EDCD 619.DL1 Trauma and Crisis Counseling
3 Credits, Spring 2021
Mondays 4:30 – 7:10 PM - Synchronous Online

Faculty

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Office Hours:	Mondays 3:15-4:15pm (online via Zoom; see Bb for information)
Office Location:	Krug Hall Suite, 202 (Counseling Office). Closed for spring due to Covid-19 – Staff will be working remotely. For assistance, email your faculty advisor or dwest6@gmu.edu.
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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 online (76% or more) using a synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. You will find the link to the Zoom classes under "Zoom Synch. Online Classes" at the top left. The course site will be available prior to the first day of class.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and

communication. Please make sure you have a safe, quiet, and private space for engaging in synchronous classes. Your camera must be on during class.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may need a headset microphone and web-camera; ensure your equipment is working prior to the class.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements. We will use Zoom for this class, so ensure that you are able to access and use your Zoom account prior to class.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 4 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

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	This Standard is part of Course Objective #4, which is addressed in	Assigned readings that discuss this Standard include: the *Psychological First Aid (PFA) Field Operations Guide (2nd ed.)* and the chapter

community outreach and emergency management response teams (CACREP 2.F.1.c)	Classes 10 and 11 on "Crisis & Disaster Response; EMDR" (Parts 1 & 2).	by Haberstroh entitled *Fundamental Theories and Skills for Crisis Counseling.*
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 *Trauma and Recovery* (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 Racializied & Intersectional Trauma"	Assigned readings that discuss this Standard include: Chapter 5 in Rothschild (2017); Chapters 7 and 8 in Herman's *Trauma and Recovery;* 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 *Psychological First Aid (PFA) Field Operations Guide (2nd ed.)* and the chapter by Haberstroh entitled *Fundamental Theories and Skills for Crisis Counseling.*
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

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

Herman, J. (1997). *Trauma and recovery*. Basic Books.

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

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

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.

McLuckey, 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.* Guildford 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.

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, VIA, hard copy).

- **Assignments and/or Examinations**

Discussion Board Posts
Discussion board posts are assigned for the following classes: 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, and 13. Posts should generally address your thoughts on the assigned readings/materials for that class module. Posts are due prior to the class for which the reading is assigned, except as noted on the syllabus (for asynchronous classes, they are due the Friday *following* the 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 reflections that are cursory or do not demonstrate that you read the course materials. **No credit will be given for late reflections.**

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)?

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 Classes 1 and 2 and the LEC prior to the writing the paper.

Self-Care Reflection Paper and Plan
You will complete a written reflection on self-care and develop a plan for maintaining wellness and preventing burnout when providing trauma/crisis counseling or working in the context of trauma/crisis. Address the following:

- 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 3-4 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 published in the last 5 years 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 subheaders are recommended (following your summary of the article): Multiculturalism; Systemic factors and social justice; Usefulness in counseling; and Resilience and wellness

Trauma Informed Care Service Learning Project (TIC SLP)
In small groups, you will develop a presentation on *trauma-informed care*. You will partner with a group of professionals from identified SLP sites and deliver a training based on their needs, population served, and work activities. Below is an overview of the components (appendix with additional details will be provided in class):
- Groups will meet with the site leader and then develop/submit a draft presentation
- Groups will submit a finalized presentation prior to delivery of presentation (graded)
- Groups will conduct the presentation and submit a recording (graded)
- Groups will collect and submit feedback from the site (graded)
- Groups will share their experience and lessons learned with the class
- Individuals will write and submit a reflection paper (graded)

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, *have your camera on during synchronous classes*)
- be respectful and attentive, including joining the *synchronous classes from a place that is safe, quiet, and private* (for your privacy and that of your classmates who will also be discussing, sharing, and practicing counseling)
- 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)

- **Other Requirements**

Course Expectations

APA Format: Students in Counseling courses are expected to use APA style (7th ed.) for written papers.

Electronic Devices

Put away all electronic communication devices during class aside from the device you are using for class. Just as with an in person class, phones, pagers, and other communicative devices are not allowed and should be silenced and out of sight. Students are expected to be fully engaged in class, and not engaged in other activities such as email, chat, text, games, etc. **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	Points	% of Grade
Discussion board posts (5 points each)	55	22%
Trauma and Crisis Counseling Reflection Paper	15	6%
Self-Care Reflection Paper and Plan	20	8%
Traumatic Experience Article Review	30	12%
TIC SLP Presentation Final Submission (group)	35	14%
TIC SLP Presentation Recording (group)	25	10%
TIC SLP Feedback from Site (group)	10	4%
TIC SLP Individual Reflection	15	6%
Participation	40	16%
Total	**245**	**100%**

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]

How to calculate your grade:		
Grade	Lower Limit %	Lower Limit points
A	94%	230
A-	90%	221
B+	87%	213
B	84%	206
B-	80%	196
C	70%	172
F	anything lower	

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 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, 606, 601, 525, 603, 604, 656 654, 652, 658	602, 606, 609, 601, 525, 603, 604, 656 613, 611, 626	2
Intermediate	608, 750, 660, 628, 619, 610, 797	608, 751, 660, 628, 619, 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 except 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	January 25, 2021	**Synch online**	Introduction and History	• Herman Ch. 1 • Menakem Chs. 1, 3		
2	February 1, 2021	**Synch online**	Doing Our Own Work	• Rudick (Bb) • Menakem Ch. 2 • Rothschild Ch. 8	• Trauma/Crisis Counseling Reflection Paper • LEC completed (not uploaded)	4
3	February 8, 2021	**Synch online**	Symptoms & Effects of Trauma; Attachment Theory	• Herman Chs. 2, 3, 4, 5 • Collins & Collins (Bb) • Mikulincer et al. (Bb)	• Discussion board post	1
4	February 15, 2021	**Synch online**	Tri-Phasic Model; Children & Adolescents	• Herman Chs. 7, 8, 9, 10	• Discussion board post • **Have met with TIC SLP lead**	2
5	February 22, 2021	**Synch online**	Neuropsychology of Trauma, Establishing Safety, and Treatment Planning	Rothschild Preface & Chs. 1, 2, 3, 4	• Discussion board post • Self-Care Reflection Paper & Plan	4
6	March 1, 2021	**Synch online**	Healing Resources, Creativity, & Resilience; Trauma Memory & Outlining	Rothschild Chs. 5, 6, 7	• Discussion board post	2, 4
7	March 8, 2021	**TIC SLP Group Meetings**	Trauma-Informed Care; Resilience	• Goodman (Bb) • Raghavan & Sandanapitchai (Bb)	• Discussion board post • **TIC SLP presentation draft due**	2, 5
8	March 15, 2021	**Asynch online**	Racialized & Intersectional Trauma ***Follow directions in the PPT for this class***	• Menakem Chs. 4, 5, 6, 7, 8, 9 • Article of choice • Podcast & webinar (see PPT)	• Discussion board post: *Due by Friday, March 19*	5
9	March 22, 2021	**Synch online**	Healing Racialized & Intersectional Trauma	• Menakem Part II (pgs. 137-233) • Comas-Díaz (Bb)	• Discussion board post	2, 5
TIC SLP can occur between classes 9 and 13; Final presentation due at least 5 days in advance						
10	March 29, 2021	**Asynch online**	Crisis & Disaster Response; EMDR	• Haberstroh (eR) • PFA pp. 5-19 (Bb)	• Discussion board post:	3, 4

			(Part 1) **Follow directions in the PPT for this class**		*Due by Friday, April 2*	
11	April 5, 2021	**Synch online**	Crisis & Disaster Response; EMDR (Part 2) *Guest Speaker*	• PFA pp. 21-95 (Bb) • COVID article of choice (see Bb)	• Discussion board post • Have EMDR questions	3, 4
12	April 12, 2021	**Asynch online**	Theories for Trauma Counseling Pick 2: IFS, CBT, DBT, or Play **Follow directions in the PPT for this class**	See "MAIN PPT" and complete modules (PPT & reading) for 2 (Bb): • IFS: Sweezy article • CBT: Baranowsky & Gentry • DBT: Miller Ch. 3 • Play: Myrick article	• Discussion board post: *Due by Friday, April 16* • **Traumatic Stress Article Review Due**	
13	April 19, 2021	**Synch online**	Intimate Partner Violence; Theory Practice	• McLuckey & Teska • PPT with short videos (see Bb)	• Discussion board post	
14	April 26, 2021	**Synch online**	Class Closing; Sharing of TIC SLPs		**TIC SLP: Recording, Site Feedback, & Individual Reflection Due**	

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

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 below).

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 –(Key Assignment: KPI A.3.a.2; CACREP 2.F.3.f & 2.F.3.i)

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	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.
7. Promoting resilience and wellness [KPI A.3.a.1; CACREP 2.F.3.i]	20	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	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	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	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