; B [90-87]</b>	<b>Approaching Standards 2 B- [86-84]; C [83-80]</b>	<b>Below Standards 1 F [79 and below]</b>
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	10	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.

4. 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.
5. Systemic factors & social justice [KPI A.3.a.1; CACREP 2.F.3.f]	20	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.	Demonstrates an understanding of how the traumatic event and relevant systemic and environment factors may intersect to effect human development, functioning, and behavior.	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.	Demonstrates no understanding of how the traumatic event and relevant systemic and environment factors may intersect to effect human development, functioning, and behavior.
6. General usefulness in counseling	15	Demonstrates excellent critical and complex thinking about how the content might be applied in counseling practice and the limitations.	Demonstrates critical and complex thinking about how the content might be applied in counseling practice and the limitations.	Demonstrates minimal or cursory thinking about how the content might be applied in counseling practice and the limitations.	Demonstrates limited or no thinking about how the content might be applied in counseling practice and the limitations.



<p>7. Promoting resilience and wellness</p> <p>[KPI A.3.a.1; CACREP 2.F.3.i]</p>	<p>20</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>
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\*\*Note: There is no rubric for the professional newsletter article and presentation, as each professional counseling association will have specific requirements for article submission.