



## College of Education

Education Studies and Human Relations

[education.uiowa.edu/eshr](http://education.uiowa.edu/eshr)

## ESHR: Trauma-Informed Advocacy Informal Concentration Area (ICA)

Understanding how to advocate for and support people who have had challenging experiences can help change lives and can be applied in various careers. Courses in the *Trauma-informed Advocacy ICA* will help you better understand the challenges that people may face and how to promote their success.

The *Trauma-informed Advocacy ICA* may pair well with other ESHR ICAs such as the *K-12 Student Interventions, Couple and Family ICA* and the *Cognition, Learning, and Development ICA*. Students interested in this ICA would also deepen their ability to advocate for those impacted by trauma by pairing ESHR with the following majors, minors, and certificates.

### Major, Minor, Certificate Suggestions

#### Majors/Minors

[Criminology, Law, and Justice](#)

[Ethics and Public Policy](#)

[Law Preprofessional Program](#)

[Global Health Studies](#)

[Neuroscience](#)

[Public Health](#)

[Social Justice](#)

[Social Work](#)

#### Certificates

[Critical Cultural Competence](#)

[Leadership Studies](#)

[Nonprofit Leadership and Philanthropy](#)

[Public Health](#)

[Resilience and Trauma-Informed Perspectives](#)

[Social Justice and the Performing Arts](#)

[Writing](#)

Career opportunities for individuals with a focus on advocacy for individuals who have experienced trauma might include child protective services, family social service programs, foster care case management, mental health, and substance abuse centers, child and domestic abuse centers and runaway shelters, and victim rights advocacy.

In addition, students with this focus in ESHR may be well-positioned for graduate work in community and behavioral health, child life, social work, couple and family therapy, mental health counseling, public policy, and psychology program(s).

### Course Suggestions

(Students are encouraged to take one or two courses from each skill/content area.)

#### *Helping Skills*

##### CSED:1102 Introduction to Helping Skills

Problem solving, interviewing skills, and entry-level techniques of mindfulness, motivational interviewing, active listening, crisis management, and conversation facilitation. Use of positive psychology to understand the nuances of human communication; explore the continuum of human emotionality and the impact of emotion on communication and interaction, particularly within helping relationships.

##### CSED:4131 Loss, Death, and Bereavement

Psychological study of death, grief, loss, bereavement, and coping from a multidimensional and multidisciplinary perspective; loss and grief as natural experiences that are not often explicitly discussed; overview of topics relating to death, including multicultural attitudes toward death, death practices, theories on loss and bereavement, and grieving throughout the life cycle; hospice and palliative care, suicide, and making meaning of life out of death; development of critical thinking skills by engaging in empirically based discussions.

##### CSED:4176 Child Abuse: Assessment Intervention Advocacy

Preparation for work involving abused children or child abuse issues; appropriate for careers in counseling, education, health sciences, law, psychology, social work, and so forth; interactive approach.

## **PSQF:2115 Introduction to Counseling Psychology**

Historical and philosophical foundations of counseling psychology; theories, application, and work of counseling psychologists.

## **PSQF:3104 Multicultural Counseling and Psychology (if not used to meet the ESHR diverse perspectives requirement)**

Introduction to multicultural competencies and its importance to counseling, psychology, and helping professions; psychological concepts and research pertaining to privilege; racism, race, culture, sexual orientation, social class and classism, and their application in culturally adapted psychotherapy interventions; how these matters and other cultural identities and constructs are handled and used in applied psychology and counseling; focus on intersection of research and practice.

### *Impacts of Trauma on Learners*

#### **PSQF:2700 Intro to Trauma and Resilience**

Introduction to understanding key concepts of trauma-informed systems of care in multiple settings; identification of various types of trauma along with behaviors and responses seen in survivors of trauma; students trace effects of historical trauma of marginalized communities and multiple trauma survivor groups to understand the consequences of trauma and its impact in the culture; resilience and strategies to offset consequences of trauma. Same as SSW:2700

#### **CSED:4173 Trauma Across the Lifespan**

Current theory and practice models related to trauma and crisis intervention; overview of multi-system level definitions of trauma experience (historical, individual, interpersonal, family, organizational, community, global); various approaches to trauma response theory; unique contributions that counselors offer (strength, resiliency, coping); commitments to multicultural and systems factors; macro- to micro-level understanding of trauma.

### *Public Policy*

#### **EPLS:3240 Undergraduate Topics in Education**

**Research Skills for Public Policy:** Being a public policy researcher is like any other profession. There are behaviors, goals, and ways of thinking that are common among researchers. These norms help researchers conduct high-quality research that has an impact on major societal issues. Students who complete this course will develop foundational knowledge and skills for doing public policy research, including ethical behavior, effective communication, and teamwork.

**OR Survey Research and Public Policy:** Surveys can be used to produce knowledge that makes an impact on major societal issues. Surveys used to conduct public policy research must carefully designed, carried out, and evaluated. Understanding how researchers make decisions and what factors they consider will help you evaluate the quality of published survey results. Students who complete this course will develop foundational knowledge and skills for understanding survey research, including questionnaire design and sampling.

### *Human Development*

#### **PSQF:2116 Applied Child and Adolescent Psychology**

Overview of child and adolescent development, psychopathology, and basic-level intervention; foundation for working in applied child and adolescent mental health settings; typical areas of psychological difficulty, including developmental disorders, ADHD, depression, anxiety, substance use; contextual and environmental factors, including abuse, poverty, neglect.

#### **PSQF:4106 Child Development**

Theories and research findings about the physical, social, emotional, and intellectual growth and development of children. Requirements: junior standing.

#### **PSQF:4133 The Adolescent and Young Adult**

Psychological and social aspects of adolescence and young adulthood; emphasis on theory, research, and practical applications.

### *Internship Experiences*

While not a part of the 30 credits that contribute to the ESHR major, we encourage students interested in this concentration area to include several internship and practicum experiences in their coursework as they earn their BA. Please visit with the ESHR advisor about how to find and register for these opportunities that may help to customize your experiential informal learning background.

### **Faculty Liaison**

[Allison Levine](#), Assistant Professor, Rehabilitation Counseling

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