

WYCHE, BRITTANY E., Ph.D. Preparing Master's Level Counselors-in-Training to Work with Trauma. (2021)

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Research on trauma continues to expand, building on the work of scholars, practitioners, advocates, and survivors over the past one hundred years (Courtois & Gold, 2009; Herman, 1997; Substance Abuse and Mental Health Services Administration, 2014; Webber et al., 2017; Zarse et al., 2019). The considerable existing literature on trauma, and its direct and indirect impact on individuals, families, and systems, has prompted many calls for the use of a trauma-informed approach in education, supervision, and treatment (Berger & Quiros, 2014; Black, 2006; SAMHSA, 2014). Scholars have supported the claim for counselor education to include trauma (Lu et al., 2017; Newman, 2011; Trippany et al., 2004), and some researchers have begun to clarify what needs to be taught in Master's level curriculum to ensure basic competency for all counselors so that they are better prepared to meet the needs of a wide range of clients once they are out in the field (Cook et al., 2019; Land, 2018).

Yet despite the expansion of research on working with trauma and the need for greater graduate preparation to work with trauma for counselors-in-training (Bride et al., 2009; Newman, 2011), most existing researchers have focused on the usefulness of trauma-informed supervision to support clinician training (Berger & Quiros, 2016; Knight, 2018; Pieterse, 2018), with limited studies exploring the actual process of teaching clinical students about trauma in their academic coursework (Abrams & Shapiro, 2014; Black, 2008; Butler et al., 2017; Cook et al., 2019; Ghafoori & Davaie, 2012; Greene et al., 2016; Miller, 2001; Shannon et al., 2014a; Shannon et al., 2014b).

There is a need to focus on how to teach students about trauma in a trauma-informed way while still covering the necessary academic material that could better prepare them to work with clients who have experienced trauma (Berger & Quiros, 2016; Butler et al., 2017; Cook et al., 2019; Lu et al., 2017).

As researchers begin to move beyond identifying the necessary content of teaching about trauma, research on counselor pedagogy could offer a lens to explore how to teach about trauma effectively – both to reduce risk of traumatization and to increase student ability to work with future clients (Barrio Minton et al., 2018; Lu et al., 2017). However, research on pedagogy in the counseling field has been limited, and is an area of study that could benefit from further exploration (Association for Counselor Education and Supervision, Teaching Initiative Taskforce, 2016; Barrio Minton et al., 2018; Nelson & Neufeldt, 1998; Waalkes et al., 2018). Thus, there is a need for researchers to examine the pedagogical processes of teaching about trauma in counselor education for Master's level counselors-in-training to better understand the design, implementation, and impact of trauma coursework on students.

This dissertation study utilized case study research methodology to explore the selected case of a required, standalone course on trauma offered to Master's students at CACREP accredited counseling program. Data were collected from the course instructor, classroom observations, and student assignments. All of the data were analyzed using qualitative thematic analysis, and results were described and synthesized to answer the proposed research questions. Results from the study were then discussed in light of existing literature on counselor education and trauma pedagogy. Study limitations,

implications for counselor educators, and suggestions for future research were included as well.

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TO WORK WITH TRAUMA

by

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Dedicated to all those who survive, who hold space, and who heal.

APPROVAL PAGE

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CHAPTER I

INTRODUCTION

Research on trauma has continuously expanded over the past fifty years (Courtois & Gold, 2009; Substance Abuse and Mental Health Services Administration [SAMHSA], 2014; Webber et al., 2017; Zarse et al., 2019). The landmark body of Adverse Childhood Experiences (ACEs) research indicates that about 61% of adults experience at least one adverse childhood experience, and about 17% have experienced four or more ACEs (Centers for Disease Control and Prevention [CDC], 2019). Additionally, national epidemiological research in the U.S. suggests that 60-70% of adults have experienced a traumatic event (SAMHSA, 2014; Suarez et al., 2012). As the literature on the prevalence and impact of trauma has grown, researchers have explored the effects of working with trauma survivors on healthcare professionals (Sommer, 2008; Trippany et al., 2004) and the need for trauma-informed supervision to support clinicians who treat trauma (Knight, 2018). Based on the extensive study of the prevalence of trauma, and its direct and indirect impact on individuals, families, and systems, researchers have called for using a trauma-informed approach in education, supervision, and treatment (Berger & Quiros, 2014; Black, 2006; SAMHSA, 2014). A trauma-informed approach is one that “includes an understanding of trauma and an awareness of the impact it can have across settings, services, and populations. It involves viewing trauma through an ecological and cultural lens and recognizing that context plays a significant role in how individuals perceive and

process traumatic events, whether acute or chronic” (SAMHSA, 2014, p. xix). A trauma-informed approach to care is necessary to prevent further harm or retraumatization to traumatized individuals, and to adequately support and train human service providers to meet the needs of all clients (Berger & Quiros, 2016; Knight, 2018; Lotzin et al., 2018; SAMHSA, 2014).

To promote the use of a trauma-informed approach across service settings, clinicians, educators, and researchers have identified the need for greater integration of trauma education throughout graduate studies in mental health disciplines (Abrams & Shapiro, 2014; Berger & Quiros, 2016; Courtois & Gold, 2009; Greene et al., 2016; Newman, 2011). The Council for Accreditation of Counseling and Related Educational Programs (CACREP) first included Master’s level educational standards for working with trauma, crisis, and disaster in 2009, and continued to include these in the 2016 standards for accreditation (CACREP, 2009, 2016). Yet some research shows that as few as 39% of counselors have taken any academic coursework related to trauma (Bride et al., 2009). Infusion of education on trauma varies widely across counseling programs; some may have a required course on trauma, while others incorporate trauma education into existing courses to differing degrees (Cook et al., 2019; Greene et al., 2016; Land, 2018). Although flexibility in the application of CACREP standards between counseling programs is common, the lack of consistency in preparing counselors-in-training to work with trauma limits the ability of clinicians to competently utilize a trauma-informed approach across service settings (Cook et al., 2019; Courtois & Gold, 2009; Land, 2018).

Increased understanding of counselor pedagogy, particularly understanding the approach to teaching about trauma, is one mechanism that could greatly aid in the standardization of teaching trauma throughout the counseling field. Research on pedagogical theory is limited in counselor education and has historically focused on specific teaching techniques or content areas (Barrio Minton et al., 2014; Nelson, 1998). There is a need to ground teaching practices in broader pedagogical theory across content areas to inform the overall conceptualization and intentional structure of course design, as well as to inform the instructor's approach to engaging with students in the classroom (American Counseling Association [ACA], 2014; hooks, 1994; Nelson, 1998). Grounding course development in pedagogical theory will further increase the rigor of teaching practice and assist researchers in adding to the literature on evidence-based teaching (Ambrose et al., 2010; Barrio Minton et al., 2014; Gelso, 1996). In order to add to the literature on counselor pedagogy, it is necessary to examine the design and development of a counseling course on trauma.

Scholars have also made some progress in defining trauma-informed care and identifying key trauma competencies (Cook et al., 2019; Gentry et al., 2015; Land, 2018; SAMHSA, 2014). Determining the skills, attitudes, and practices that are necessary to meet a minimum level of trauma-informed competency was an essential step to inform exactly *what* needs to be taught to Master's level clinicians on the topic of trauma. Yet there is still a need to clarify *how* trauma should be taught at the Master's level in order to enhance clinical competency. Developing research in counselor pedagogy could help

explore the theoretical grounding for how to teach about trauma (Barrio Minton et al., 2018; Swank & Houseknecht, 2019; Waalkes et al., 2018).

There has been some exploration by scholars of the value of using case-based methods as a pedagogical approach to teach about trauma, and emerging conversations about the value of a standalone trauma course in a program's curriculum, versus infusing knowledge about trauma throughout a program (Abrams & Shapiro, 2014; Ghafoori & Davaie, 2012; Greene et al., 2016). The question of course delivery is connected to which students will be exposed to training on trauma, and whether or not the training will be enough to establish minimum levels of competency in responding to trauma for Master's level counselors. Although some of these design questions have been broached in the literature, researchers have primarily focused their attention on how exposure to a course on trauma will impact the health and well-being of counselors-in-training (CITs).

In addition to the possible risks of exposure to education on trauma, it is likely that at least a portion of students in counseling programs will have their own trauma histories, given the prevalence of adverse childhood experiences statistically (CDC, 2019; Sommer, 2008; Zarse et al., 2019). It is necessary to consider the impact of exposure to traumatic material, even though the process of education, on students' well-being. Beginning with the question of how to teach in a trauma-informed way ensures that counselor educators are "practicing what they preach" to students and clients about the nature of trauma; trauma-informed teaching is essential to the sustainability of clinical practice (Carello & Butler, 2014; SAMHSA, 2014; Sommer, 2008). As a result of emphases on preventing traumatization or retraumatization, the majority of the limited

research exploring the question of how to teach trauma has focused on doing so in a trauma-informed way – that is, ensuring that in the practice of teaching, counselor educators and supervisors are not also increasing the risks for traumatization, retraumatization, or vicarious trauma to students (Black, 2008; Carello & Butler, 2014; Sommer, 2008).

Research focusing specifically on the pedagogy of trauma is limited in the counseling field, particularly in terms of considering teaching efficacy (Barrio Minton & Gibson, 2017; Greene, Williams, Harris, Travis, & Kim, 2016). Although CACREP includes the “effects of crisis, disasters, and trauma on diverse individuals across the lifespan” as a foundational need in counseling curriculum in their 2016 standards, it is up to counseling programs and faculties to determine how to best implement this standard. Thus, there is a need for research to provide an evidence base for the trauma pedagogy in counselor education in order to enhance counselor readiness for the reality of working with trauma in practice.

Statement of the Problem

Research on teaching trauma is still in early stages, and primarily consists of conceptual articles. Much of the existing literature centers on considerations for trauma-informed delivery of trauma education and training. Although trauma-informed delivery in education is essential to meeting trauma competencies, it is also important to explore the impact of pedagogical approaches to teaching trauma on counselor readiness to work with clients who have experienced trauma (Black, 2006; Cook et al., 2019; SAMHSA, 2014). There is a need for additional empirical research to explore how to teach about

trauma, and the overall impact of trauma education on Master's level clinicians, and, ultimately, on clients.

Purpose of the Study

Despite increased calls for the inclusion of trauma in counseling curriculum and the exploration of what should be taught at the Master's level, there is still a need to clarify how to teach about trauma in order to increase counselor efficacy, decrease counselor experiences of vicarious trauma, and to ultimately prepare counselors to work competently with clients exposed to trauma. Research could illuminate important processual factors in the design, implementation and impact of teaching trauma to counselors-in-training. This study seeks to add to the literature on how to most effectively teach trauma in a CACREP accredited, Master's-level counseling program through an in-depth description and analysis. The pedagogical process of how trauma is taught in the course, and the resulting impact on counselors-in-training will be discussed.

Significance of the Study

By exploring the pedagogical design process for creating a course on trauma, and the resulting impact on counselors-in-training, researchers and educators can consider best practices in designing trauma courses. Considering pedagogical approaches and practices in teaching trauma to Master's level clinicians will increase counselor educators' ability to design courses that enhance counselor effectiveness in an evidence-based manner. Increasing counselor competency in working with clients who have experienced trauma could lead to improved outcomes for clients. Establishing an empirical foundation for the exploration of counselor pedagogical processes in teaching

trauma will also open the door for future research on counselor pedagogical processes and increased efficacy of service delivery. Ultimately, the addition of this research could have implications for program development in counselor education, counselor educators, counselor researchers, counselors-in-training, and future clients.

Research Questions

1. How is a course on trauma designed and implemented?
2. How does participation in a required course on trauma impact Master's level counselors-in-training (CITs)?

Definitions of Terms

Acute trauma: Exposure to a specific traumatic event that is time-limited. May include things like a specific traumatic injury due to accident or medical error, experiencing a natural disaster, or experiencing an incidence of sexual assault.

Adverse childhood experiences (ACEs): Experiences of abuse (physical, emotional, and sexual), neglect, and household dysfunction (household member with mental illness, substance use disorder, or criminal history) occurring before age 18. Refers also to a body of literature on the associations between exposures to these experiences in childhood and incidences of disease and mortality in adulthood (CDC, 2019; Felitti et al., 1998; Zarse et al., 2019).

Complex (or Developmental) Trauma: These terms can be used “to describe the experience of multiple and/or chronic and prolonged, developmentally adverse traumatic events, most often of an interpersonal nature (e.g., sexual or physical abuse, war, community violence) and early-life onset. These exposures often occur within the child’s

caregiving system and include physical, emotional, and educational neglect and child maltreatment beginning in early childhood” (van der Kolk, 2005, p. 402). Recently, researchers have also begun to consider how repeated traumatic exposures over the course of the lifespan and exposures to systemic oppression and violence may manifest as complex trauma (Anderson & Stevenson, 2019; Haines, 2019; Range et al., 2018).

Counselors-in-training (CITs): Students enrolled in a CACREP-accredited Master’s level counseling program.

Direct trauma: Personal exposure to or witnessing of trauma, such as experiencing child abuse or witnessing domestic violence. Could also refer to exposures such as experiencing a car accident or witnessing a mass shooting.

Pedagogy: The study of the “art or science of teaching” (Nelson & Neufeldt, 1998, p. 71). Can refer to both a field of research on teaching, and to an educator’s approach to teaching.

Resilience: A concept emerging in response to literature on adverse childhood experiences and trauma. The concept of individual resilience “refer[s] broadly to the study of capabilities, processes, or outcomes denoted by desirable adaptation in the context of risk or adversities associated with dysfunction or adjustment problems” (Masten, 2018, p. 13).

Science of learning: An emerging body of literature that has led to a “research-based theory of how people learn that is educationally relevant...and a set of evidence-based principles for how to help people learn that is grounded in cognitive theory” (Ambrose et al., 2010, p. xiii).

Secondary traumatic stress: Stress from knowledge of traumatic events happening to a significant other, or from helping and/or wanting to help a traumatized person that results in symptoms similar to those of post-traumatic stress disorder (Bride et al., 2004).

Trauma: “[T]he term ‘trauma’ refers to experiences that cause intense physical and psychological stress reactions. It can refer to ‘a single event, multiple events, or a set of circumstances that is experienced by an individual as physically and emotionally harmful or threatening and that has lasting adverse effects on the individual’s physical, social, emotional, or spiritual well-being’ (SAMHSA, 2012, p. 2). Although many individuals report a single specific traumatic event, others, especially those seeking mental health or substance abuse services, have been exposed to multiple or chronic traumatic events.” (SAMHSA, 2014, p. xix).

Trauma-informed care (TIC): “TIC is a strengths-based service delivery approach ‘that is grounded in an understanding of and responsiveness to the impact of trauma, that emphasizes physical, psychological, and emotional safety for both providers and survivors, and that creates opportunities for survivors to rebuild a sense of control and empowerment’ (Hopper, Bassuk, & Olivet, 2010, p. 82). It also involves vigilance in anticipating and avoiding institutional processes and individual practices that are likely to retraumatize individuals who already have histories of trauma, and it upholds the importance of consumer participation in the development, delivery, and evaluation of services.” (SAMHSA, 2014, p. xix).

Vicarious traumatization: an experiential effect of exposure to the trauma of another, and specifically from working with those who have experienced trauma, resulting in negative effects or symptoms similar to those of trauma survivors (Sommer, 2008).

Brief Overview

The following research proposal is presented in three chapters. Chapter 1 focuses on introducing the topics of trauma and trauma-informed care, and exploring how counselor education can prepare clinicians to work with trauma by developing a greater understanding of pedagogical theory, particularly for educators who teach trauma curriculum. Chapter 2 provides a thorough review of the existing literature on preparing counselors-in-training to work with trauma, as well as the research on pedagogy in the counseling field. The proposed study is detailed in Chapter 3, which includes methodological procedures and considerations, and a review of data collected in the pilot study. Chapter 4 details the results of the data collection and analyses of the data in light of study questions. Finally, Chapter 5 includes a discussion of the results in context of the existing literature, a logic model of trauma pedagogy, limitations of the study, implications for practice and education, and directions for future research.

CHAPTER II

LITERATURE REVIEW

The topic of trauma is broad and complex. Even defining what constitutes a traumatic experience can elicit debate in many settings; identifying the role of trauma in the conceptualization of clients' presenting problems is often controversial as well (Knight, 2018; van der Kolk, 2014). Trauma is challenging, painful, and can be intimidating to address, personally and professionally. And, a normative reaction to any exposure to traumatic material is to avoid it – which perhaps explains some of the difficulty clinicians, researchers, and educators encounter in working with, researching, and teaching about trauma (Herman, 1997; Menakem, 2017). Yet all of these things – the complex debates about what trauma is and how it impacts people, the challenge and pain and intimidation, and the automatic avoidance reactions – are precisely why it is so essential for comprehensive counseling research, education, and training to directly address trauma.

The Scope of Trauma: Definitions and Prevalence

In order to effectively explore research, education, and training on trauma in the counseling field, it is necessary first to understand the scope of trauma in the world. Yet any conversation about the prevalence of trauma quickly becomes complicated by the competing conceptualizations of what trauma is, and how it is defined and understood (Felitti et al., 1998; Knight, 2018; Range et al., 2018). Due to the importance of

establishing common knowledge about trauma, it is helpful to first clarify the current, best practice definitions for the plethora of terms connected to the topic of trauma (Berger & Quiros, 2016; Knight, 2018; West, 2010).

Definitions of trauma have shifted and expanded for over a hundred years (Herman, 1997). Judith Herman, a premier psychiatrist and scholar of trauma who has raised awareness of the prevalence of trauma – specifically of incest – throughout her career, thoroughly explores the origin and history of trauma studies in depth in her 1997 text, *Trauma and Recovery: The Aftermath of Violence – From Domestic Abuse to Political Terror*. As she notes:

The study of psychological trauma has a curious history – one of episodic amnesia. Periods of active investigation have alternated with periods of oblivion. Repeatedly ... similar lines of inquiry have been taken up and abruptly abandoned, only to be rediscovered much later. Classic documents of fifty or one hundred years ago often read like contemporary works. Though the field has in fact an abundant and rich tradition, it has been periodically forgotten and must be periodically reclaimed. This intermittent amnesia is not the result of the ordinary changes in fashion that affect any intellectual pursuit. The study of psychological trauma does not languish for lack of interest. Rather, the subject provokes such intense controversy that it periodically becomes anathema. The study of psychological trauma has repeatedly led into realms of the unthinkable and foundered on fundamental questions of belief. (Herman, 1997, p. 7)

Herman then traces the history of trauma studies in line with support from major political movements – the study of hysteria in reaction to the anticlerical, republican politics in 19th century France; the recognition of shell shock in reaction to the wars of the first half of the 20th century; and the validation of sexual and domestic violence in the latter half of the 20th century following feminist movements (Herman, 1997). Indeed, much of

Herman's 1997 text expounds on the parallels between the traumatic reactions – accepted as normative in reaction to war by that point in time – to the trauma responses of survivors of sexual and interpersonal violence.

Now, over twenty years since the publication of Herman's text in 1997, it seems that traumatic stress studies are at another point of active investigation and reclamation. Pioneering work from practitioner-scholars like Bessel van der Kolk, Pat Ogden, Peter Levine, Dan Siegel, Deb Dana, and Stephen Porges have expanded clinicians' and researchers' conceptualization of trauma to include physiological and neurobiological reactions (Levine, 2010; van der Kolk, 2014). The work of resilience and adversity scholars across disciplinary fields have added to the healthcare and education fields' collective understandings of the impact of complex, developmental trauma experienced in childhood (Felitti et al., 1998; Masten, 2018; Porges, 2007; van der Kolk, 2005). And, many scholars have begun to explore in depth the impact of racial trauma and trauma resulting from other oppressive experiences for those who live in marginalized bodies, partially in response to the awareness raised by political movements like Black Lives Matter, and the widespread cultural recognition of the extent of police brutality (Anderson & Stevenson, 2019; Berger et al., 2017; Haines, 2019; Hemmings & Evan, 2018; Kira et al., 2019; Menakem, 2017; Range et al., 2018).

Ultimately, the work of trauma scholars, practitioners, advocates, and survivors over the past twenty years has helped to expand the language of trauma beyond solely event-based definitions to include response-based definitions, thereby honoring the diverse set of experiences that may impact an individual's functioning. An expansive

conceptualization of traumatic stress studies allows clinicians and researchers to consider a continuum of experiences that may cause suffering, and to recognize the additive or cumulative impact that exposures to stress and trauma can have on an individual or system's abilities to cope and adapt – as well as how an individual's personal experience of trauma may be activated or exacerbated when experiencing a mass trauma or disaster event (Felitti, 1998; Weiss et al., 2012; Haines, 2019; Pihl-Thingvad et al., 2019; Tarvydas et al., 2017).

The move away from event-based definitions also allows for a fuller recognition of the ways in which trauma is “both interpersonal and sociopolitical” (Berger et al., 2017, p. 125). For the purposes of this dissertation, the Substance Abuse and Mental Health Services Administration's inclusive definition of trauma will be used:

[T]rauma results from an event, series of events, or set of circumstances that is experienced by an individual as physically or emotionally harmful or threatening and that has lasting adverse effects on the individual's functioning and physical, social, emotional, or spiritual well-being. (SAMHSA, 2014, p. 7)

Importantly, the above definition allows for consideration of both acute, event-specific trauma (i.e., a natural disaster, sexual assault, medical trauma, or experiencing a traumatic physical injury) as well as more complex trauma that unfolds over a period of time or across a variety of experiences, including experiences of oppression and marginalization (Anderson & Stevenson, 2019; Haines, 2019; Menakem, 2017; Singh et al., 2020). A key part of the definition is the way the event or cumulative events are experienced in the body and life of an individual, and the impact that they have on

functioning and well-being, recognizing the innovative contributions from scholars and practitioners of somatic work and neurobiology (Haines, 2019; Levine, 2010; Menakem, 2017; Porges, 2007; van der Kolk, 2014).

Trauma can be experienced directly or indirectly. Direct trauma refers to the personal exposure to traumatic stress or threat; for example, being the victim of an assault or a car accident. Witnessing violence towards others, or the traumatic injury or violent death of another, can also be experienced as direct trauma, even if the direct threat of injury or death was not personally experienced; for example, witnessing a shooting or domestic violence. Indirect trauma most commonly refers to the adverse effects – whether acute or cumulative – of working with trauma survivors, and includes three primary reactions: compassion fatigue, secondary traumatic stress, and vicarious trauma (Knight, 2018). Indirect trauma reactions speak to the powerful ways in which witnessing another person’s experience(s) with trauma impacts helpers (Trippany et al., 2004). Research on the way indirect trauma works, risk and protective factors for indirect trauma experiences, and how to heal are essential to consider in the education of counselors-in-training, and in the practice of trauma-informed supervision. Educators and supervisors might be the first people to recognize signs of indirect trauma, and to increase a counselor-in-training’s awareness of the possible impact of working with traumatized clients (Berger & Quiros, 2014; Courtois, 2018; Knight, 2018; Sommer, 2008).

As researchers and clinicians have established clarity on the definition of trauma, they have been able to achieve greater understanding of the full scope and prevalence of trauma occurring in the world. Indeed, conversations about the evolving definition of

trauma and related sequelae are primarily wrestled with among scholars who seek to more accurately understand trauma, and to measure the prevalence of trauma. As collective understanding of what trauma is and how it impacts people has grown, research on trauma has continuously expanded (Courtois & Gold, 2009; Menakem, 2017; Singh et al., 2020; SAMHSA, 2014; Webber et al., 2017; Zarse et al., 2019). Research on trauma prevalence and impact is conducted at the individual, interpersonal, and systemic level, across multiple disciplines and fields of study, which can further make it challenging to truly establish accurate understanding of the scope of trauma.

One of the studies that has had an incredible impact on collective understanding within medical, mental, and public health communities of the definition, scope, and impact of trauma is the Adverse Childhood Experiences paper from Felitti and colleagues in 1998. The authors examined the links between exposure to categories of adverse experiences in childhood to later incidences of deadly health conditions. The study authors never used the language of trauma; however, they built on categories of abuse in childhood, and included what they call experiences of “household dysfunction” (Felitti et al., 1998, p. 246). The adverse experience categories were broken down in the questionnaire used for the study in the following manner: 1) Abuse – psychological (two items); 2) Abuse – physical (two items); 3) Abuse – sexual (four items); 4) Household dysfunction – substance abuse (two items); 5) Household dysfunction – mental illness (two items); 6) Household dysfunction – domestic abuse, specifically towards mother (four items); and 7) Household dysfunction – criminal behavior (one item) (Felitti et al., 1998). Although the categories of abuse may fit with common historical definitions of

trauma, it is possible to view the original household dysfunction categories as representative of potential complex, developmental trauma or indirect trauma, in addition to possible experiences of acute trauma.

Felitti and co-authors (1998) found that any single exposure to adverse events in childhood also led to approximately a 65-93% probability of exposure to adversity, or trauma, in other measured categories. Furthermore, the authors noted a dose-response relationship between number of exposures and incidences of disease associated with mortality. Felitti and colleagues (1998) emphasize that the effects of abuse and household dysfunction in childhood are “strong and cumulative” (p. 251) and call for increased training and knowledge of the effects of childhood adversity across disciplines in order to improve the overall health of the nation. As researchers, scholars, and healthcare professionals built on the work of Felitti and colleagues (1998), many continued to use the language of adverse childhood experiences, and a frequently paired emerging construct, resilience (Masten, 2018; Range et al., 2018). The different terms used by researchers to examine constructs related to trauma across fields has made it challenging to accurately understand the scope and impact of trauma. Although the ACE study authors never explicitly used the language of trauma, it is clear that their research is closely linked with research on trauma given the above listed categories. Thus, it is necessary to include research related to the ACE study body of work in order to more accurately represent potential exposure to trauma for individuals.

Building on this initial study over the years, the most current Adverse Childhood Experiences body of research indicates that about 61% of adults experience at least one

adverse childhood experience, and about 17% have experienced four or more exposures to adversity (CDC, 2019). The authors of the original 1998 study (Felitti et al.) also emphasize that due to the nature of challenges in recognizing, naming, and reporting experiences of abuse and family disease like alcoholism, these numbers are likely lower than the actual incidences of exposure to adversity and trauma in childhood; even as research has expanded, it is likely that numbers are still under-reported. As the ACE study literature focuses on incidences of trauma exposure prior to 18 years of age, it is understandable that the total scope of traumatic exposure in interpersonal and household interactions throughout the lifespan might be higher. There are individuals who experience interpersonal and household violence for the first time in adulthood; they may also experience violence in places beyond their household. The ACE study literature focuses on interpersonal and family systems or household trauma exposure. People may experience crisis, disaster, violence, and oppression at the community level at all stages of development that could result in trauma reactions, which is not captured in the ACEs literature (Anderson & Stevenson, 2019; Tarvydas et al., 2017).

Workplace violence is also a form of trauma exposure that individuals may experience, primarily in adulthood, that can have comparable effects on health as traumatic exposures in childhood (Cech & O'Connor, 2017; Hoobler et al., 2010; Friis et al., 2018; Pihl-Thingvad et al., 2019). Workplace violence may include experiences of harassment or discrimination based on oppression and marginalization, as well as interpersonal violence. However, workplace trauma is an emerging area of research, which adds to the challenge of establishing prevalence and impact of both workplace

trauma specifically, and to establishing overall prevalence of trauma more broadly (Calvard & Sang, 2017; Hersch, 2018; Khubchandani & Price, 2015). Indeed, some research suggests that more than 70% of adults have experienced exposure to a traumatic event at some point in their lives (Courtois & Gold, 2009; SAMHSA, 2014). Furthermore, there is evidence that individuals who misuse or abuse substances, particularly alcohol, are at elevated risk for traumatic injury that leads to hospitalization (Landy et al., 2016; Veach & Shilling, 2018) which could increase the total prevalence of trauma. Yet given the variety of traumatic exposures and the already high prevalence numbers in the United States alone – even in the midst of conflicting definitions and under-reporting – it is increasingly clear that counselors will encounter clients who have been exposed to trauma in almost any practice setting or field of specialization. Formal education included in Master’s level training programs is needed so that new counselors can enter the field with a minimum level of competency to work with clients in a trauma-informed way (Butler et al., 2017; Cook et al., 2019; SAMHSA, 2014).

Examining Counselor Pedagogy

Research on teaching trauma to counselors-in-training has so far focused primarily the need for increased education – specifically academic coursework prior to field experience – and has begun to include the content most necessary for students to learn about trauma prior to working with clients (Cook et al., 2019; Courtois & Gold, 2009; Newman, 2011). Establishing core trauma competencies has been a necessary and significant step in determining curriculum design for Master’s students (Land, 2018). The few researchers who have directed their attention on how to best teach counselors-in-

training about trauma in the academic setting have focused on the importance of teaching in a trauma-informed manner (Black, 2006; Butler et al., 2017; Shannon et al., 2014a). Although it is understandable that researchers have focused on the potential impact of exposure to traumatic material during the process of learning about trauma – given the risk of harm due to vicarious traumatization or retraumatization – there is a need for research on trauma pedagogy that goes beyond conceptual calls to teach in a trauma-informed way. In addition to ensuring that education on trauma does not cause significant harm to students, there is a need to determine if it is effective for student learning as well.

Teaching in a trauma-informed way is not necessarily a distinct goal from ensuring that student learning is achieved in course design and implementation. Indeed, students who are experiencing symptoms of indirect trauma or retraumatization will not be able to effectively retain information and apply it, given the way that trauma can impact executive functioning, memory, affect, and behavior (Herman, 1997; van der Kolk, 2014). And although it is perhaps more necessary than ever to create a “safe frame for learning” (Miller, 2001, p. 139) when teaching about trauma, attending to dynamics of self-care, emotional safety, and the impact of stressful material on student functioning and learning ability is noted as a key part of the science of learning across disciplines (Ambrose et al., 2010). Indeed, as is posited with most trauma-informed initiatives that are considered to improve care across systems for all people (SAMHSA, 2014), teaching from a trauma-informed lens can enhance learning for all students, regardless of the content that is being taught. In order to best determine the impact of a trauma-informed

approach in teaching on student well-being and learning efficacy, more must first be learned about how instructors can utilize trauma-informed principles in their teaching.

A key missing link that could help ground research on trauma-informed teaching lies in the examination of pedagogy (Association for Counselor Education and Supervision [ACES], Teaching Initiative Taskforce, 2016). As theoretical orientations are to counseling interventions, so pedagogical theories can be to teaching interventions; yet there is a need for greater research and education on pedagogical theory throughout the counseling field (Barrio Minton et al., 2018; Waalkes et al., 2018). The call for increased research on counselor pedagogy is not a new one (ACES Teaching Initiative Taskforce, 2016). Historically, research on counselor education has been limited in its examination of pedagogical theory, instead focusing more on specific teaching techniques or content areas (Barrio Minton et al., 2014; Barrio Minton et al., 2018; Nelson, 1998). Although content and technique are undoubtedly important to the practice of teaching, there is a need to ground teaching practices in broader pedagogical theory. Pedagogical theory can be used in order to inform the overall conceptualization and intentional structure of course design, as well as to inform the instructor's approach to engaging with students in the classroom (ACA, 2014; hooks, 1994; Nelson, 1998). Grounding course development in pedagogical theory will additionally increase the rigor of teaching practice and assist researchers in adding to the literature on evidence-based teaching (Ambrose et al., 2010; Barrio Minton et al., 2014; Waalkes et al., 2018).

Many of the evidence-based skills and techniques related to teaching that have been examined in the literature are grounded in cognitive theories and learning science

(Ambrose et al., 2010). Incorporating techniques based on science of learning can help move educators beyond solely focusing on content knowledge for instruction (Swank & Houseknecht, 2019). The advances in bridging science of learning literature to direct application has been an essential step for educators across disciplines (Ambrose et al., 2010; Svinicki & McKeachie, 2011). Perhaps most important has been the emphasis placed on *how* students learn, shifting the focus from the specific discipline or content that is taught to generalized principles of effective student learning (Ambrose et al., 2010; Svinick & McKeachie, 2011). Yet, educators who implement these learning theories might not be fully aware of the pedagogical grounding in cognitive theory or may utilize the techniques in a decontextualized manner without a richer understanding of the pedagogical theory behind them (Nelson & Neufeldt, 1998; Waalkes et al., 2018).

Though necessary and practical, the decontextualized application of science of learning techniques by instructors in the classroom is somewhat akin to counselors who may utilize interventions from various theories in session without a sound theoretical conceptualization or rationale, and can lead to ambiguity (Zhu, 2018). Furthermore, as science of learning principles are primarily grounded in cognitive theory, the limited exploration in research on other components of learning, like affect, relational, and environmental experiences, can leave instructors at a disadvantage and impact students' abilities to learn effectively – all without instructors even fully understanding the potential blind spots of the cognitive theories (Granello, 2000; Haskins & Singh, 2015; Nelson & Neufeldt, 1998). Thus, it is necessary for research in counselor education to examine the impact and efficacy of different pedagogical approaches on student learning

in order to strengthen the foundations of instruction within the field (ACES Teaching Initiative Taskforce, 2016).

One area of counselor education that has continuously pushed for growth in the counseling field, particularly in terms of education for counselors-in-training, is multicultural studies (Killian & Floren, 2020; Nittoli & Guiffrida, 2018; Ratts et al., 2016). As a result of the advocacy and research of scholars and practitioners on behalf of multicultural counseling, multicultural counseling came to be seen as the fourth force of counseling, following behaviorism, psychodynamics, and humanism (D'Andrea & Daniels, 1991; Pederson, 1991) and sparked conversations about further needed competencies for counselors in practice (Ratts et al., 2016). Multicultural counseling increasingly came to be seen as a necessary part of counselor education, and effective multicultural training has emerged as a trend in research on counselor pedagogy (Barrio Minton et al., 2018).

Scholars who study counselor preparation in multicultural counseling have drawn on pedagogical theories such as engaged pedagogy, pedagogy of the oppressed, critical race theory, and feminist pedagogy to inform their understanding of learning in the classroom environment within academic institutions (Arczynski, 2017; hooks, 1994; Killian & Floren, 2020; Lamantia et al., 2018; Nelson & Neufeldt, 1998; Odegard & Linwood, 2010). These additional pedagogical theories add greatly to the knowledge base on teaching and learning, beyond an individualistic, modernist lens, for more equitable educational practices that recognize the political nature of the education process (Arczynski, 2017; Guiffrida, 2005; hooks, 1994). Researchers who examine the

importance of multicultural and social justice orientations in the counselor education process have continuously called for further examination of the process of how to teach diverse students effectively so that they can better meet the diverse needs of clients (Haskins & Singh, 2015; Odegard & Linwood, 2010).

Given the understanding of the potential traumatic reactions in response to oppression and/or minority stress (Anderson & Stevenson, 2019; Kira et al., 2019; Range et al., 2018), and the acknowledgment of the political nature of trauma (Haines, 2019; Herman, 1997; Menakem, 2017), it is increasingly imperative that any education on trauma must include a socially just orientation that examines power and includes cultural humility and responsiveness (Haines, 2019; Lamantia et al., 2018; Land, 2018; Ratts et al., 2016; Singh et al., 2020; Varghese et al., 2018). Consequently, drawing on pedagogical theories that have been utilized to teach multicultural competencies may have some application to trauma education within the counseling field.

Engaged pedagogy, created by bell hooks, is one pedagogical theory grounded in multiculturalism and social justice that is well-suited to the development and teaching of counseling graduate courses by counselor educators, and perhaps especially courses on trauma. Expanding on the work of Paulo Freire and weaving in key elements from mindfulness teachings and critical race theory, hooks' engaged pedagogy theory establishes education as a "practice of freedom" (hooks, 1994, p. 13). Essentially, hooks' theory explores how education can be a vehicle for liberation and self-actualization for teachers and students. In engaged pedagogical theory, the instructor and the students in the classroom are each viewed as unique, whole individuals, with mind, body, and spirit

(hooks, 1994). Mutual vulnerability between instructor and students, and intentional flattening of power hierarchies within the classroom, are essential ingredients to promote engaged learning, towards the goal of holistic self-actualization for all (hooks, 1994). Instructors are encouraged to model engagement and vulnerability by taking the first step to share personal, related experiences to course content (Berry, 2010). Learning and self-actualization are not confined to the classroom, and the value of instructors' and students' lived experiences is part of the ongoing, dialogic learning process (Berry, 2010; hooks, 1994).

Similarly, key values in the counseling field promote ongoing support for human development and “the worth, dignity, potential, and uniqueness of people within their social and cultural context” (ACA, 2014, p. 3). Both hooks and the ACA code of ethics insist on thinking critically about the impact of oppression and call for educators to play a role in the pursuit of social justice and liberation. If a goal of counselor education is to “offer ... students maximum dignity and ownership of their learning process” (Nelson, 1998, p. 71) then engaged pedagogy – with its emphasis on the humanity of student and instructor – is an appropriate pedagogical theory for conceptualizing counselor education. hooks' theory speaks to the sacredness of teaching, and the responsibility of instructors to “teach in a manner that respects and cares for the souls of our students...to provide the necessary conditions where learning can most deeply and intimately begin” (hooks, 1994, p. 13). Her continual concern for the well-being of students as a key factor in the necessarily vulnerable and experiential learning process aligns with values of the

counseling field in a way that counselor educators, in their unique role as teachers, can broadly put into practice.

The emphasis on well-being and self-actualization of instructor and students, in mind-body-spirit, and the recognition of vulnerability within the classroom from engaged pedagogy appear to be a natural fit with principles of teaching in a trauma-informed way. Ultimately, engaged pedagogy is a relational, ecological pedagogical approach that directly embraces the humanness of instructors and students, and encourages appropriate instructor vulnerability to support students and engage them in the learning process, and thus is connected to a trauma-informed perspective (hooks, 1994; Newman, 2011).

The Need for Education and Training to Work with Trauma

In light of the wide-ranging research by scholars who study trauma, and the established direct and indirect impact of trauma on individuals, families, and systems, researchers have called for using a trauma-informed approach in education, supervision, and treatment (Berger & Quiros, 2014; Black, 2006; SAMHSA, 2014). A trauma-informed approach is a necessary best-practice to prevent doing further harm to traumatized individuals, and to adequately support and train human service providers to work effectively with all people, especially those impacted by trauma (Berger & Quiros, 2016; Knight, 2018; Lotzin et al., 2018; SAMHSA, 2014). A trauma-informed approach requires a system-wide recognition of the ecological effects of trauma on individuals, families, larger communities, and the systems people are navigating in their intersecting cultural contexts (SAMHSA, 2014; Varghese et al., 2018).

In order for a trauma-informed approach to be utilized across service settings, clinicians, educators, and researchers have identified the need for greater integration of trauma education throughout graduate studies in mental health disciplines (Abrams & Shapiro, 2014; Berger & Quiros, 2016; Courtois & Gold, 2009; Greene et al., 2016; Newman, 2011). In the counseling field, the Council for Accreditation of Counseling and Related Educational Programs includes master's level educational standards for working with trauma, crisis, and disaster in the 2016 standards for accreditation (CACREP, 2009; 2016). However, less than half of counselors may encounter coursework that focuses on trauma in their academic curriculum (Bride et al., 2009). Based on a survey review of National Association of Alcohol and Drug Addiction Counselors members, Bride, Hatcher, and Humble (2009) identified that most counselors did not receive adequate preparation to work with traumatized clients in their academic training. Within their sample of 223 counselors who were members of the National Association of Alcohol and Drug Counselors, the authors reported that only 39% had formal academic coursework on trauma; furthermore, the authors note they do not have any information on the quality or depth of that coursework (Bride et al., 2009).

Researchers have recently made some progress in terms of identifying *what* needs to be included in education on trauma to reach basic trauma competency for Master's level clinicians (Land, 2018). Cook, Newman, and Simiola synthesize research on trauma competencies in their 2019 paper and "echo the continued call that psychology students, researchers, educators, and practitioners obtain minimal competencies in working with traumatized populations" (p. 418). The authors present five broad, core trauma

competencies, including: 1) scientific knowledge about trauma, 2) psychosocial trauma-focused assessment, 3) trauma-focused psychosocial intervention, 4) trauma-informed professionalism, and 5) trauma-informed relational and systems. They then explore how training might incorporate these competencies to effectively prepare clinicians. Their findings also emphasize the importance of trauma-informed teaching of traumatic material in order to be in line with trauma competencies (Cook et al., 2019).

However, despite the increased evidence base for the need to educate clinicians on trauma, there remains great variation in how education on trauma is infused into counseling programs, including whether standalone courses on trauma are even required in the graduate-level curriculum (Cook et al., 2019; Greene et al., 2016; Land, 2018). Great variation in the implementation of trauma education across counseling programs undermines the standardization and field-level competency of counselors to work with clients with trauma exposures (Cook et al., 2019; Courtois & Gold, 2009; Land, 2018). Furthermore, there remains little research on *how* to teach about trauma effectively, particularly in the field of counselor education.

Trauma-Informed Supervision

While little research exists on how to teach trauma effectively, research on training counselors to work with trauma is expanding under the multidisciplinary topic of trauma-informed supervision (TIS). Many scholars researching trauma-informed supervision note the variety of background experiences of trauma that counselors-in-training are bringing as they enter the profession, varying levels of competency responding to trauma, and the need for on-going training on trauma-specific topics for

their supervisees (Berger & Quiros, 2014; Sommer, 2008; Lotzin et al., 2018). Depending on the nature of a counselor's clinical site and their caseload population, increased supervision and consultation can be essential processes to prevent burnout and ensure higher quality client care (Pieterse, 2018; Trippany et al., 2004; Veach & Shilling, 2018). Supervision plays a significant role in supporting counselors as they work with clients with complex symptoms and trauma backgrounds (Berger & Quiros, 2014). Researchers note the impact working with trauma has on individuals, and the need for additional support to avoid vicarious traumatization or compassion fatigue responses in counselors (Butler et al., 2017; Sommer, 2008; Trippany et al., 2004). Supervisors can shift between teaching, consulting, and counseling roles in order to best meet the needs of supervisees who are navigating their own reactions as they learn to work with clients who have experienced trauma (Knight, 2018).

In her comprehensive review article, Knight (2018) "traces the evolution in thinking about and understanding of trauma and its effects" and the resulting implications for future research and practice for supervisors (p. 8). Knight emphasizes the need for supervisors to understand the dynamics of trauma, how trauma impacts clients, and what trauma-informed care is in order to provide adequate support and training in supervision. In the structure of her article, Knight appears to be modeling the importance of starting with a firm educational foundation so that her readers can understand the nature of trauma and its effects on individuals and systems, as well as what trauma-informed care entails, before moving into the implications for practice in supervision (Knight, 2018). The emphasis on common definitions and basic knowledge competency are emphasized

by many other researchers writing on trauma-informed supervision and practice (Cook et al., 2019; Land, 2018; Pieterse, 2018; Szczygiel, 2018). Overall, scholars who have focused on exploring trauma-informed supervision highlight the potential client and counselor benefits that could come from more opportunities for education and training on working with trauma (Knight, 2018).

Although the quantity of research on trauma-informed practice and care has increased over the past two decades, there are still gaps in the literature in terms of applying trauma-informed principles to the practice of supervision (Knight, 2018). Notably, one of the ongoing challenges to expanding the research on TIS is the need for increased education about trauma throughout the mental health field in general: the nature of how trauma works, principles of trauma-informed care, and specific strategies and interventions to implement when working with trauma (Knight, 2018; West, 2010). One aspect of trauma-informed practice that is particularly salient to supervision is the relational dynamic in the working alliance (Berger & Quiros, 2016; Etherington, 2009). Some scholars have proposed that attending to the nature of the relationship in trauma work is the most important element, beyond any theoretical approach, (Szczygiel, 2018), and so it seems that it is likely of equal importance in the case of TIS. Although the importance of the supervisory alliance is well-documented (Borders & Brown, 2005; Watkins, et al., 2015) research on the supervisory relationship in the context of TIS is lacking (Berger et al., 2017; Virtue & Fouché, 2010). Relational cultural theorists consider the ways in which hierarchy and power dynamics can influence the supervisory

alliance, and how this might connect to supervisees' sense of safety to bring relevant material into supervision (Mangione et al., 2011).

Given the centrality of safety and power issues in trauma work (Herman, 1997; Knight, 2018), researchers have noted that questions of safety and power are key considerations for the supervisory alliance in TIS as well (Berger & Quiros, 2016; Berger et al., 2017; Knight, 2018; West, 2010). As a counselor's overall sense of safety in the world may be impacted by working with clients who are traumatized (Etherington, 2009; Trippany et al., 2004), trauma-informed supervisors need to be particularly attuned to supervisees' sense of safety and trust within the supervisory relationship, as well as to any potential ruptures in the supervisory relationship (Berger et al., 2017; Knight, 2018; Mangione et al., 2011; Watkins et al., 2015). Supervision must be a safe enough place for supervisees to discuss their countertransference reactions, as well as the impact they are experiencing from exposure to indirect trauma (Berger & Quiros, 2014; Courtois, 2018; West, 2010). Ultimately, supervisors, too, need educational training in trauma-informed care and practices.

Knight (2018) makes a key distinction between trauma-informed practice and care, and notes that trauma-informed practice (TIP) is the clinician's approach to working with traumatized client, whereas trauma-informed care (TIC) speaks more to organizational approaches to organizations who are serving clients who have experienced trauma. Both are relevant in terms of trauma-informed supervision (TIS) as TIP cannot occur within organizations that are not using a TIC approach. Therefore, supervisors within organizations – or those offering supervision to clinicians in private practice –

must be trauma-informed in order for TIP to actually occur (Berger & Quiros, 2016; Knight 2018). Trauma-informed practice, care, and supervision all include: an awareness of the impact of trauma on those potentially receiving services or supervision; consideration of the ways in which principles and knowledge of trauma and trauma processes influence individuals and systems; utilize strengths-based and cultural, ecological lenses; and include a concern for avoiding retraumatization and increasing individuals' senses of safety and agency (Knight, 2018, SAMHSA, 2014).

Based on the strong research emerging on trauma-informed supervision, it seems increasingly clear that education on trauma must be infused throughout counselor education. Although supervision and field training can be places where counselors-in-training learn more about trauma and responding to clients who have had traumatic experiences, they cannot effectively do so if their supervisors aren't educated and trained to competently respond to trauma as well. Researchers continuously note that increased education within the graduate academic curriculum would better prepare counselors-in-training to utilize supervision more effectively, enhancing their experiential learning and training (Berger & Quiros, 2016). Finally, scholars who research trauma-informed supervision speak consistently to the importance of attending to the processes of training – in addition to the content – when working with trauma for all those involved (Pieterse, 2018; Szczygiel, 2018; Varghese et al., 2018).

Research on Learning About Trauma

Although the field of traumatology is growing as a whole across multiple disciplines of study, research on trauma specifically within the counseling field has not

increased at a comparable pace. In fact, there is still a dearth of literature on the topic of trauma in counseling journals. Webber, Kitzinger, Runte, Smith, and Mascari (2017) reported that out of 2,379 articles from three flagship counseling journals over a twenty-year period (*Journal of Counseling & Development*, *Journal of Mental Health Counseling*, and *Counselor Education & Supervision*, from 1994-2014), only 108 articles met inclusion criteria for their content analysis review of trauma-related articles. The authors inclusion criteria was based on a list of 23 keywords that could be in the keyword search or title: *abuse, stress, disaster, domestic violence, incest, IPV, maltreatment, posttraumatic stress, PTSD, rape, terrorism, trauma, vicarious traumatization, victim, violence, war, coping, posttraumatic growth, refugee, resiliency, revictimization, retraumatization*, and *survivor* (Webber et al., 2017). Of these articles, the majority were theory- and practice-related; fewer met standards for empirical research. There was no distinction in their review of how many of these articles might be related to the pedagogy of trauma. Yet researchers have consistently documented the need for further study on trauma, and particularly on the topic of teaching about trauma, in order to ensure that clinicians are utilizing best practices when working with clients (Abrams & Shapiro, 2014; Black, 2006; Butler et al, 2017; Ghafoori & Davaie, 2012; Gentry et al., 2017; Lotzin et al., 2018).

Given the repeated calls for increased education on trauma across disciplines, and the calls within supervision literature for a greater inclusion of coursework relating to trauma, the absence of literature on teaching about trauma to counselors-in-training is striking. Although researchers and educators have begun to clarify what needs to be

taught at the Master's level to establish basic competency in working with trauma (Cook et al., 2019; Land, 2018) the question of how to teach about trauma remains under-researched. Emerging literature on teaching trauma to clinicians in training has focused on: conceptual articles to ensure that teaching trauma is done in a trauma-informed way; limited empirical studies on the indirect trauma effects of learning about trauma; and a few empirical exceptions that examine the method of delivery for instruction on trauma (Abrams & Shapiro, 2014; Black, 2006; Black, 2008; Butler et al., 2017; Ghafoori & Davaie, 2012; Greene et al., 2016; Miller, 2001; Newman, 2011; Shannon et al., 2014a; Shannon et al., 2014b).

Understanding more about the nature of how trauma, whether direct or indirect, impacts individuals may somewhat explain the challenges in directly including trauma in research, education, and practice. Trauma researchers have consistently identified normative cognitive, affective, and behavioral reactions to exposure to traumatic material; by far the most common reactions involve avoidance and dissociation in various manifestations (Herman, 1997; Menakem, 2017; van der Kolk, 2014). As educators, researchers, supervisors, and clinicians are all human, it is understandable that they can be impacted by these processes as well – and they need to be aware of these possibilities and impacts. Trauma exposure and physiological stress responses have direct implications for executive functioning and memory processes as well (Levine, 2010; van der Kolk, 2014). The ways in which parts of the brain connected to language can be shut down in response to traumatic stress (Haines, 2019; van der Kolk, 2015), make it particularly challenging to develop language and structured engagement with trauma on

an intellectual level, as might be required for developing curriculum. Additionally, as complex and broad as the scope of trauma is, it requires synthesis of multiple branches of research across disciplines in order to establish a comprehensive framework for teaching others about trauma.

Despite the challenges in researching trauma, scholars have begun to add specifically to the literature on teaching about trauma in clinical education. In his 2006 psychology paper, Black created a conceptual model for teaching about trauma treatment based on the best practices of trauma-informed care. The model centers on three principles: 1) resourcing, 2) titrated exposure to traumatic material, and 3) reciprocal inhibition (Black, 2006). The first principle, “resourcing” speaks, essentially, to the intentional development and inclusion of positive coping skills both for individual students, and in the classroom community, throughout each class. Black (2006) uses the example of providing videos to promote laughter, and engaging students in a reflexive process to identify how they can connect with their personal coping resources during and outside of class. The second principle in this model, “titration” refers to the idea of breaking down exposure to traumatic material into “small, manageable ‘doses’ and then returning to a sense of resourcing or grounding” in between exposure to material about trauma (Black, 2006, p. 269). The intention behind titration goes beyond ensuring students are connecting with their resources, though; this principle recognizes the physiological needs of human nervous systems and taps into their power to move through cycles of stress. And finally, taking the first two principles even a step further, “reciprocal inhibition” intentionally pairs exposure and relaxation in order to “remove the

power of the trauma response” (Black, 2006, p. 269). These three principles reflect key competencies from working with trauma in treatment, and in designing trauma-informed systems (Cook et al., 2019; SAMHSA, 2014).

A key goal of conceptualizing teaching through a trauma-informed lens is to decrease clinician-in-training experience of vicarious traumatization (Black, 2006; Black, 2008; Carello & Butler, 2014). Attending to the emotional and psychological safety of practitioners is in line with trauma-informed best practices and is also in line with established competencies for clinicians who work with trauma on an on-going basis (Cook et al., 2019; SAMHSA, 2014). However, the empirical research on the impact of education on trauma on counselors-in-training is still limited. Black (2008) conducted a pilot study to test his 2006 conceptual model; in his results, he highlighted the students’ perceived necessity of exposure to education on treating trauma, increased student perception of competency in responding to trauma, and considered students’ distress reactions to this exposure in his study. Yet Black (2008) did not use any standardized scales to measure secondary traumatic stress or counselor self-efficacy, and primarily explored relevant constructs through single-item questions that he asked class participants at the end of the course. Additionally, the single-item measures do not allow for an in-depth exploration of possible student experiences and reactions to the process of trauma-informed teaching. Although his study adds evidence for his conceptual model and specific teaching techniques, there is still much to be studied about teaching trauma to clinicians.

Shannon, Simmelink-McCleary, Im, Becher, & Crook-Lyon conducted two studies in 2014 to examine two particularly important components of student experiences in trauma courses: 1) how incorporating self-care into a trauma course can impact students (Shannon et al., 2014a); and 2) how a trauma course might specifically impact survivors of trauma in the course (Shannon et al., 2014b). These authors contributed significantly to the collective research base on the impact of learning about trauma by conducting these studies utilizing consensual qualitative research methods to analyze student journal reflections from their participation in a course on trauma. Ultimately, both studies add support to the authors' calls for the normalization of indirect trauma responses when learning about trauma, and the authors encourage educators and supervisors to intentionally include self-care practices in any training on trauma. The evidence-based need for self-care strategies to be incorporated in education about training reinforce the calls for trauma-informed practices in education and training. Studies by Butler, Carello, and Maguin (2017) and Lu, Zhou, and Pillay (2017) provide additional support for the consideration of trauma-informed teaching to attend to the emotional and cognitive reactions of students to exposure to trauma material in training, the changes to perceived preparedness to work with clients on trauma, and highlight the importance of including self-care in the curriculum to buffer the impact of vicarious traumatization.

Some scholars in mental health fields have moved to focus conceptually on potential delivery methods of teaching trauma, exploring infusing curriculums with specific training programs (Abrams & Shapiro, 2014; Ghafoori & Davaie, 2012). Although a few of these were primarily descriptive, Greene and colleagues (2016)

conducted an innovative, empirical study to consider the impact of specific practicum curriculum centered on crisis, trauma, and disaster on counselors-in-training. The authors grounded their study in a constructivist-developmental pedagogy to examine the impact of infusion of trauma and related content training within a practicum experience on student crisis self-efficacy. The authors found a statistically significant difference in students' crisis self-efficacy scores across a time series of participating in the unfolding, case-based practicum experience. From these results, the authors determined that the evidence supports the infusion of crisis, trauma, and disaster throughout counseling programs, regardless of whether or not there is also a standalone course on crisis, trauma, and disaster.

Collectively, the studies referenced in above paragraphs make progress in identifying components of the experiential impact of learning about trauma. Yet, none of these studies speak to the efficacy of teaching on student learning and the overall impact on clinical development for counselors-in-training. Thus, although some progress has been made in establishing a research base on the impact of learning about and working with trauma cases during training, there is a need for further research to examine the comprehensive impact of a course on trauma on students. Based on existing literature, it seems to be particularly important to begin clarifying the impact of formalized academic training on counselor-in-training learning and clinical application, and secondary traumatic stress reactions (Black, 2008; Butler et al., 2017; Lu et al., 2017). Additionally, almost none of these studies reference specific pedagogical approaches to designing or teaching counselors-in-training about trauma through academic coursework. If other

educators are to effectively teach counselors-in-training about trauma in a trauma-informed way, more information is needed about the processes of teaching and learning about trauma.

Moving Toward a Trauma-Informed Pedagogy

Trauma scholars consistently emphasize the role of the relational dynamics on the process of trauma recovery (Herman, 1997; Gómez et al., 2016; Szczygiel, 2018). Research on trauma-informed supervision has additionally supported the need to focus on the relational quality of the supervisory alliance when working with supervisees who work with trauma (Berger & Quiros, 2016; Knight 2018). Likewise, scholars who advocate for trauma-informed teaching highlight the need for a relational framework when teaching about trauma (Courtois & Gold, 2009; Miller, 2001). A key value of using a relational framework “recognizes the importance of having instructors and supervisors model humanness and openness” (Courtois & Gold, 2009, p. 17).

Using a trauma-informed approach in teaching is essential to follow best practice guidelines in the field of trauma studies (Cook et al., 2019; Courtois & Gold, 2009; SAMHSA, 2014). Researchers who have explored how to teach in a trauma-informed way have emphasized the recognition that many students may be survivors of trauma, or may experience trauma during the course of their graduate education (Carello & Butler, 2014; Miller, 2001; Newman, 2011; Shannon et al., 2014b). Furthermore, the process of being exposed to educational material about trauma can elicit trauma responses even in the absence of a personal trauma history (Black, 2006; Butler et al., 2017; Courtois & Gold, 2009; Shannon et al., 2014a). In order to appropriately attend to the needs of

student survivors, and to recognize the impact of even secondary exposure to traumatic material, instructors of trauma courses must consider the lived experiences of students outside of the classroom, as well as the impact of classroom material on students' lives (Black, 2006; Courtois & Gold, 2009; Miller, 2001; Newman, 2011).

Engaged pedagogy, one pedagogical theory that has trauma-informed elements, similarly charges instructors to consider the way lived experiences of students and instructors impact learning in the classroom, and to recognize the impact that course content can have on students' and instructors' development and health outside of the classroom (hooks, 1994). Instructors must also consider how their own trauma experiences, and the process of working with trauma, might be impacting them as they teach traumatic material and engage with students; doing so will allow them to utilize a relational framework and engage in a dialogue of mutuality with students (hooks, 1994; Courtois & Gold, 2009; Miller, 2001).

Recognizing the prevalence of trauma and its impact on students and instructors highlights the need for further exploration of constructs of power and safety as these are particularly salient factors to how trauma functions. Every relationship is influenced by power dynamics (Chan et al., 2018; Miller, 1986) and power becomes particularly relevant when working with trauma (Haines, 2019; Herman, 1997) given that there is often an experience of powerlessness on the part of a person who is exposed to trauma. In the case of interpersonal trauma, abuse of power over another is a central feature of the traumatic experience (Gómez et al., 2016; Miller, 2001). There is also increasing recognition in the field of trauma studies of the traumatic impact of marginalization and

oppression, which are a product of individual differential power and privilege locations within society (Hemmings & Evans, 2018; Kira et al., 2019; Menakem, 2017; Pieterse, 2018; Range et al., 2018). Societal locations of power must be reflexively considered in the practice of teaching and training generally (Berry, 2010; Chan et al., 2018; hooks, 1994), and there is an even greater need to consider the role of power dynamics in relationships when teaching and training on trauma (Courtois & Gold, 2009; Pieterse, 2018; Varghese et al., 2018). Engaged pedagogy is one multiculturally oriented pedagogy that allows instructors to both recognize the power they hold in the instructor role, while still acknowledging oppressed identities they may hold socially; and, in parallel fashion, acknowledge the lack of power in the student role, even if there are intersecting privileged identities for students (Arczynski, 2017; Chan et al., 2018; Lamantia et al., 2018).

Consideration of cultural factors and the impact of power are necessary prerequisites to establishing safety in any relational framework, including the classroom (Chan et al., 2018; Herman, 1997; hooks, 1994; Miller, 1986; Miller, 2001; Varghese et al., 2018). In order to teach in a trauma-informed way, it is essential for instructors to continuously assess for and attend to safety (Black, 2006; Carello & Butler, 2014; Courtois & Gold, 2009; Miller, 2001). Trauma experience, and confrontation of traumatic material, necessitate a recognition of lack of safety (Herman, 1997). Furthermore, the experience of symptoms resulting from trauma experience or secondary exposure to trauma can also result in a felt sense of lack of safety in one's body, relationships, and the world (Courtois & Gold, 2009; Herman, 1997; Miller, 2001; Trippany et al., 2004).

Conversely, the process of therapy and healing involve establishing and connecting with safety in the context of a healing relationship (Herman, 1997; Levine, 2010; Szczygiel, 2018; van der Kolk, 2014).

Similarly, trauma-informed teaching can intentionally promote a sense of safety in the classroom through consistency of structure, intentional titration of material, dedicated time to processing affective reactions in community, and active inclusion of self-care practices (Black, 2006; Black, 2008; Miller, 2001; Newman, 2011; Shannon et al., 2014a; Shannon et al., 2014b). Teaching in a trauma-informed way that prioritizes student safety and well-being does not mean the instructor avoids exposing students to traumatic material, or that she paternalistically protects students from knowledge about the nature and prevalence of trauma in the world (Newman, 2011). Rather, trauma-informed teaching challenges instructors to directly engage students with knowledge of trauma – despite the ways in which this exposure can shake and challenge students’ worldviews and functioning (Miller, 2001; Newman, 2011).

The mutual vulnerability in dialogue from engaged pedagogy, as initiated by the instructor, is one way to acknowledge and shift the traditional classroom power hierarchy, and to promote student safety while maintaining engagement (hooks, 1994; Miller, 2001). To fully engage with students as whole persons, trauma-informed instructors can model vulnerable yet boundaried self-disclosures in the classroom as well (Berry, 2010; hooks, 1994; Miller, 2001). For example, discussions of self-care in the face of working with trauma are key conversations instructors can have with students, and ones in which instructors can speak to how they have learned to engage in trauma

work during their professional careers (Miller, 2001; Newman, 2011; Shannon et al., 2014a). It is because of the necessity of trauma education in order to more effectively serve clients, and the recognition of how that education may impact students, that instructors must teach in intentional, thoughtful ways. Instructors must consider overall student well-being and development and their relational connections to students while critically engaging students with vulnerable and powerful material (Black, 2006; Miller, 2001).

Establishing a classroom climate that allows for student choice and autonomy in how they engage and what they disclose further empowers students and promotes safety (Herman, 1997; hooks, 1994; Miller, 2001). Creating a trauma-informed course structure can align with goals of self-actualization by providing opportunities for students to wrestle with challenging, transformative material while being supported in relationships of mutuality with the instructor and their classmates (hooks, 1994; Miller, 2001). Ultimately, establishing a trauma-informed pedagogical grounding can provide a relational frame for instructors and students to explore trauma in the classroom while attending to needs for safety in the context of a relational classroom and promoting efficacious learning (Ambrose et al., 2010; Berger et al., 2017; Black 2008; Courtois, 2017; Miller, 2001).

Conclusion

As more is learned about the traumatic impact of oppression and violence throughout systems and institutions, in addition to potential interpersonal experiences of oppression and violence, it becomes increasingly clear that trauma work cannot ignore

issues of power and oppression (Kira et al., 2019; Menakem, 2017; Pieterese, 2018; Range et al., 2018; Varghese et al., 2018). Interpersonal interactions and relational considerations are also integral to trauma work and trauma-informed care (Herman, 1997; Kress et al., 2018; Szczygiel, 2018). Yet intrapersonal neurobiological and somatic processes are essential to understanding and working with trauma as well, including understanding of intrapersonal cognitive functioning and learning (Haines, 2019; Levine, 2010; van der Kolk, 2014). Indeed, traumatic stress can be conceptualized by many as simply incredibly efficient and adaptive learning across human brains and nervous systems in response to threat (Herman, 1997; Levine, 2010; Menakem, 2017; van der Kolk, 2014). As each of these levels – intrapersonal, interpersonal, and systemic – are important to trauma work, it follows that they will each have important relevance and impact when considering teaching about trauma, particularly in terms of trauma-informed teaching.

Although existing pedagogical models, such as engaged pedagogy or cognitive science of learning, can offer insight and knowledge into teaching about trauma, they fall short in isolation. Consequently, to truly develop a trauma-informed pedagogy, sociocultural, power-based, and relational pedagogies must be integrated with science of learning and cognitive theories. Thus, trauma-informed pedagogy, like trauma-informed care, must truly be ecological in nature, and respond to multiple systems of influence on learning, growth, and development (Haines, 2019; SAMHSA, 2014). Given the importance of pedagogical grounding and the role of instructor as an individual within a student's ecology, it is necessary to understand more about the instructor's processes in

teaching about trauma. There is no literature on the process of how an instructor may synthesize trauma-informed principles of care and their teaching philosophy, and pedagogical orientation. The limited research on infusion of trauma-informed principles into teaching focus on specific content and strategies (Black, 2008; Shannon et al., 2014a).

The counseling field is perhaps uniquely suited to encourage research that focuses on the impact pedagogical approaches can have on student learning (Killian & Floren, 2020), particularly as the “counseling profession values the integration of theory, skill, and personhood in the role of counselor. The same can be said for the role of counselor educator and supervisor” (ACES Teaching Initiative Taskforce, 2016, p. 59).

Understanding the fullness of a counselor educator’s approach in the classroom will establish better grounding for examination of outcome research centered on student learning in counselor education, and ultimately leading to enhanced client outcomes (ACES Teaching Initiative Taskforce, 2016; Barrio Minton et al., 2018). Counselor education research must move towards examining the process of learning more fully, including examining the links between teaching and learning, instructor and student, and design and experience.

Although there is little research on the specific process of trauma pedagogy, the question of how to teach trauma continues to be intricately connected to exploring the impact of trauma education on counselors-in-training. When viewed in light of related literature from trauma-informed supervision and trauma work, attending to the role of the instructor and the relational, process, and power dynamics in the classroom when

providing education on trauma seem additionally salient (Singh et al., 2020; Varghese et al., 2018). The links between the impact of pedagogical strategies and using trauma-informed principles in design to learning outcomes and student experiences are not explored in the research beyond Black's 2008 paper – which has significant limitations. Given the continual calls for increased curriculum focusing on trauma at the Master's level, more research on teaching about trauma is needed. Specifically, there is a need to explore the practices of trauma pedagogy, including design and implementation; and to link trauma pedagogy to counselor-in-training experiential outcomes, in consideration of both the effects of indirect trauma and the efficacy of learning.

CHAPTER III

METHODOLOGY

Current research on teaching trauma centers on how to teach in a trauma-informed way, in order to minimize the risk of secondary traumatization to students when they are exposed to traumatic material (Butler et al., 2017; Newman, 2011; Webber et al., 2017). There is a need for further research to understand more about the pedagogical design process of teaching from a trauma-informed lens, how that design is implemented, and the resulting impact on students. The links between design, implementation, and experiences have not been explored in the existing research on trauma pedagogy. There is some limited research on the impact of learning about trauma on students' well-being (Black, 2008; Shannon et al., 2014b); yet overall, much of the writing on how to teach trauma is still conceptual in nature (Cook et al, 2019; Courtois & Gold, 2009; Newman, 2011). In my research, I focused on the pedagogical design and implementation of a trauma course, as well as the course's impact on students. I am not solely interested in the process of trauma pedagogy, or in the outcomes of a trauma course on counselors-in-training; rather, I understand these two phenomena to be intricately connected, and I am interested exploring each in the dynamic context of the other.

To better understand each phenomenon of trauma pedagogy and impact of a trauma course on students, as well as the unique gestalt of each phenomenon in the context of the other, I investigated the case of a specific course on trauma offered to

Master's level counselors-in-training in a CACREP-accredited program. Research on such a course provides insight into trauma pedagogy, and helps to explore the links between pedagogical process, implementation, and student experiences. Studying a course on trauma through case study methodology allows for a comprehensive exploration of how trauma-informed teaching is designed and implemented, as well as how it impacts students enrolled in the course. Additionally, case study research illuminates explanatory links between the design, implementation, and experiential processes of teaching a course on trauma. Learning more about the links between trauma-informed design, implementation, and the resulting experiences greatly adds to the literature on trauma pedagogy by moving the conversation of how to teach trauma from conceptualization to empirical nuances of the process of teaching trauma in a trauma-informed way. Case study methodology is the design that allows for the richest exploration of my proposed research questions.

Case Study Research Design

Case study research is an appropriate methodology when seeking to answer “how” questions, particularly “process questions [that] look more deeply into how...something happened to try to find associations or factors that may have influenced the outcome” (Downs, 2018, p. 66). Case study methodology is also useful when there isn't a clear or single set of outcomes (Yin, 2018). Rather, researchers who utilize case study methodology seek to apply a processual approach, allowing them to follow the how and why of the inquiry across a multiplicity of outcomes (Bartlett & Vavrus, 2017). The nature of teaching a semester long course can have many complex outcomes both for

students individually and the class as a whole; by using case study methodology, more information about the complex multiplicity of outcomes can be learned, and the process of the phenomena of a class can be better understood (Bartlett & Vavrus, 2017; Yin, 2018). Through the research questions I am propose, I seek to understand the process links between the influences on the design for a course on trauma, how the design is implemented in the classroom, and the resulting experiences for instructor, students, and the class as a whole.

Given that those involved in the course are whole persons who are impacted beyond their experience in the classroom, and that the setting of the classroom is impacted by numerous sociocultural factors, it is necessary to consider the contextual influences on the course and those in it. Case study methodology provides an in-depth investigation of phenomena in their context, particularly when examining “complex social phenomena...[while allowing] you to focus...and to retain a holistic and real-world perspective” (Yin, 2018, p. 5). Examining real-world phenomena in their ecological, sociocultural context can promote problem-solving in the realm of policy as well (Bartlett & Vavrus, 2017). The purpose of learning about trauma pedagogy is to be able to apply it to a real-world teaching context, with real instructors and students, and to consider how teaching trauma may be improved for better outcomes for students and, ultimately, clients. Moreover, it is not possible to fully separate the course from the context of those participating in it to effectively control the environment, as would be required for an experimental study (Yin, 2018). Case study research is a methodology that allows for full consideration of the context of the phenomena of interest. Indeed,

engaging in case study research challenges us to reconsider the meaning of context and consider integrating it into our analysis of the activities or phenomena we are studying, in order to qualitatively analyze how context and phenomena interact with each other (Bartlett & Vavrus, 2017).

However, even among case study researchers there are different epistemological groundings that lead to distinctions in methodological approach, and most notably in consideration of the context of the case (Bartlett & Vavrus, 2017). Post-positivist and variance-oriented approaches to case study, such as the work of Yin (2018), and interpretivist approaches, such as the work of Robert Stake, highlight the need to bound the case in an attempt to create distinctions – albeit fuzzy ones – between context and phenomena for analyses (Bartlett & Vavrus, 2017). The processual-oriented, comparative case-study approach grounded in critical theory, as explored by Bartlett and Vavrus (2017), highlights the importance of the iterative nature of design and the evolving examination of boundaries meaningful to case participants and the data, distinguishing the phenomena of the case from a complex, multi-scalar context as the study evolves. Comparative case study research design encourages researchers to consider vertical, horizontal, and transversal axes of ecological comparison when studying a case to heuristically derive analyses (Bartlett & Vavrus, 2017). Perhaps most importantly, researchers advocating for a comparative case study approach emphasize moving away from the essentializing nature of the concept of holism, which can serve to obfuscate cultural analyses by remaining “blind to historical, social, and economic trends” (Bartlett & Vavrus, 2017, p. 37).

In my own epistemological orientation as a researcher, I am grounded in a critical theory lens. Essentially, this orientation means that I see knowledge and truth as socially constructed and shaped in the context of societal power dynamics (Heppner et al., 2016). As a result, I am drawn to the critical theoretical comparative case study approach outlined by Bartlett and Vavrus (2017) in their treatise *Rethinking Case Study Research: A Comparative Approach*. However, I am also heavily influenced by the post-positivist work of Yin (2018) and his more variable-influenced approach to case study. I think there is value in considering elements of both approaches, though there are of course points where the two methodologies are in conflict epistemologically. Yin's work offers structure and can more easily translate across disciplines, offering reassurance of the rigor of case study research to researchers less familiar with the methodology as a whole, or who lean more towards positivist and post-positivist epistemologies. The approach by Bartlett and Vavrus (2017) goes further in considering how case study can illuminate the understanding of process by including historical and cultural analyses and the value that can be derived from the trustworthiness and generalizability to theory of qualitative research without trying to meet more quantitative demands for validity and reliability.

As courses exist in the real-world, the context of the course cannot be fully controlled, and the context will necessarily impact the design, implementation, and experience of the course. Historical and cultural elements of multiple facets – from the field of counseling as a whole, the history of trauma work in mental health professions, and the current landscape of culture and history of the United States, to the more specific history of the department in which the class is being taught, and the history and culture of

the unique instructor and students in the course – of the case also undoubtedly influence design, implementation, and experience of the course simultaneously. Additionally, it is essential that a study examining the experience of a course on trauma allows for depth of exploration while also considering the unique context of the course given how relevant context is to the experience of trauma.

The course I am propose to study happened in the midst of a particularly unique context: the coronavirus pandemic, and national political upheaval and protest in response to systemic racism and police brutality (Brown, 2020; Demertzis & Eyerman, 2020). The course also took place during the fall of the uniquely stressful 2020 United States national election (American Psychological Association [APA], 2020). These circumstances led to a state of crisis and chronic stress for individuals, our collective society, and the world as a whole. As a result, many people and systems are experiencing the very effects of trauma that students learn about in a course on trauma (Brown, 2020; Demertzis & Eyerman, 2020). The impact of these still-unfolding events undoubtedly influenced the lives of the instructor and students, and therefore the course as a whole, throughout the semester. Thus, it is perhaps even more necessary to have a methodology that allows for consideration of the impact of context on the phenomena, such as case study research, when conducting research during unprecedented times.

I need a research methodology that engages with the complexity of phenomena and multi-scalar, critical context in relationship to each other to more accurately analyze how teaching and learning are happening, recognizing that the experiences may be different depending on each unique actor within the phenomena. As a result, it is

important for me to select a research methodology that allows for a nuanced, complex exploration of context and phenomena in processual relationship to each other, such as case study. Although comparative case study aligns more with my researcher epistemological orientation, given the constraints on my study and the context of the COVID-19 pandemic, I primarily utilize a more post-positivist approach to case study research. I consider comparative, multi-scalar analyses in my approach to defining the context of the case, my data collection, and analyses when feasible, but I primarily use Yin's approach to case study research design for this proposed study.

Defining the Case

Ultimately, exploration of the process of course design, implementation, and the resulting experience in the classroom, nested within the context of complex world events, is too complex to capture utilizing experimental methods (Yin, 2018). The phenomenon of the course is a whole is greater than the sum of its parts, necessitating a methodology that flexibly allows for investigation and analysis of unique parts and the whole, as well as their relationships to each other. When the case itself is the phenomenon of interest, a case study is said to be intrinsic; when the research seeks to understand explanatory links in complex processes, a case study is considered explanatory (Downs, 2018; Tellis, 1997). Thus, I propose an intrinsic, explanatory case study. Furthermore, given the limited research on the pedagogical design process, implementation, and experience of a course on trauma, I propose that this research begin with a single-case study.

A single-case study is appropriate when studying unusual cases, and particularly when studying a case could provide revelatory information (Yin, 2018). Courses on

trauma have not historically been required for all Master's students across Counseling programs – though programs may offer these courses as electives or for specific program tracks, it is unusual for courses on trauma to be required for counseling students (Adams, 2019; Greene et al., 2016). Counselors-in-training historically have had to self-select into courses on crisis, trauma, or disaster, and those counselors who do report experience in trauma training have completed independent study or continuing education at the post-Master's level (Adams, 2019). Consequently, required courses on trauma in Master's in Counseling programs that all enrolled students participate in are a unique phenomenon. Though little is known about the instruction on crisis and trauma at the Master's level for counselors (Adams, 2019; Greene et al., 2016) it is even rarer to consider the impact of a course on trauma on students who did not elect to enroll in a class on trauma. The selected, required course on trauma in this proposed study was the first trauma class of its kind in its Counseling program. Historically, there was an elective course that focused on Youth in Crisis in the same program; it was offered over the summer, and typically students in the school counseling track were those who chose to enroll in it, though not all students in the school track did so. Additionally, though the previous elective course evolved over time to include a wider trauma focus, it was originally focused primarily on crisis response; and the distinction between a course on crisis and a course on trauma is an important one (C. Wachter Morris, May 14, 2019).

Ultimately, this unique status means the design, implementation, and experience of such a course is indeed an unusual case. I was also in a unique position as a researcher to have access to study this required course on trauma, especially in its first iteration.

Researchers who use case study methodology highlight the argument that the opportunity to learn from a case can surpass other factors in case selection (Ong, 2016). Although additional insight could undoubtedly be gained by comparing this course on trauma to others, whether required or not (Bartlett & Vavrus, 2017), the unique context of the COVID-19 pandemic combined with the timeline of course offerings and my own dissertation timeline prohibited additional multi-site comparative research of distinct classes. The opportunity to explore pedagogical design and implementation in depth, and to link it to student experience in a required course over a longitudinal period, is particularly unique; such specific research could provide revelatory information on trauma pedagogy, which provides further rationale for a single-case study (Yin, 2018).

Finally, in many approaches to case study methodology, it is important to consider whether a single-case study utilizes a holistic or embedded design. However, Bartlett and Vavrus (2017) problematize the notion of holism in case study research, and challenge researchers to critically examine each “factor, actor, and [feature]” (p. 39) to gather multi-scalar data. Given the complexity of my proposed case, and the multitude of contextual influences on distinct actors, a holistic approach to case study is not sufficient for my analyses. Although I am interested in examining one whole course, there are subunits of analysis in my proposed case study. The research questions I am proposing lead to the two distinct subunits of instructor and students. The questions on trauma pedagogy, emphasizing design and implementation, point to collecting data from the instructor; at the same time, in order to understand the experience of the course, it is necessary to also collect data that captures the student experience of the instructor’s

design and implementation. However, since the course as a whole remains the target phenomena for the study, the course is still the case, and not the context for analysis of the two subunits (Yin, 2018). Data and analysis across the embedded subunits need to be synthesized across the single-case as a whole and analyzed in consideration of the complex context in which the case exists. Thus, an intrinsic, explanatory, embedded single-case study is the most appropriate methodology to use to answer my research questions.

Research Questions and Propositions

My research questions for this study are:

1. How is a course on trauma designed and implemented?
2. How is a required course on trauma experienced by Master's level counselors-in-training (CITs)?

Within case study research methodology, propositions can be used to further hone the direction of research, and derive from theoretical issues or concepts (Yin, 2018).

Propositions differ from hypotheses in that they may not be quantitatively measurable, yet still may point to potential causal pathways or links within a case (Clay, 2018; Yin, 2018). Clear, specific research questions and propositions in case study research help data collection to “stay within feasible limits” (Yin, 2018, p. 29) while identifying the most relevant data that could support analytic generalizations. Thus, in addition to my proposed research questions, I also explore the following propositions linked to each research question, grounded in counselor education, trauma pedagogy, and trauma-informed theory:

Propositions Connected to RQ1

How is a course on trauma designed and implemented?

1. There is a link between an instructor's pedagogical approach and their design and implementation of a course.
2. Course design and context will influence decisions about course implementation.

Propositions Connected to RQ2

How is a required course on trauma experienced by Master's level counselors-in-training (CITs)?

3. Course design and implementation will influence students' experience.
4. Trauma pedagogy will enhance students' ability to learn about trauma
5. Trauma pedagogy will support students in coping with potential secondary traumatic stress or vicarious trauma risks.

Propositions Connected to Both RQ1 and RQ2

6. Course design and implementation are iterative processes throughout the semester, and they will interact with student and instructor experiences and context.

Bounding the Case

According to one leading expert on case study methodology, Robert K. Yin (2018), determining the boundaries of a defined case is essential to “help determine the scope of...data collection and, in particular, how [to] distinguish data about the subject of [the] case study (the ‘phenomenon’) from data external to the case (the ‘context’)” (p.

31). My proposed research questions focus on the design, implementation, and experience of a required course on trauma. Thus, for the purposes of this study, the case is one required three credit hour course on trauma, crisis, and disaster taught in a Master's level, CACREP-accredited counseling program. The case is bound by time given that the course was taught over the course of one traditional (15 week) semester in Fall 2020. The course was taught by an instructor with a PhD in Counselor Education to second-year counselors-in-training, and had twenty-seven second-year counselors-in-training enrolled. To understand the full scope of the design, implementation, and experience of the course given these boundaries, the data collection focuses on the instructor's design and implementation of the course, observations of the course, and students' experiences of the course. These proposed case boundaries allow for the most in-depth and salient exploration to answer the proposed research questions.

The Context of the Case

As noted in the above sections, one argument for bounding the case in case study methodology is to determine what data is internal to the case itself, and what data is the external to the case (Yin, 2018). However, it is still important to explore the context of the case when utilizing case study methodology in order to move beyond a limited conceptualization of case as setting and context as container, or from conflating case and context, and to instead consider the interplay between context and case (Bartlett & Vavrus, 2017). Considering the context of the case allows for richer analysis and is a unique strength of case study methodology. Case studies can offer generalizability to theory and are particularly suited to exploring *how* things work since they include full

consideration of a case and its context (Yin, 2018). Indeed, part of the rationale for selecting case study methodology is a research need to “understand a real-world case and assume that such an understanding is likely to involve important contextual conditions pertinent to [the] case” (Yin, 2018, p. 15). Attending to the boundaries of the case throughout study design, data collection, and analyses can also increase the trustworthiness of both data and analyses (Bartlett & Vavrus, 2017). Thus, it is important to consider the context of the case for this study: a required course on trauma for twenty-seven second-year counselors-in-training in a CACREP accredited Master’s in Counseling program, taught by a counselor educator with a PhD in Counseling and Counselor Education.

Historical Context of Trauma Education

As discussed extensively in the literature review, this required course on trauma is extremely unique (Adams, 2019), despite calls for increased education on trauma in mental health training programs since the early 2000s (Cook et al., 2019; Courtois & Gold, 2009; Miller, 2001; Newman, 2011). The dialectic of amplifying the need to consider the influence of trauma clinically, and then cycling to an almost amnesiac perception of the need to treat trauma effectively, is perhaps part of the very nature of human response to trauma, based on the ground-breaking work of Judith Herman’s seminal 1992 text, *Trauma and Recovery: The Aftermath of Violence--From Domestic Abuse to Political Terror*. Thus, this course emerges in the context of decades of work of survivors, activists, clinicians, educators, and researchers who have recognized the need for earlier and more standardized training on how to effectively respond to and treat

trauma survivors. From the initial inclusion of trauma, crisis, and disaster in the 2009 CACREP standards, the emphasis on trauma education and trauma-informed teaching has only increased in the past decade (Cook et al., 2019; Land, 2018; Webber et al., 2017).

National and International Context

In addition to the practical impact of the pandemic and public health recommendations on their studies and training, students in this cohort were personally coping with the crisis and trauma of living through a pandemic with national and international consequences – as was the instructor. It is possible that students in the course, or the instructor, experienced illness, or dealt with illness of loved ones, or even had friends or family members die. Students may have also felt significant financial impact due to the shifting nature of the economy and massive spikes in unemployment or could perhaps be navigating increased challenges in the realm of caregiving for children and other family members. Over the summer of 2020, these students and their instructor also witnessed significant civil rights activism and protest as a part of general societal upheaval and transformation. As the Fall semester began and students prepared to take this course on trauma, they and their instructor were still living through a pandemic and national and international crises.

The backdrop of experiencing crisis and trauma first-hand on such a communal scale is a unique context for this trauma course. Additionally, the course took place during a presidential election year – and perhaps the most fraught election in recent history. Although politics continue to impact students, instructor, and the program beyond the Fall 2020 semester, the impact of national political events are particularly

relevant to the course in its temporal location. The political context of the Fall 2020 semester, and particularly the U.S. election in November 2020, the last month of the course, are relevant.

There is little to no research on teaching or learning during collective crises and trauma, or even through such collective stress and political turmoil (Day et al., 2017; Liu et al., 2017; Neria & Sullivan, 2011; Norris & Stevens, 2007). Given the unique context the people involved in the case were located within, and the well-established impact of trauma on cognition and learning (Ogden et al., 2006; van der Kolk, 2014) the impact of the collective stress, grief, and trauma of the national and international landscape were relevant to the case of the course on trauma. In particular for this course, the students and instructor could have been significantly impacted by the stress of the 2020 United States election in combination with the pandemic and national and international crises (APA, 2020; Brown, 2020; Demertzis & Eyerman, 2020).

Programmatic Context

The course was offered at a public university in the southeastern United States in the Fall semester of 2020. The Master's program is in a medium sized, public university in the southeastern region of the United States. The program utilizes a cohort model and includes three distinct tracks for students to select: clinical mental health, couples and families, and school counseling. By the start of the Fall semester in their second year, the students in this trauma course have received instruction in the following CACREP 2016 curriculum standard areas:

- Professional Counseling Orientation and Ethical Practice
- Social and Cultural Diversity
- Human Growth and Development
- Counseling and Helping Relationships
- Practicum Professional Experience

This particular cohort had twenty-seven students enrolled. They faced unique challenges in terms of their learning being impacted by the COVID-19 pandemic and elevated national and international crises, which will be discussed in more detail below.

Additionally, the students in this cohort experienced numerous transitions within their Counseling department. In recent years, there were many faculty and staff changes, including a shift in Department Chair and the addition of new faculty members at the end of the Spring 2020 semester.

In terms of the instructor's unique context, the professor was a new faculty member to the department who recently completed their own PhD. They administered this course as a required course for the first time in the program's history; previously, there was an elective offered over the summer on the topic of Youth in Crisis that students were not required to take, and that was often taken by students primarily in the school counseling track, along with those in the clinical mental health and couple and family tracks with an interest in working with youth (C. Wachter Morris, May 14, 2019). Furthermore, the instructor had to navigate individual, student, and programmatic context in relationship to national and international contextual influences outlined in other context sections, which had significant implications for instructor design and

implementation. The fact that these decisions were navigated in a new course in the department added another layer of complexity for the instructor.

Another unique element of the programmatic context is that the principal investigator and members of the research team were stakeholders in the same program as the case. On one hand, membership in the same community as the case increases sensitivity to certain elements, such as programmatic context and overall history of the course. However, it also complicates the research in terms of potential dual relationships and objectivity. Based on my researcher orientation, I view my increased sensitivity to the case and its context as a strength; sensitivity can aid me in “having insight, being tuned in to, being able to pick up on relevant issues, events, and happenings in the data” (Corbin & Strauss, 2008, p. 32). Additionally, my awareness of my sensitivity can actually assist me in reflexivity, enhancing my ability to recognize how my biases could be influencing my interpretations of the data through conversation with my research team and the practice of memoing (Corbin & Strauss, 2008).

Context of the COVID-19 Pandemic

Notably for the cohort of students enrolled in the course, their spring 2020 semester moved suddenly to online delivery on March 13th as a result of the COVID-19 pandemic. As a part of this change, the students’ Advanced Practicum Course was truncated; and while content was delivered remotely, the nature of the last half of the spring semester differed significantly for this group of students from the experience of previous cohorts. There were potential impacts to overall student development as a result of the shift in their program sequence and changes to fieldwork. Similarly, students began

their internships in the Fall with plans for provision of counseling services in flux as schools and community agencies continued to adapt to the rapidly changing nature of COVID-19 response, placing an extra layer of insecurity around internship on their schedules. Students entered the course with increased pressure and heightened uncertainty about their academic progress, and with less clinical experience than previously planned.

Given that the pandemic is ongoing, there were additional challenges to internship—which the students were enrolled in at the same time as the course on trauma—that these students navigated. Many were offering telehealth services for the first time, or were navigating providing therapy with safety procedures to prevent the spread of COVID-19, like wearing a mask and/or sitting six feet apart from their clients. School counseling students faced on-going changes to service delivery as decisions about school openings and closures changed depending on the numbers of the pandemic and the political context. And each student was potentially in a different context than their peers, even more so than usual, given the diversity in responses to public health and political guidance surrounding the pandemic. Supervision, both from the university and internship sites, also looked quite different for these students this semester; it could be virtual, hybrid, or altered face-to-face.

Finally, in terms of their academic studies, students had some mix of online, hybrid, and adapted face-to-face delivery for their courses. Although the nature of course delivery for the trauma course is an essential internal data to consider for the case, the external context of the pandemic and the external decisions about school and education

directly impact the case. There is also the unique context that *all* learning was altered, and that the nature of the trauma course's delivery was not a singular decision point for students or administrators. Conversations and decisions about learning delivery happened in the midst of shifting public health, political, and university guidance, and amidst the backdrop of much debate about virtual learning. Even as students faced steep learning curves about virtual or hybrid learning that they did not necessarily sign up for, their instructors across the board were learning about online delivery of classes and navigating individual student choices about whether to attend class face-to-face or online as well.

Furthermore, decisions about course delivery were not singular decision points; instructors adapted their course delivery method depending on the relative safety of in-person instruction in the midst of fluctuating coronavirus case numbers and public health data. Instructors could also choose to respond to student preferences or needs depending on student adaptations and coping responses in response to the myriad challenges of the pandemic. And, as long as a hybrid option remained available, students could also self-select whether to attend face-to-face or virtually via Zoom for asynchronous meetings, which required the instructor to adapt to managing two classrooms simultaneously. There was much for the instructor to consider regarding emerging research on the concept of "Zoom fatigue" for learning, on top of considering what it meant to alter trauma-informed principles for a virtual learning space (Edmondson & Daley, 2020; Fosslien & Duffy, 2020; Lee, 2020). For students who did attend face-to-face, there were social distancing and sanitizing measures in place, and masks or face-shields were required. The context of learning was significantly unique in the case of this course.

All of the above contextual implications impacted the instructor's design process. The instructor considered the unique context of the pandemic in addition to more typical developmental, programmatic, and pedagogical decision-making factors. Additionally, the context of the case affected course delivery, which had an impact on design and implementation, as well as the experience of the course. The course was planned to be offered through a "hyflex" model, meaning hybrid and flexible between online and face-to-face instruction. Given the flexibility and hybrid nature of the course, there were many decisions about delivery that were left to the individual instructor, depending on the nature of the material as well as the needs of those in the course; other decisions depended on university administrators or government guidance. Since the course was designed as hyflex, the instructor also had to consider how to simultaneously meet the needs of students physically present in the classroom and those who attended synchronously online. The department assigned teaching assistants to the course to aid the instructor in managing online and face-to-face classrooms simultaneously.

Concluding Thoughts on Context

We can quickly see the extensive impact that the unique, complex context of this course had on the case, and on the practices of researching during these contexts. Indeed, it is perhaps another unique contextual consideration that the research team was living in the same context as the case study actors, particularly in considering the COVID-19 pandemic and national and international crises. Again, the complexity of the context is why case study research methodology is needed to "consider how social actors, with

diverse motives, intentions, and levels of influence, work in tandem with and/or in response to social forces to routinely produce the social and cultural worlds in which they live”, that recognizes that “[p]ractices are never isolated” (Bartlett & Vavrus, 2017, p. 1). To leave context out of the research process of a course that is happening amidst all of these complex ecological factors would greatly harm trustworthiness and potential insight from the data.

Data Collection

To effectively conduct rigorous case study research, it is essential to utilize multiple sources of evidence (Yin, 2018). Collecting multiple sources and types of evidence can strengthen validity of case study research results through triangulation of data – that is, when multiple sources of evidence lend support for a conclusion (Downs, 2018). When data is triangulated and the results converge on conclusions, this “helps to strengthen the construct validity of [the] case study. The multiple sources of evidence essentially provide multiple measures of the same phenomenon” (Yin, 2018, p. 128). I sought to collect multiple sources of qualitative data in my case in order to answer my research questions with rigor, supporting the credibility and trustworthiness of my interpretations of the data accurately reflecting the experiences of the case (Corbin & Strauss, 2008). As mentioned in previous sections, I aimed to collect the following data over the course of the case: qualitative, semi-structured interviews with the instructor, classroom observations, and artifact reviews (i.e., student assignments).

In order to collect and analyze the above relevant data, I formed a research team consisting of myself as the principal investigator, and five other members on the team

with experience in either researching, teaching about, and/or clinically responding to trauma. Three members of the team assisted in open coding of the qualitative data of student assignments and instructor interviews; one research team member served as an auditor, and a final research team member was my dissertation chair, who provided consultation and guidance on the research design and process. Other members of my dissertation committee also provided expertise and guidance through consultation. I additionally recruited the instructor to explore their design of the course and pedagogical orientation. The instructor participated in three semi-structured one to two-hour interviews before, during, and after the course (see Appendices A, C, and D). The course instructor's first interview was prior to the start of the course in order to understand their pedagogical background and design process for the course; this interview also served as a pilot study to build my relationship with a key stakeholder, and to get feedback on interview questions and the proposed observation protocol.

The instructor was interviewed immediately prior to the start of the course to determine if there have been any changes to the syllabus and to identify assessments they anticipated as being indicative of student experience and impact in the course (see Appendix A). Another interview took place near the midpoint of the course to explore their experience teaching the course up to that point. I used questions in the midpoint interview to ask specifically about implementation of the design, if the instructor changed or adapted anything during the course, and instructor perceptions of classroom and student experiences (see Appendix C). A final interview with the instructor was conducted after the course ended to review their process in teaching the course, how their

design matched the implementation of the course, and perceptions of classroom and student experiences (see Appendix D).

Selected student artifacts from the course were collected for qualitative analyses to provide data on the impact of the course on students. The syllabus was reviewed in conversation with the instructor prior to the start of the course. Course artifacts were selected in conversation with the course instructor for analysis to provide data on the qualitative experience of learning by students in the course. Student assignments were selected with the instructor through consideration of how representative the assignments are of student experiences and learning in the course. Students were recruited to participate in the study in order to give consent for artifact review of the selected assignments after the completion of the course.

I observed the course as the primary investigator to add observation data to the study as well. According to Yin (2018), "...observations can add new dimensions for understanding the actual uses of a new technology or of a new curriculum and any problems being encountered" (p. 122). I utilized semi-structured and unstructured note-taking in my field notes of class meeting observations. In terms of the semi-structured note-taking, the course was observed with a form I developed, with iterative input from the course instructor during an initial interview, and my dissertation committee during my proposal (see Appendix B). Unstructured field notes included room for observation of any additional relevant events that were not adequately captured in the semi-structured field note format. The unstructured notes also aided in practicing researcher reflexivity

and memoing. I observed the course weekly, following approval of the proposed study by my dissertation committee and the UNCG Institutional Review Board.

Observations assist in both quality assurance of the syllabus, and in providing additional data on instructor and student interactions in real time through field notes. Observations also assist in representing different student learning styles and engagement, beyond course assignments. Observations in the classroom additionally allow some exploration of overall classroom experience for the instructor and students at a group process level. I recorded observation notes on overall engagement of the class of students as a whole, and attuned to any signs of distress, dissociation, or disengagement of students. I attended seven classes for live observation virtually via Zoom. I additionally reviewed and observed course recordings that occurred prior to study approval at the end of the semester. There were six recorded synchronous class sessions that I observed via recording. Only one class was not observed in any capacity as it was an asynchronous delivery week, meaning there was no meeting to observe.

Study Participants and Inclusion Criteria

The case is the primary unit of analysis when conducting case study research, and it is important to note that it is not the same as a sample in a quantitative study (Yin, 2018). Yet, the data collected still involved interaction and necessary consent from individuals, so it is necessary to discuss the nature of study participants and the inclusion criteria to participate in the study as well. The boundaries of the case determined the inclusion criteria: only those individuals who were connected to the required course on trauma in the Fall of 2020 were recruited to participate.

Initially, the instructor of the course was recruited to participate. The primary criterion for the instructor was that they were the one designing the course and teaching the selected course in the Fall of 2020. Instructor consent was needed as the instructor is a valuable stakeholder, and they were asked to participate in qualitative interviews, to allow observation of the course, and to allow select artifact reviews. Students who enrolled in the Fall 2020 required course on trauma and were in the Master's in Counseling program were recruited as well. Student consent was necessary to select student assignments for review and analysis following the end of the semester. Students were recruited using a script during a class and invited to participate via electronic enrollment.

Procedures

First, I finalized the initial protocol of the case study and obtained IRB approval. Then I explained the purpose of the study and obtained consent from faculty involved in teaching required trauma course in the selected University's Master's in Counseling program. The course instructor was asked to complete an initial one-to two-hour interview to gain information on their teaching philosophies and pedagogical influences, and to determine their plans for the course (see Appendix A). I obtained a copy of syllabus and reviewed it with the instructor who created it in order to investigate the process behind the creation of the syllabus. I then reviewed the syllabus to identify key assessment items to include in the artifact review for data analysis. Selections were discussed with the instructor to check if they seem reflective of key course assignments to increase the trustworthiness of the selections through member checking (Downs, 2018). I

developed an observation protocol for class observations; the observation protocol was reviewed with the instructor during the pilot study for feedback. Finally, I obtained feedback from my dissertation committee on my observation protocol and submitted edits to the IRB prior to my first classroom observation (see Appendix B). As I conducted class observations, I also wrote memos about the observation protocol and utilized unstructured note-taking during field observations as well.

Once the course began and I obtained approval for my study, I attended the course for observation. I obtained approval after the first six class sessions had already occurred, so I was able to observe the remaining seven synchronous class meetings live. I then observed recordings of the first six class sessions that I was unable to observe prior to study approval. The instructor and I decided to inform the class of my study and observation presence in the class to enhance safety in the virtual learning space once I began attending live class sessions. Due to the exemption for observation of normative educational settings and practices (University Institutional Review Board, 2019) it was not necessary to obtain informed consent from students to observe the course.

Around the midpoint of the course, in early October, I met with the instructor virtually for our second semi-structured interview (see Appendix C). I reviewed all changes to the study with the instructor as well and discussed plans for enrolling students in the study. When there was one month left of classes in the semester, I further explained the purpose of the study to the class and invited students to participate in the research through artifact review and analysis. I reviewed risks and benefits of participating in my research with students in class and spoke explicitly to the history of harm to people with

marginalized identities in the history of scientific research. I provided students with information on my efforts to minimize risk and prevent harm in my study, particularly in my recruitment of a diverse research team. Students were informed that the selected assignments would be shared with the researcher from the instructor after having been de-identified, and that assignments would only be reviewed and analyzed after final grades for the course have been submitted with a research team. Students were explicitly told that participation or nonparticipation in the study would not have an impact on their grade.

I invited students to email me directly if they were interested in participating in the study. One week prior to the end of the semester, I sent an email recruitment reminder to all students enrolled in the course inviting them to participate. Students were reminded of the opportunity to consent or withdraw consent at the end of the semester prior to assignments being shared with the research team. Once students emailed me to express interest in study participation, I sent them enrollment materials via DocHub to obtain secure electronic consent. Of the twenty-seven students in the trauma course, ten students enrolled in the research study. Students had the option to specify which assignments they consented to for analysis. Nine student agreed to have all three selected written assignments analyzed; one student agreed to submit the Community Agency Review paper and the Trauma Reflection Journals for analysis.

As students began contacting me to enroll in the study, I took steps to intentionally recruit my research team. I specifically sought out individuals who would be available to help code qualitative data and how had diverse sociopolitical and researcher

identities, as well as varying levels of expertise on trauma work. After the course ended, I met with the instructor for our final semi-structured interview (see Appendix D). The instructor informed me when they had completed grading for the semester, and I sent them a list of names of the students who enrolled in the study. Key assessment items were collected by the instructor at the end of the course from students who gave consent for case analysis in artifact review by the research team and sent directly to me. Once I obtained student documents, I removed identifying student information in any cover pages or headings. I renamed all files using a random number generator online, organizing files by assignment type.

At the end of data collection, I had obtained the following: 1) three one-to-two hour semi-structured interviews with the instructor; 2) thirteen class observations, seven live and six recorded, utilizing my observation protocol for semi-structured note-taking; 3) twenty-nine written student assignments (ten Community Agency Reviews, ten Trauma Reflection Journals, and nine Trauma Application Papers).

Data Analysis Strategy

One of the challenges in conducting case study research is developing a cohesive analytic strategy (Yin, 2018). In order to conduct a case study design with rigor and to unpack the data effectively without overwhelm, it is important to select a strategy for analysis from the beginning of the research process (Downs, 2018). I primarily drew on my theoretical propositions in order to guide my case study analysis plan. The propositions I selected aid in identifying priorities for analysis (Yin, 2018); namely, I am interested in analyzing design and implementation decisions, and the impact design and

implementation have on experiences. Furthermore, in addition to my selected strategy, it is important for the research team to search the data for “patterns, insights, or concepts that seem promising” (Yin, 2018, p. 167) to add to the analytic process throughout, even if these do not match my propositions. It may be necessary to rearrange data or juxtapose data against each other to see what additional patterns emerge. For sound qualitative analyses, it is also essential for the research team to memo throughout the data collection and analysis process; this will help both with identifying themes and patterns, and in practicing reflexivity as researchers (Corbin & Strauss, 2008).

To analyze the collected data in light of theoretical propositions per my analytic strategy, I utilized qualitative, thematic analyses. The qualitative data of the interviews, field observation notes, and artifact reviews were reviewed for thematic analysis and pattern matching by the research team. I worked with three research team members for the process of initial coding and analyses, and a fourth research team member served as an auditor. The instructor interviews were transcribed so that they could be qualitatively analyzed. Student artifacts were de-identified and randomized using a random number generator prior to being distributed to the research team for qualitative, thematic analysis.

For the instructor interviews and student artifacts, our analytic strategy began with inductive, open coding (Alkin & Vo, 2017). Instructor interviews were coded by team members in light of the first research question on instructor design and implementation. The team also met as a group for initial open coding of one type of each student artifact, and then the remaining artifacts were divided among team members for continued coding and analyses in light of the second research question on the student experience of a

course on trauma. As the primary investigator, I coded each artifact and interview and met with research team members for continued coding, analyses, and interpretation. Comparisons were made along conceptual lines in order to reduce the data and identify relevant themes. Data were analyzed until conceptual saturation was reached and there was enough data to describe themes and categories sufficiently (Corbin & Strauss, 2008). The study auditor reviewed the data and analyses from the research team to check for accuracy and coherence throughout.

The analysis of the observation notes proceeded somewhat differently, given the nature of the observation process. The reason for a different strategy in analyzing the observational data is in part due to the nature of qualitative data, and the challenges in separating out data collection and analyses (Marshall & Rossman, 1989). As I observed and took notes using the semi-structured observation protocol I developed (see Appendix B), I memoed and reflected on potential themes and relevant data. I continued to observe and organize data while in the field in an iterative manner. Throughout my observations and note-taking, both unstructured notes and the semi-structured observation protocol, my observations were guided by my grounding in pedagogy and trauma theory and tested against the data I observed (Marshall & Rossman, 1989). Once the observations were complete, I enlisted members of the research team to review my observation notes. Since there was already a greater structure in my note-taking of observations, coding for observations notes was deductive through axial coding; that is, through relating concepts to each other (Corbin & Strauss, 2008). I continued data analysis in conversation with my research team to inductively identify emerging patterns that were less apparent when I

was in the data collection stage, and to analyze for patterns and trends to arrive at results (Alkin & Vo, 2017). The data from the classroom observations were analyzed in light of both research questions: instructor design and implementation, and student experience of a course on trauma. Particular attention was paid to processual links between design, implementation, and student experience; observational data was further juxtaposed with other qualitative data for additional analyses and synthesis.

Overall, there were three primary categories of qualitative data to analyze: instructor interviews, class observations, and student artifacts. Considering distinct themes that emerged in the qualitative data allows for pattern groupings and could also potentially reveal themes that do not fit with patterns based on the theoretical propositions in my research (Corbin & Strauss, 2008). Having multiple data points helps to triangulate the data and increase validity and trustworthiness of the analyses (Corbin & Strauss, 2008; Downs, 2018). The use of a research team, intentionally recruited for diverse sociocultural, researcher, and experience with trauma identities further aids in triangulating the data through investigator triangulation (Ong, 2016). Trend and pattern matching through coding compare patterns identified in the research to the theoretical propositions for matching to provide empirical support (Downs, 2018; Yin, 2018). The coding process also prompts searches for alternative explanations and negative cases (Corbin & Strauss, 2008; Ong, 2016).

In addition to pattern matching, explanation building was conducted with the data. The data analyzed via pattern matching was continually analyzed to determine if the patterns and trends could be shown to contribute to potential explanations that answer the

how questions proposed in my research questions (Yin, 2018). Explanation building is an iterative analysis process that requires refinement of ideas throughout the process of data collection and analysis. It is in part deductive, insofar as it compares the patterns to the theoretical propositions; yet it is also inductive as it allows for observation and analysis of patterns within the data that may emerge as distinct from current theoretical propositions (Alkin & Vo, 2017; Yin, 2018). Although many researchers argue true explanation building can only be obtained across multiple cases, the analysis for this proposed case study begins to assist in building an explanation for how courses on trauma are designed, implemented, and experienced through qualitative analyses of the experiences of actors involved in the case (Bartlett & Vavrus, 2017; Downs, 2018).

Finally, analyses yielded a logic model that emerged from and goes beyond the explanation building conducted with the data. Logic models consist “of matching empirically observed events to theoretically predicted events” (Yin, 2018, p. 186), much like pattern matching and explanation building, and can provide a depiction of the links between activities and results (Alkin & Vo, 2017). Logic models offer a more complex chain of events and are at a higher level of conceptualization and analysis than explanation building, and so are considered a unique analytic technique (Yin, 2018). Ideally, sound logic models can explain outcomes from interventions thoroughly, uniquely providing depth of insight in case study research to process links and examine theories of change (Yin, 2018). Logic models can also be practically useful for future educators and program administrators as they consider design implications and evaluations of teaching and learning (Alkin & Vo, 2017). A logic model is a useful

analytic technique to pragmatically illuminate how design, implementation, and the experience of learning happen throughout a course.

Through the process of data collection and analysis the research team also bracketed and practiced reflexivity, both in conversation and in the practice of writing memos. Bracketing included conversations about our own experiences in learning about or teaching about trauma, as well as our clinical experiences in working with trauma, and conversations about our roles as researchers in this process in order to improve reliability (Downs, 2018). To practice reflexivity, the research team had conversations about emerging biases or personalized interpretations that arose throughout consideration of the data. Notes and memos were also utilized throughout the process of data collection and analysis in order to engage in the practice of reflexivity and aid in overall analyses (Corbin & Strauss, 2008). Member checking was used for the instructor interviews as well in order to confirm instructor meaning and to ensure that the research team's analysis did not qualitatively change the data. Case study protocols were followed throughout to increase reliability as well (Downs, 2018).

In order to aid in the reflexive practice of bracketing, the principal investigator and all research team members wrote a reflexivity statement prior to the start of data analysis. These statements primed the research team to be aware of the biases and sensitivities each member brought to the process, and assisted in team conversations and memoing throughout the data analysis process. Team members' reflexivity statements are provided below as select written examples of ongoing reflexive practices among the research team.

Research Team Reflexivity

Principal Investigator: BW

I am a white, cisgender, heterosexual woman who was raised in the Southern region of the United States. I was raised as a Christian and am the daughter of a preacher and a teacher, from a middle-class background. I have a high level of education, am currently married, and in my mid-30s. I am overall healthy. My unique identities have impacted my access to educational resources, and to healthcare and therapy. In general, I have a highly privileged social location. This social location impacts the way I view the world, and how I interpret my and others' experiences. These identities will certainly have relevance for my analyses of the data in this study, particularly as there may be data from people who occupy different social locations and have different cultural backgrounds and contexts than I do. In addition to these sociopolitical identities, there are other factors that could impact my sensitivity to and analyses of the data from this study. My knowledge and experiences around trauma are particularly salient. I define trauma as an injury and embrace aspects of both event- and response-based conceptualizations of trauma. I am a survivor of direct and indirect trauma, and I have received treatment for secondary posttraumatic stress disorder due to some of my work experiences in the past, as well as some treatment for my own direct trauma experiences. I also have many loved ones who are trauma survivors.

In addition to these personal experiences with trauma, I have been an advocate for trauma survivors since 2005, which has led to learning about crisis and trauma in multiple roles and settings for the past sixteen years. I have provided direct care in the

mental health field to trauma survivors and people in crisis since 2008. I have worked as a licensed counselor since 2012, and I have treated numerous clients with trauma over the past nine years – in hospital, in-home, community outpatient, school-based outpatient, college, and private practice settings. I've focused on providing trauma-informed counseling since 2013, completing multiple continuing education opportunities centered on trauma and resilience, in addition to independent study of trauma research. In particular, I completed specialized trainings in dialectical behavioral therapy and somatic attachment work. I use an integrative, trauma-informed approach as a therapist, primarily drawing on person-centered, relational cultural, and trauma-focused theories.

My interest in trauma work prompted me to return to school to pursue my PhD in 2018. I explicitly returned to school to research how to best prepare counselors-in-training to work with trauma in the counseling field. I have worked with many incredible colleagues who have passion for and expertise in trauma work. During my PhD, my research has focused on trauma, adversity, and resilience. Additionally, I've had classes and engaged in research on teaching, supervision, and counselor development. I recently designed a trauma-informed course on stress management for undergraduate students, which I have also been involved with teaching and developing while also completing my dissertation study. I was also enrolled in a class that focused on trauma-informed teaching and supervision during the data collection phase for my study and have provided trauma-informed supervision to CITs throughout my dissertation study. I am grounded in engaged pedagogy in terms of my own teaching perspective and have done extensive research on teaching in trauma-informed ways. I also offer trauma-informed supervision.

It is important to note that during the data collection phase of the study, I had a dual relationship with four of the students enrolled in the selected course as I was their supervisor. I spoke transparently with these students about the different roles and emphasized their rights as students and potential research participants. Additionally, throughout the study, I have also been living through the trauma of the pandemic and sociopolitical upheaval. I am a student, teacher, and supervisor during this pandemic, and currently provide therapy to trauma survivors living through the pandemic as well. These contextual layers and multiple roles are challenging, especially while also working as a researcher on all of these topics.

As a researcher, I have historically been primarily trained in post-positivist paradigms and have the most experience with quantitative research. However, through the course of my PhD work, I have found myself primarily drawn toward a critical theory research paradigm and have increasingly engaged in mixed method and qualitative research. I believe that my unique social locations and lived experiences are a foundation for my ontological perspective; although they cannot be separated out from my analyses of the data, they can be examined and even aid in my ability to effectively and accurately analyze data within its context. Indeed, my values and experiences with trauma are vital to my inquiry (Heppner et al., 2016).

I know what it is like to be a student in counselor education; yet my early training experiences are somewhat removed at this point in my life. I know what it is like to both teach and learn during a pandemic; I also know what it is like to be a counselor and a client, both in “normal times” and via telehealth in the midst of intersecting national and

international crises. In all my roles as a counselor educator, I strive to provide relational, culturally responsive, and trauma-informed contexts for client, student, and supervisee growth. My experiences with trauma work, education, and supervision provide me with a valuable lens and sensitivity to data about trauma. Yet, these experiences may also mean that my biases from past training about trauma and pedagogy distort my analyses. As someone deeply appreciative of dialectics, I am holding both of these paradoxical truths in dynamic tension with each other as I work. I have found my research team and dissertation chair, as well as the process of memoing, to be invaluable in helping me examine my own biases that come up in response to the data. I strived to recruit a research team that was diverse in sociocultural identities, knowledge and experience of trauma, and researcher positionality. Excerpts from my research team members' reflections on reflexivity will follow.

Co-Researcher: JGM

As a doctoral student and future counselor educator, I strive to create space for experiences that meet the needs of students and clients who represent diverse backgrounds. For that reason, I believe it is important to recognize each of my identities and the intersectionality of both privilege and oppression in my life. I am a Black woman who was born in the United States (US), has navigated through higher education, and identifies as heterosexual, Christian, able-bodied, cis-gendered, and low-middle class.

More specifically, I recognize the marginalization that may be associated with being both Black and a woman. However, I hold these identities with great pride and find strength in the community that they bring. In today's social climate, I am cognizant that

my presence may elicit violence, discrimination, or racism due to personal opinions and prejudices. I also identify as a mother and carry this identity throughout each of my experiences as a reminder of my purpose. Each of these roles has influenced my interests of maternal mental health, intergenerational trauma, and the educational impacts of trauma.

I was raised in a low-middle socioeconomic household and am the first in my family to reach this level of education. My educational journey has been supported solely by financial aid assistance; therefore, I recognize the barriers that may influence student access to higher education system. I also recognize that there is great privilege in reaching this level of education and plan to use this privilege in service to clients of minority populations, specifically Black women and families...I have previous clinical experience as a school-based clinical mental health clinician in a rural, Title I elementary school. In this capacity, I worked with children who had been impacted by adverse childhood experiences (ACEs). In addition, I worked closely with teachers and other school staff in the implementation of trauma-informed practices in the classroom and school environment...

The foundation of my research experience was established during my master's program and was largely based on qualitative studies. As a first-year doctoral student, I am furthering my knowledge surrounding research methodologies while also diversifying my current research interests. However, I will utilize the knowledge that I currently have from past research projects and pose questions to the research team whenever necessary for further clarification on unfamiliar concepts.

Co-Researcher: CT

I am an individual who comes from many privileged identities. As a White, cisgender woman, I hold privilege in both my racial and gender identities. I have never had to worry about others weaponizing my race, using microaggressions related to my race, or harming me due to the color of my skin. As a woman, there are certain risks I am aware of, and at the same time, my cisgender identity protects me from many oppressions that transgender individuals are not. I was raised in a high socioeconomic status family and while I now fall into a lower tax bracket, I continue to receive familial support when needed, especially as I pursue the PhD...I am an individual with physical health disabilities...These disabilities are invisible illnesses to others, which also comes with privilege as I can choose who is and is not aware of my health struggles. Despite this oft oppressed identity (and many times being dismissed by doctors for “exaggerating”), I have been privileged due to my race and SES to be treated by phenomenal hospitals and to have an insurance policy that pays for any and all prescribed medications. My privilege has played an enormous role in my life and is a main reason I chose to go into substance abuse counseling; as a privileged individual, it is my goal to use my privilege to advocate with those historically marginalized and oppressed, to empower them, and to connect them to resources...

I have experienced trauma both personally and professionally...Personally, I was diagnosed with PTSD at the age of 21...Professionally, almost every client I have worked with has experienced trauma. I am a believer that most individuals with substance use disorders have a history of trauma, which often triggers use or misuse...As a clinician, I

have worked with women involved with the criminal justice system, individuals in inpatient settings, and adolescents at an outpatient community mental health clinic. A large majority of the clients with whom I have worked have experienced trauma...Clinically, I view trauma as a subjective experience in which one experiences a real or perceived threat to their safety. It is not my decision to rank or evaluate the acuity of one's trauma, but it is the client's experience of the trauma and the post-traumatic effects that matter. I practice through a trauma-informed lens with all clients, regardless of their trauma histories.

When it comes to counselor education, counseling work is where I feel the most confident and most congruent with my values/who I am as a person. I only have one semester of teaching under my belt...I am also aware of my feelings of insecurity throughout the semester and limitations as an instructor. I am aware of the ways in which I continue to feel insecure as an instructor and how my insecurities may show up in this research coding as either my deciding to not speak up when I notice certain trends for fear of being "incorrect" or my overcompensating in an effort to look like I know what I am talking about. I will be sure to check in with myself if I notice either of these two things occurring...

[As a student,] I thrived in my master's program. I did very well academically and enrolled directly into a PhD program following graduation...As I code, I can imagine setting very high expectations for other students as I have for myself. I will be cautious of these expectations in two ways. First, I will remember that these are master's students and not doctoral students; while the academic difference may not seem large, the amount

of research and clinical experience we have is drastically different. Secondly, I will remind myself that my own expectations for myself are not the same as the expectations of the instructor of this class for these students. I will be cautious...to not set unrealistic expectations...

My approach to research is through a post-positivist framework. While the majority of teams I have been on have been qualitative research, I lean toward quantitative research and find value in the ability to generalize research findings. In my mind, counseling is microlevel work with individuals, which is incredibly important to me as my counselor identity is the reason I got into this field, and research/advocacy are macrolevel and meant to look beyond individuals and more at systems/creating greater change.

Co-Researcher: SF

Given the assemblage of my identities and experiences, I have found a passion for connection-building and social justice in my various personal and professional roles as well as my views on trauma...Like most people, I have a mix of minoritized and privileged identities that influence my position in society and every space in which I am a part, including my doctoral program. First and foremost, I am a proud immigrant, Ethiopian American, Black woman. I grew up in a low-income, single-parent, and Christian household that encouraged traditional education as a means of upward mobility, taught me the power of love and connection to get through any hardship, and opened my eyes to social injustices embedded in society. Furthermore, I am cis-gendered, able-bodied, and heterosexual. Given these privileged identities, I aim to hold a high level of

humility, an open mind, and a genuine willingness to leave space for others to speak. I operate with a servant's heart and strive to ensure everyone around me feels welcomed...

It is important to note, unfortunately, that the same approach has not always been given to me. I have experienced various forms of discrimination and oppression, particularly related to my ethnicity, race, and gender. Some of which I would explicitly refer to as traumatic events. Though those experiences are disheartening to think about, I would not trade those identities for the world. In fact, I believe my identities (and those others' hold) are to be celebrated for their various nuances and strengths. We each have something important we bring to the table and need to be heard from our differing subject positions. This is the same message that I build upon when working with students and clients...

For the last three years, I was a middle school counselor in Virginia. I had a caseload of roughly 440 students and was thrilled to work with as many of them as I could. While in my first semester of my doctoral program, I worked with seven college-aged clients and felt just as thrilled. Each student/client brought their own stories of trauma ranging from interpersonal hardships to social injustices. I whole-heartedly believe trauma can affect any and everyone's life. As a clinician, it is not up to me to decide whether my client's concerns are "serious enough" to be considered trauma. Instead, I let each student tell me how significant their concerns were and addressed each situation with a person-centered and strengths-based approach...

Though I'm still forming my researcher identity, I find myself aligning with a mix of three paradigms - constructivist, critical, and transformative. I believe each of us can

see the same event differently and thus, our perceptions inform our versions of reality. I tend to lean towards qualitative research, but most of my experience has been with community-based, mixed methods designs.

Auditor: PH

I am a white, cisgender, heterosexual, woman. I am single and in my early 30s. I was raised in the Southeastern United States in a family of highly educated individuals. I was raised in an upper-middle socioeconomic household. As such, I have had access to education, healthcare, and therapy throughout my life. Higher education has been not only a goal of mine, but expected of me. I work to maintain an awareness of my social location and multiple intersecting identities and how they may impact the way I interpret data throughout my work as a researcher.

I have specialized training in trauma therapy and view trauma as what results in the nervous system in the phase of overwhelming experiences. I offer trauma-informed supervision, and I have taught stress management and trauma courses from a trauma-informed pedagogical lens. Furthermore, I have dealt with trauma and its aftermath in my own personal life, as well.

All of this contributes to the way I see the world, and, as such, an examination of these factors aids in my ability to accurately and contextually analyze data. My ontological perspective is rooted in post-positivism. It is important that we look at multiple perspectives and types of data to build an unbiased understanding of what it is we are examining, as data, measurement, and interpretation are inherently fallible.

A Priori Limitations

One potential limitation is that the proposed study is a single-case study design, rather than multiple-case study design. Multiple-case study could allow for more powerful description and exploration of process to better understand trauma pedagogy and outcomes from a course on trauma. Selecting multiple cases could also allow for use of a full comparative case study approach, which could provide additional analyses through comparison (Bartlett & Vavrus, 2017). Since unusual and potentially revelatory cases are appropriate for single-case design (Yin, 2018) the decision was made to limit the case study at this time for feasibility of data collection and analysis (Ong, 2016). Given the limited research on the pedagogical design process for a course on trauma in the counseling field, ideally this study will illuminate additional factors to consider in constructing a multiple-case study design in the future and provide insight into a future research agenda.

Another potential limitation of this study is the lack of quantitative data. Given the dearth of research on pedagogical design and student experience in counseling courses, a primarily qualitative inquiry seemed to be a more appropriate focus for the nature of this study. Additionally, given the context of the course happening in the midst of a pandemic, the principal investigator, research team, and instructor determined that administering multiple quantitative surveys to students would unnecessarily increase the risk of psychological distress, and burden students' time during an already heavily scheduled semester when their psychological resources are taxed. As the instructor intentionally created assignments for students to reflectively process their experience in

the course, the research team determined that the artifact review data of select student assignments contained rich qualitative data that could provide insight into the student experience of the course without risking additional emotional or psychological distress, and without further burdening students with engagement outside of the course and program on topics related to trauma.

Pilot Study

The principal investigator conducted a pilot study to gain feedback from the instructor on elements of the study design and to explore the feasibility of data collection methods. The pilot study with the course instructor allowed for examination of proposed procedures so that the principal investigator could apply modifications as needed to the full study. The purpose of the pilot study was fivefold: a) begin building the research relationship with the instructor as a key stakeholder and study participant; b) obtain qualitative data on the instructor's design process prior to the start of the course; c) review the syllabus design and discuss key assignments to select for artifact review of student work; d) discuss the course delivery method and procedures for classroom observation; e) review the proposed observation protocol items with instructor. The pilot study consisted of two phases. In the first phase, the principal investigator focused on building a relationship with the instructor and learning about their design process for the course. The pilot study consisted of the following guiding questions for Phase 1:

Phase 1

1. Tell me about your educational background generally.
 - a. What kind of training and education have you had on trauma?

- b. What kind of training and education have you had on pedagogy and/or teaching?
- 2. Tell me about your work experience.
 - a. Tell me about your experiences treating clients with trauma.
 - b. Tell me about your experiences with designing and/or teaching courses?
- 3. Tell me about your pedagogical grounding.
- 4. Tell me about your teaching philosophy.
 - a. How does this align with or differ from your pedagogy?
- 5. Tell me about your process in designing the course on trauma so far
 - a. Any specific considerations that have been important for you in the design?
- 6. What are your expectations for the course?
 - a. What do you think the impact of the course will be on students?
 - b. Anything you hope for?
 - c. Anything you are worried will happen?
- 7. Is there anything I haven't asked you about that seems important to consider or share?

Participants

The participant for the pilot was the course instructor for the selected Fall 2020 course on Crisis, Disaster, and Trauma. The instructor was a key stakeholder and participant in the proposed case study of the course. As the pilot study needs focused on course design and feasibility of procedures for the rest of the case, the course instructor's

participation was essential. The course instructor was recruited via email and a Zoom video call consultation to discuss the proposed requirements for participation in the study. The primary inclusion criterion was that the instructor had a PhD in Counseling and Counselor Education and be listed as the instructor of record for a required course on trauma for Master's level counseling students.

Methods and Procedures

The principal investigator scheduled a video conferencing call via University secure Zoom. The researcher emailed the instructor the IRB approved informed consent paperwork, which the participant read, signed, and returned prior to the meeting. The PI reviewed the proposed case study with the participant as had been discussed during study recruitment. The PI verbally reminded the participant of the recording of the session, as they had agreed to in the signed informed consent. The participant was invited to ask any questions about the informed consent document and reminded verbally of the risks and benefits of participation in the study. The PI reviewed the biphasic agenda for the day, with the first phase focusing on the qualitative interview to build the relationship and learn about the instructor's design process. The interview was conducted in a semi-structured manner, and at times the PI checked in with the participant to ensure accuracy in understanding of meaning for note-taking purposes. The participant was given the opportunity at the end of the interview to return to any previous questions or responses, and to provide any additional information that seemed relevant to them. The PI then checked in with the participant about the overall flow of the interview to get feedback on the questions and experience of participating in the interview.

Data Analysis and Results

Although building the relationship with the instructor and learning about their design process were crucial steps to beginning the study, the qualitative data from the first portion of the pilot study are part of a larger whole of the case study. Thus, the results from this portion of the study cannot be fully analyzed in isolation from the proposed case study. However, information can still be gained from the initial interview to inform the rest of the study. In particular, the participant noted that the PI's interview style helped guide the conversation and that they appreciated the PI's transparency about study details. The participant indicated that they did feel like the research relationship is collaborative, and that their concerns and opinions regarding study design and potential impact to students in the class were heard and respected.

Furthermore, the phase one qualitative interview provided a rich context and foundation for a working conversation in phase two when the PI and participant focused on syllabus design and classroom observation procedures. Information gained from the qualitative interview with the instructor highlighted their intentionality in designing assignments for the syllabus, which contributed to phase two discussion of selected artifacts for review. The participant's lengthy experience in trauma work and response, in addition to their pursuit of education about teaching and training others to work with trauma, highlighted their concerns for student emotional safety, which was an important theme as we discussed classroom observation protocol.

The length of time for the first qualitative interview in phase one took approximately one hour, as expected. Future qualitative interviews with the instructor as part of the larger case study are also planned for approximately one hour.

Phase 2

The second phase of the study focused on the remaining three objectives for the pilot study: c) review the syllabus design and discuss key assignments to select for artifact review of student work; d) discuss the course delivery method and procedures for classroom observation; e) review the proposed observation protocol items with instructor.

Participants

The participant for the pilot was the course instructor for the selected Fall 2020 course on Crisis, Disaster, and Trauma. The course instructor was recruited via email and a Zoom video call consultation to discuss the proposed requirements for participation in the study. The primary inclusion criterion was that the instructor had a PhD in Counseling and Counselor Education and be listed as the instructor of record for a required course on trauma for Master's level counseling students.

Methods and Procedures

The principal investigator scheduled a video conferencing call via University secure Zoom. The researcher emailed the instructor the IRB approved informed consent paperwork, which the participant read, signed, and returned prior to the meeting. The PI reviewed the proposed case study with the participant as had been discussed during study recruitment. The PI verbally reminded the participant of the recording of the session, as they had agreed to in the signed informed consent. The participant was invited to ask any

questions about the informed consent document and reminded verbally of the risks and benefits of participation in the study. The PI reviewed the biphasic agenda for the day. The PI indicated to the participant that the first phase of the qualitative interview was completed and asked if the participant was ready and able to move into the second phase of syllabus and observation protocol review. The participant indicated that they were ready to continue, and both parties pulled up copies of the syllabus and the observation protocol.

The following questions were used to guide the review of the syllabus:

1. Tell me about how you selected the texts and readings for the class.
2. Tell me about developing the SLOs (student learning outcomes) for the course.
3. Tell me about how you designed the assignments for the course.

After the PI and instructor discussed the design process for course assignments, they engaged in a conversation about which assignments seemed most relevant for the purposes of data collection in the case study. The PI suggested which assignments seemed most important to capture qualitative data of the student experience and asked the instructor for feedback and insight. Then, the procedures and feasibility for collecting student assignments for review were discussed. The most relevant and feasible assignments were selected as items for artifact review of student work after the course is completed.

Additionally, the initial proposed observation protocol (see Appendix B) was sent to the instructor ahead of time so they could review for discussion during the interview.

The PI and instructor discussed the plans for course delivery over the course of the semester, given the context of the coronavirus pandemic, to determine the best procedures for class observation data collection. The observation protocol was reviewed for face construct validity, and for the instructor's informed consent of potential risks of classroom observation.

Data Analysis and Results

As mentioned in the results for phase one, some components of the interview results are part of the larger case study, and thus cannot be fully analyzed until all data for the case is collected. Specifically, the questions related to course design are part of the larger proposed case analysis. However, the questions about syllabus design were important to establish a foundational context for selection of student artifacts to review as part of the case. Based on the review of syllabus assignments, the PI and participant selected three written assignments for artifact review. Two additional presentation assignments will be observed live during class observation, with specific attention to student experience and learning. The instructor and PI determined that the weekly quizzes for student reading comprehension might be interesting for data collection purposes but were not feasible to collect with individual consent and privacy. Additionally, the Psychological First Aid Training assignment is an external training that students will complete, and thus will not be evaluated as part of the class. Class participation grades will also not be collected as class participation will likely be captured through general classroom observation. Any assigned asynchronous discussion boards will not be reviewed at this time due to feasibility and consent concerns. Finally, the

instructor and PI discussed the sensitive nature of one of the student assignments, student journals, and explored the possibility of reviewing consent with students at the end of the semester to remind them of the voluntary nature of their enrollment. More specific information about assignments selected for artifact review is discussed in the section Changes to the Full Study.

The instructor participant indicated that the class is designated for hybrid delivery. There will be some students in the face-to-face class at a synchronous time each week, and the remaining students will participate synchronously via Zoom and other virtual methods. Some students will participate only via virtual methods, and at present virtual participation will be synchronous. Due to the hybrid nature of the course, the instructor participant planned to record each lecture and class. Whenever the principal investigator is unable to attend a live class session due to feasibility, illness, or emergency, video review of recorded class sessions can be observed. Live, synchronous attendance and observation by the principal investigator, whether virtual or face-to-face, occurs whenever possible.

In reviewing the observation protocol, the participant indicated that they were comfortable with the investigator taking notes on all of the proposed items at this time. The instructor participant indicated that they planned to remind their students of the fact that classes were recorded; though consent is not required for classroom observations, the informal reminder that students are in a public space aligned with ethical concerns for the instructor participant and principal investigator.

Changes to the Full Study

The following assignments from the syllabus were selected for artifact review of student experiences upon completion of the course:

- Community Agency Review & Interview
- Trauma Application Paper
- Trauma Reflection Journaling

Additionally, the following two presentation assignments were identified for live observation during class sessions:

- Community Agency Presentation (a second component of the Community Agency Review & Interview)
- Self-Care Demonstration and Practice

Since these course assessments are part of the live class observation, I planned to take notes on my observation protocol regarding any potential insights into the impact of the course on student experiences. These student assignments were analyzed as part of the observation analyses.

Throughout planning for data collection, considerations of participant safety, for both students and instructors, were considered. I talked through risks and benefits of participation with the instructor throughout building our collaborative relationship and engaging them in the pilot study. Efforts were made to de-identify the instructor as much as possible in my writing of the study. I planned to continue checking in with them on their sense of safety in participating in the study and reminding of them of the nature of my observations and analyses. I planned to engage in member checking with them

following analyses of our interviews. I also planned to edit my observation protocol so there is less of an evaluative component of their work as an instructor, and so that the observation notes focus on description and thematic analysis of what is happening in the classroom, rather than on instructor critique or performance.

In considering the study procedures and risks to students, I planned to add in language in my consent form that speaks to the potential risks of the research study, and that acknowledges the harm that members of marginalized groups have experienced from research in the past, as well as the steps I took to reduce those risks for study participants. When I discussed the enrollment opportunity with the class, I also verbally discussed the risks of research and the steps I took to reduce harm. I recruited a diverse research team, and we openly discussed culturally responsiveness and potential biases and implications in our analyses throughout the study. I also enlisted an auditor to further check our biases and consider implications of analyses and presentation of the research findings. I memoed and bracketed throughout my observations to aid in critically examining my own lens as I collected and analyzed data; members of the research team did the same throughout the analytic process.

For procedures of artifact review data collection, the instructor and principal investigator discussed how the instructor planned to download student data from Canvas in a de-identified manner to then send to the investigator after grades were submitted. The instructor and PI also discussed separating out consent for analysis of journals from consent for analysis of other student artifacts due to the sensitive nature of that assignment, and reminding students of study consent at the end of the semester. The

instructor planned to provide students with clear information about the student journal as being for their own use and processing, and the students did not submit the journal to the instructor until the end of the course. Thus, the instructor did not check in on the content of the journals throughout the course. The instructor included information in their syllabus about counseling and crisis support in the event that students experienced adverse mental health symptoms or mental health crises during the semester. The instructor also planned to offer availability for meetings with students who were in distress as needed throughout the semester; thus, the journals were not meant to be a place where students sought help; there was not an expectation of timely feedback or intervention from their professor.

Although students may have written about their distress in the semester, they knew from the beginning that the journal was not designed as a crisis support. The instructor planned to make clear to the students the goal of journal writing for their own reflective process, and offered multiple other avenues for students to seek support if needed, both inside the context of the course and through the university or community. Additionally, the instructor reviewed the journals at the end of the semester, and may have decided to follow up with students if there was concerning information in their journals at that point. By the time the research team obtained the de-identified journals, any safety concerns had come to the instructor's attention. They plan to address these concerns as needed based on their role as an instructor. Furthermore, the students knew that anyone reading the journals on the research team is reading them in a de-identified fashion and will not be available to offer crisis support or intervention.

The other student assignments, Trauma Application Paper and Community Agency Review Paper, do not include student personal reflections of stress, and were not spaces where students identified mental health impacts as a result of the course; thus these assignments did not produce any safety concerns for the research team. No assignments were reviewed by the research team until after the semester ended and the instructor submitted student grades. Students knew from the opportunity for enrollment in the study that their assignments were not being analyzed until after the semester was over, and that the research team would not follow up with them on any of their assignment submissions.

Finally, classroom observation happened synchronously and asynchronously. Recordings of class were observed when synchronous principal investigator attendance wasn't feasible. The instructor provided the investigator with links to the Zoom recordings and any relevant passcodes so that I could observe classes I was unable to attend. Live observation happened virtually. The observation protocol was used for semi-structured note-taking in field observation of classes. All classes throughout the semester were be observed, whether synchronously through live observation, or asynchronously via recordings. The initial proposed observation protocol was reviewed during the dissertation proposal by CED faculty and my dissertation committee. Based on feedback from my committee, I altered my observation protocol to be less structured, more semi-structured, less evaluative of the instructor's performance, and more practically useful for qualitative note-taking. Additionally, I kept memos on the usefulness of the observation

protocol throughout my observations to consider changes in how I used the document.

The final observation protocol is available for review in Appendix C.

My approach to the observation was to be a removed observer; I did not participate in the course in any fashion, with the exception of when I discussed the study enrollment opportunity with students (Marshall & Rossman, 1989). Consequently, if I noticed flooding or extreme emotional distress to students or instructor during the class, I did not intervene during the class. I planned to approach the instructor via email or at the end of the class if I had a concern about them or any student(s). Additionally, the scheduled interviews with the instructor were opportunities to process any concerning classroom interactions. I also had a dual relationship with some of the students in the class I observed as they are my supervisees in their Internship course for the semester. If I noticed apparent distress for these students, I planned to consider reaching out to them directly to check in outside of our structured supervision time as well, depending on the nature and severity of the distress. I documented any consideration of this throughout my observation and time in the field notes. If any of these students mentioned concerns from the class, I planned to focus on processing those concerns with them in the context of our supervisory relationship.

Additionally, given that students and the instructor were also humans living in the world at a time of incredible collective trauma, crisis, and grief, it is possible that events outside of the classroom may have negatively impacted them during the course, beyond course content. For example, the election week was likely to be a particularly stressful time given the nature of political polarization and stress in the United States (APA,

2020); it is likely that everyone could be more easily activated or distressed in the trauma class. I planned to talk with the instructor about their plans for this week at the midterm interview so that we could explore what their approach is to supporting students during that time.

CHAPTER IV

RESULTS

In Chapter 1, I introduced the proposed study and its purpose and significance. Next, I offered an in-depth review of the existing literature on trauma pedagogy in Counselor Education in Chapter II. I particularly focused on the calls for trauma-informed education on trauma in the Counseling field in the review, highlighting the primarily conceptual nature of the current literature on trauma pedagogy. Ultimately, I demonstrated a need for greater empirical evidence of the process of teaching trauma, and the impact that learning about trauma has on student counselors-in-training. In Chapter 3, I proposed case study methodology to answer my proposed research questions. I outlined my plans for study design, data collection, a data analysis strategy that includes consideration of the research team's reflexivity process, and *a priori* study limitations. Chapter III also included a review of the pilot study that I conducted as a part of the larger case study and its results. This chapter, Chapter 4, reports on the case study data collected, analytical processes following data collection, and the results of the data gathered as part of the case study in response to each research question.

Research Questions

The following questions guided the data collection and analysis strategy:

1. How is a course on trauma designed and implemented?
2. How does participation in a required course on trauma impact Master's level counselors-in-training (CITs)?

Summary of Data Collected

I collected three categories of data as outlined in the case study design across the duration of the selected case – a required course on trauma in a CACREP accredited Master's in Counseling program – in order to answer the two proposed research questions. These categories are shown in the Table 1 below. Type of data collected and how will be further outlined following Table 1. All data was analyzed using qualitative, thematic analyses. Analyses will be further outlined following the table as well.

Table 1

Summary of Data Collected

Type of Data	Data Collected	Time Period of Collection
Instructor interviews	<ul style="list-style-type: none">• 4.5 hours of semi-structured interviews with course instructor• Transcriptions of interviews edited and verified for accuracy	Three collection points: <ol style="list-style-type: none">1. Prior to start of course, July 2020 (2 hours)2. Mid-way through the course, October 2020 (1 hour)3. After the course was completed and grades were submitted, December 2020 (1.5 hours)
Classroom observation	<ul style="list-style-type: none">• 13 class observations• Each class was 3 hours long• 6 class observations were of class recordings• 7 class observations were live class attendance via Zoom• Total of 39 hours in the field• One asynchronous class was not observed in any capacity (a total of 14 weeks of classes)	<ul style="list-style-type: none">• Classes began in August of 2020 and ended in November 2020, for a total of 14 weeks of classes• Live observations via Zoom began at the end of September 2020 following study proposal and ran from September – November 2020• Observation of first 6 recorded classes was completed at the end of the semester in December 2020; recordings were from August and September 2020

Type of Data	Data Collected	Time Period of Collection
	<ul style="list-style-type: none"> Two student assignments involved in-class presentations, which were observed as part of class observation <ol style="list-style-type: none"> Self-care presentations Community Agency presentations 	
Student written assignment artifacts	<ul style="list-style-type: none"> 3 written student assignments were selected for artifact review: <ol style="list-style-type: none"> Community Agency Review Paper Trauma Application Paper Trauma Reflection Journals 10 students enrolled in the study to consent to artifact review; 9 agreed to have all 3 written artifacts analyzed, and 1 agreed to have 2 artifacts analyzed A total of 29 student artifacts were reviewed <ol style="list-style-type: none"> 10 Community Agency papers 9 Trauma Application Papers 10 Trauma Reflection Journals 	<ul style="list-style-type: none"> Students were informed of study and recruited in late October 2020 Enrollment completed in November 2020 Artifacts were obtained from instructor following submission of course grades in December 2020

Instructor Interviews

As the principal investigator, I conducted three one-to-two-hour semi-structured interviews with the participant instructor at pre-selected timepoints of the course. All interviews were conducted via Zoom and recorded. Additionally, I took notes during the interview to enhance my own reflection, and wrote memos following each interview. The initial interview took place at the end of July 2020 and focused on course design. The first interview was part of the pilot study for the proposal study and is also relevant to overall case study analyses. The protocol for the first interview is available in Appendix A. This interview lasted approximately two hours. The interview included time for collaboration with the instructor as a key stakeholder to examine the course syllabus and to identify relevant data for collection and procedural planning for the overall study design.

The second instructor interview took place at the mid-point of the semester, in early October 2020. This interview utilized a second semi-structured protocol (see Appendix C), and I focused on exploring the instructor's experience in teaching the course up to that point in the semester. Although some questions were asked about on-going course design, the questions were more focused on implementation and experience in teaching the course than course design. This interview was also an opportunity for the participant instructor and principal investigator to touch base about on-going procedural concerns for data collection, particularly student enrollment for student written assignment artifacts. The second interview lasted approximately one hour.

Finally, a third interview was conducted following the completion of the course at the end of the final exam period in December 2020. The instructor reported that they finished grading all assignments prior to the interview. A third semi-structured interview protocol was used, available in Appendix D. Questions in this interview focused on the instructor's overall experience of the course, ranging from design, implementation, and experience, to the instructor's perception of student learning. Finally, some time was spent debriefing the experience of the instructor as a participant and key stakeholder in the study, and final procedures for collection of student data were reviewed. The final interview lasted approximately one and a half hours.

Following completion of all interviews, I uploaded all audio recordings to Otter.ai for de-identified automated transcription. Recordings and transcripts were removed from the website following analyses of the transcripts. I downloaded all transcripts to Word documents and edited and verified each transcript for accuracy. Transcripts and audio

recordings were shared with the research team for qualitative analyses via Box. One co-researcher and I used open coding for the first interview transcript. We created a theme list of codes to use in coding the remaining two interviews. Although we utilized the initial code list for all interviews, we also made notes of additional themes that emerged even if they were not included in our initial code list, particularly given the different emphases in each interview. We met again to review these codes, reduce the data, and consider additional themes missed in initial coding. My co-researcher and I wrote memos throughout our coding process to aid in researcher reflexivity and overall analyses of data. We met twice for a total of four hours to analyze the instructor interviews. Our team auditor also reviewed the recordings, transcripts, and coding documents. She and I met to verify the accuracy and relevance of the emergent, identified themes from the interview analyses. Finally, I sent the instructor a list and description of finalized themes and subthemes to engage them in member checking. Instructor interview data was primarily triangulated with classroom observation, though some elements were relevant to student written assignment artifacts.

Classroom Observations

Due to the nature of the pandemic and the designation of the selected course as hybrid, all class meetings in the required course on trauma had a Zoom component. The instructor additionally already planned to record each Zoom class session for students in the event of disruptions to WiFi connection or inability to attend class, prior to agreeing to participate in the study. The class began prior to study approval, but the six class meetings that took place prior to study approval were all video recorded and stored in a

Zoom cloud-based server. I made the decision to review the recordings that took place prior to study approval following the end of the semester, and after attending live class sessions via Zoom. I made this decision partially for feasibility purposes, and partially to ensure my own attention to live processes without interference from conflicting classes out of temporal sequence.

Thus, following study approval, I began attending class meetings live via Zoom during their regularly scheduled time. I attended seven classes for live observation, from September 2020 – November 2020. Class meetings were once per week for three hours at a time. The instructor gave me time in the course to introduce myself and inform students of my observation and the overall purpose of the study. During live class observations, I was muted and had my camera off to minimize my intrusiveness in the student and instructor experience. I intentionally did not join any offered Breakout rooms during class to allow for student privacy while they were processing in pairs or small groups. During my observations, I utilized the revised semi-structured observation protocol (see Appendix B) to guide my note-taking. This protocol was revised following feedback from my study proposal and contained axial code categories based on the literatures of trauma-informed teaching and science of learning. The structured portion of the observation protocol identified key themes and axial codes for me to attend to during class sessions, and also provided space for general notes to record data that emerged in the field that did not fit with axial codes. Throughout live class meeting observation, I memoed to aid in reflexivity and to reflect on the usefulness and applicability of the observation protocol.

Following the completion of the course, I began reviewing the recorded class meeting sessions that occurred from August – September 2020, prior to my study approval. I utilized the same observation protocol (see Appendix B) that was used in live classroom observations. I continued to memo throughout the process of observing recorded class meetings as well, reflecting additionally on the distinctions between observing live and observing recorded classes. As these classes were observed via recording, I did not have to wait for classes to temporally occur; although the recorded classes were held once per week for three hours per meeting, I observed the recordings over the course of approximately four days. I initially viewed recordings at a regular playback speed; however, as my viewing continued, I typically began the observation at a regular playback speed to assess overall energy of the class, but at times increased the playback to 1.5x. I tried to increase to 2x, and found that this was not conducive to accurate, in-depth observation. I varied my observations of the recorded classes between 0x-1.5x playback speed, and I had the availability to pause or rewind if I was unsure of an observation or needed time to record observational data.

The instructor decided to have the course participants conduct work asynchronously during the week of the U.S. election. There was no synchronous class to observe live or via recording. For simplicity, feasibility, and protection of student privacy, the instructor and I decided that I would not observe any class Canvas interactions, such as Discussion Board posts, at any point during the semester. Consequently, this 14th class was not observed in any capacity. However, a total of 39 hours were spent in the field conducting live or recorded observations of the course, and

the decision to omit the selected asynchronous class does not seem to have harmed the data collected from the course as a whole.

It is also important to note that two student assignments were in-class presentations: Self-Care Presentations and Community Agency Presentations. Self-Care Presentations happened in almost every class meeting. Community Agency Presentations occurred across two class meetings at the end of the semester. As these assignments are reflective of student learning and experience, additional notes were made about these presentations in the observation protocol when indicated. Memoing was also utilized to reflect on the overall evidence of student learning and experience as demonstrated by these assignments as a whole, rather than on an individual student level.

Following completion of all observations, I shared my observation notes with my research team. There were a total of thirteen observation note documents for analysis and review. One co-researcher reviewed all of my observational data. She memoed throughout this process and explored additional themes that emerged in the unstructured note portion of my observation notes. We met for two hours to discuss the applicability of the axial codes in the observation protocol that were derived from relevant literature, and her analyses of the fit between my axial codes and the observation notes. We also identified additional themes that emerged from the observational data as a whole and created a theme list to further reduce additional data in the unstructured portion of the observation notes. The research team auditor also reviewed the observation notes and additional emergent themes from data analysis. The auditor and I met to further reduce the data and discuss the accuracy of noted themes. Data was continuously analyzed in

light of research questions and triangulated with other data from instructor interviews and student written assignment artifacts.

Student Written Assignment Artifacts

Student written assignments were selected from the syllabus in partnership with the instructor prior to the start of the semester. The instructor and I discussed which written assignments might be most reflective of student learning and experience in the course, and which were feasible for data collection and analysis. We selected three student written assignment artifacts for the research team to qualitatively analyze: 1) Community Agency Reviews; 2) Trauma Application Papers; and 3) Trauma Reflection Journals. Edited descriptions of these assignments from the course syllabus are available to review in Appendix E.

The instructor gave me additional time during the class to inform students of the nature of artifact analysis in my study and the opportunity to enroll in the artifact analysis portion of the study in late October 2020. We intentionally selected this time so students could decide about study participation prior to completing and submitting all of the assignments I asked to analyze. I provided detailed information about the plans to analyze selected student artifacts from the course, and about the process for study enrollment. I reviewed informed consent for study participation with students and discussed the risks and benefits of participating in research. I specifically highlighted the steps I took to ensure participant safety and beneficence, highlighting the historical exclusion of marginalized voices in research and emphasizing my plan to recruit a diverse research team to represent multiple perspectives in data analyses. I further emphasized that the

instructor would not know of student participation until after the course was completed and grades were submitted, and I highlighted the steps that would be taken to de-identify student data prior to analysis. Student were informed that study participation would have no impact on their grades. I invited students to reach out to me via email if they had questions, or if they were interested in completing enrollment paperwork via DocHub.

I sent a follow-up email reminder for recruitment one week before the end of the course, as well as reminding students of the right to withdraw consent from study participation. Students had the option to consent to analysis of one, two, or three of the selected assignments. In total from the two rounds of recruitment, both live and email, ten students enrolled in the study from a class of twenty-seven. Nine of the students consented to have all three assignment artifacts collected and analyzed. One student consented to have the Trauma Reflection Journal and Community Agency Review collected and analyzed but did not consent to having their Trauma Application Paper collected or analyzed. No one withdrew consent from the study. As a result, there were a total of 29 student written assignment artifacts to review: 10 Community Agency Reviews, 9 Trauma Application Papers, and 10 Trauma Reflection Journals.

Following the conclusion of the course and my final interview with the instructor, after they confirmed submission of student grades, I shared the enrolled participant names with the instructor and the assignments each student consented to having collected and analyzed. The instructor downloaded the selected assignments from the enrolled participants and shared them with me via Box. I then de-identified the assignments, removing any student names from the documents. I resaved each document under a new

name with initials for the type of assignment and a random number, selected from a random number generator that generated numbers between 1-100 (for example, CA 90 became a new file name for a Community Agency Review).

Assignments were grouped by type: CA (Community Agency Reviews), TA (Trauma Application Papers), and TR (Trauma Reflection Journals). I then shared the renamed, de-identified files with my research team of co-researchers. We randomly selected one of each kind of assignment to openly code in research team meetings. We met a total of three times for approximately eight hours to openly code three assignments (CA 24, TA 75, and TR 11) for thematic analyses. Once one of each kind of assignment was coded, the team identified themes that emerged in the coding process. We discussed and synthesized the theme lists to reduce the data and organize our analyses. Notes and theme lists from these meetings were shared to be utilized in future coding. I memoed throughout the open coding process and my co-researchers memoed for reflexivity and bracketing as well.

After we had constructed theme lists for each type of assignment, I assigned additional student assignments to each researcher for further coding. Researchers utilized a mix of axial coding from our initial theme list and continued open coding and reflection via memoing in the shared document. Two co-researchers were assigned 10 student artifacts, and one was assigned 9 student artifacts. Each co-researcher was given a mix of artifact type (CA, TA, and TR). I coded each of the 29 assignments. All researchers memoed during this section of the coding process since we were not meeting to discuss coding at this point. After all assignments were coded by two researchers (myself and one

other co-researcher), I compared codes for matching and to further analyze the theme list and reduce the data. The study auditor additionally reviewed artifact codes and theme lists, and we met to discuss the themes that emerged and to analyze the thematic organization for accuracy and relevance.

Themes were then analyzed and synthesized across assignment type. I asked each co-researcher to reflect and memo on overall analyses in review of student artifacts, and I engaged in this process myself as well. Some themes were analyzed that emerged across multiple types of assignment. Analyses and discussion of synthesis across assignment type was further discussed with the auditor. Student written assignment artifact data was primarily triangulated across student assignment type. However, some student artifact data was triangulated with classroom observation data, and in some cases, elements of instructor interviews were relevant for analyses and syntheses as well.

A Note on Qualitative Analyses Utilized in the Study

Although three different types of data were used (instructor interviews, classroom observations, and student written assignment artifacts) all were individually analyzed using qualitative thematic analysis. Qualitative analysis is an art and a science that attempts to bring order to complex data, and it is by nature quite messy and nonlinear (Corbin & Strauss, 2008; Marshall & Rossman, 1989; Yin, 2018). Steps were taken throughout my design, collection, and analytic processes to enhance credibility and trustworthiness. One method, investigator triangulation, was used prominently throughout each type of data analysis. However, it is important to note utilization of investigator triangulation is not the same as interrater reliability as is traditionally used in

quantitative research (Yin, 2018). Rather, the triangulation between investigators and research team members is fodder for further conversation, analysis, and interpretation; ultimately, these processes allowed the team “follow the data trail wherever it leads” (Corbin & Strauss, 2008, p. 228) while considering the potential convergence of analyses.

Results of Analysis for Each Research Question

In the following section, the findings of the study will be discussed in order of the two research questions: 1. How is a course on trauma designed and implemented? 2. How does participation in a required course on trauma impact Master’s level counselors-in-training (CITs)? Initially, the analysis will focus on results from data categories as related to the research question. Then, the analysis will be synthesized across categories of data as it pertains to the research question. There are some themes that emerged across all data categories and seem to relate to both research questions; these themes will be discussed in the aggregate following data category results. Finally, analyses will be synthesized across the research questions, exploring how the data from the overall case shows the links between design, implementation, and impact in a required course on trauma.

Research Question One

1. How is a course on trauma designed and implemented?

Instructor Interviews

The table below, Table 2, summarizes and describes the themes that emerged from the instructor interviews after open coding for thematic analysis and further data reduction by means of qualitative analysis between the principal investigator, a co-researcher from the research team, and the research team auditor. Examples from the

interview transcriptions are offered for each theme and subtheme described in Table 2. A summary of the table is provided afterwards.

Table 2

Instructor Interview Themes

Categories of Themes	Subthemes	Description	Examples
Relationality	<ul style="list-style-type: none"> Person-Centered Collectivist Approach Professor as a Person 	<p>This theme category describes the instructor's emphases on relationships in their work, as well as their consideration of relational factors, and attunement to self and others throughout the teaching process. The instructor's intentionality in cultivating relationships inside and outside of the classroom to foster learning, growth, and safety is captured in this theme. The instructor considers how to flatten relational hierarchies and navigate power dynamics in a way that promotes student autonomy and freedom. Three distinct subthemes emerged as connected the overall relational presence of the instructor.</p> <p>The Person-Centered subtheme highlights not only the instructor's emphasis on cultivating relationships with and between students in the classroom, but their view of each student as a whole person, considering their unique needs in the context of the classroom setting.</p> <p>The Collectivist Approach subtheme describes the instructor's awareness of the impact of nested relationships both inside and outside of the classroom, whether in the larger department, or in their own professional field. Aspects of this subtheme also illustrated the interdisciplinary nature of the traumatic stress studies field and the instructor's participation in larger scientific and clinical communities.</p>	<p>Overall Relationality: "...then every cohort has its own needs and dynamics. And so I felt like there was a need for them to gel a little bit more as a cohort as well. And so...we talked about it as a class. And that's been a model that we can take in throughout the semester, as we take, you know, the first 20 to 25 minutes doing check in and icebreaker and settling into class."</p> <p>Person-Centered: "I'm feeling particularly the importance of protecting students and helping them to not feel overwhelmed and doing things every single class that give students a chance to breathe and to be centered and, um to have emotional safety...I think that transparency is a really big piece of that...so trying to make sure that what I'm working on now is building up the...Canvas classroom and making sure that the syllabus is...as clear as possible for students. I want to remove any additional anxiety that they might experience."</p> <p>The Collectivist Approach: "I think that what this has also led me to is that faculty...need support...I scheduled a time to talk with somebody that had some experience with trauma so that I could just check in with them...And it's turned into a monthly check in, because I had just been aware that I was experiencing a lot from the students. And I needed to make sure that I was being thoughtful about how I was managing."</p>

Categories of Themes	Subthemes	Description	Examples
		Finally, the Professor as a Person subtheme captures the instructor's recognition of what they bring to the teaching relationship, their work to regulate and take care of self in order to be in right relationship, and the recognition of the impact of the class and the larger context on their own experiences and well-being.	Professor as a Person: <i>"And then the next thing that happened...all the thinking became rigid in the room. You know? Including myself as I was hearing this, and I was like, Oh, my gosh, I did not expect this, this is supposed to be a good thing. And I had to like work through my own expectations for things and then...help them to calm down, make sure that they had the information that they needed to have, make sure that they understood the limits and the boundaries of it."</i>
Adaptability	<ul style="list-style-type: none"> Feedback 	<p>This theme category captures the instructor's flexibility and willingness to adapt throughout multiple stages of the teaching process, whether in design or implementation, and the iterative nature of their adaptability. Although the instructor made countless adaptations this semester in particular due to the nature of hybrid learning and the unique stressors of the 2020 context, the instructor also frequently made adaptations based on information they observed in class, or new learning or insight.</p> <p>The subtheme of Feedback also emerged as specific mechanism for instructor adaptability. The instructor frequently sought out feedback from multiple sources, including students, teaching assistants, other departmental faculty, and colleagues from other work environments. The instructor was willing to respond and make changes based on feedback when appropriate.</p>	<p>Overall Adaptability: <i>"I think that one of my hopes, too, is that...assignments are structured, at the onset, so that if there is a disruption to how our format is being held, that it doesn't interfere with their ability to learn the information, and that it can easily transition online, versus the hybrid format that it's in...My expectation for the students is that they'll do what students do...they'll study the material, they'll do the readings, they'll have times that they forget or don't and lose focus, and then we'll work to kind of get them back on track. I think all of that's the normal part of being a student and...working through the process."</i></p> <p>Feedback: <i>"I sent out a survey to students to kind of gauge what was going well, and what they thought they might need some more support within the class, just to get their individual feedback. We have times in class that we would touch base about that, but not everybody feels comfortable sharing in that space or reaching out to me separately, so I, I moved one of their reading checks actually became a like feedback thing to gauge from them how things were going."</i></p>
Multicultural Orientation	<ul style="list-style-type: none"> Systemic Conceptualization 	This theme category describes the instructor's intentional consideration of cultural factors and intersectional identities in both the learning environment and in the learning content for students. This theme also includes the instructor's consideration of different power dynamics within relationships.	Overall Multicultural Orientation: <i>"And many of [the teaching resources] I thought were very effective at bringing up potential situations that a person might deal with, with a client base. However...the way that it was demonstrated through either writing or through video...tended to be more graphic...and it felt especially...feeling sensitivity toward kind of my BIPOC students who are seeing a lot of their people being persecuted and abused in media, it felt like having that added in a video wasn't helpful."</i>

Categories of Themes	Subthemes	Description	Examples
		A subtheme of Systemic Conceptualization emerged, highlighting the instructor's ability to consistently view potential clients, students, self, the course as a whole, the department, and even the field through an ecological and systemic lens.	Systemic Conceptualization: <i>"There's not a lot of study that's been done on mental health of masters and doc students. And the research that has been done illustrates worse, kind of more intense...anxiety and depression, um, than for those of undergraduate students. And so you have a group of students that are high performing at a highly ranked University, and who are going to have more anxiety than the average bear, right? And you add to that all of these things that were happening in the world, and I had a great concern for the mental health of my students."</i>
Trauma Prevention for All	<ul style="list-style-type: none"> Capacity Building 	<p>This category describes the instructor's prioritization of Trauma Prevention for All. At truly every level, the instructor is concerned with preventing trauma and responding ethically and competently to trauma responses to promote well-being and healing, and to actively prevent retraumatization. This seemed to emerge in cascades through the instructor's systemic conceptualization, and they demonstrated an emphasis on preventing trauma of all kinds for clients, students, supervisors, faculty, and larger organizations.</p> <p>A subtheme of Capacity Building emerged to capture the instructor's intentionality in building in concrete resources and spaces for self and students to be able to cope effectively with stressors, crises, or trauma exposures. This subtheme also describes the ways in which the instructor offered resources to students for clients who have experienced trauma, and resources for students to continue learning and engaging in personal growth and wellness, and ongoing professional development and trauma education and training.</p>	<p>Overall Trauma Prevention for All: <i>"I think the only other thing that's coming to mind is, and thinking about like the student experience, is the idea of allowing students to have control in the areas that they can have control. That's one of the principles of helping to reduce retraumatization is for students to have that control. And so thinking about specific assignments...they're going to be doing an interview, for example. And I've intentionally left that kind of open as to where they do the interview with whom they do the interview. There's some parameters, but I want them to have a lot of freedom within that decision to make the choice that they think would be best."</i></p> <p>Capacity Building: <i>"[The learning objective:] 'Students will explore the impact of vicarious and personal trauma experiences and their ability to provide care for self and others'. Obviously, my goal there is to help them build some insight around what their experience has been, right. And that's coming through the journaling, and the self-care practicing and things like that...to kind of understand what that piece looks like and why that's important. Um, there's another one that talks about like that they'll be demonstrating, um self-care strategies and suicide assessment. And those will be part of the quizzes that we'll be doing...they'll be building a safety plan as part of that process. So that they...have...things that will be helpful for them, so that it doesn't look foreign when they need to get to a place where they need to use it."</i></p>
Application of Theory	<ul style="list-style-type: none"> Knowledge of Trauma 	This theme category describes both the instructor's knowledge of theory	Overall Application of Theory: <i>"...kind of playing with what's going to be</i>

Categories of Themes	Subthemes	Description	Examples
	<ul style="list-style-type: none"> Knowledge of Learning Employability 	<p>and application to course design, as well as the ways in which the instructor intentionally provided students with the opportunity to learn and apply theory throughout the course.</p> <p>Multiple subthemes emerged in this category. Knowledge of Trauma captures times that the instructor integrated their knowledge of traumatic stress studies and related theories to application in the course design and implementation. Similarly, Knowledge of Learning describes the instructor's knowledge of science of learning, teaching, and pedagogy, and how they applied these theories and knowledge to application in course design and implementation. At times, the instructor wove knowledge of both trauma and learning together to inform their design and implementation, and their understanding of course experiences.</p>	<p><i>helpful for them versus...stuff that I want them to know but they don't necessarily need to...know it with rote memory, you know?...there's not a lot that I'm relying on their memory for. [Just] because I'm anticipating that that will be the part that is most strongly impacted, because that's what the research tells us. [And] so I'm wanting to be really thoughtful about what that looks like. So, you know, the weekly reading and quizzes, it's not going to be like, you know, choose the correct definition, and then having seven definitions, that could be the right definition, but not really, you know. But really have it be more kind of application based."</i></p> <p>Knowledge of Trauma and Knowledge of Knowledge of Learning in combination: <i>"...there are some days where there's a lot of engagement with the class and there are some days where it's like birds chirping...again, in times that I've taught before I'm not really used to that experience. Usually it might start off that way but we can get going, and you know, people are able to engage. And it feels like there are some days where it's just they're present. [And] that's the very best that they could do that day. And I, it's about kind of accepting that for what it is. [So] I feel like some of that is maybe adjusting my own expectation for the level of engagement, um, on some days. And I've noticed that those days tend to fall along... when something has happened in the news, [or] when they've had a lot of other assignments that were due for other classes, and maybe they're just feeling cognitively spent."</i></p> <p>Knowledge of Trauma: <i>"Again...it's, I felt like I had pretty reasonable expectations, and then the reality has just been different. So...I feel like there's just, there's just been a lot more trauma, signs of trauma from students. I...myself have experienced, like triggers from students' reactions to things, and then had to like manage that where I don't think normally that would be something that I would be as prone to experience. But I think just everybody is a little bit more elevated. And so there's been a component in there where I've had to be really thoughtful about how I'm managing my</i></p>

Categories of Themes	Subthemes	Description	Examples
		<p>Finally, the Employability subtheme highlights how the instructor also emphasized the student experience of learning theory and knowledge throughout the course and program and having the capability to apply knowledge to clinical and field work. The instructor frequently linked student learning and application to the idea of wanting to ensure students would be able to work in the field as competent counselors.</p>	<p>own experiences, and in that moment, to make sure that they're getting the support and safety that they need."</p> <p>Knowledge of Learning: "And so I think one way of doing that is maybe having students in charge of presentations about some of those things, so they have to do the deep dive...I really want them to be able to be a little more adept at...understanding those articles and really reading through them and understanding the application...One way of helping that process is that if I can help them kind of take ownership over being content experts for a certain theoretical orientation, for example, then that kind of requires that they do the deep dive rather than kind of just reviewing the readings."</p> <p>Employability: "I want students to leave this program employable and doing things that are good for the public as well as being emotionally safe themselves. And so, you know, as I thought about this class, some of the resources - obviously, I talked to other faculty members about kind of the...meetings they had had about the course creation ahead of time and what they thought would be helpful. [And] then, you know, consulted CACREP standards, and ACA code of ethics...and...doing some, you know, lit review kind of stuff, journal reviews for this class. And then I looked at syllabi for other, this class at other institutions over the last couple of years, to see what commonalities they had, what are things that they left out."</p>
Dialectics of Learning	<ul style="list-style-type: none"> Process vs. Content Affective vs. Cognitive 	<p>Dialectics of Learning is a theme category that describes important, seemingly paradoxical considerations in teaching and learning. Dialectics contain a thesis and antithesis and moving between the two seemingly opposite poles can lead towards growth and synthesis. The instructor seemed to have a "both and" approach to teaching and learning to leverage the benefits and impacts of seemingly opposed considerations for the classroom. One example of this concerns a tension between safety and exposure to traumatic material.</p>	<p>Overall Dialectics of Learning: "So...we've talked about the fact that like, we can't not talk about hard things, but we can create safety around how we talk about those things...because they're going to need to know how to manage that when a client says hard things."</p> <p>Process vs. Content: "And having really a more thorough flipped</p>

Categories of Themes	Subthemes	Description	Examples
		<p>This category primarily came up in two subthemes. The subtheme of Process vs. Content describes the instructor's attention to content included in lectures and assignments, how they plan to structure the course and individual class meetings, and the overall process of learning across the time period of the course. Sometimes the instructor highlighted the importance of a trauma-informed process of teaching and learning over the academic content, and other times the content was the focus. Most often, the instructor considered how process enabled students to effectively learn content.</p> <p>The Affective vs. Cognitive subtheme of Dialectics describes the instructor's attention to the emotional learning and growth students might experience in class, as well as how their emotions and motivation may impact their learning. At other times, it describes the instructor's attention to the cognitive resources available to students and the ways in which cognitive processes are engaged in learning. Most frequently, this subtheme highlights the ways in which cognitive and affective processes influence each other in the learning environment. Additionally, this subtheme sometimes contained instructor consideration of experiential learning opportunities as a vehicle for both cognitive and affective learning in the classroom.</p>	<p><i>classroom perspective, having an asynchronous portion that they complete online ahead of time, and that they're in class for maybe an hour and a half, when we're really doing the work of it, rather than having to review the topic. So I think that things like that would make it more...user-friendly for this COVID time that we're in...and more kind of flexible for students to be able to - when they have to read difficult content, that they can read it at a time and a space that they have comfort...and they're coming to class, they're 100% aware of what we're going to talk about in class, because they 100% completed everything else that needs to be done ahead of time. And so I think that that would help with their process as well."</i></p> <p>Affective vs. Cognitive: <i>"I think I put in too much reading material...given the semester...I think recognizing that people are having a hard time retaining information that there's a way that I might have been able to consolidate that. So either have certain articles versus a whole chapter that they had to read, where they might be able to get a concentrated, get the same information, but in more concentrated way. [Then] I think kind of slow starting...spending more time building up to topics, and ensuring kind of thinking, thinking about the behavior that I see from them in class, ensuring that we're in a safe place before diving into some hard things."</i></p> <p>Affective vs. Cognitive: <i>"And so I, at that point, started doing things a little bit differently and having some more small group breakout things and kind of bluntly talked to the class about making sure they're being thoughtful about the things that they're saying that they're not saying things in a triggering way."</i></p>
2020 Context		<p>This theme describes the instructor's consideration of the unique context of this course on trauma in the fall of 2020. At times, this greatly impacted the instructor's attention to technological components of teaching and learning and nuances of class delivery. At other times, the instructor also considered the emotional and neurological impact</p>	<p>Overall 2020 Context: <i>"And I think that it took us longer to engage as a class and to have some cohesion as a class because of the hybrid and the mask and shields... And I've noticed that compared to other semesters when I taught graduate level classes, that it just felt like cohesion was - we had to spend more time on cohesion...there's just this need to connect in this</i></p>

Categories of Themes	Subthemes	Description	Examples
		to students and others involved in the learning process of living in a time of increased stress, crisis, and collective trauma. The instructor further considered the impact of the unfolding political situation in the United States, particularly the impact of racial oppression and the fight for civil rights to BIPOC students. The instructor also considered the impact of the 2020 Presidential election, which took place during the course. All of these unique factors influenced the professor's design and implementation of the course, as well as their experience in teaching, beyond their general Multicultural Orientation and Trauma Prevention for All and Relationality approaches.	<p><i>space...[especially] after having a...tumultuous summertime."</i></p> <p>Overall 2020 Context: "...another modification that I've made based upon some feedback I've gotten from students as to how they're managing the election process...The day after the election is when we're supposed to have a class and I've decided to make that class asynchronous, so they can complete the work at any time during that week. Rather than expecting them to mentally and emotionally show up on the day after that. Regardless of what happens, it's causing a lot of distress. And I just want to make sure that they feel they have the time to take care of themselves."</p>

Summary of Table 2: Instructor Interview Themes. The instructor interviews yielded seven distinct themes: *Relationality*, *Adaptability*, *Multicultural Orientation*, *Trauma Prevention for All*, *Application of Theory*, *Dialectics of Learning*, and *2020 Context*. Although these themes are sometimes interrelated and often reinforce each other, each emerged as a distinct thematic concept across the three interviews. Whether the interview focused on design, implementation, or instructor experience of the course, these seven themes consistently emerged. The research team that focused on the interviews (the principal investigator, one co-researcher, and an auditor) all observed these themes and frequently matched in their coding of these themes across the interviews.

Six of the themes identified in all three interviews additionally yielded subtheme categories. Although almost all of these subthemes were considered for larger theme categories, the subthemes (*Relationality – Person-Centered*, *Collectivist Approach*, and

Professor as a Person; Adaptability – Feedback; Multicultural Orientation – Systemic Conceptualization; Trauma Prevention for All – Capacity Building; Application of Theory – Employability; and Dialectics of Learning – Process vs. Content and Affective vs. Cognitive) ultimately converged with certain larger themes for the majority of the coding. For example, multiple coders primarily identified *Capacity Building* in the context of *Trauma Prevention for All*. These subthemes provided additional description and specification for the larger theme categories; the larger theme categories also captured instances that go beyond the subthemes, or sometimes capture multiple subthemes that emerged simultaneously in the interview analyses. For example, the theme category *Dialectics of Learning* was created to describe the tension observed in multiple subthemes, *Process vs. Content* and *Affective vs. Cognitive*, but also speaks to the consideration of tension the instructor navigated between safety and exposure, and the emphasis the instructor placed on experiential learning as a synthesis of both subtheme categories.

The final theme, *2020 Context*, can at times be seen in examples for other theme categories or subthemes; however, the research team determined that it also emerged as a distinct category that prompted further reflection and action on the part of the instructor – reflection and action that they might not otherwise have had to engage in if not for the context of course in a pandemic and a time of sociopolitical upheaval and stress. The unique context of the course didn't fundamentally change the instructor's other primary values in designing and implementing the course, but rather deepened or highlighted some of their choices in unique and specific ways.

Taken together, these themes emphasize the intentionality, care, and expertise the instructor brought to their course design and implementation. The instructor's identified counseling orientations seemed closely linked to their pedagogical grounding as they approached teaching through a trauma-informed, relational orientation. A key part of these orientations is considering the role of power in the classroom, and the power the instructor has in their role in particular. The instructor's experience in designing and teaching the course seemed to reinforce their approach to educating counselors-in-training. The themes seem infused throughout the instructor's way of being as an educator and were evident in the concrete choices they made about design and implementation of the course, particularly in how they related to students. Furthermore, there are direct connections between the instructor's process and choices in designing and implementing the course that are illustrated in data collected in classroom observations and from the student experience via written student artifacts.

Classroom Observations

The table below, Table 3, summarizes and describes the themes that emerged from the observational data. Some of the codes for the observational data were done via axial coding; the principal investigator determined codes based on the trauma pedagogy and science of learning bodies of literature to facilitate note-taking during field observation. Additional codes emerged via open coding from a portion of the research team (the principal investigator, a co-researcher, and the study auditor). The co-researcher evaluated axial and open codes for fit and accuracy and participated in qualitative analyses in conversation with the principal investigator. The study auditor also

reviewed the observational data notes for qualitative and thematic analyses and discussed the axial and emergent codes with the principal investigator. Examples from the classroom observation field notes are offered for each theme and subtheme described in Table 3. A summary of the table is provided afterwards.

Table 3

Classroom Observation Themes—Instructor and Interactions

Categories of Themes	Subthemes	Description	Examples
Mutual Vulnerability	<ul style="list-style-type: none"> • Person-Centered • Authenticity • Awareness and Attunement 	<p>The Mutual Vulnerability theme category describes the presence the instructor cultivated in the classroom, both in how they showed up, and the space they gave students to bring themselves to the classroom. The name for this theme is taken from bell hooks' writing on engaged pedagogy (1994), though it emerged independently in the open coding process. The instructor actively worked to create a space where students could be vulnerable and make mistakes, and also modeled by demonstrating their own vulnerability in appropriate ways at times. The instructor was attuned to power dynamics in the classroom and worked to flatten hierarchies while still creating a safe container for learning. The instructor actively strived to include student voices in the learning process.</p> <p>Three subthemes emerged from this category. The instructor demonstrated a Person-Centered approach in the classroom, evidenced by relational engagement with students in each class meeting, and attention to the relationships between students in the classroom.</p>	<p>Overall Mutual Vulnerability: <i>"Instructor notes appreciation of student vulnerability in sharing expectations and thanks students frequently for what they share. Students noted importance of instructor understanding context as well as instructor transparency."</i> – from 8/19 class</p> <p>Overall Mutual Vulnerability: <i>"Instructor noted how unique it is for clinicians and counselors-in-training to be going through the same crisis as the people they are trying to support and how we are all in the midst of trying to figure out language and how to respond to the crises we are in while also supporting others...Instructor noted at the end of class how students are choosing to be in graduate school during such a difficult time and time of collective trauma and noted honoring their choice etc."</i> – from 9/23 class</p> <p>Person-Centered: <i>"Instructor challenged students to reflect on how listening to traumatic experiences has impacted them as a human being, not only [as] a professional."</i> – from 8/26 class</p> <p>Person-Centered: <i>"Professor spoke to cumulative nature of stress of being a student and working as an intern during check-in, encouraging students to notice their nervous systems in context of individual, institutional, national, and global stressors."</i> – from 11/11 class</p> <p>Authenticity: <i>"Instructor shared some of their own examples of self-care and how they've balanced that during challenging times."</i> – from 10/14 class.</p>

Categories of Themes	Subthemes	Description	Examples
		<p>Authenticity describes the congruence between the instructor's stated values and goals in the classroom and how they enacted and presence with their students while teaching. The instructor also brought in aspects of their self to the class, sharing some of their experiences in the moment.</p> <p>Finally, Awareness and Attunement speaks to the instructor's naming of processes they observed in class among students, and the responses they made to shifting energy and engagement throughout the class. Sometimes the instructor inquired directly about student experiences and prompted students to notice emotions or sensations that emerged during class. Other times the instructor named external events that may be impacting students, or how class conversations or requirements may have been impacting students. The instructor additionally commented frequently on what they heard in student questions or comments to foster connection and engagement.</p>	<p>Awareness and Attunement: <i>"Instructor asked class if conversation on ensuring counselor safety during crisis raised anxiety for students and reflected seeing some confirm that it did and some didn't."</i> – from 9/9 class</p> <p>Awareness and Attunement: <i>"Towards the end of class, instructor asked if energy was overall low, and noted that many students nodded and decided to end covering content early."</i> - from 10/7 class</p>
Trauma-Informed Pedagogy	<ul style="list-style-type: none"> • Process Dynamics • Titration of Material • Capacity Building 	<p>This theme category and its subthemes are based in axial codes derived from literature on trauma pedagogy. However, the theme category was also observed independently in every classroom observation and confirmed in qualitative analyses of field notes. The theme describes the application of knowledge about how trauma works to the teaching process on the content of trauma, specifically to promote the prevention of vicarious traumatization responses.</p> <p>There are three specific subthemes associated with this category. The first subtheme, Process Dynamics, describes how the instructor frequently provided verbal and physiological preparation and processing for students around trauma-related material. A key feature of this subtheme is the promotion of student autonomy in</p>	<p>Overall Trauma-Informed Pedagogy: <i>"Instructor included note after 1st self-care demonstration and before content and said 'I feel like we could include a trigger warning at the beginning of every class' 'we talk about hard things in this class and that's why the class is designed the way it's designed to help you cope with hard things' but wanted to have extra warning about class today since it's about suicidality. Instructor had noted on slide and verbally encouraging folks to take breaks as needed and seek support as needed and noted they would be staying after class if anyone needed to talk, & would be available during breaks."</i> – from 9/16 class</p> <p>Process Dynamics: <i>"Instructor highlighting roles of self-compassion and advocacy in the classroom space, and multiple prompts about how conversations may be hard → attentive to how students may be impacted in the learning process."</i> – from 8/19 class</p> <p>Process Dynamics: <i>"While students were in breakout rooms for the check-in,</i></p>

Categories of Themes	Subthemes	Description	Examples
		<p>the learning process and working towards psychological safety in the classroom experience, even when learning about activating material. The instructor also emphasized the importance of <i>how</i> they communicate difficult or challenging content or information to students.</p> <p>Titration of Material is one specific and evidence-based way to promote student safety in the learning process. The instructor had a specific, consistent schedule for each class that the students were informed of at the start of class. This transparency and consistency are beneficial to safety in and of themselves, and also allow for pacing and titration of challenging material. The instructor created space for processing of the challenging material during class. The instructor also always had at least one break during class and moved to having two breaks to account for the increased neurological and physiological exhaustion from learning via Zoom. The lecture content was also book-ended by activities to promote student wellness.</p> <p>The final subtheme, Capacity Building, describes time the instructor devoted for active practices of co-regulation, grounding, soothing, and relaxation for students during class. The instructor included time to check-in with students as humans and have them connect with each other. Student Self-Care Presentations provided structured times at the beginning and end, and sometimes the middle, of class for students to ground, soothe, or relax, and process the impact with each other.</p>	<p><i>instructor and TA talked about decision to move the class fully online for the remainder of the semester and instructor articulated thinking about how that seems like the best decision for [their] ability to engage fully with the class equitably. Instructor talked about part of their role as needing to be as clear as can be and support students even if they have trouble accepting the news about moving fully online.” – from 10/21 class</i></p> <p>Titration of Material: “[Instructor outlined] agenda for class; starts with logistics, ice-breaker, self-care, content, logistics, self-care; and instructor reminded class that they can take individual breaks as needed throughout in addition to larger class breaks.” – from 8/26 class</p> <p>Titration of Material: Instructor prompt before going into content to do what was needed to take a break from content and that permission is in class to do what is needed to care for self as a student...Class started with logistics; moved to check-in; moved to self-care; moved to content focused on trauma...Segue from content on trauma to then trauma-informed care...Ending with a self-care activity; intentionally stopped talking about content...Seemed to have a “u shape” of class, similar to counseling sessions – from 9/30 class</p> <p>Capacity Building: “Student for 2nd self-care presentation was absent, so instructor guided students in paced breathing for the end of the class, including moving body and shaking out stress.” – from 9/23 class.</p> <p>Capacity Building: “[Instructor directed] students to focus on strategies for self-care and how they are managing stress at the start of class, and to check in with each other on how they are feeling. Sent them to breakout rooms, then brought back to larger group to respond to ‘how does self-care look in high-stress or high-volume times?’” – from 10/14 class</p>
Science of Learning Principles	<ul style="list-style-type: none"> • Connections to Prior Learning • Organization of Knowledge 	The theme category Science of Learning Principles describes axial codes that were derived from the literature on science of learning. Specifically, the seven	Overall Science of Learning Principles: “Instructor & class noted how talking about cases in context of content increases learning...Instructor noted that part of learning to do evidence-based

Categories of Themes	Subthemes	Description	Examples
	<ul style="list-style-type: none"> • Passion and Motivation • Opportunities for Application • Goal-Directed Practice • Attention to Development and Context • Attention to Metacognition 	<p>categories from <i>How Learning Works</i> (Ambrose et al., 2010) were utilized as coding categories for classroom observations. Each of the seven subthemes comes specifically from chapters in the Ambrose and colleagues text, and all were observed throughout multiple classes and were confirmed as being present in the classroom environment.</p> <p>The subtheme Connections to Prior Learning refers to times when the instructor explicitly asked students about prior learning or learning in classes/field experiences they were having concurrently with this course. Students also spontaneously made connections between prior and concurrent learning, and these references were documented as well.</p> <p>The subtheme Organization of Knowledge refers to how the instructor presented information to students in the context of information they were learning in the class, and specific theoretical frameworks that were utilized by instructors and students.</p> <p>Passion and Motivation refers to evidence of student engagement and motivation to learn more about trauma work, and the instructor's passion for counseling and trauma work that was evident in their comments during class, as well as times instructor engages with students' passions.</p>	<p><i>practice is building knowledge through research.</i>" – from 10/14 class.</p> <p>Connections to Prior Learning: <i>"Before sending students to small group rooms to discuss DBT, instructor prompted students to share any additional understanding/learning/training they have had on DBT in the discussion with their group."</i> – from 10/21 class</p> <p>Organization of Knowledge: <i>"After processing attachment quiz, instructor talked through how to use this knowledge for clinical application → not a direct time for students to practice application, but the instructor helping them organize knowledge for direct application in the future I think → conversation about diagnosis in particular seems to be tapping into how information is organized for students, integrating in attachment conceptualization."</i> – from 9/2 class.</p> <p>Organization of Knowledge: <i>"Instructor connected DBT to CBT lineage and talked about [its] development, particularly in the history of treating Borderline Personality Disorder."</i> – from 10/21 class</p> <p>Passion and Motivation: <i>"During introductions, instructor prompted students to name something they're excited about for in the class; as they were going through intros, instructor reflected that they were also feeling excited about all the things the class would get to talk about throughout the course. Students noted multiple times the importance of this course as they talked about their excitement. Instructor also introduced self and gave thorough background on their history as an instructor and counselor identity."</i> – from 8/19 class.</p>

Categories of Themes	Subthemes	Description	Examples
		<p>Opportunities for Application describes times when students are prompted to apply theoretical knowledge and integrate or synthesize knowledge. This also describes when students or instructor can demonstrate mastery of skills or synthesis of knowledge.</p> <p>Goal-Directed Practice describes the times in class that students were able to practice skills and receive feedback. This was perhaps most notable in the Self-Care Presentations that happened in every class; students practiced introducing an intervention to their classmates and facilitating the activity and processing of the activity. The instructor and other students provided feedback in the moment, and the instructor also provided feedback via grading.</p> <p>Attention to Development and Context refers to the instructor's explicit scaffolding of material throughout the class, and comments they made referencing students' overall development as counselors. Sometimes the instructor and students' acknowledgment of the 2020</p>	<p>Passion and Motivation: <i>"Instructor expressed appreciation for the class and all she has personally gotten out of the self-care presentations in class...Instructor talked about reasons self-care is so integrated as part of ethical code for doing the work."</i> – from 11/18 class</p> <p>Opportunities for Application: <i>"Instructor provided information on impacts of COVID to IPV and asked class to talk through together what they might need to think about for treatment planning and interventions in light of the way COVID impacts interpersonal violence, and what might look different during these times."</i> – from 9/23 class</p> <p>Opportunities for Application: <i>"[Community Agency] Presentations required students to synthesize knowledge gained from interview from practical, applied field with class content & to meet assignment requirements."</i> – from 11/11 class</p> <p>Goal-Directed Practice: <i>"Instructor linked initial self-care demonstration of gratitude practice to research on gratitude and how student experiences of practicing can help with clients, and also gave feedback to student presenter on how they did in facilitating self-care experience...Instructor directed students to practice a real-play alternating with roles of receiving vs. giving in listening so they could experience what that feels like."</i> – from 9/2 class</p> <p>Goal-Directed Practice: <i>"While processing check-in, multiple students spoke to using interventions they had learned in class and from peers with clients and how that has gone; instructor opened up conversation for others to share what's been going well for them in their work with clients."</i> – from 10/28 class</p> <p>Attention to Development and Context: <i>"Acknowledgment of different track specific knowledge and different levels of experience when it comes to working with DSM and assessment/diagnosis."</i> – from 10/7 class</p>

Categories of Themes	Subthemes	Description	Examples
		<p>context and its impact on learning and practice were also noted with this code.</p> <p>Attention to Metacognition describes the instructor's consideration of how cognition works in the learning process. Sometimes the instructor made explicit comments to students to highlight how something might enhance their learning, modeling metacognitive processes. At other times, the instructor elicited discussion among students that prompted them to reflect on their own metacognitive processes with each other.</p>	<p>Attention to Metacognition: <i>"At the start of talking about content, instructor noted that the reading was really dense for this topic...Instructor noted that they were giving a lot of information to students and paused intentionally to ask questions."</i> – from 9/9 class</p>
2020 Context	<ul style="list-style-type: none"> Novel Conditions Adaptability 	<p>The theme category of the 2020 Context captures themes that emerged in open coding of the observation notes. It describes the ways in which unique factors like the pandemic and sociopolitical transformation directly impacted the classroom experience.</p> <p>Two subthemes emerged within this category. Novel Conditions refers to conversation and considerations around technology in the classroom and pandemic precautions. The instructor joked with students about "producer credit" at times as they navigated teaching in a hybrid format. Teaching Assistants were also used in the class to help navigate some of the extra cognitive load for instructor and students in the novel learning environment.</p> <p>The subtheme of Adaptability highlights the adjustments instructor, teaching assistants, and students made within each class, most often in response to the</p>	<p>Overall 2020 Context: <i>"Instructor noted need for more breaks due to Zoom fatigue at start of class → shifting to 2 breaks for the class to support online students and prevent fatigue. Reminder that students can still take individual breaks as needed. Instructor provided information about Scholar Strike to students – I was totally unaware of this! Instructor noted wanting to talk about it but to not talk too much in a way that was traumatizing to BIPOC students."</i> – from 9/9 class</p> <p>Overall 2020 Context: <i>"Instructor took time at the beginning half of class to review syllabus changes, including move to fully online and decision to be asynchronous the week of the election so that students can 'take the space and time they need to focus on needs and self-care' (instructor's words)."</i> – from 10/21 class</p> <p>Novel Conditions: <i>"Seems like the instructor is effectively facilitating the start of class despite the challenges of navigating the hybrid nature; clear instructions for introductions and alternating between f2f and hybrid for introductions, changing video to be sure online participants can see f2f students introduce themselves."</i> – from 8/19 class.</p> <p>Adaptability: <i>"Although instructor initially planned to break after group work, instructor noted that 'this feels like a good place to take a break' after responding to student question and heavy</i></p>

Categories of Themes	Subthemes	Description	Examples
		novel learning conditions. However, sometimes the adaptations from those involved in the class resulted from how they considered the course content in connection to the context of 2020.	<i>discussion about COVID and sociopolitical landscape of the U.S. and class took a break before continuing.” – from 9/23 class</i>

Summary of Table 3: Classroom Observation Themes—Instructor and

Interactions. Four primary themes were confirmed via classroom observation data:

Mutual Vulnerability, *Trauma-Informed Pedagogy*, *Science of Learning Principles*, and *2020 Context*. Two theme categories, *Trauma-Informed Pedagogy* and *Science of Learning Principles*, were utilized with axial codes via deductive analyses of the literature on trauma pedagogy and pedagogy more generally. These two theme categories were further confirmed and elaborated on in the observation and data analyses processes. Two theme categories emerged via open coding of the classroom observation semi-structured and unstructured notes, *Mutual Vulnerability* and *2020 Context*. All four themes capture distinct elements of the relationship between instructor design and implementation, with links to student experiences.

Mutual Vulnerability describes the way the instructor is present in the classroom, and the culture that they create with their students. A key feature of this theme includes the instructor’s attunement to power dynamics within the classroom, and how their awareness impacts actionable choices and behaviors. The subthemes of *Authenticity*, *Person-Centered*, and *Awareness and Attunement* demonstrate the intentionality the instructor places on their presence and behaviors in the classroom, and how they respond to student experiences. This theme category provides a firm foundation for the practice of

Trauma-Informed Pedagogy. The subthemes of *Trauma-Informed Pedagogy* (*Process Dynamics*, *Titration of Material*, and *Capacity Building*) also point to the ways in which the instructor implements their design of the course experience through specific practices and behaviors that influence student experiences. The instructor intentionally included these to reduce the risk of vicarious traumatization or retraumatization in the classroom, and to promote students' ability to learn challenging content.

The theme category of *Science of Learning Principles* was also consistently observed in the classroom setting. The category is based on the literature of how students most effectively learn, and the instructor's design and implementation demonstrated adherence to these principles. The subthemes, *Connections to Prior Learning*, *Organization of Knowledge*, *Passion and Motivation*, *Opportunities for Application*, *Goal-Directed Practice*, *Attention to Development and Context*, *Attention to Metacognition*, were all observed as present throughout the course. At times, certain class activities or instructor prompts were reflective of multiple subthemes. Sometimes the instructor demonstrated these subthemes through design and implementation, and other times the students' behavior indicated an experience of the relevant subtheme. Although many of these subthemes were reflected in syllabus and assignment design, it was notable how often they showed up in the classroom via instructor-student interaction and instructor facilitation of lectures and discussions.

Finally, the theme category *2020 Context* was observed in instructor and student discussion around unique considerations for the learning experience and clinical application as a result of the pandemic and the U.S. sociopolitical context. Two

subthemes, *Novel Conditions* and *Adaptability* emerged in the coding process. *Novel Conditions* describes the uniqueness of the learning environment as a result of pandemic precautions. The class was offered in hybrid format, and for part of the semester some students were in the classroom and some were online. However, even those students in the more traditional classroom setting experienced alterations to their learning environment due to social distancing, masking, and hygiene precautions. Instructor and students all demonstrated great adaptability both in classroom participation and in consideration of how to apply trauma and crisis content to clients in the midst of a pandemic, sociopolitical upheaval, and a U.S. presidential election.

Synthesis Across Data Categories

Notably, there are some direct overlaps between themes in the data from instructor interviews and classroom observations. Sometimes themes were more likely to be a primary theme category or a subtheme depending on data type, but they were present in some fashion in both forms of data. These themes emerged across different coding processes and were confirmed by different co-researchers. Specifically, the following themes and/or subthemes were present in both instructor interview and classroom observation data: 1) *Person-Centered*; 2) *Adaptability*; 3) *Capacity Building*; and 4) *2020 Context*. These themes play prominent roles in the instructor's overall design and implementation of the selected case throughout the course.

Additionally, some themes are related even if different language was used to describe them when observed in different forms of data. For example, the themes of *Trauma Prevention for All* and *Application of Theory* from the instructor interviews seem

to be captured in the classroom observation theme of *Trauma-Informed Pedagogy*. The instructor's knowledge of trauma theory and prioritization of preventing trauma and retraumatization appear linked to the structure and design of the class, as well as actions they took during the course to respond to students and facilitate safety in the classroom.

Furthermore, the theme categories of *Trauma Prevention for All* and *Application of Theory* are related to the *Science of Learning Principles* observed in the classroom, particularly given the instructor's emphasis that safety is a prerequisite to effective learning. The *Science of Learning Principles* and *Trauma-Informed Pedagogy* categories also seem relevant to the *Dialectics of Learning* noted in the instructor interviews as the classroom themes support the importance of process and content, as well as affective and cognitive components of learning. Finally, the instructor's emphasis on *Relationality* and *Multicultural Orientation* seems evident in the *Mutual Vulnerability* approach they demonstrate in the classroom and are also related to their *2020 Context – Adaptability* subtheme.

Overall, it appears that the data between the instructor interviews and classroom observations converges and provides information to answer Research Question One, and confirms the related propositions from Chapter 3:

RQ 1: How is a course on trauma designed and implemented?

Propositions related to RQ 1: 1) There is a link between an instructor's pedagogical approach and their design and implementation of a course. 2) Course design and context will influence decisions about course implementation.

The instructor's design has clear links to their course implementation, and design and implementation of a course on trauma are iterative processes that the instructor engages in continuously throughout the semester – and sometimes moment-to-moment within class meetings. The instructor's deep commitment to trauma prevention, knowledge of how trauma and learning work, and overall relational presence and attunement to power dynamics were key factors in both course design and implementation. And, the unique context of 2020 challenged the instructor to lean into their adaptability so they could support students in effectively learning and growing as counselors during an unprecedented time. The instructor's skills and pedagogical grounding did not change as a result of this context; rather, they ground more deeply into their orientations, and leveraged their knowledge and skills even more as a result of the unique learning environment they and the students were in this semester.

Research Question Two

Classroom Observations

Classroom observation data thematic analysis was initially outlined in response to Research Question One in Table 3. Table 3 and its summary describe the relevant themes and examples derived from classroom observations. Although the classroom observation data provides results for instructor design and implementation, the data from the classroom observations also demonstrate elements of the student experience related to documented themes. The links between instructor design and implementation and student experience are most clearly linked in the results from classroom observations. Yet, previous detailed results of student experiences resulting from intentional instructor

design and implementation are relevant for Research Question Two as well. Thus, this section will first briefly describe additional insights from the student experience that were not discussed in Table 3 in a new table, Table 4. Previous results from Table 3 that apply to the student experience will be discussed in the summary following Table 4 to consider how the classroom observation data that pertain to student experiences answer Research Question Two.

The primary results from classroom observations that focused solely on student experience consisted of notes taken in the observation protocol regarding student affect, energy, and engagement during class meetings. These were noted often in reference to specific class activities or instructor prompts. In the observation protocol (see Appendix B) three axial codes were used to record notes on student experiences in class. No additional themes or codes emerged of the student experience that were independent of these axial categories or the previously noted classroom observation themes. Table 4 will be used to describe the results of these coded observations, as well as to provide examples.

Table 4

Classroom Observation Themes—Student Experiences

Theme	Description	Examples
Overall Classroom Energy	This theme describes the overall level of student energy, whether engaged, disengaged, high, low, energized, lethargic, etc., and any significant shifts during the class.	<p><i>“Recording begins well before class starts – looks like folks signed online early and are in the room prior to start of class. I can hear all the folks physically in the classroom even though I can’t see them – lots of laughter, fast talking. Sounds so energized!...During icebreaker, many folks responded in the chat, which TAs monitor...Energy seemed to drop after instructor acknowledged the impact of the pandemics on students; less talking, less ambient noise. Slower pace of speech from students.” – from 8/19 class.</i></p> <p><i>“Energy seems somewhat medium at start of class – not fast or slow; middling amounts of engagement with questions and in the chat...Less engagement after 2nd break; fewer questions, no ambient noise, less conversation in chat.” – from 9/23 class</i></p> <p><i>“Overall energy feels more grounded today; students seem engaged, participating and responding to prompts, asking questions, talking in chat as well as using microphones...Students continued to talk openly using chat and mic both for formal prompts and informal connections and asking questions; even talking to each other on chat during breaks some...Students had lots of questions for instructor on class content.” – from 10/21 class</i></p>
Overall Classroom Affect	This theme describe the quality of general student affect, whether flat, bright, depressed, joyful, hopeful, sad, anxious, scared, happy, calm, peaceful, agitated, irritated, etc., as well as any significant shifts	<p><i>“Affect definitely seems different than first two classes; students speaking slower in general, mood seems lower.</i> <i>Students seemed to be talking to each other a lot during pair & share feelings check-in, and then delay in sharing with larger group; more silences. Students who did respond noted overwhelm & instructor noted nodding from classmates.” – from 9/9 class</i></p> <p><i>“Student affect seemed to be really positive during final self-care activity; students commented a lot in the chat and shared their experiences with each other. Instructor & students laughed (I also laughed! Very funny activity),” – from 9/16 class</i></p> <p><i>“Students reported range of mood at check-in at start of class – mixed emotions, some positive, some negative, lots of fatigue.” – from 11/11 class</i></p>
Notable Interactions	This theme captures charged conversations, necessary shifts in teaching plan to focus on student reactions, conflicts, or singular student reactions that are distinct from the overall group energy/affect.	<p><i>“Engagement/energy seemed to drop a bit during conversation about safety planning – longer response times to questions.” – from 9/16 class</i></p> <p><i>“Students connected disaster response model to COVID experiences and where they are and noted challenges and crises they are in. Seems like a lot of tension in the conversation about COVID response with the model and as instructor works to respond to students; breathing seems different, slower</i></p>

Theme	Description	Examples
		<p>speech, more pauses for everyone who spoke. Conversation continues around individuals who don't believe COVID is a problem and where they might be in the model/if it applies to them → conversation still feels tense, people seem cautious in their speech. I notice my breathing is changing as I listen; possible some of theirs is as well?" – from 9/23 class</p> <p>"Multiple students commented that the stretching break fellow student guided them through was positive and they really got a lot out of doing it; in processing the activity after a break, students noticed how much tension they had stored in their body. Affect seemed a little brighter after the break." – from 10/14 class</p>

Summary of Table 4: Classroom Observations—Student Experience Themes.

The table provides more detailed description and examples of classroom observation data regarding student experiences in the class meetings. Three axial codes were the themes that centered on the student experience in the classroom: *Overall Classroom Energy*, *Overall Classroom Affect*, and *Notable Interactions*. No additional themes or subthemes emerged. The research team (the principal investigator, a co-researcher, and the auditor) noted the clarity and fit of the notes that fell under these themes. These themes seem to primarily represent the student emotional and energetic experience in the class and provide a reference point for instructor actions within the course.

Synthesis of Classroom Observation Data for Student Experiences

In addition to the axial codes that focused explicitly on student emotional and energetic reactions, sometimes student reactions were noted in Table 3, "Classroom Observation Themes – Instructor and Interactions" from other axial and open codes. Students engaged with the instructor around content and cognitive prompts, in addition to engagement in experiential activities. Although the engagement from students and some

of their reactions were noted in consideration of Research Question One, it is also important to consider student participation and experience of the instructor in light of Research Question Two and in the context of specific student emotional and energetic reactions as these cannot be fully separated out. Particularly relevant from Table 3 are the following themes: *Capacity Building* (a subtheme of *Trauma-Informed Pedagogy*); *Science of Learning Principles*, and each of its seven subthemes; and the *2020 Context* theme, and its subtheme *Novel Conditions*.

In synthesis, the classroom observation data described in tables 3 and 4 indicate that students were overall engaged and responsive in class. Students appeared to come in with certain moods and levels of engagement in response to their general context and life outside of the classroom; yet, it also became clear that students experienced emotional and energetic shifts and reactions in response to the content, the instructor, teaching assistants, and each other. Often students would reflect directly on their experiences in the class in relation to the content, particularly following instructor prompting. Students were able to consider connections to prior learning, actively engage in organization of knowledge, express motivation and passion, and engage in opportunities for application, mastery, and goal-directed practice. At times, students expressed awareness or consideration of their own development and context, or their metacognitive processes.

In terms of context, students were particularly aware of the context of 2020 and the novel conditions of their learning environment. Students also described the impact of course activities and learning in processing following engagement in self-care activities and contributed to capacity building for each other. In addition to these reactions,

students also seemed able to engage cognitively and affectively with the material.

Students frequently asked questions related to their clinical and field work – sometimes hypothetically, but often specifically in reference to clinical material they encountered outside of class. Students also reflected on their own emotions at times, both in terms of how outside experiences impacted their ability to show up in class, and in their emotional reactions to course content. It's possible that these findings represent student integration of thought and application of theory across multiple learning contexts.

Student Assignment Artifacts

The thematic analysis results will be reported by assignment type and in table format prior to being further analyzed. Each type of assignment was openly coded by the research team as a whole; thus, there is a separate table for each type of assignment with individual assignment theme categories and subthemes. Table 5 reports on the ten Community Agency Reviews; Table 6 reports on the nine Trauma Application Papers; and Table 7 reports on the ten Trauma Reflection Journals. A summary of the table will follow each table. A synthesized summary of the results from student written artifacts will follow the type summaries.

Table 5

Community Agency Review Themes

Categories of Themes	Subthemes	Description	Examples
Future Counselor Identity	<ul style="list-style-type: none"> Commitment to Trauma Work 	<p>This category includes student interest in future training or education, whether specifically trauma-related or not. It also includes developing student theoretical orientations or interest in specific theoretical orientations. Any other writing that centered on student exploration of future counselor identity was also included in this theme.</p> <p>Many students also explored Commitment to Trauma Work, whether high or low, which is why this rose to the level of a subtheme.</p>	<p>Overall Future Counselor Identity: <i>“It was discussed that top-down approaches such as TF-CBT and DBT, while certainly beneficial and empirically supported, are not always the best approaches to treatment because they circumvent physiological responses to trauma. As someone who is very interested in sensory processing, Gestalt theory...as forms of trauma processing, I found this perspective extremely interesting.”</i></p> <p>Commitment to Trauma Work: <i>“I found myself wondering if the social work field doesn’t stress trauma-informed care the same way UNCG does. At the same time as I found myself feeling disappointed, I also found myself feeling very convicted about the importance of trauma-informed care – especially when dealing with domestic violence and child abuse...”</i></p> <p>Commitment to Trauma Work: <i>“This was a great learning opportunity for me because I am interested in doing trauma-work in my future. Particularly I learned about what is important to keep in mind when providing the best care for clients and key areas to focus on for my personal/professional growth to be a more effective counselor.”</i></p>
Counselor as a Person	<ul style="list-style-type: none"> Self-Care Sustainability of Counseling Work 	<p>This category included student emotional reactions to material reviewed in assignment. Many students felt personal connections to the counselors they interviewed, or to specific agency settings or kinds of counseling work. Anything that went beyond a student’s identity as a counselor to their personal identity was included in this code.</p>	<p>Overall Counselor as a Person: <i>“I had spoken to [her] about her job previously before this interview, but I was surprised to hear that significant events like this could happen at any given point throughout the day without notice.”</i></p> <p>Overall Counselor as a Person: <i>“Self-care is something that I value a lot and I was very intrigued to learn about how this works for [the counselor I interviewed] and someone in her position with her level of experience. As an intern, I often feel like I need to prove myself and go above and beyond, breaking my own boundaries and doing the most I possibly can to show people (and myself) that I belong here. But, this often leads to feeling burnt out, and is not helpful. [The counselor I interviewed] mentioned self-care seems</i></p>

Categories of Themes	Subthemes	Description	Examples
		Students also actively explored Self-Care in the counseling role, and how this linked to Sustainability (or not) of engaging in counseling work, particularly trauma-related counseling work. These showed up as subthemes given their prominence in student writing.	<p><i>like a priority to her now. She also mentioned that we are experiencing a collective trauma, so not only is every single student on her caseload experiencing trauma on some level (whereas that was not the case before), we all are as providers too!"</i></p> <p>Self-Care: <i>"[The counselor] described holding to 'non-negotiables' to assert agency in her own life in both the mornings and evenings. Her process involved checking-in with herself to discern what she needs that day, this usually ends up being some combination of exercise, reading, mediation, coffee, or connecting with a friend...I really appreciated the aspect of checking-in with yourself, as I need/want different things each day. So, for me, sometimes I will go for a drive around town, intentionally set aside time to spend with friends or work on something creative. I think it is important to maintain distinctions between worktime and free time, they should not blend too much."</i></p> <p>Sustainability of the Work: <i>"Her setting her own schedule made me think about future jobs I will be looking at and making sure that I am only taking a job that has hours and a caseload that will not lead to burnout."</i></p>
Perception of the Field	<ul style="list-style-type: none"> Advocacy Logistics of the Work Environment 	<p>This category included students making sense of the counseling field, and particularly exploring the differences and similarities between counseling work in theory vs. in practice.</p> <p>Many students highlighted the opportunities for Advocacy within certain work environments and the need for advocacy for certain client groups, which seemed to highlight the centrality of advocacy in the counseling field.</p>	<p>Overall Perception of the Field: <i>"Another thing I was interested to learn was that first responders like EMTs, police officers, and firefighters look for therapists who are experienced in working within the field, who have provided crisis response prior, and who are certified in [Critical Incident Stress Management]. That should not have been surprising, I guess, but it was new information to me. First responders are a niche we do not discuss often in our courses."</i></p> <p>Advocacy: <i>"On a national scale, they are connected with the [National Child Traumatic Stress Network], consulting and collaborating with other leaders in the field, contributing to research and building programs and therapy models that really work."</i></p> <p>Advocacy: <i>"[The counselor] shared that she often stays after school multiple times a week to get all of her responsibilities completed. Since she is salary, like most school faculty, she</i></p>

Categories of Themes	Subthemes	Description	Examples
		<p>Students also actively reported on the day-to-day and Logistics of different work settings, from caseload numbers, to work hours, to insurance practices, and to populations served. Students seemed to be making sense of the counselor roles and settings across the counseling field.</p>	<p><i>does not get paid extra for any extra time put into her job. I found this information disheartening. I knew that staying late was the rule, not the exception, for teachers. However, I thought it would be different for school counselors. If I am being honest, I believe that advocating for higher pay or more staff (reducing individual responsibilities) would be helpful for all school personnel. I know this is a 'higher-up' issue, but I feel strongly about the education system and its benefits to children."</i></p> <p>Logistics of the Work Environment: <i>"I was surprised to learn about [the counselor's] schedule and workload during the week. [She] works typical Monday-Friday 9-5 hours, but is expected to be on call throughout her shift. While her caseload is on the smaller side (9-10 people), she typically meets with them once a week and sessions can last up to 1.5 hours depending on the specific needs of the client that day. When she does not have clients scheduled during the day, she remains on-call in case one of her clients experiences a crisis and needs immediate support."</i></p> <p>Logistics of the Work Environment: <i>"I've been under the impression that all agency jobs were 60 hour a week jobs that demanded lots of unpaid overtime. However, at least at [this agency], it's possible to be a counselor for an agency that does trauma work and still only work 40 hours a week."</i></p>
Multicultural Awareness	<ul style="list-style-type: none"> Systemic Barriers to Treatment 	<p>This category highlighted the level of cultural and ecological awareness demonstrated in parts of a review. Either student-level or agency-level awareness of cultural needs and factors were coded, whether low or high.</p> <p>Students frequently explored Systemic Barriers to Treatment, which highlighted issues related to access to care for clients, and the</p>	<p>Overall Multicultural Awareness: <i>"I was happy to learn how crucial the interdisciplinary team is for such a location, as well as the trainings that they provide for the community around them. I was disappointed to learn that this facility is not performing well for multicultural populations. Many populations experience abuse yet it seems that [this agency] only receives middle class white populations and they do not know the reason. This is a large gap in providing resources for the larger community, however I did appreciate the honesty of the organization and the steps they are taking to address this issue."</i></p> <p>Systemic Barriers to Treatment: <i>"From this interview, I learned that community agencies typically have a wider-scope</i></p>

Categories of Themes	Subthemes	Description	Examples
		role of insurance or not in treatment.	<p><i>of practice and outreach for individuals' treatment needs especially in times of crisis. Although private practice tends to lack the same level of community outreach and accessibility, it seems that deeper, more intimate impacts can be made with individuals in a private practice setting...I understand considerations around accessibility need to be made in private practice when deciding whether to charge through private pay, out-of-network, or in-network. After my conversation with [this counselor], I feel there is a difficult balance to strike between charging what you are worth and making services accessible to those who need it most."</i></p> <p>Systemic Barriers to Treatment: <i>"First, I learned that right now [the counselor] is providing counseling both in person and through telehealth, including through the phone and a video service similar to Zoom. She shared that the [agency] gave each counselor the option to only do telehealth and that she continued to do in person counseling because she knew that if she only did telehealth, some of her clients would lose the only in person human connection that they had in their lives right now."</i></p>
Language of trauma		This theme captured students' use of language around trauma, such as trauma, crisis and disaster. It also was indicated as students seemed to define or evaluate trauma in their writing, speaking to either scale or acuity and making sense of what trauma is. Students also explored somatic language at times in their writing, as linked with trauma.	<p>Overall Language of Trauma: <i>"When a crisis occurs in [this] county, there is a counseling support team that is sent to the school and provides emotional triage and short-term care. This team is available almost immediately and will sit with students and provide individual or group sessions to help ease emotional reactions to the crisis."</i></p> <p>Overall Language of Trauma: <i>"The highlight being that the client is expert on their own life, and they know their story better than anyone else ever could. They could consider an experience that I would call a 'little "i" trauma' to be a 'big "T" trauma'. Being trauma-informed means to treat a client how they think is best, not doing what I, as the 'healthcare provider' believe they need. They are the experts on themselves, not to completely undermine the counselor, but my feeling is that our role is to provide a space where the client can work."</i></p>
Student learning		This theme reflected insight and reflection on the part of the students, as well as connections	Overall Student Learning: <i>"Overall, talking to [this counselor] has given me more insight into what to expect from</i>

Categories of Themes	Subthemes	Description	Examples
		they made to prior learning or learning in other settings than the class.	<p><i>the school counseling role and how to handle crises and trauma in the school."</i></p> <p>Overall Student Learning: <i>"It makes sense to me that PTSD is often associated with war veterans, but I did not realize that so many clients who have experienced trauma do not think they could have PTSD solely because they are not a war veteran. This is important for me to recognize because, as [the counselor I interviewed] said, one of the first parts of treatment planning might involve psychoeducation around PTSD and who can experience it."</i></p>

Summary of Table 5: Community Agency Review Themes. The above table, Table 5, outlines the six theme categories that emerged via open coding of the Community Agency Review student artifacts, and examples of the themes and subthemes are provided. The Community Agency Review artifacts (CAs) required students to interview counseling professionals in the field (see Appendix E). Students had to write a review of these interviews, and also gave a presentation during class summarizing their review findings. The student artifacts appeared to have the following theme categories, with subthemes for categories noted: 1) *Future Counselor Identity – Commitment to Trauma Work*; 2) *Counselor as a Person – Self-Care, Sustainability of the Work*; 3) *Perception of the Field – Advocacy, Logistics of the Work Environment*; 4) *Multicultural Awareness – Systemic Barriers to Treatment*; 5) *Language of Trauma*; and 6) *Student Learning*. The research team identified these codes relatively quickly through open coding and achieved the most consistency in code matches through the analytic process for these assignments.

Table 6

Trauma Application Paper Themes

Categories of Themes	Subthemes	Description	Examples
Application of Class Material to Treatment Process		This theme consisted of students conceptualizing clients, considering diagnoses, and engaging in treatment planning for clients. At times there were other applications of course or program material in students' writing, but these instances fit better under Trauma-Informed Approach and Culturally Responsive Approach as specific kinds of application. Thus, this theme refers to primarily conceptualization, diagnosis, and treatment planning.	Overall Application of Class Material to Treatment Process: <i>"Individuals that have experienced sexual abuse are at a greater likelihood to have maladaptive outcomes such as academic challenges, depression, DID, disordered eating, IPV, and negative schemas concerning themselves and the world (Gonzalez et al., 2017). [This client] experienced her abuse at a critical time point of cognitive, physical, and emotional growth (the age 13-14), From a psychosocial perspective she is in the stage of Identity vs. role confusion. This creates a sensitive period in which [the client] is finding out who she is while healing from the trauma that she has sustained (Ivey, 2007). Cognitively, [the client] has gained harmful core beliefs that are affecting her current life and will likely need continued work throughout her life. One such belief is that 'The world is dangerous'. [The client] will need to work and challenge her cognitive schemas when thinking about the world, herself, and her experiences."</i>
Trauma-Informed Approach	<ul style="list-style-type: none"> Language of Trauma 	<p>This theme was illustrated by students considering client safety and autonomy in the context of therapy, and in emphasizing the importance of a strong, collaborative therapeutic relationship and/or the importance of relational work in the therapeutic process. Additionally, Trauma-Informed Approach was illustrated by evidence of a student working to leverage client strengths in the treatment process.</p> <p>A subtheme of Language of Trauma also emerged, highlighting questions of who defines trauma – the student or the client – and how trauma is defined, as well as associated language, such as crisis, disaster, etc. Sometimes this subtheme was captured in a sense of students wrestling with ranking or evaluating trauma in their conceptualization. It was also evidenced in the use of</p>	<p>Overall Trauma-Informed Approach: <i>"I am trying to build trust with this client and am hoping to provide a corrective emotional experience for him when he does decide to tell me. Another treatment need is for the client to develop healthy coping skills. This is another reason why I have not tried to dive too far into the trauma yet. As we learned in class, clients need to have coping skills in place first in order to process the trauma so that they can self-soothe and ground when processing the trauma."</i></p> <p>Language of Trauma: <i>"The topic of sexuality was touched on in our first three teletherapy sessions. At the conclusion of the second session, I told [the client] that due to her reticence, I would allow her to bring up the topic at her comfort. At the conclusion of the following session, [the client] indicated that she wished to devote our next session to processing her sexual trauma. The following session, [the client] relayed three stories of traumatic sexual experiences, each</i></p>

Categories of Themes	Subthemes	Description	Examples
		sensorimotor and somatic language in the student's conceptualization.	<i>escalating in severity. Each story involved expectations being placed on her by a man who did not respect her boundaries, even after those boundaries had been communicated."</i>
Culturally Responsive Approach	<ul style="list-style-type: none"> Level of Student Awareness 	<p>This category included the depth of intersectional analyses in student conceptualizations of clients, and consideration of ecological factors in a client's case. Some students also considered the role of stigma and oppression in the client's life or treatment. There were varying levels of depth to students' culturally responsive analyses, and times when such analyses was missing despite seeming indicated.</p> <p>The subtheme of Level of Student Awareness highlighted the variance in student's consideration of cultural factors in a client's case, the depth of their intersectional analyses, and times when students didn't consider stigma, or when students neglected to consider the use of broaching even when it was indicated.</p>	<p>Overall Culturally Responsive Approach: "[The client] doesn't believe in God. Their adoptive parents are evangelical Christians that attend church sporadically, but [the client] doesn't buy in to all the church stuff. [The client] reports feeling afraid regularly because of the clothes they wear (they appear in more [androgynous] clothing when meeting with me, but says they likes to be more gender fluid in how they dress when they go out), and reports incidents of being followed by people in cars and their safety is a concern to them. They feel conflicted between dressing with what feels the most authentic, and what feels safest."</p> <p>Level of Student Awareness: "Facilitating the creation of a safe space by establishing trust and offering empowerment through choice is a central intervention, especially in a case centered around a perceived lack of agency. Being [the opposite gender of my client] may help [the client] to develop an increased a sense of comfort around [people of my gender] as some form of corrective emotional experience, though more evidence would be needed to support this conclusion."</p>
Counselor-in-Training Perception of Treatment	<ul style="list-style-type: none"> View of Client 	<p>This category captured students' reflection on the treatment process, including expectations and perception of counselor role and the responsibility of the client and/or the counselor.</p> <p>A subtheme of View of Client emerged, capturing whether or not the CIT wrote about their client in a</p>	<p>Overall Counselor-in-Training Perception of Treatment: "That said, it is entirely possible that client's difficulties...are long-term effects of complex trauma over client's lifetime. It can be difficult to discern differential diagnoses when considering client's trauma experiences. Because of so many overlapping symptoms, differentiating PTSD from other diagnoses such as ADHD or ASD is challenging and takes time. It also entirely possible that said disorders are comorbid."</p> <p>Overall Counselor-in-Training Perception of Treatment: "The counselor must assume that trauma is present and work to create a healing, trauma-free relationship with the client."</p>

Categories of Themes	Subthemes	Description	Examples
		static or dynamic way, and with a strengths or deficit focus.	<p>View of Client: <i>"Also, I think that it's really hard for him to think about the good things in life because it reminds him of the life he had before that was so important for him and was so cruelly taken away, thus, it's easier and a habit for him to have thoughts mainly focused on things that make him angry or sad."</i></p> <p>View of Client: <i>"I agree with client...about her presenting concerns and have observed how her presenting concerns have changed over our time together..."</i></p> <p>View of Client: <i>"Unlike most of the adolescent clients I work with, she is less likely to seek approval (or pretend to placate adults and play the 'game' of therapy) and more likely to take pains to assert her own freedom."</i></p>
Student Writing Style	<ul style="list-style-type: none"> Relationship to Client 	<p>This category captured the quality of students' writing, primarily in terms of organization and structure, clarity, and overall integration of research into their paper.</p> <p>A subtheme of Relationship to Client emerged, captured by the level of distance between the student writer in talking about their client, and in the tone they used in writing about their client and the case conceptualization (e.g. approaching as a savior, inclusion of client voice or not, etc.) .</p>	<p>Overall Student Writing Style: <i>"People her age can relate and understand her in a way that her parents and her therapists cannot. Group therapy allows the client to experience the universality of their situation, while increasing hope, and allowing the client to receive advice from those in her shoes (Levers, 2012). Group therapy for adolescents that have experienced sexual abuse has been shown to decrease posttraumatic stress symptoms and maladaptive internalizing and externalizing behavior and increase coping strategies and feelings of empowerment (Tourigny et al., 2005)."</i></p> <p>Relationship to Client: <i>"There, he soon developed a liking for heroin, cocaine, marijuana and alcohol that stayed with him for many years, bringing him to rehab several times. Eventually in his early 20s, he met a woman who changed his life. With her, he was able to give up drugs, start working towards a career as a chef, and have a stable family life that he really loved. He bought a storefront and had a restaurant, they were married and had a son, had a furnished home and saved money, and were very happy."</i></p>

Summary of Table 6: Trauma Application Paper Themes. The above table describes the five theme categories that resulted from open thematic coding of the student written artifacts, Trauma Application Papers. The Trauma Application Paper (TAs) required students to conceptualize a current or recent deidentified client with a consideration of the impact of trauma on their client's life, and how trauma impacts their client's symptoms, presentation, and possible diagnoses, among other things (see Appendix E). The open coding thematic analysis process yielded the following theme categories with listed subthemes when applicable: 1) *Application of Class Material to Treatment Process*; 2) *Trauma-Informed Approach – Language of Trauma*; 3) *Culturally Responsive Approach – Level of Student Awareness*; 4) *Counselor-in-Training Perception of Treatment – View of Client*; and 5) *Student Writing Style – Relationship to Client*.

The final categories of themes that were identified through this analytic process were those that had the most consensus by the team in the coding process, and that had the greatest specificity of description. Some of the organization of theme category and subthemes were revised after codes across researchers were compared, and in conversation with the study auditor. There are some possible overlaps in some categories of themes, like *Application of Class Material to Treatment Process* and *Trauma-Informed Approach*, but there were also significant distinctions observed in the data between these themes. *Application of Class Material to Treatment Process* refers to the broader examples of client conceptualization, diagnosis, and treatment planning in student writing, which may or may not include elements of trauma-informed care. *Trauma-*

Informed Approach highlights key considerations of class material that relate to engaging in trauma-informed clinical work, like emphasizing autonomy and safety throughout the treatment process.

Additionally, although the subthemes of *View of Client* (from *Counselor-in-Training Perception of Treatment* theme category) and *Relationship to Client* (from *Student Writing Style* theme category) may appear similar, there are key distinctions between them as well. Firstly, each subtheme is related to a different theme category, indicating unique distinctions. Furthermore, *View of Client* captures how a CIT may be viewing the client, and a client's responsibility in treatment, across the treatment process, while *Relationship to Client* speaks more to distance and tone in the CIT's writing style throughout the paper. Although these two subthemes certainly impact each other, the research team identified distinctive data for each subtheme.

The research team noted that this assignment was the most difficult to code during the coding meetings. There was also the least consensus or matching between coders for this assignment; however, the resulting table, Table 6, describes the theme categories and subthemes that were documented in coding with greatest consistency. These challenges could be due to a number of factors. First, the instructor noted in an interview with the principal investigator that there was great variability in the quality of assignments submitted for this assignment, which the instructor suspected was due to both a need for greater clarity in their instructions and the timing of the assignment in the semester. The research team confirmed the variability in writing samples in their reading of the different student assignments. Additionally, these were also the longest assignments and the ones

that involved the most activating clinical material to read, which the research team also noted and processed. It is also possible that given the great variability in the student assignments, there were not enough assignments to achieve saturation and great clarity on the themes. The lack of research on the impact of pedagogy on counselor efficacy in conceptualization and treatment may also be part of the challenge in clearly describing these themes. More research may also be needed to fully clarify the organizational structure of these theme categories and subthemes.

Table 7

Trauma Reflection Journal Themes

Categories of Themes	Subthemes	Description	Examples
Self-Care		This theme is characterized by student attention to active coping responses and reflections on what helps them cope with stress or trauma generally. A few students reflected on the process of journaling for the class and how this helped them make sense of reactions to course material as well.	Overall Self-Care: <i>"I think there are several self-care practices I have that seem to be regenerative to my soul...If I can keep these practices alive I think that will go a long way in helping me deal with vicarious trauma. Another is probably making time to see my own counselor when I start seeing clients – I'm sure that will help as well."</i> Overall Self-Care: <i>"Participating in this trauma journaling was probably my favorite part of this class. It was a stress-free way for me to put my thoughts about the class or about my clients I always think about journaling but talk myself out of it because I am not a good writer. I think it might have also helped me not ruminate on my own trauma for this class, which I am prone to do. I may take it up after this since it definitely helped me formulate my thoughts concerning content. I would say that this is an assignment that you should continue for other courses."</i>
Personal Experiences	<ul style="list-style-type: none"> • Current Academic Stress • Personal Trauma Exposure or Experience • 2020 Context 	This category was defined by student emotional reactions related to personal experiences of stress, crisis, or trauma. Students either expressed emotions directly or noted that thoughts or feelings about personal experiences came up. Sometimes students reflected	Overall Personal Experiences: <i>"I definitely need to pace myself with [reading The Body Keeps the Score]. Traumas that reared their ugly head were mostly centered around the jarring return to school/starting internship. I feel very disconnected from the rest of my cohort. It's</i>

Categories of Themes	Subthemes	Description	Examples
		<p>on current worries about clients from field placements as well.</p> <p>Three distinct subthemes emerged for type of personal experience. Sometimes students referenced Current Academic or programmatic stressors and how it was impacting their studies or personal well-being.</p> <p>Students also referenced Personal Trauma exposures and experiences. These ranged from past trauma that was activated in connection to class material, to intrusive thoughts about current clients who have experienced trauma, and sometimes students indicated a potential vicarious trauma response.</p> <p>Finally, students acknowledged the impact of the 2020 Context in referencing stress and collective trauma from the pandemic, political realities of the United States, and the 2020 presidential election.</p>	<p><i>frustrating and I feel like I can't do anything about it. Mostly due to everything being online and not having a clear picture of what I need to be doing."</i></p> <p>Current Academic Stress: <i>"For this week I mostly am just feeling a mix of excitement and overwhelm. This is definitely the course that I am most excited about, I have a huge interest in trauma and feel it's so important that I am more skillful in handling it and crisis, so I am excited to get into it. But, I do also feel overwhelmed, having 60 hours weeks does not allow a ton of time for assimilation and processing."</i></p> <p>Personal Trauma: <i>"So chapter 9 was rough to read. I have a history with sexual violence in my family and it is always a struggle for me to hear or read about it."</i></p> <p>Personal Trauma: <i>"I'm thinking ahead about this class and what the semester is going to look like. Since we are proactively being assigned this trauma readings journal, I'm wondering what exactly this semester will entail and now it will trigger my own responses. I think in general, there are some feelings of nerves and anticipation about how I will react to content. I'm definitely in a weird position where I feel like the things I'm learning professionally are going to dredge up things I've experienced personally and I'm not sure how to handle that."</i></p> <p>2020 Context: <i>"This was definitely a hard week content wise for me. When I was reading this past weekend, the first thing I thought about with crisis was, 'Wow, we are in a lot of crises right now,' and started trying to categorize which domains crises like COVID fell under. When reading about them and then talking in class, it was so evident that I was feeling the real effects of these crises and the trauma associated with them."</i></p> <p>2020 Context: <i>"Another shit week. I'm feeling pretty hopeless about the direction the US and the world in general is going."</i></p>
Shifting Worldview		<p>This theme captures the ways in which students processed shifting beliefs or views of the world or noted shifts in their own thinking</p>	<p>Overall Shifting Worldview: <i>"The Van der Kolk reading also made me feel somewhat helpless as a therapist. How is one professional relationship</i></p>

Categories of Themes	Subthemes	Description	Examples
		<p>about the world or personal beliefs beyond the counseling profession. At times there was increased cultural awareness demonstrated by students. At other times students seemed to be exploring a sense of heightened awareness of evil in the world, a disruption to a sense of a just world, or wrestling with existential fears and beliefs.</p>	<p><i>meeting one hour a week going to undo some of the deep-seated biological and social trauma that a person has encountered and is encountering on a daily basis? I found myself wondering – are we enough as a field to make a real difference in someone’s life who’s encountered multiple childhood traumas? I don’t know the answer to that question...”</i></p> <p>Overall Shifting Worldview: “<i>While reading Levers 25, I was struck by how poorly I often think of Veterans. Specifically those who chose to go to war right now. The war in the Middle East is not a war that needs to exist. It was created by the US and other countries to gain power - it is modern day colonialism. I often find it hard to understand people who chose to go into this war because the war itself is unfounded. That being said, I do hold sympathy and understanding for Veterans who come back and are suffering from the effects of war...It saddens me that Veterans are treated poorly from every angle. Most people who chose to go to war legitimately think they are doing good for their country, when in reality, the country is just using them... And then not even caring for them...The blatant violent atmosphere created by the military is disgusting to me and I feel so much compassion for the people who go into this environment and do not emerge the same.</i>”</p>
Anxiety About the Counselor Role	<ul style="list-style-type: none"> • Fear for Safety • Wanting to “Get it Right” 	<p>This category highlighted specific emotional reactions of anxiety that students seemed to be feeling about their work and role as a counselor.</p> <p>Two predominant subthemes emerged as facets of this anxiety. At times students wrote about Fear for Safety, whether physical, psychological, or emotional, in doing clinical work.</p>	<p>Overall Anxiety About the Counselor Role: “<i>I found myself wondering if this child should even have their assessment at our facility. I could only find negatives to seeing this child...It was very difficult to communicate this to the mother but ultimately I felt that this was better than the best outcome of treatment which was to get close to a therapist, open up, and have to end treatment early. This is my first real time communicating this to a client and I did not enjoy it. However, I will not leave [these] people without options.</i>”</p> <p>Fear for Safety: “<i>Another thought I had during our readings and discussion this week was about our own safety and how a client might try to harm us as their counselor. My immediate reaction was, ‘This is why I don’t want to be a therapist.’ I have had what might be considered an existential crisis about</i></p>

Categories of Themes	Subthemes	Description	Examples
		Students also expressed worries and fears related to Wanting to “Get it Right”, so to speak; students questioned if they knew enough or had enough training to counsel clients. Students also expressed interest or preference in greater structure and more concrete interventions to support clients.	<p><i>what I want to do after grad school, what type of career path I’m going to follow...and this added to that crisis I think. I don’t really know what to make of it, but I am now realizing is probably why I had a strong reaction to that discussion - because it just built upon something that was already going on in my head.”</i></p> <p>Wanting to “Get it Right”: <i>“I know that we are not supposed to marry one orientation, however I would still like to see more ways of working with trauma because what if these methods don’t work? What if you are the only available counselor and you are not sufficiently trained in CBT, EMDR, or another preferred modality? I am curious how other frameworks can be used from a trauma informed perspective. I am also wondering if some frameworks may be more harmful when working with trauma.”</i></p> <p>Wanting to “Get it Right”: <i>“Treating trauma can’t be a ‘one-size-fits-all’ situation. I do feel called to work with clients who have a detailed trauma history (I have a couple in internship now) and it’s a subject I’m interested in, but this does give me anxiety. Maybe because I have such little experience treating trauma in a clinical sense? I think I worry about not being able to provide the best care for each individual since each experience can be so unique.”</i></p>
Counselor Development	<ul style="list-style-type: none"> • Perception of the Field • Counselor Identity 	This category focused specifically on the developing counselor identity students showed in their writing. Sometimes students pulled in knowledge from prior or current classes and training experiences. At other times students began to speak more of themselves in the counselor role.	<p>Overall Counselor Development: <i>“...we’ve talked about how to handle crises over the course of the past year. Not to oversimplify, but it really seems like the key is being calm and moving through things in a rational way. At the very least, we have been equipped with basic helping skills and we know how to employ them. The biggest key for me is remembering and reminding myself to remain calm and use the knowledge I have during crises.”</i></p> <p>Overall Counselor Development: <i>“My guess is that some counselors specialize in trauma and make a career of working with clients with specific trauma histories, but even counselors who don’t specialize in working with specific trauma populations will encounter lots of trauma because, as we learned in diagnosis, it seems to be the catalyst for lots of different mental</i></p>

Categories of Themes	Subthemes	Description	Examples
		<p>Two subthemes emerged as facets of Counselor Development. Perception of the Field describes students exploring their knowledge, expectations, experiences, and reactions to the counseling field.</p> <p>Counselor Identity describes students' exploration of their own developing theoretical orientations, interest in future education and training, and their commitment to engaging in trauma work clinically.</p>	<p><i>health issues. In short, all counselors must work with trauma, and so I'm excited for this educational opportunity...</i></p> <p>Perception of the Field: <i>"While reading about phone coaching, I was struck by the question inquiring why so many students do not believe contact between sessions is appropriate. I thought back to last year when we were learning about ethics and professionalism. Our professor made it a point to say that outside contact was not typically condoned. Yet here is a very compelling paper that outlines the importance of between-session contact. I think the key point, which the article did well outlining, was adhering to personal limits but not arbitrary limits that presuppose the client will contact the counselor willy-nilly."</i></p> <p>Counselor Identity: <i>"I am very interested in how the mind impacts the body and how impactful trauma is to populations. In the future I want to be certified in TF-CBT and EMDR, I know that this will be a difficult road however I have started to receive trauma clients at my internship and I absolutely love it."</i></p> <p>Counselor Identity: <i>"I did really enjoy thinking about the movement based therapy, because this is something I have been thinking a lot about in general over the past year or so - wanting to do some type of movement healing as a career - maybe trauma-informed yoga or something to that extent. It got me excited, talking about it in class since we don't really talk about that kind of therapy much in this program, and I am excited to learn more about it!"</i></p>

Summary of Table 7: Trauma Reflection Journals. The above table describes the five theme categories and related subthemes that resulted from open thematic coding of the student written artifacts, Trauma Reflection Journals. The Trauma Reflection Journals (TRs) prompted students to reflect on how they were impacted by the material

from the course for the week, or from other current events, in a weekly journal (see Appendix E). The open coding thematic analysis process yielded the following theme categories with listed subthemes when applicable: 1) *Self-Care*; 2) *Personal Experiences – Current Academic Stress, Personal Trauma Exposure or Experience*, and 2020 Context; 3) *Shifting Worldview*; 4) *Anxiety About the Counselor Role – Fear for Safety and Wanting to “Get it Right”*; and 5) *Counselor Development – Perception of the Field and Counselor Identity*.

These themes were observed and described in open coding with the whole research team. In comparing codes across researchers and artifacts, the theme categories continued to fit well. There were some subthemes in certain categories that fell off either due to lack of saturation across assignments, or inconsistency in the use of proposed codes. Additionally, two potential theme categories related to depth of student writing fell off in comparing the codes as well. These two potential theme categories explored student processing style in the journal, and the level of vulnerability students demonstrated in their writing. Although the above themes in Table 7 were observed across all student journals, the level of vulnerability varied widely between student journals. It became difficult to describe the nuances in this vulnerability, and there was at times a lack of consistency in use of this potential code. Similarly, processing style ultimately seemed ill-defined and differentially interpreted by different coders, so this potential theme fell off as well.

Synthesis Across Student Assignment Artifacts

An unanticipated result of the thematic analysis of student assignment artifacts was the triangulation of data across written student artifact work. Although unique themes emerged for each type of assignment, since each type of assignment was openly coded independently, there are some patterns across student work that are worth noting. At times, the same language was used for codes in different assignment types, although there may have been variation in what was a theme category versus a subtheme. At other times, similar ideas and concepts emerged, even if different language was used.

Themes related to counselor development and perception of the field and/or treatment process were notable in all three types of assignments: *Future Counselor Identity and Perception of the Field* (CAs), *Application of Class Material to the Treatment Process* and *Counselor-in-Training Perception of Treatment* (TAs), and *Anxiety About the Counselor Role* and *Counselor Development* (TRs). Students seem to be generally exploring what it means to be a counselor, and what the treatment process is like for both counselors and clients, across all assignment types. Additionally, there were themes related to cultural orientation in all three assignments: *Multicultural Awareness* (CAs), *Culturally Responsive Approach* (TAs), and *Shifting Worldview* and *2020 Context* (TRs). These themes seem to highlight the importance of culture and an ecological view, both for students and the clients they will work with across various treatment settings, emphasizing the importance of multicultural awareness in all counseling work – and perhaps particularly when considering trauma work.

Importantly, there were also themes present in all three assignments exploring the nature of trauma and how it shows up across all three assignments: *Commitment to Trauma Work* (a subtheme) and *Language of Trauma* (CAs), *Trauma-Informed Approach* (TAs), and *Personal Experiences* (TRs). Arguably, additional themes and subthemes also explore facets of how students are making sense of what trauma is and how it shows up in counseling; for example, *Counselor as a Person* and *Perception of the Field* (CAs), *Application of Class Material to the Treatment Process* (TAs), and *Self-Care, Shifting Worldview*, and *Anxiety About the Counselor Role* (TRs). Although students' understanding about trauma is processed and assessed differently in each assignment, it remains a core feature of each artifact.

There are also some relationships between themes that occur between two assignment types, though not across all three; each assignment type also has themes and/or subthemes that are unique to that assignment type. In general, there were more commonalities between CA reviews and TA papers, and CA reviews and TR journals, than between TA papers and TR journals. The TA papers had the most distinctive themes from the other two assignment types. Perhaps the similarities and differences between themes in different assignment types can point to the ways in which the nature of different assignments emphasized different learning goals for students. For example, The TA papers are the assignments that are the most traditionally academic, requiring student integration of resource and emphasizing professional writing over personal reflection. Yet the CA reviews and TA papers both have themes connected to the practice of theory, and the nature of counseling work with clients over time. And, the CA reviews and TR

journals ask students to consider the impact of counseling work and trauma exposure on counselors, as well as how counselors can cope with exposure to trauma.

Taken together, the student assignment artifacts demonstrate that students are learning and exploring how to think, feel, and write about trauma, personally and professionally. Although the quality of writing between student assignments varied, as did the depth of analysis, reflection, and vulnerability, each assignment did demonstrate student learning. Students are further integrating their understanding of trauma into their overall development as counselors, and the class has had an impact not only on their view of the counseling field and the treatment process, but at times has even impacted how they view the world and themselves.

Synthesis Across Data Categories

Data from the classroom observations that pertain to student experiences in the classroom and the data from the student assignment artifacts can be synthesized to describe the impact of the course as a whole on students, and answer Research Question Two. Additionally, the propositions connected to Research Question Two can be explored here:

RQ 2: How is a required course on trauma experienced by Master's level counselors-in-training (CITs)?

Propositions Related to RQ 2: 1) Course design and implementation will influence students' experience. 2) Trauma pedagogy will enhance students' ability to learn about trauma. 3) Trauma pedagogy will support students in coping with potential secondary traumatic stress or vicarious trauma risks.

As a whole, it seems that the course design and implementation engaged the students personally and professionally, speaking to their unique development and context and providing a firm foundation for clinical learning. Students wrestled with difficult material and were able to engage in coping and resource building both inside and outside of the classroom, pointing to potentially efficacy of trauma pedagogy in increasing ability to learn about trauma and promoting student coping. Different experiences in the classroom and processes engaged by different assignments prompted students to reflect and apply or organize knowledge in varying ways. There were many different ways for students to engage in the learning process and explore different facets of their own growth and counselor development, and different ways for them to demonstrate their learning to the instructor. Learning appears to have required students to process affectively and cognitively. Overall, students appear to have gained much from this class, and were not inhibited in their growth or harmed.

Synthesized Results of the Two Research Questions

Although each type of data was coded independently, resulting in unique theme categories and subthemes, there are strong connections and similarities between themes across data. At times, some of the same language is used; yet even when there are differences in the language, or between the actor within the data (i.e., instructor or student), there are parallels and connections worth exploring. For example, instructor interview themes of *Person-Centered* and *Professor as a Person* seems to be mirrored in language around student *Counselor as a Person* themes in the CA reviews. The instructor's *Multicultural Orientation* is potentially linked to the student *Culturally*

Responsive Approach identified in the TA papers. And the instructor theme of *Dialectics of Learning* seems particularly well demonstrated in student TR journals, with themes that connect to affective and cognitive domains of student reflection and learning, such as *Personal Experiences*, *Shifting Worldview*, and *Counselor Development*.

But perhaps the most obvious site of the link between the two research questions is in the data that emerged from classroom observations – which makes sense, given that the class meetings are the point of intersection between design, implementation, and experience. The data from classroom observations speaks to both instructor actions and experiences, and student experience and impact on instructor design and implementation. Most of the themes from the classroom observation data set are dialogic in nature, requiring interaction from both instructor and students or the class as a whole. There are also clear links from the instructor interview data to the classroom observations, and from classroom observation data to student written artifact data. For example, the *Trauma-Informed Pedagogy* and *Science of Learning Principles* and related subthemes from classroom observations can be viewed as derived from the instructor interview theme *Application of Theory* and can also be applied to what the instructor prompted students to do in their assignments. It seems clear from the data that the classroom experience prompted student reflection and integration of knowledge to assignments.

Beyond these direct links between themes, the summation of data from this study point to connections between instructor design and implementation, and to the resulting student experiences. There appear to be enough data to consider the final proposition from Chapter 3 that concerns both Research Questions:

Proposition Related to RQ1 and RQ2

Course design and implementation are iterative processes throughout the semester, and they will interact with student and instructor experiences and context.

The instructor prioritized a trauma-informed design to minimize harm to students and increase the efficacy of the learning environment through attunement to relational and power dynamics; it appears from the data that students were able to utilize the capacity building from the instructor to engage with the challenging material during a context full of crisis, and still learn much about the nature of trauma in the counseling field. Students learned affectively and cognitively and gained from both content-based and processual learning in the classroom and through their assignments. Instructor and students appear to have entered into a relationship within the classroom that promoted safety, student autonomy, and effective learning. Thus, student learning and impact was demonstrated not only in their professional growth, but in their personal growth as well.

Across all three kinds of data, considerations of personal and professional development arose, for students and instructor. There were emphases on and opportunities for application of theory; emphases on and opportunities for cognitive and affective learning were demonstrated in each kind of data as well. Some links are apparent between instructor interviews and the student written artifacts, as the instructor considered capacity building throughout their design, and students similarly demonstrated attention to capacity building in their assignments – whether for themselves or for clients, or if they experientially practiced this capacity building together in class. Furthermore,

personhood appears to be extremely relevant for both research questions, as instructor and students brought their full selves to the course and their work.

Conclusion

This chapter has outlined the data collected, and reviewed the results from the study to answer to the initial research questions and propositions. Results from the data analyses were also synthesized across the case as a whole to offer analysis and interpretation of the findings from the totality of case study data. The following chapter, Chapter 5, will offer a discussion of these results in light of existing research.

CHAPTER V

DISCUSSION

Previous research on counselor preparedness to work with trauma has highlighted the need for greater inclusion of graduate-level coursework on trauma for clinicians in mental health disciplines (Cook et al., 2019; Courtois & Gold, 2009). Emerging research on teaching trauma to Master's level clinicians has so far explored the importance of teaching trauma in a trauma-informed manner (Black, 2008), how integration of self-care in trauma curriculum can buffer against traumatization and retraumatization (Shannon et al., 2014a), and how infusion of learning about crisis, trauma, and disaster in graduate coursework can increase counselor-in-training self-efficacy (Greene et al., 2016). This dissertation study sought to go beyond conceptual calls for education on trauma, to qualitatively explore the pedagogical process of how a standalone, required course on trauma is designed and implemented, and to examine the overall impact instructor course design and implementation have on enrolled students in the course.

Case study methodology was selected for this study to aid in “multi-perspectival analyses” (Tellis, 1997, p. 2), and data were collected to provide information from both instructor and student subunits of analysis, including data related to instructor and student interactions. Chapter 4 reviewed all of the collected data and the results that emerged in qualitative analyses. Data were interpreted at the case level to answer the two research questions proposed in this study, and further synthesized to interpret the results from the

two questions in the context of each other. This chapter, Chapter 5, includes a discussion of the findings from the case study in the context of existing related literature, and a construction of a logic model. Additionally, limitations of the current study, implications for counselor educators, and suggestions for future research are discussed in this chapter.

Discussion of Results

Even as calls throughout mental health fields emphasized the need for increased coursework on trauma at the Master's level, much debate ensued about the inclusion of education on trauma in clinical Master's programs (Butler et al., 2017; Courtois & Gold, 2009; Miller, 2001). Calls continued to be made throughout the first two decades of the 2000s for focused graduate coursework on trauma; and in the Counseling field, CACREP included standards for crisis, disaster, and trauma in their 2009 and 2016 standards (Berger & Quiros, 2016; Black, 2006; CACREP 2009; CACREP 2016; Newman, 2011). A few scholars began exploring what aspects of trauma needed to be taught at the Master's level to ensure minimum competency (Cook et al., 2019; Land, 2018), and more focused on how to protect students from vicarious trauma and secondary traumatic stress in the learning process (Butler et al., 2017; Shannon et al., 2014a; Shannon et al., 2014b). Some debated the efficacy of different teaching methods, such as case-based learning and field experiences, in student work with trauma (Ghafoori & Davaie, 2012; Greene et al., 2016). Yet, counselor education programs appeared slow to fully incorporate coursework and training on trauma. Great variation continued as far as how the CACREP standards on crisis, disaster, and trauma were applied throughout programs, and the few standalone

courses on trauma that were created have historically been program electives (Adams, 2019).

This dissertation adds to the literature by using case study methodology to explore a required course on trauma in a Master's level counseling program. The results from this study will be further discussed in this section in light of existing literature to consider the following: 1) how instructor pedagogy and expertise in trauma work contribute to establishing a safe frame for learning; 2) how a trauma-informed classroom promotes student mastery of content; 3) how student exposure to trauma content impacts personal and professional development; and 4) how basic clinical competency in trauma work is increasingly necessary in the counseling field, mental health professions, and the world.

Creating a Safe Frame for Learning

Perhaps the most striking takeaway from this case study was how intentionally the instructor worked to create safety throughout the course so that students could effectively learn how to work with trauma. Although the existing literature on teaching about trauma emphasizes the importance of doing so without traumatizing students (Black, 2006; Butler et al., 2017), the instructor of this course truly seemed to embody the instructor responsibility for creation of a safe frame for learning that Miller outlined in her 2001 paper, "Creating a Safe Frame for Learning". Miller (2001) emphasizes that it "is essential, as teachers, to provide a thoughtful acknowledgment of the effects of trauma study, and a teaching process which responsively attends to this reality, addressing vicarious traumatization and encouraging the enhancement of self-care" (p. 161-162). Acknowledging the responsibility of the instructor to participate in creation of a safe

environment for learning can promote thoughtful consideration of power dynamics within the classroom. Specifically, instructors can explore how the power in their role impacts students, and consider how to minimize the negative impact of power-over others to instead shift to using their power to promote autonomy and safety (Mangione et al., 2011; Miller, 2001). By maintaining an awareness of the ways in which power dynamics impact relationships, instructors can attune to student experiences of safety, as the instructor in this course did.

The instructor for this course continuously attuned to dynamics of safety, both in their design and implementation of the course, and continuously built-in resources for students to build their own capacities for self-care. From the beginning, the instructor was thoughtful about the ways in which course structure and processes may impact students inside and outside of the classroom. The instructor also reported that the experience of teaching this course during the 2020 context served to re-emphasize the importance of emotional safety in the learning process:

But ... the lesson that I feel like I learned at the beginning of the semester is if I don't do this [create this connection and safety] intentionally and thoughtfully, even at the expense of covering material in class, then there's going to be some secondary trauma that occurs ... I'd rather them have to read stuff and us not be able to talk about it, than people be traumatized in class. And so ... the counselor in me wanted to care for the human in them. And ... that was the balance that I struck ... And so I think the thing that's been hard is finding that balance between – this is not group therapy, this is a graduate level class. And we have work that we need to do ... and we cannot do that work if people don't feel safe. And ... allowing there to be ... again, kind of more of that balance on we're going to take time, we're going to check in, we're going to, you know, share funny stories, or whatever, you know, a break, [an] icebreaker activity, we're going to do [those things]. – from instructor interviews.

The instructor described being able to see when students froze or shut down in class, or when tensions arose to the point of inhibiting student engagement. It seems that the instructor was particularly attuned to evidence of student reactance in response to learning material (King et al., 2019). The data from the instructor were confirmed with classroom observation data and student artifact data. I observed times when engagement declined following tense conversations, such as the following:

Instructor prompted to class to conceptualize a client living through COVID, and then client presenting with concern of sexual assault through the [four] crisis domains and a biopsychosocial-spiritual conceptualization based on lecture so far ... Energy [and] affect seemed to dip ... during conceptualization of client presenting with sexual assault; students had more difficulty hearing each other, questions needed to be repeated for clarity, speech slower, response time lagged.
– from 9/9 class observation notes.

The instructor's intentional structure of class to titrate traumatic material and offer students opportunities to re-establish regulation in class are crucial in ensuring that students are able to stay connected to the material, the instructor, and the class (Black, 2006). The instructor frequently utilized skills such as prosody of voice and basic reflections to engage with students when discussing difficult material. These behaviors and structural choices aided the instructor in establishing boundaries around the traumatic material in class in order to decrease the risk of flooding or dissociation from students. Additionally, the instructor's consistent attunement to students, and their willingness to adapt to individual or group energy as needed, assisted the class as a whole in returning to regulation and re-establishing classroom safety. This attunement and skill also allowed the instructor to continue working within a zone of discomfort for growth. As research on

student reactance to the affective learning components from teaching counseling students about multicultural considerations suggests, it is essential for an instructor to maintain an awareness of student reactance for ongoing student learning and growth (King et al., 2019).

The instructor seemed particularly attuned the nuances between discomfort and lack of safety from a regulatory perspective:

And ... I think [something counselor educators] have to work to help [counselors-in-training] acclimate to is the difference between a lack of safety and discomfort. That they will experience discomfort, and it's okay to experience discomfort, and it's okay for your clients to experience discomfort, and that's where growth comes from. But ... if that shifts too far from discomfort into safety issues, that there's a difference between that. And so, you know, in class, we're going to get uncomfortable. But the goal is not to get unsafe. – from instructor interviews.

The instructor seemed to balance a tension of realizing that they can't fully prevent students from feeling unsafe in the classroom while simultaneously doing everything they can to maintain safety or offer opportunities for students to return to regulatory safety – both inside and outside of the classroom. The instructor's structure of the course, including inclusions of breaks and self-care demonstrations, gave students the opportunity to attune to their own sense of physiological safety when the instructor wasn't able to do so, ultimately empowering students to attune to their own needs. The instructor also created the Trauma Reflection Journal assignment to give students an evidence-based coping method to process any distress that emerged in connection with course content and offered individual support to students if needed.

Students noted the impact of how the instructor framed conversations for learning, and the impact the instructor's presence and lecture choices had on them during class, such as in the following example from a student's Trauma Reflection Journal:

It was wild to hear of your experience of the woman who pulled the knife on you! That definitely brought up some nervousness in me, but I was comforted by what you shared about feeling secure in relying on our skills and hearing how this experience evolved for you. I also appreciated the emphasis on doing trainings and continuing education courses to be able to be as prepared and skillful as possible. – from a student TR journal.

Crucially, we can see how the way an instructor comes to the conversation about trauma and how they facilitate the classroom experience with students can aid in student processing. The instructor didn't avoid discussing potentially distressing or traumatic material; they discuss the hard material *and* include the ways in which they were able to take action for safety – and include how students may similarly look for support and take action when they are in the field. Furthermore, not only did the instructor's choices in the classroom have an impact on this student, but the space available to further process their reaction in the Trauma Reflection Journal seems to have been important for the student, as has been indicated in existing research (Miller, 2001; Shannon et al., 2014a; Shannon et al., 2014b).

Many students also used the journal space to process the ways their own traumatic material was activated through course content or the readings, as the literature suggests (Shannon et al., 2014b). In general, students used the journal to process their reactions to

the readings, which seems especially important since they may not have had the immediate opportunity to dialogue with others about their reactions to this material:

I'm grateful to have this space to contemplate my relationship with suicide and suicidal ideation a bit more (this is the stronger topic we've talked about this week for me). Of course it's heavy, I have lost 5 friends to it and several others have tried ... But, as I've been contemplating it before writing this journal, I will say that I think that in the past years as my relationship with death has significantly evolved, it allows me to have a lot more peace with suicide and with all forms of passing. Still, death is not easy, at all, but, because I feel clearer on what it means to me in my personal understanding of it, because it's been more digested and I've mindfully spent quite a bit of time contemplating it (it was something we explored a lot in my spiritual community in various ways), I don't feel as broken or affected by it as I once did. Of course as I work now with clients experiencing suicidal ideation, this increased peace I feel towards death doesn't stop me from fighting for them with everything I have, but it lessens the load somehow. – from a student TR journal.

This week's chapter in 'The Body Keeps the Score' was more difficult to get through than the ones I have read in the past. I know that this is because I experience countertransference. I think about the children that have experienced childhood abuse and neglect and I begin to think about their symptoms and reactions. It always takes me longer to read these chapters because I try to find explanations for the people in my life. I find that I stop reading for minutes at a time trying to find explanations. – from a student TR journal.

The instructor's willingness to confront challenging material in the classroom and throughout the course while also attuning to student responses in reaction to traumatic material actually serves to enhance overall safety. In addition to modeling to students that it is possible to titrate material and restore regulation after encountering distressing content, the instructor is promoting reflection, learning, and growth while the students are still in the context of receiving increased relational and professional support in their work with clients. The classroom space can become a place to work through reactance within

the instructor as a support (King et al., 2019). Indeed, this was a key motivation for the instructor in their design and implementation of the course:

I don't think that I had the support that I needed to manage that type of a [clinical] role. I don't think that I [had] the supervision that...I really needed...to not take on things personally...[That] first job that I had...I was doing therapy and at home, and the client was a victim of sexual assault. And she's sobbing, and she's talking about...she's not feeling safe, and we're working as a family to kind of help her to be safe. And then...there was a shooting outside and we all had to hit the ground...So if you imagine like from a client perspective, she's reliving a trauma, and trying to get support with that trauma. And then let's just throw another trauma on top of that. Right? And then from a counselor role, I'm experiencing this vicarious situation through her and then I'm living through this while trying to manage her reaction. There's so many layers of trauma and safety related issues involved in that. And [I had] a lot of those types of experiences early on and at that time. I was like...this is what it is, this is the field. And it wasn't until I got a little further on that I realized that's not quite how everything goes. And that there are steps that we can take to really protect counselors better emotionally, physically, intellectually, to help them have the resources that they need to manage that. And...so I felt really well trained from a cognitive perspective. I did not feel well supported. And I didn't feel well trained to...handle the emotional impact of that. And as I've kind of looked into what this class will look like, and kind of doing some review of articles and some research that's been done, that's one of the themes that I found. That I'm not alone in that a lot of people had a similar experience where they felt well trained intellectually, and they have...content, but how to actually work through the emotional load that working with trauma carries, it's not something that they have the training and support that they needed. – from instructor interviews.

The instructor seemed to meet their own goals in providing a safe classroom space for students to begin engaging with the reality of the trauma they may encounter in the counseling field while engaging in increased self-care and capacity-building, as evidenced by the following note from a class observation on the last day of class:

After [Community Agency] presentations finished, [the] instructor directed students to reflect and discuss as a class...themes from the presentations, and

things that they learned. Students responded, noting again the theme of self-care; [the] realities of not knowing what your day is going to look like when doing crisis work; [and the] collaboration between different fields in responding to trauma.” – from 11/18 class observation notes.

Students echoed the powerful learned they gained from the course and required experiential components in their student journals, which seems in line with existing literature about the importance of the material to students despite any distress that may be caused (Black, 2008; Lu et al., 2017):

To start this week’s class, we were led in a yoga self-care activity. I found this extremely needed for this day and time. I have been feeling exceptionally stressed with class assignments ramping up as well as internship hours becoming heftier by the week. Taking a moment to breathe, get in touch with my body, and physically and mentally slowdown was much needed. – from a student TR journal.

Seeing as this is the final week of class, I thought I would take this final journal entry as an opportunity to reflect on the semester as a whole. I have thoroughly enjoyed this crisis, disaster, and trauma-focused class. I appreciate being able to build my knowledge of topics with which I was already familiar such as TF-CBT, DBT, and MI as well as learn more about topics I knew little to nothing about...I am excited to apply what has been learned in this class in my own clinical practice. I feel like I will be able to be a more trauma-informed counselor now that I have taken this class. I feel I now know what qualities to look for in clients that are going through active crisis as well as those who have past experience of trauma. While this class was challenging in its topics, when coupled with self-care practice, it was an invaluable experience for my future counseling work. – from a student TR journal.

Ultimately, the results from this case study indicate that it is possible for an instructor who has expertise in trauma work and is attuned to their students to create a course on trauma in which students can learn within a frame of safety. An instructor

skilled in attuning to student reactance and working within power dynamics can work to establish the safe frame possible for learning (King et al., 2019; Miller, 2001; Szczygiel, 2018). Avoidance of trauma training is not efficacious in enhancing counselor safety (Berger & Quiros, 2016; Black, 2008; Courtois & Gold, 2009; Trippany et al., 2004). Instead, this study lends support to calls to intentionally facilitate processing of affective and cognitive responses to trauma material to build counselor-in-training capacity (Lu et al., 2017; Newman, 2011; Shannon et al. 2014b).

Trauma-Informed Classrooms Enhance All Learning

As Judith Herman (1997) brilliantly wrote, “[t]he conflict between the will to deny horrible events and the will to proclaim them aloud is the central dialectic of psychological trauma” (p. 1). Indeed, we can see this dialectic playing out quite forcefully throughout academia in not-too-long-ago debates about trigger warnings (Brown, 2016; Carello & Butler, 2014). If one side of the dialectic about teaching trauma to counselors-in-training is that it will always be unsafe and must be avoided to protect students – despite such protection not existing in fieldwork after graduate school – the other side of the dialectic is that students should confront traumatic material unceasingly and without any adjustment in response to the impact it may have on them. It seems there is a fear that in acknowledging the impact of traumatic material and making adjustments in light of it could sacrifice academic integrity (Brown, 2016).

Yet, if a central tenet of trauma-informed care is that it enhances treatment for all, regardless of past trauma experiences (SAMHSA, 2014), then it follows that trauma-informed teaching could actually enhance learning for all as well. As trauma impacts

physiological, affective, behavioral, and cognitive systems, and learning involves physiological, affective, behavioral, and cognitive processes, these links make sense. The results from this case study lend support to this idea, demonstrating the ways in which trauma pedagogy aligns with the principles of science of learning research. The overlap between how learning works and how trauma impacts people were both central to this instructor's design and implementation of the course:

I think that [my late work policy] is something that I started thinking about, I don't know, probably in the beginning of July...again, we're having this semester that's unlike any other semester. And if I know that, which I do, and if I really understand the impact that trauma has on a person's brain, which I do, then having really rigid deadlines is probably not the best answer. So, the solution that...I've probably spent way more time on this rabbit hole than I needed to, but I spent a lot of time researching, like what to do with deadlines, and in a way of helping to support students to get it done, to not procrastinate and overwhelm themselves at the end of the semester...to make sure that they're being graded on what they're actually doing, and not kind of focusing on what they're not...and there's...as you know, there's a wide range of, you know, not accepting late assignments, or 10%, each day that it's late, you got to score blah, blah, blah, all that stuff. [S]o what I decided to do after some study, was [each] assignment has a part of the [assignment], like 10% of the grade that is due to timeliness. And so...if it's late, then they lose that 10%, but they're never going to lose 100% of the assignment. So, if somebody is wrestling that week with, I've got three other assignments due this week, and I'm just feeling really overwhelmed and I can't handle things, I can – they can choose to set it off a week; it means...the highest grade that they could get [would be a] 90. But that's different than feeling this pressure on a day-to-day basis. And so I was trying to think of how to kind of build grace into that grading process...so that students would be held accountable and have the support that they need to make sure that they get the information, and at the same time not experience additional stress or anxiety around...that deadline concept.” – from instructor interviews.

Importantly, the instructor grounded this decision in research. Emerging research on teaching and learning does indicate that some of the ways educators have always

approached academic policy may be more based in tradition than in efficacy (Ambrose et al., 2010; Darby & Lang, 2019; Svinick & McKeachie, 2011). The policy seemed to work well in practice:

...a piece of feedback I got from...my late policy – again, like, I might overthink things a little bit. But I felt like in the real world, there are some hard deadlines. There's also not a lot of hard deadlines. And there are some times that things...can be prioritized differently. And so I chose a late policy for the semester where all late work was allowed. There was never a point, until we got to the end of classes, that you couldn't turn something in...but you would get a deduction...you'd lose 10% if you turned it in late. And it was an interesting process to watch students work through that, because I would still get a lot of things like, I'm feeling overwhelmed by other classes. Can I turn this in late? Of course you can, but you'll receive the 10% deduction, you know. Where there's maybe still a desire for – they didn't want to have the points reduced, right? But it was interesting to me, at the end of the semester, I probably got six or seven emails - and out of a class of like 20-something that felt like a big percentage, and them saying, "I'm going to turn it in late, I'm totally fine with the deduction, I didn't realize what a big deal this was. Thank you for letting me turn it in late." – from instructor interviews.

This late policy practice gave students experience in managing their own workload while still prioritizing self-care (Shannon et al., 2014a). It also is more reflective of the total quality of student work, rather than amplifying the skill in time management above all others (Darby & Lang, 2019). The instructor also prioritized assessment through grading as a feedback mechanism to students, to enhance their learning, rather than to just be a number:

I think that one thing I'm really proud of for the semester across the I would say across the board...was that...my desire was that they get the information, not that they have to get it on the first time. So I kind of created this unofficial policy, that if they got below a certain grade...when I graded it, I would give them a note that said that they could rework the assignment and resubmit it. They would get a

point deduction as though they were turning in late, but they would be able to work up some of the points. And I, again, my effort in doing that was COVID related, and if they weren't able to kind of manage all the responsibilities. But I think a secondary gain from that was that it meant that they had to figure out how to do it right, rather than just kind of living with the mistake that had been made. And so I feel like this is something I'm going to continue in future semesters...But I think that it's if they're if they're having a hard time learning and hearing things the first time, I would rather see the evidence of that in their work and for them to have a chance to integrate it later than just then just never get the information. And so I felt like that was - I hadn't planned on that. That's something that came up when I was just some grading...And then they could choose whether or not they want to. They didn't have to, but most students took me up on it. – from instructor interviews.

Similarly here, what started out as a response to the stress and trauma of learning during COVID turns out to have had gains for student learning across the board. If the goal of counselor education is to produce competent clinicians, this method seems to build on best practices around the value of feedback and the gains in learning that can happen when some of the rigidity around grading is altered (Darby & Lang, 2019). Creating policies and practices in the classroom that have a positive impact on students can actually enhance learning, rather than being viewed as a way to get out of learning. Indeed, this instructor took their responsibility for student learning seriously, and their choices about how to balance the goals of rigor with meeting the students where they are were not made lightly:

I think that one of the things that's hard is that, you know, the goal is to really prepare students to work with clients. And...I guess that's something that I've thought about a lot for this semester, in particular...we're experiencing a semester unlike any other. And part of my role is to do gatekeeping and remediation, and I want to make sure that clients are protected, and that the public is kept safe. And so I'm creating a space of safety and flexibility for students that doesn't lose the

rigor that it needs to have to make sure that the client population is kept safe, and that the public is safe. – from instructor interviews.

Rather than viewing student learning and student well-being as disparate goals in conflict, the instructor truly recognized how student well-being enhances student learning, as is emphasized in science of learning literature (Ambrose et al., 2010; Darby & Lang, 2019; hooks, 1994). And, relatedly, the instructor recognized how counselor well-being is connected to clinical efficacy in the field (Berger & Quiros, 2016; Courtois, 2018; Sommer, 2008).

Furthermore, the instructor's emphasis on safety in the classroom didn't preclude student learning or lessen their use of sound pedagogical techniques. Throughout every class, the instructor demonstrated adherence to the principles of science of learning, as based on the text *How Learning Works* (Ambrose et al., 2010), creating an environment that emphasized the process of change in students' knowledge and skills. I noted the power of multiple components of the class in one of my observation notes:

I'm noticing as I complete these [recorded observations], many things [class activities, discussions, instructor prompts, assignments] fit in multiple categories [of codes, whether multiple principles of learning or trauma-informed pedagogy], which has been true throughout my observations of the course. – from 9/9 class observation notes.

Additionally, evidence of student learning can be seen in their work. Although the student artifacts represented a diverse range of student performance according to the instructor, there was still evidence of personal and professional growth. Classroom

observation data of student Self-Care and Community Agency Presentations also represented student learning:

Students overall seem to be using lots of relevant clinical language throughout presentations; for example, mentioning autonomy, talking about definitions of trauma, avoiding retraumatization, acute trauma, crisis response, self-care, burnout, etc. Students [are] also integrating cultural competency and intersectional considerations [in the presentations]. Multiple students referenced ‘what we talked about in class’ when talking about components of what they learned in interviews...It sounds like students are able to talk through lots of different jobs and applications of doing trauma work in the field. Many also spoke to feelings they had during interviews, like feeling surprised or pleased or enjoying hearing things. They also spoke to sometimes feeling overwhelmed or intimidated, etc. Many students noted that people they interviewed said ‘this work is hard’...Presentations in general seem very thorough. – from 11/11 class observation notes.

Instructor asked what students have learned [and] to reflect on their work experiences overall, and what they want to do in their work with clients moving forward. Students talked about importance of somatics in trauma and self-care, as well as managing their schedules to be able to take care of self while doing trauma work.” – from 11/18 class observation notes.

Furthermore, the instructor noted important evidence of growth beyond graded assignments:

I think that it's been fun to watch students develop...in a lot of different ways...things like using correct terminology, with regards to trauma responses and diagnostic criterion...understanding the concept of trauma-informed work has been neat, that what they came in with thinking versus what they're leaving with thinking. We had a class where we - where somebody asked about, like, you know, what does it even mean to be trauma-informed. And then we kind of talked about it, and a couple of students said ‘oh I was doing all of that I didn't even know’. And another student was like, ‘I had no idea that like sitting blocking the door could activate trauma for another client’ and like, little things like that, that you might not think about, how do I set up the space in a way that's trauma-informed, and they hadn't thought about that, but by having a conversation about

it, that helped them to be aware of some changes that they needed to make...to create a safer physical space for their client...so I've enjoyed a lot of conversations...I feel like I've watched them...as a class build some comfort in talking about trauma more....there are a couple students that are beginning of the semester, when they would say trauma, they [said] it kind of the way that you would expect a person in training to say suicide, where they kind of whisper it like, 'Well, I think this client is having trauma' [whispered the word trauma]. And so, there's clearly a lack of some comfort with what it means. And by the end, they're, they're able to talk about it and talk about kind of what specifically...that means...I feel like a lot of progress has been made in their comfort. I feel like they can navigate and identify trauma better than they could at the beginning. I think that there's a way to go in terms of implementing strategies to help manage the trauma or reduce the trauma responses. [That's] also an ever-evolving learning process for counselors in the field. So I think that that's, I feel like they're leaving developmentally in a good space to hopefully continue that process for themselves. – from instructor interviews.

Notably, the evidence of student learning described in the above examples captures both cognitive and content learning, and experiential and affective learning processes, which are essential to learning to practically work with clients in the field (Berger et al., 2017; Cook et al., 2019; Knight, 2018; Land 2018). Data from this case study support the dynamic interplay of affective and cognitive learning processes, and how personal growth can enhance professional development (Ambrose et al., 2010; hooks, 1994; King et al., 2019). Instructors and students do not have to sacrifice one form of learning for another or sacrifice their own well-being in order to effectively learn. Rather, as scholars have suggested throughout science of learning research, and in previous theoretical pedagogical approaches such as engaged pedagogy, viewing students as whole persons and working with their personhood can enhance learning and growth inside and outside of the classroom (Ambrose et al., 2010; Darby & Lang, 2019; hooks, 1994).

The Impact of Student Contact with Trauma in the Classroom

As discussed previously, scholars have documented important concerns for student safety and well-being when encountering trauma in the classroom. Given the prevalence of trauma in the world, it is extremely likely that counseling students will have their own trauma history (Felitti et al., 1998; Miller, 2001; Shannon et al., 2014b); yet even when CITs haven't had personal experiences with trauma, encountering traumatic material for the first time in a course on trauma will likely have an impact on students (Black, 2008; Butler et al., 2017; Shannon et al., 2014a). It is essential to continue exploring and understanding the impact of exposure to trauma material on counselors-in-training for protection of student well-being, effective learning, and the future competency of counselors in the field (Butler et al., 2017; SAMHSA, 2014).

If we follow the evidence that suggests student well-being and safety are key foundational contexts for student learning, we must start with examining the impact of a course on trauma on student health and well-being (Ambrose et al., 2010; Butler et al., 2017; hooks, 1994; Shannon et al., 2014a; Shannon et al., 2014b). The data from this case study can provide great insight into some of the emotional impact of a required course on trauma on students. In particular, data from the Trauma Reflection Journals (TRs) and Community Agency Reviews (CAs) are relevant to considering the impact on students as humans.

These two assignments gave students space to explore their reactions – cognitively, affectively, behaviorally, and physiologically – to trauma content and trauma work within the counseling field. Students explored multiple personal experiences of

stress, crisis, and trauma in their journals in relation to course material and class

discussions: academic stress, the impact of COVID and the 2020 election, past personal

and vicarious trauma experiences, and current vicarious trauma exposures to client work:

So chapter 9 was rough to read. I have a history with sexual violence in my family and it is always a struggle for me to hear or read about it. That being said, despite myself being activated, I was able to monitor...my outward emotional reactions. Despite knowing that sexual violence is a trigger for me (and I doubt this will ever truly change) I still think I can have conversations with clients. I have had personal conversations in the past with family and friends about their experiences and was able to keep myself regulated. That being said, I do not know how well I could regulate myself if I am talking to an adult perpetrator of sexual violence (I could probably work with [juvenile sexual offenders] based on the fact their behavior is likely linked to another issue and not a desire/need for power/control). I find it very hard to say that I could give compassion to a perpetrator of violence if they do not appear to be showing signs of remorse/regret/acknowledgement. I guess in that sense, it is part of the counselor's role to help them see their actions as being inappropriate and worth learning from. I just don't know if I could [? table] my anger if a perpetrator says the survivor "deserved it" or some other manner of excusing their actions. – from a student TR journal.

I had an upsetting session with a client this week regarding trauma that they had experienced. It reminded me of situations that other people whom I care about have been affected negatively by. I hate the notion of people trying to exert power over others in a harmful manner. I want to make things better, but I can't. Sometimes I feel as helpless as my clients do and if we both are there at the same time, maybe I'm not doing much good. – from a student TR journal.

I...just had a client that experienced some pretty complex trauma and it was causing me some major countertransference. I was distraught. It was interesting because I had started the chapter reading it as normal but after the session I could not stop thinking about my client and her horrible situation. When I saw a treatment I thought about providing it to her, and I couldn't get her or her situation out of my head. After the session I went home and cried to my partner about how horrible I felt. It's not fair that the client had to experience that, and I was unprepared for that session. I cried another [two] times concerning this client and, in the end, had to employ some techniques to address the countertransference. I am now settling on the emotion anger to help me in

instances where I have a client that faced abuse. If I am angry, I can use that energy to work and find therapies and solutions to help my client. If I feel that sorrow, I will not get any work done. And that works for me. – from a student TR journal.

Today was a hard day for me. I had my own therapy this morning that tore me apart I feel like, so it was really hard for me to be present in class today. I was grateful I could have my camera off and still be engaged in class, not judged for what I needed to do. It made me miss being in class and working through this program with everyone together in person. I wish that was possible right now. Talking about suicide and homicide is something that is just hard. Especially after my session with my counselor today, I felt like I needed to distance myself from the material a bit in order to be able to engage to the best of my ability. I really appreciated all the self-care we did, and the way we went over the information. Thanks for class today. - from a student TR journal.

Understandably, different material activated different reactions for different students – sometimes the same content that one student experienced as activating or distressing, other students experienced as engaging and enlightening:

I found the class discussion of the phases of disaster recovery to be interesting and impactful. I could see how the phases would be applied to society as a whole. I think we could see society as a whole went through the heroic and honeymoon phases right when people started to notice the seriousness of [COVID]. This could be seen from the videos thanking health care workers, the online concerts, and so on. However, once that died down, we moved into the disillusionment phase, which is where I believe we are now. I do think that the class discussion of how this recovery phase could look different for marginalized populations was a much-needed discussion and honestly was something I hadn't thought of before. It made me feel really sad and upset to think about how some marginalized populations never get through this recovery phase. Or the fact that society can be in the reconstruction phase and marginalized communities are still living through the impact or disillusionment phase. This inequality really made me angry that this is the world we live in but also made me more passionate to help clients advocate for themselves when they are experiencing this inequality of the stages of recovery. – from a student TR journal.

Disaster Response Map was cool! I was ‘geeking’ out over this as someone who is interested in Disaster Response and the collective and individual impacts of these events. I think that the map is quite accurate in mapping out the flow of a typical communal response after a natural disaster or terrorist attack. I do feel like it could be a bit more nuanced for the smaller community impact of a school shooting or a disaster of a more ambiguous nature. It would also be interested to look at cultural differences in perceptions and responses to disasters because this map seemed skewed towards white American responses. – from a student TR journal.

The variance in student reactions speaks to the importance of including self-care and capacity building in courses on trauma regardless of knowledge about individual student experiences (Miller, 2001; Shannon et al., 2014a; Shannon et al., 2014b). Furthermore, the variance highlights how important it is for the course instructor to have competence in working with student reactance within the classroom setting (King et al., 2019).

Although students varied in how they experienced the impact of trauma content, and how they processed their reaction (whether more cognitively or affectively, for example) the class experience seems to have given them the opportunity to think through and process distressing material in the context of a supportive environment, and with provision evidence-based coping methods both inside and outside of class. It appears from selected student journals and classroom observations that class interventions from the instructor, intentional building of coping skills, and the journaling space were important to help students engage with challenging material and processing their intense emotions and experiences.

Energy did seem a bit lower once talking about moral injury at first; more pauses and silence between questions and answers...Energy [and] engagement picked

back up with final self-care activity; students shared accounts they love and things that make them smile related to presentation. – from 9/30 class observation notes.

Importantly, student processing in journals demonstrates the profound way encountering trauma material can impact not only their emotional reactions but can shape their view of the world around them (Courtois, 2018; Herman, 1997; Trippany et al., 2004). Many students are actually wrestling with shifting worldviews and expanding multicultural awareness in reaction to course content, and it is important for them to have dedicated spaces to explore their reactions and how they are making sense of new information. One class in particular on working with military populations seems to have had a profound impact on students' shifting worldviews:

This week we discussed the PTSD in military...This topic was personally difficult for me because of recent events with my [partner's] brother. He experiences PTSD...it was left untreated due to COVID-19 and quarantine and a breakdown in care. This led to an attempt at taking his life after drinking and severe flashbacks. We learned that the PTSD symptoms were heightened by alcohol use...It was difficult in class to separate my academic interest from how applicable the topic was to my personal life. I did not feel very emotional about at the time, or comfortable enough to share with the group, because it was so fresh. It is quite possible that I was numb or in shock during class.”- from a student TR journal.

I never realized that people serving in the military comprised of such a different culture than mainstream American culture. Different terminology, different experiences...it makes sense that a counselor would need to do extra training to specialize in working with military personnel, and if I'm honest, it's not work that I feel particularly drawn to do. And I think that's okay. I can have compassion for veterans and military personnel, and wish them the best, and hope for their healing and still feel like it's not a population that I'm called to work with or specialize in. And I'm not totally sure what my hesitation is. I think I'm probably carrying lots of misconceptions about military personnel, who they are, what they're like, what their motivations for serving in the military are. Part of my

hesitation probably stems from the fact that I have a gut aversion to typical displays of masculinity, but, the people who I've met who serve in the military are not like the two dimensional stereotypes I've got in my imagination. They're often soft spoken and display kindness and tenderness too. As I'm writing this I'm starting to second guess my initial hesitation around working with military personnel, and starting to become more open to the idea. – from a student TR journal.

Thinking about working with the military is something that is scary for me and I'm not sure how I would do if I was presented with a client who held this identity (aside from seeking a lot of supervision). So much of what I have heard/know about the military is against my moral code – i.e., violence; and that is hard for me to work with. I also have worked with client(s) who have been very hurt by the system, and that makes me distrust it even more. But, if I think about my family members who have been in the military, that eases my mind with my ability to work with them. It might not be a 'preferred' population, but I can see myself working with them and being helpful in some way, hopefully." – from a student TR journal.

The instructor was aware of and responsive to the impact this class had on students:

...there was a big conversation that broke out when we were talking about cultural considerations that counselors need to have when working with military members and veterans. And a side conversation erupted, kind of in chat and then in class in small groups, and then kind of came out to the whole class about 'we really need to be looking at the crimes that military members commit against civilians. Which was not really the topic that we were discussing, and not really appropriate, I think, for a counseling environment. [If] we were in political science, that would be a really great topic. Or in like military ethics, that would be really great topic. [But] so in this space, what we need to make sure that we're talking about is things as they relate to the counseling field. And I think that...perspective, and I think this is how I reflected it in class, that being aware that some military members might feel that way, that counseling needs to be a place where they can safely talk about their feelings. But we need to be really careful that...we're not putting on them our personal views or feelings, but we're really eliciting from them what their experiences are, and that we can meet them where they are. So I tried to like wrap it up and move forward. That was...one class in particular, where there was a lot, and then after class, I had several students kind of express some concerns [about] comments that had been made in class, so...And again, I...see a direct correlation between that conversation and

what we're seeing in the media with, with policing right now. And the conversation that's happening around that. So not to say those views weren't present beforehand, or that those concerns weren't present before. But I think that...it was at the top of people's minds and hearts because of these other experiences. [And] perhaps with a desire, again, kind of thinking from a benefit of the doubt perspective, with the desire to really advocate for clients...forgetting the military members are also our clients, that they might have missed some nuancing there. – from instructor interviews.

The instructor demonstrates awareness of the full range of impact this lecture had on various students, an impact likely heightened by student sociopolitical and 2020 context (Menakem, 2017; Neria & Sullivan, 2011). Importantly, instructor and students are able to process and explore the intersection of individual shifting worldviews with the impact of their development as counselors – a crucial skill when working with trauma in the field and for the prevention of vicarious traumatization (Sommer, 2008; Veach & Shilling, 2018; Virtue & Fouché, 2010). These excerpts and the example of the military reinforce how political trauma work really is (Haines, 2019; Herman, 1997; Menakem, 2017). Counselors must have content knowledge and skills in order to explore the ways in which their personal and cultural experiences may be activated in the course of trauma work (Berger et al., 2017; SAMHSA, 2014; Varghese et al., 2018; West, 2010). A standalone, required course on trauma seems to be a place where students can continue building their multicultural awareness and development.

Shifts in personal growth, whether through processing or personal reactions or a shifting worldview, intersect with students' professional development as counselors-in-training. Data from this case study signal how interwoven these growth processes are, as students shift between exploring personal reactions to material and how they might want

to work in the field. Notably, students particularly explored their interest in and commitment to future trauma work in both their journals and the Community Agency

Reviews:

TF-CBT is really enticing to me. I think because I'm a very new counselor, I find myself drawn towards modalities that are a little more programmed out. The concrete structure of TFCBT then, is really appealing. I just have to follow the formula and I know roughly where I'm headed and where the therapy is going. It has direction. While I'm not particularly drawn to working with kids, I think I could do it if I needed to, and maybe I would find it enjoyable and rewarding if I gave it a shot. But mainly I was conceptualizing working with TFCBT with adult populations and that got me really excited. – from a student TR journal.

That said, approaches like TF-CBT and DBT continue to be the gold standard of trauma and crisis intervention. I believe this to be due largely in part to insurance companies recognizing such treatment approaches as measurable and more easily validated approaches to treatment than more abstract, somatic-based interventions. My conversation with [the counselor I interviewed] helped me think critically about my future trauma work and what approaches to treatment in which I would like to engage. The kind of treatment approaches I choose to use in my own trauma and crisis work will likely dictate if I receive payment through private pay, out-of-network, or in-network. As I have come to understand it, insurance companies can leave practitioners beholden to specific approaches to treatment. Personally, I would like to be able to engage in whatever treatment approaches I see fit for my clients without influence by what insurance companies will or will not cover. – from a student CA review.

The course as a whole gave students the opportunity to explore both personal and professional reactions and development, and different assignments seemed to prompt students to reflect at varying depth on different reactions. These opportunities can aid students in experientially practicing shifting between different awareness levels and conceptualizations, which are crucial skills in trauma work with clients (Cook et al., 2019; Szczygiel, 2018).

Furthermore, the course seemed to give students a more realistic understanding of the field and to help them begin exploring important practical concerns that can impact them as future counselors. Given the effect trauma and crisis can have on immediate problem-solving and other cognitive skills, it seems it was beneficial for students to have practice in exploring and considering the nature of treating trauma and field logistics while also receiving structured guidance and support:

Instructor pulled up NC reporting laws and procedures etc., to talk about reporting child abuse and talked about importance of consulting these definitions and rules etc. and to show what it looked like on the web so students were somewhat familiar with it. – from 9/23 class observation notes.

I asked [this counselor] a bit about her personal experiences working with trauma. One of her main focuses is on substance abuse, noting that it often functions as a ‘chicken or the egg’ scenario in which one leads to the other. Sometimes clients develop substance dependencies following a traumatic event and other times the substance addiction exacerbates or leads to a traumatic experience. This reminded me that clients are complicated, and it is important to take their whole story into account to provide the best care for them. Issues are often intertwined and helping someone requires holistic treatment, dealing with everything at once, because if somebody has lived with a maladaptive coping mechanism for this long, they have probably done so for a reason. – from a student CA review.

Overall, I am really glad I got to interview [this counselor] and learn more about her role. I have felt very hesitant about going into this field and seriously considered a strong pivot after [graduation but] talking to [her] helped me feel like I could stay in this field for a little longer, potentially. When she was talking about her favorite aspects of her position, it was helping me remember why I was interested in being a School Counselor in the first place – getting to meet students and see their growth. Of all the people I tried to interview for this project, [this counselor’s] role is the one I could most easily see myself in, so she really ended up being probably the most helpful person for me to interview. – from a student CA review.

It seems the Community Agency projects also had an impact on student learning and development beyond their individual projects, as the opportunity to view each other's presentations on the interviews sparked further reflection and learning:

This week's class on agency reviews was a good glimpse at different places where I could work as a counselor. What I noticed, kind of surprisingly, was there was a large number of places where I didn't want to work. I assumed that I would be equally enthusiastic about working in all the different places, but, that was not the case. For example, I don't think I want to work with children. It feels weird to say that, but, I just don't really feel called to it. I think I could do it, but, that's not a population that I hope to work with. I think adolescents would be okay, I could see myself working with adolescents in some capacity. But, what I really want to do, and what I have always imagined myself doing, is working with adults, and that's been a good thing for me to realize. – from a student TR journal.

Finally, we completed presentations of community agencies. It was great to hear about new certifications that I could get for crisis and trauma response. While it was encouraging to hear about all of the local community resources available for underserved populations, I still felt sad that most of the counselors we discussed were white. I wish that we could have heard more from clinicians or counselors of Color. I wondered what efforts could be made to increase diverse representation in the counseling field. As a result of this presentation, I had new avenues of community work opened to me. For example, [my peer's] presentation on the Crisis Response team within the Chapel Hill Police Department was super interesting, and a treatment/response model I would like to learn about. – from a student TR journal.

Students reflected in class on the themes self-care from the Community Agency Presentations, and the value they have seen in their own Self-Care Presentations. In particular, the exploration of self-care prompted much student reflection and consideration of how they may incorporate self-care once they are out in the field:

[The instructor directed] students to focus on strategies for self-care and how they are managing stress at the start of class, and to check in with each other on how

they are feeling. Sent them to breakout rooms, then brought back to larger group to respond to [prompt] “how does self-care look in high-stress or high volume times?” – from 10/14 class observation notes.

Some anger came up [from students] considering the emphasis on self-care but lack of systemic responsibility for practices that harm clinicians – lots of replies in the chat affirming this [anger] as well. - from 11/18 class observation notes.

When asked about self-care, [the counselor I interviewed] gave a long list of various self-care practices that she engages in, and she said that burn out was something that effected every counselor she knew. I hear so much about self-care [in our academic] program, and this was another confirmation for me of just how important self-care is and how essential it is to be able to have a rewarding career as a counselor. I also think that self-care must be particularly important when working in an agency setting, where they give you large caseloads comprised of high intensity cases for low pay. One thought I’ve been having about self-care a lot recently is how to balance being a parent and being a counselor. [Both] are incredibly demanding and giving roles, and it has to be possible to do both, but, it seems difficult to practice self-care when you give all day at the office and then come home and have to provide for your child. I’ve found it difficult to find time for self-care in this program so far with a [child], but, luckily one of the things I’m discovering is that parenting is both something that takes energy from me, and something that gives it back to me. So, it’s not like it always drains me, sometimes it does, but sometimes spending time with my [child] is the perfect act of self-care and reminds me of the goodness of life and relationships. – from a student CA review.

In addition, I was reminded how self-care looks different for everyone. In [this counselor’s] case, she practices self-care through meditation, prayer, working out, and setting her work schedule so that her schedule does not burn her out. Her setting her own schedule made me think about future jobs I will be looking at and making sure that I am only taking a job that has hours and a caseload that will not lead to burn out. – from a student CA review.

Scholars have suggested how important agency practices and systemic logistics in the work environment are not only to counselor well-being, but to competent and ethical clinical care (Etherington, 2009; SAMHSA, 2014; Trippany et al., 2004). Indeed,

students seem to be making significant links between the power of trauma-informed systems of care and support to take care of counselors so that counselors can effectively and competently work with clients in a sustainable way.

Simultaneously, students in this course appeared to gain efficacy in how they think, write, and talk about trauma and related material for clinical application. In particular, student Trauma Application Papers (TAs) demonstrated evolving levels of trauma-informed conceptualization, diagnosis, and treatment approaches

From a counselor perspective, the impact of trauma on [the client's] life is clear. In looking at her recent trauma alone, several symptoms have arisen. Affectively, [the client] is experiencing depression and anxiety. She is experiencing a depressed mood, lack of motivation, hopelessness, and low self-worth. She is physiologically feeling lower energy, which sets the scene for her to lean into her depressive behavior. She has admitted that her low-energy provides a landscape in which she can give herself forgiveness for not being productive throughout the day...Considering her trauma history, I reviewed [the client's] case for stress disorders (posttraumatic and acute). While she does have a trauma history, she does not, to my current knowledge, fulfill the diagnostic criteria for either major stress disorder. While she does experience negative alterations of cognitions, she is lacking in the key criteria of avoidance of stimuli and/or intrusive thoughts specifically related to events. – from a student TA paper.

At first, [the client] was reluctant to take the label of 'trauma' as she did not feel that her experiences warranted it. She was not concerned about the connotation of being 'broken' often associated with trauma. It was her belief that what she had gone through was not 'severe enough' to be truly considered traumatic, which minimized the significant impact the events have had in her life. However, I conveyed the subjective nature of traumatic experiences and gave her the space to take that label if it was something she wished to do. – from a student TA paper.

The first task of treatment, that can be revisited over the course treatment, is focused on safety and stabilization of the client. In general, this task focuses on making the counseling room safe, addressing how crises will be handled, safety planning, focusing on coping skills, and psychoeducation [research cited]. For

[this client], this part of treatment would look different depending on multiple factors, including whether she would be able to see the counselor face-to-face. If [the client's] treatment would be occurring in-person, the room would need to be set up so both client and counselor felt safe. For example, the counselor would need to have easy access to the door without blocking the client in the room. Also, having the room appear comfortable and welcoming can help the client feel safe. When discussing safety, the client's emotional sense of safety is considered as well. For example, the counselor would want to be non-threatening and conscious of multicultural concerns that may be present in the counseling relationship. Specifically, it is important to broach and open discussion about differing identities and how perceptions of identities impact the counseling relationship, even if unintentionally. Broaching would also include discussing the power-dynamics inherent in a client-counselor relationship and how the client can take a step back when they deem necessary. – from a student TA paper.

Many students emphasized the importance of the therapeutic relationship in their work with clients in the TAs, as is well documented in trauma-related literature (Herman, 1997; Kress et al., 2018; Szczygiel, 2018):

Together, [the client] and I have identified the following treatment needs. All fall under the umbrella of safety and beneficial therapeutic alliance. First, I must remain non-judgmental no matter what...emotions or experiences she describes in session. Even if she shares something I would personally disapprove of, she needs to feel that our space is one of unconditional positive regard. I can assess this by asking them directly if they feel this way about our sessions together. Next, [the client] wants to experience a safe space with confidentiality. She mentioned that she has tried therapy with her mother present before, and she did not like that because it was more focused on her mother's needs and feelings rather than her own. She needs to know as well that I will not break confidentiality except in rare circumstances. Another need for [the client] is building trust that I will listen to her needs and wishes and not go against them. She needs to be able to have choices about the treatment plan and interventions used during each session. For example, during our last session, we needed to complete a clinical assessment required by our site, and she did not consent to it. She requested that it be completed at another visit because she was too tired at that time. Especially due to her traumatic history, she needs to be allowed to say no when she does not want to do something. – from a student TA paper

Although students demonstrated varying levels of academic and writing expertise, they did manage to consistently discuss developmental and trauma-informed conceptualizations. Students varied more with showing depth of culturally responsive approaches, potentially indicating the different developmental spaces each student was in with their multicultural orientation and competency prior to this course. Most students did include cultural information about their clients, though the quality of integrative, intersectional analysis was quite varied. This perhaps points to something the instructor recognized and wrestled with in their own evaluation of the course:

I think understanding multicultural considerations with regards to trauma...needs to happen...I think that's probably another thing that I wish I would have done differently...we've infused multicultural considerations throughout the class [...but] I wish we had a day that we pick [to set] aside and actually talk more in depth about what that could look like. – from instructor interviews.

It is interesting that although students seemed to wrestle personally with shifting worldviews and the impact of cultural factors on both self and the counseling field in TRs and CAs, those considerations didn't always make it into their academic writing in discussing clients in TAs. This gap could point to the need counselors-in-training have for more concrete skill-building around multicultural counseling skills like broaching (Chan et al., 2018; Day-Vines et al., 2020), and perhaps to the need for greater explicit linking between trauma-informed and culturally responsive approaches in course content, as the instructor identified (Hemmings & Evans, 2018; SAMHSA, 2014; Varghese et al., 2018).

It could also be that the specific TA paper assignment needed additional clarification in the instructions to prompt specific considerations from students:

...they've had the trauma application papers, and...when I conceptualized this assignment, I saw this as this beautiful, like, capstone assignment for the class, where they're going to be integrating all the things that they've learned up to this point...in a way that that they are walking away with, like, a clarified treatment plan for their clients, and that they've been able to really hone in on what trauma looks like with their client and how to apply things specifically to their client. [What] I found in grading is that some of the specificity that I had hoped for wasn't there. And...I think that the reason for that is because this is the first time this class was created, and the syllabus was tested. So if I am getting a response, that's different than my expectation, and it's happening a lot, then, to me, the ownership lies on the syllabus and what that looks like. So then I went back and reread the description for the syllabus. And I think for any doc level student, that description would have gotten me the outcome, but for a master's level student, it wasn't developmentally appropriate to expect that they would be able to do that...But what that means for me is that I need to be [clearer] on the syllabus for the next class, to make sure that the things that I'm looking for, I'm actually able to get. Because I know that they're capable, because it would come out - the things I was looking for, came out in class discussions and came out in quizzes. So I knew that they I know they have the specifics in them. But the assignment didn't really pull it from them in the way that I'd hoped that it would. And so I need to rework the verbiage and the outline, and probably include some basic structure to really help master students conceptualize things in that way. – from instructor interviews.

The instructor's self-critique and consideration of how to continuously improve the course for student learning are essential. These reflections and critiques are important to integrate into a full picture of the impact the course had students. On the whole, it is clear that the course had a vast impact on students across many domains. Students engaged personally and professionally, continuing to grow as individuals and counselors-in-training – though this growth may have varied depending on the unique developmental space the student was in prior to the class, and the concurrent experiences they had in

their internship placements. Although students experienced distress and growing pains as a result of course material, many noted the value of the class on their overall development:

I found the reading this week to be very insightful and helpful in identifying what to look out for in future counseling practice. Being in a profession where we as counselors are constantly taking on other peoples' 'stuff' can be extremely heavy and detrimental to both physical and mental well-being. My own personal background [includes experience in the mental health field]...I [have worked in the past] at a state psychiatric inpatient hospital and after reading this week's material can say with confidence that I experienced some burnout and vicarious trauma while working there...I often felt exhausted getting home each night and felt like I had little to no accessible support system to process the difficult work I was doing with residents of the hospital...It was often challenging to feel like I was really making a difference within a hospital that was poorly funded and staffed by largely apathetic and underqualified individuals...While [working there], one of my residents...passed away very suddenly. This loss was something I do not feel I was every able to fully process. My supervisors offered space and guidance, but I did not know at the time how to even begin grieving and processing effectively...I found myself feeling overwhelmed and discouraged to the point where I do feel I experienced notable burnout. I feel that hearing my residents' own traumatic experiences did have an impact on me. I now have the language to identify what I experienced as vicarious trauma. – from a student TR journal.

I guess the main thing to reflect on this week, is that this is our last class together! I feel a tiny bit sad, just because this is one of the few classes that I really enjoyed, and because I feel there is so much more we could learn about trauma and crises. – from a student TR journal.

[The counselor I interviewed] mentioned that a lot of her work with students is helping them learn different exercises like grounding exercises, breathing techniques, and some CBT strategies like thought-stopping and reframing practices. A lot of the longer-term trauma work seems to be referred out to the Behavioral Health Specialist, Mental Health Counselor, or an outside agency. I have some mixed feelings about this -part of me is sad by this, because working with trauma is one of my greatest passions, but I also know that I very much prefer working on the prevention side of trauma than the response side. So, this

actually could be helpful for me utilizing my strengths and passion to work on the prevention side, because I won't have as much, in depth trauma response work as a School Counselor. – from a student CA review.

Students reflected on the ubiquity of trauma experiences, even if they don't specialize in trauma, and thus the importance of trauma-informed care. [From a student] 'It's really broad, it's not as specialized as you might think, working with trauma'. [Students discussed realizing how] diverse the counseling field is. – from 11/18 class observation notes.

Through examining the impact of the course on students, we begin to see how much essential cognitive, affective, and experiential learning was able to take place in this course. Students appear to have recognized the importance and power of this course as well, even though not all had a specialized interest in trauma work prior to the course – indeed, many noted in class and in journals that they may or may not specialize in responding to trauma in their future careers. Yet the course was still important to their overall development and counselor competency, as has been indicated in research (Black, 2008; Cook et al., 2019; Courtois & Gold, 2009; Land, 2018; Newman, 2011; SAMHSA, 2014).

The Increasing Necessity of Trauma Pedagogy

One consistent theme across all types of data – instructor, classroom, and student – was the impact of the 2020 context on the selected case. The experience of a course on trauma for all involved in the case – instructor, students, and researchers – was magnified in light of the current events we have all been living through. Every conversation and piece of data seemed increasingly relevant, and everything seemed increasingly interconnected:

I think that COVID and racial tensions have had a bigger impact than I think I knew. Even though that was something I was cognizant ahead of time. But...trauma and stress reactions are on the surface for students. And the first couple of weeks, it was really evident in class. And realizing that while I felt like I had taken some good precautions that we needed to, like, slow things down a little bit to help people acclimate before, kind of getting into heavier material so that, you know, the heavier material was kind of more titrated in, rather than putting them at the beginning of the semester, or even where I thought, I thought, a few weeks, and they'll get used to this, like the format and what we're doing, and we'll be okay, there. And I realized quickly that that was too soon, and moved a few things around to accommodate that. So it's been interesting. I don't know, I don't know if this experience would be every semester, if it's something that's unique to this time, but...it's certainly been an adjustment. – from instructor interviews.

The election happened. I was stressed. Tuesday took like three days to end. That was awful. I was able to vividly recall 2016 and all the fallout from that. My co-worker was deeply upset for three days and I had to calm him down for three days. It was exhausting, but I'm kind of grateful for that. I learned a lot from him, he's very passionate about what he believes, and that passion can be both infectious and draining. I don't think I can be optimistic about the US, at least not for a while. I don't have faith that we'll move in a positive direction. But, I would very much like to see the hostility we've built toward one another be somewhat soothed...Been thinking about COVID a good bit lately. It's starting to seem as scary now as it did back in the spring. Seems that people aren't being careful and there certainly isn't any good leadership around it. I'm anxious around safety in general in my life right now. – from a student TR journal.

Instructor started wrapping up class...and acknowledged that students have made it through what seems like an 'impossible' process of learning about trauma during a time of crisis and trauma. – from 11/18 class observation notes.

The instructor explored what it was like for them to teach during this time:

It's been really hard...I don't think that I was aware how much I was being impacted by societal trauma and collective trauma until really, just a few weeks ago. I had, I had this moment where I'd had some time off, and I - over Thanksgiving I'd taken some time off and, and I felt for the first time this whole semester, I felt like I finally was, I felt like myself again. And I thought, Oh, that's interesting, because I didn't realize I wasn't feeling like myself before this. And it

just made me realize, like, there's been a lot of, there's been a lot of unrest, and it's been a challenge. And so, and I'm a person that likes to be thoughtful about assignments and interactions with students, and I like to be intentional in how things go, which has caused my brain to find a little bit of an overdrive with regards to kind of managing and making sure that everybody's kind of emotionally safe. And, um, and being really thoughtful about you know, what to include and what not to include. So like I specifically, there are a lot of clips of things that I would have liked to have included, and to demonstrate what things would look like, but because of potential triggering, I chose not to. I think in a different semester, when all of this wasn't happening, we could have done that. But because of this, the way things are, again, kind of trying to err - I felt like across the semester, I'm erring on the side of caution, and I'm erring on the side of flexibility. If I was going to make a mistake, I would rather be too flexible, and I would rather be too cautious than the alternative. And I don't know that that was right...or most effective. But I feel like it's...the thing that I felt like I could do to protect students at this time...And so, I found myself frequently thinking about how can we make sure - how do I make sure they get the information that they need? How do I ensure that they're competent about this so that clients are actually helped and not harmed? And how can I do that in a way that protects their mental health? And I don't know that I would have been as sensitive to that with a different class or at a different time. But because of the things we were talking about, and because of the trauma people were experiencing, that was I was highly sensitive to protecting their mental health and ensuring that they have the support that they needed.” – from instructor interviews.

The instructor was responsive to the context of the course, both for themselves and for students; but on the whole, it didn't change their pedagogical orientation or view of the importance of teaching students about trauma while they are in graduate school – and the importance of collective, systemic levels of trauma-informed care, even in the teaching process:

I don't think that there's anything foundational about my philosophy that has changed. I think that it's re-entrenched it and made it stronger that things need to be safe and collaborative and student centered and...experiential with safety...as I think about, if I were to create a model about my teaching philosophy, I think that I would have some sort of Venn diagram situation or image that there's legs, but there would be a part that's, you know, the importance of a therapeutic

relationship component, there would be a component of experiential...because I think that there's a lot of learning that comes through experiencing things. And I think the thing that showed up that I didn't know existed in my model was...faculty support. But that has to be part of my model or my conceptualization...what that might look like would vary from semester to semester or class to class, but if I don't put that in the equation, and then if it creates a situation where I'm more vulnerable to make more mistakes...And so part of that support for myself helps to ensure that I'm looking at students through a more accurate lens and not from a more difficult lens of my own. – from instructor interviews.

Indeed, the instructor remained committed to their earlier stated beliefs about the importance of providing support and affective learning throughout the education process. I also noticed the relevance and importance of the taught material:

I'm thinking how some components of the content the instructor is covering were covered in my MA program 8-10 years ago, but how much some of my lived clinical experiences [after my MA program] that weren't taught [to me] in school...seem represented in the content she is covering [with students now] and I feel so grateful students are getting this information. – from 9/16 class observation notes.

Although many have called for the increasing importance of trauma work, trauma competence, and trauma-informed care for decades (Courtois & Gold, 2009; Herman, 1997; Felitti, 1998; Newman, 2011; Ogden et al., 2006; Sommer, 2004; Webber et al., 2017), it seems possible that the U.S. national and the international events of 2020 and continuing crises in 2021 have really pushed awareness of the impact of collective stress, crisis, disaster, and trauma into public consciousness – much in the way past political and social movements have led to increased understanding of trauma (Herman, 1997; Menakem, 2017; Webber et al., 2017). Indeed, the evidence of how essential and pivotal

a required course in trauma is seems amplified in light of the impact of the context of the case. Some of the following instructor data speaks to the import of offering this course:

I think this is a really important class. I think that this class needs to be required for all counselors. We're...no longer at a time of our history where we can say, only - trauma is only something you need to specialize in. Every counselor needs to have a working knowledge of trauma, and crisis, [and disaster...] the way the world is going...Because we're all going to be called upon in our roles as counselors to help somebody. And I think that...one thing I've been reminded of hearing the students talk about it is how often trauma is misdiagnosed or represented in a client, how it's seen as being something other than what it is, and therefore the treatment plan is different than what would be most effective...teaching this class has reiterated to me that this needs to be taught to every Master's and doc student...It's...important. And...it's needed. And...it was needed before COVID, it's needed even more now. – from instructor interviews.

This has to happen in every program. Trauma training has to happen, because if it's not happening at a Master's level, the likelihood that they're going to get an internship, or when they are working toward their full-time licensure...is less likely. And the quality of training that you get for...CEUs is really strong. But if you can get that training [earlier] in the process, when you're still [figuring out] how to conceptualize clients, and you're still figuring out how to put together interventions, it can be more impactful and have a greater radius. And [it can] impact clients that [students are] going to see in internship rather than them not being able to have the information that they're going to need for a couple of years...The trauma training needs to happen. And it needs to happen in all programs. And it's not enough to just have it infused, it needs to have a focus. If...not before COVID...COVID has definitely demonstrated the need...I think that the benefit of infusing trauma is that you have a pairing of trauma along the way in all the classes, and that needs to happen. But the downside of that is that you don't know where the holes are. So, if you have different faculty...[teaching] trauma-informed practices in different ways...it's hard for - is there anybody that ever really talked about what trauma means? And what does it look like? And [how does it look] different for somebody who's [eighty] versus somebody who's three? And is that talked about in the developmental class? And were they able to - was the emphasis and learning placed on that, or was it kind of something that was just thrown out there for them to keep in mind, that the brain isn't going to hold on to? So...the trauma-informed teaching and practices need to be there, and it needs to be infused in classes. And, in order to ensure that every student leaves with a solid understanding of what they need to do to ensure safety for clients,

there needs to be a separate class about it...so that there are no holes, so that you can confidently feel like [students in your program] are leaving ready to meet the trauma needs of the community. – from instructor interviews.

In considering the results of a case study as a whole, and the existing literature on trauma pedagogy, the instructor's claims about the power of a standalone course on trauma are supported. Counselors-in-training need to be prepared to work with trauma in the various counseling roles and settings (Cook et al., 2019; Courtois & Gold, 2009; Land, 2018; Newman, 2011). Furthermore, counselors-in-training need to have the opportunity to learn about how contact with trauma might impact them as humans and professionals, and what they can do to seek support and restore their own regulation – both for their own health and for their clients, and for their ability to remain in the field and continue sustainably engaging in counseling work.

Trauma Pedagogy: A Logic Model

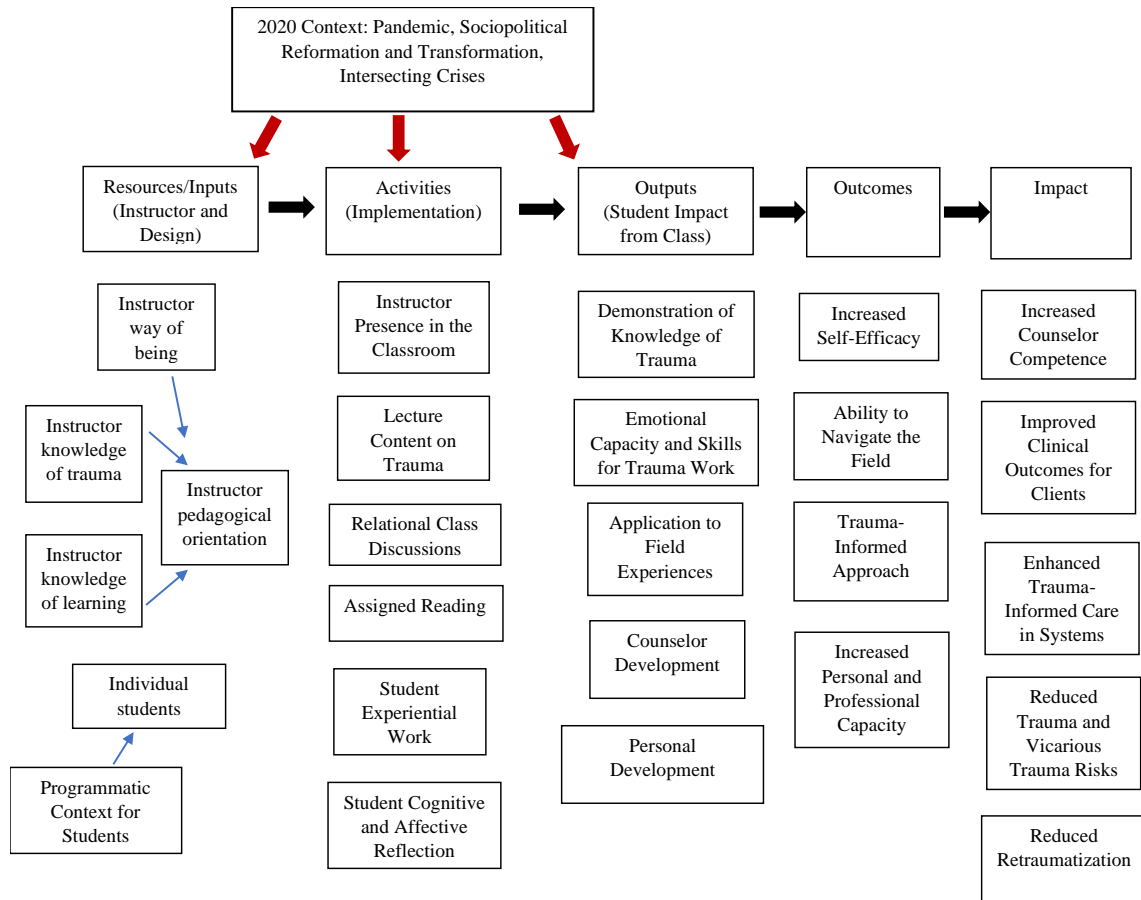
Most commonly used in program evaluation, logic models are powerful diagrammatic, visual representations of relationships that occur in programmatic activities (Alkin & Vo, 2017; W.K. Kellogg Foundation [WKF], 2004). Typically, logic models are used to guide research; yet they can also be used at multiple points in the research process (Alkin & Vo, 2017; WKF, 2004; Yin, 2018). Logic models are a useful analytic technique in the research process to “match empirically observed events to theoretically predicted events” (Yin, 2018, p. 186). Although experimental research can statistically confirm relationships, the use of logic models in qualitative research can allow for exploration of the factors and processes within relationships, potentially even

providing explanatory power for how complex activities and results occur, and presenting data in an organized way (WKF, 2004; Yin, 2018).

In synthesizing the results of the case study and considering their place in the literature, I constructed a logic model of the case. There was sufficient data to move the analysis and interpretation of the case beyond pattern matching to construct a logic model of the class as a whole. This proposed logic model can integrate study results with evidence from the literature to provide a foundation for future research and course planning. A proposed logic model of the underlying theory of change in the classroom derived from the case study analysis in this dissertation is provided below.

Figure 1

A Logic Model of Trauma Pedagogy



Summary of Figure 1: A Logic Model of Trauma Pedagogy

The above figure depicts a logic model of trauma pedagogy, delineating the links between an instructor’s knowledge of trauma and learning in teaching a course on trauma and future distal impacts of reduced trauma and traumatization. This dissertation study focused primarily on the Inputs, Activities, and Outputs sections of the model, leading to much of the content that is filled in in those sections. These three sections loosely map onto the categories of design, implementation, and experience that were outline in this

case study, as indicated in the figure. Although the sections above are written fairly generally, each box represents a significant amount of data specific to this unique course. The Outcomes and Impacts portions of the model are primarily based on the existing literature about counselor pedagogy and education and trauma-informed care. All levels of the case depicted were impacted by the 2020 context.

One more detail about the model in the context of this specific case study is important to highlight: by ensuring that the course on trauma is required for all students, there is a greater likelihood of more counselors in the field who are better prepared to work with trauma on personal and professional levels, regardless of their level of specialization in treating trauma, or their likelihood of individually seeking out training on trauma after graduation. Without a required course on trauma, students are less likely to learn the content specific knowledge or affective and self-regulatory skills necessary to work with trauma in the counseling field.

Limitations of the Study

Every study contains limitations, and this one is no different. Despite the breadth and depth of data collected during this case study, there were some missed opportunities for data collection. Although the class had doctoral level graduate assistants (GAs), they were not included in any of the data collection processes. These GAs could have provided additional triangulation of data collected through their unique perspective on the course. Additionally, there were no student interviews. The decision to not request any kind of data, qualitative or quantitative, from students enrolled in the course was an intentional one made in conversation with the participant instructor and my committee;

yet, interviewing students or collecting quantitative survey data from them would certainly have changed the nature of this study. Relatedly, an additional limitation is the lack of data on the client experience. If one of the goals of trauma pedagogy is to improve client care, linking evidence of trauma education and training to client experiences will be a necessary step. However, such data collection was beyond the scope of this study at this time.

Furthermore, all data for this study was collected within the timeframe of the Fall 2020 semester. Though some data was collected immediately prior to the start of the Fall 2020 semester, and some immediately after its conclusion, the data does not include longer-term programmatic design data, or consider impact to students further out from the course. The decision to limit data to the time period of the semester was an intentional one in the bounding of the case, but there certainly is information that is missing by not incorporating historical program data, or from continuing data collection on student impact beyond the end of the course.

Although case study methodology does not include a sample as typically utilized in quantitative research, it is important to note that there were students who elected to enroll in the study to have assignments qualitatively analyzed, and students who did not. Ten students out of twenty-seven does meet best practice for qualitative analytic procedures, but undoubtedly there are voices and perspectives that could be missed by the elective nature of enrollment for assignment analysis. Perhaps some of the students who struggled the most in the class, academically or personally, chose not to enroll in the study. Data from students who had more negative experiences or who struggled to learn

in the class could provide important information that the data in this study did not capture.

Another limitation is the fact that this study is a single-case study, rather than a multiple-case study. Comparing data from different cases (i.e., other classes on trauma) could have provided valuable comparative data (Bartlett & Vavrus, 2017). The fact that this case is a single-case study limits it to one instructor's pedagogical orientation, design, and implementation. The case is also unique to its context; there could have been additional data and insight gathered from considering courses in different contexts, with different programmatic histories. Furthermore, a multiple-case study could have allowed for greater exploration and comparison of differences between instructors in both design and implementation. The decision to keep the focus of this dissertation as a single-case study was an intentional one, but multiple-case studies will be necessary to promote greater generalization in the future.

Finally, it is important to caution against generalization with qualitative research. This study is of a specific phenomenon, and the phenomenon exists in a very specific context. Although case study methodologies are adept at allowing researchers to integrate context into analysis (Bartlett & Vavrus, 2017) there are still limitations to generalizability to larger populations. In case study research, it is more appropriate to consider generalizations to theory rather than populations (Yin, 2018). The context of 2020 is a particularly important contextual factor to consider when considering any generalizations from this case, particularly in terms of the impact of the pandemic on the learning environment.

Implications for Counselor Educators

The primary implication from this study is that counselor educators must include trauma education in their curriculum. Although there is benefit to infusing information about crisis, disaster, and trauma throughout graduate counseling coursework (Greene et al., 2016), there are specific processes that best take place in a standalone, required course on trauma (Adams, 2019; Cook et al., 2019; Courtois & Gold, 2009; Newman, 2011). This case study adds to the evidence base on the importance of including trauma in the graduate curriculum for all counseling students, regardless of track or specific interest in specializing in trauma. Additionally, this study illustrates how it is possible to design and teach a course about trauma in a trauma-informed way so as to impart valuable clinical knowledge about trauma to students while working to prevent traumatization and retraumatization. Students need to engage in crisis and trauma work academically and practically in their Master's programs, while they still have access to support and training, in order to be more effective and competent counselors in a variety of roles and settings after graduation.

A required course on trauma provides a space for students to learn the many necessary competencies to work with clients who have experienced trauma (Cook et al., 2019; Courtois & Gold, 2009; Land, 2018; Newman, 2011). As counselors are highly likely to encounter clients and students with trauma in their background, regardless of treatment setting or their scope of practice, counselors-in-training need focused education on how to work with trauma. Many counselors may be the first point of contact for individuals who have experienced trauma, and their ability to respond in a trauma-

informed way could be crucial both in preventing retraumatization and aiding clients in accessing necessary trauma care. Greater trauma-informed care could also reduce the likelihood of clients who experience the treatment process itself as traumatizing. By ensuring more counselors have a basic level of competency in responding to trauma, counselor educators are engaging in tertiary prevention of trauma.

Time inside and outside of the classroom can be dedicated to exploring the unique impact of trauma work on counselors, as well as the singular considerations and skills for responding to clients in trauma-informed way even before clients seek trauma-focused care. A standalone course on trauma provides CITs with content knowledge and the space for affective and experiential learning. Specifically, students may need structure and support to facilitate their own shifting worldviews and to consider the reality of how to incorporate self-care into their clinical practice when they are encountering crisis and trauma in the field. Additionally, increased knowledge in trauma can aid in building CITs' self-efficacy when encountering trauma in the field. These gains from a trauma course could ultimately aid in decreased experiences of vicarious trauma and increased clinical competency.

However, it is also important that consideration is given to who the instructor is who will teach the course on trauma once a required course on trauma is created. In order to teach about a topic as activating as trauma in a trauma-informed way that promotes student safety and efficacious learning, the instructor of the course must possess considerable knowledge and skill. In particular, it is essential that the instructor have a deep knowledge of how trauma works, and the skill to navigate complex relational,

group, and power dynamics in the classroom space. Instructors of trauma courses must have also demonstrated high levels of culturally responsive teaching, and the ability to skillfully navigate self and student reactance that can emerge in conversations that concern conflicting or shifting worldviews while maintaining enough emotional safety for learning. Instructors who are skillful can create spaces for students to engage with challenging material in the context of a supportive relationship.

Suggestions for Future Research

Case study methodology and qualitative analyses are by design utilized for research in which not much is known on a topic, where research is just beginning; my hope is that this dissertation study is merely a starting place for further empirical research on the preparation of counselors to work with trauma. To that end, there are several important considerations for future research that arise from this study. These future research questions primarily concern counselor development, counselor education and supervision, and the field of traumatic stress studies.

There is a need for continued research into counselor development. Although the most research on counselor development does exist at the Master's level, more is needed on the specific shifting worldview that counselors may experience as a result of their training program and exposure to clients. Specifically, there is a need for research on the reactance that counselors-in-training may experience in the classroom as a part of their affective learning process. Additionally, research is needed to explore the nuances of counselor development after completion of their Master's programs – whether at the doctoral level or in the field (Lu et al., 2017). In particular, it could be helpful to

construct models of counselor development that include a consideration of the exposure to trauma throughout their careers.

Furthermore, there is a need for continued research on the pedagogical processes that happen through counselor education programs, at both the Master's and Doctoral levels. In order to be competent educators, we must understand more about the processes of teaching and learning (Ambrose et al., 2010). Additionally, there are likely great differences and similarities between pedagogical needs depending on different areas of counselor instruction, and in response to differing levels of counselor development. Supervision, as the signature pedagogy of counseling (Baltrinic & Wachter Morris, 2020; Borders, 2020), needs to be considered in this research on learning and development as a key mechanism for counselor growth. It is additionally important to continue exploring dialectics of learning, such as the involved affective and cognitive processes, and the tensions between process and content when teaching something as applied as counseling. And, the power dynamics between instructors and students could also benefit from future research, particularly in terms of how they may impact student learning.

More also needs to be researched on the links between counselor development and education and clinical outcomes with clients. What aspects of graduate coursework and training programs are most likely to lead to beneficial outcomes to clients? How does existing education and training meet the needs of real clients in the field? If the educational content and processes aren't linked to client care, important knowledge is lost. As the clients who come to therapy change, and as the world around all of us changes, new competencies and skills may be necessary to the education and training

process for future counselors. Continuing education and training also need further research given its importance to ongoing counselor development and clinical work.

Finally, there are important avenues for future research on the impact of indirect trauma exposure to be considered in light of this study. If trauma processes are really examples of quick, powerful, survival-based learning (Haines, 2019; Herman, 1997; Levine, 2010; Menakem, 2017; van der Kolk, 2014), how does learning about trauma through an academic course impact individual experiences of primary and secondary stress? Given the increasing likelihood of crisis, disaster, and trauma impacting students, faculty, supervisors, and counselor in the field, it will also be important to expand research on what is like to learn, teach, and provide mental health care during a crisis, disaster, or collective trauma. The more we learn about normative human responses to varying exposures to trauma, and the ways in which humans increase their resilience or even experience posttraumatic growth, the more comprehensively we can understand trauma to guide treatment interventions, prevention, and policy changes.

Conclusion

Although trauma work has historically been viewed as a specialized area, and clinicians have understandably championed the need for advanced training to engage in deep, trauma-focused work, basic trauma-informed competency is increasingly necessary for counselors, supervisors, and counselor educators. Continuing to infuse trauma, disaster, and crisis work in graduate coursework remains important; and a standalone course on trauma as a requirement is increasingly necessary for all counselors to create trauma-informed systems of care and prevent both traumatization and retraumatization.

Greater research is needed on the experience of counselors-in-training in trauma-related coursework and field experiences. Counselor educators have the opportunity lead in the mental health field by committing to and investing in trauma-informed teaching, supervision, care, and practice.

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APPENDIX A
INSTRUCTOR INTERVIEW 1 PROTOCOL

Proposed Case Study Protocol – Instructor Interview 1

1. Tell me about your educational background generally.
 - a. What kind of training and education have you had on trauma?
 - b. What kind of training and education have you had on pedagogy and/or teaching?
2. Tell me about your work experience.
 - a. Tell me about your experiences treating clients with trauma.
 - b. Tell me about your experiences with designing and/or teaching courses?
3. Tell me about your pedagogical grounding.
4. Tell me about your teaching philosophy.
 - a. How does this align with or differ from your pedagogy?
5. Tell me about your process in designing the course on trauma so far
 - a. Any specific considerations that have been important for you in the design?
6. What are your expectations for the course?
 - a. What do you think the impact of the course will be on students?
 - b. Anything you hope for?
 - c. Anything you are worried will happen?

7. Is there anything I haven't asked you about that seems important to consider or share?

Notes for Syllabus Review

1. Tell me about how you selected the texts and readings for the class.
2. Tell me about developing the SLOs for the course.
3. Tell me about how you designed the assignments for the course.

Notes for Observation Protocol Review

1. Tell me your overall thoughts and reactions to reading through the protocol draft
2. Are there items that don't make sense to include? Why?
3. Are there things that need to be added?

APPENDIX B
CLASSROOM OBSERVATION PROTOCOL

Wyche Dissertation Study: Observation Protocol

Date of observation: _____ Class start time: _____

Break time: _____ Length of break: _____

Class end time: _____

Contextual Background & Activities -

Give a brief description of the lesson observed, classroom setting in which lesson took place, and any relevant details about the students & teacher that you think are important.

Observation prompts based on traumatology and trauma-informed teaching literature

Observed trauma-informed teaching behaviors – select if saw; space for follow-up

description or comments underneath; describe frequency of occurrence as well

- Engaged class in grounding activity

- Engaged class in relaxation activity

- Directed class to reflect on emotions

- Directed class to notice sensations

- Titrated traumatic material (describe)

Overall classroom energy (note if engaged, disengaged, high, low, energized, lethargic, etc., and any significant shifts during the class)

Overall classroom affect (note if flat, bright, depressed, joyful, hopeful, sad, anxious, scared, happy, calm, peaceful, agitated, irritated, etc., and any significant shifts during class)

Notable interactions (i.e., charged conversations, shifts in teaching plan to focus on student reactions, conflicts, singular reactions distinct from overall group energy/affect, etc.)

Observation prompts based on science of learning in Ambrose et al., 2010

Any connections to or evidence of student prior learning:

How knowledge is organized for students to learn and make connections

Student engagement and potential signs of motivation for learning; instructor passion and engagement with students' motivation

Opportunities for mastery of skill, integration and application of knowledge

Goal-directed practice with opportunities for feedback?

Attention to student development and context

Attention to metacognition – students' beliefs about learning, opportunities for planning, self-directed activities, etc.

General notes (open-ended)

APPENDIX C
INSTRUCTOR INTERVIEW 2 PROTOCOL

Case Study Protocol – Instructor Interview 2

1. Tell me about your overall experience teaching the course so far.
2. What has it been like to teach about trauma during a time of increased stress and trauma collectively?
3. How have you implemented your course design in the first part of the semester?
4. Tell me about any adaptations you have made to the syllabus during the course.
 - a. How did you make decisions about adaptations?
5. Are there things you wish you had done differently in the first part of the course?
6. What kind of feedback, if any, have you received from students?
 - a. On the course?
 - b. On your teaching style?
7. How has teaching this course so far impacted your teaching philosophy and/or pedagogical orientation?
8. What evidence do you see of student learning so far?
9. What are you anticipating in the planning for the remainder of the course?
 - a. For students?
 - b. For you?
10. Is there anything else I haven't asked you about that feels important for me to know?

APPENDIX D
INSTRUCTOR INTERVIEW 3 PROTOCOL

Case Study Protocol – Interview 3

1. Tell me about your overall experience teaching the course this semester.
2. What has it been like to teach about trauma during a time of increased stress and trauma collectively?
3. How have you implemented your course design in the remaining part of the semester?
4. Tell me about any adaptations you have made to the syllabus during the end of course if new from last interview.
 - a. How did you make decisions about adaptations?
5. Are there things you wish you had done differently in the second half of the course?
 - a. In the course as a whole?
6. What kind of feedback, if any, have you received from students?
 - a. On the course?
 - b. On your teaching style?
 - c. Final evaluations?
7. How has teaching this course impacted your teaching philosophy and/or pedagogical orientation?

8. Tell me how you saw learning and growth happen for your students throughout the course.
9. How did students perform academically in the course?
10. What course assessment did you find the most meaningful or useful?
11. What are you anticipating in teaching this course in the future?
 - a. For students?
 - b. For you?
12. Is there anything else I haven't asked you about that feels important for me to know?

APPENDIX E

ASSIGNMENT DESCRIPTIONS

Selected Student Written Assignment Artifacts: Edited Assignment Descriptions from the Syllabus

Community Agency Review: Select a community agency that provides crisis, trauma, or disaster responses and employs mental health professionals. Conduct an interview (20-30 minutes) with a clinical mental health counselor/licensed professional counselor... Paper: Submit a 2- to 3-page personal reflection paper wherein you provide your thoughts on the information received. (Note: this is not a summary of your interview but rather asking you to share your reactions to the information you have obtained.)

Trauma Application Paper. Students will complete a conceptualization paper using a current client (deidentified). The impact of trauma on the client's life will be identified (through a developmental lens) as well as their responses/reactions to trauma (affective, behavioral, cognitive, physiological). Potential diagnoses differentiated and treatment needs identified. Students will identify 3-5 interventions from the readings that could be used to treat client's trauma reactions and how to apply in a trauma-informed way. Paper should be formatted according to APA 7 guidelines, 7-10 pages (not including title and reference pages, and must include a minimum of five peer reviewed, counseling references to support your assessment.

Trauma Reflection Journaling. Journaling is an activity that builds insight and provides personal reflection. In addition, it has been shown to be effective in reducing

symptoms associated with trauma. As such, students will journal weekly (either typed or hand-written) reflecting on how they were impacted by the material studied that week and/or current events. Students can include personal thoughts, feelings, or experiences that were brought back into their awareness as a result of the material being studied. Students will upload journal entries into Canvas at the end of the course. These will be reviewed for completion, not read critically evaluating APA formatting, etc.