Institutional Information
Antioch University Seattle
Master of Arts in Clinical Mental Health Counseling (CMHC) Program

Basic Course Information
COUN 5600 Trauma, Disaster Response, and Crisis Counseling
3 credits
Term, 2019
Required prerequisites: COUN5004: Essential Topics in Abnormal Psychology; COUN 5060 Communication and Counseling Skills; COUN5150 Psychopathology
(First and last day of the course)
(Meeting times and locations (On Campus, Hybrid (w/ ASYNC & SYNC) and/or Online denoted per date)

Instructor Information
(Instructor’s name)
2400 3rd Avenue, Suite 200, Seattle, WA 98121
(Individual campus phone number or leave blank for adjunct)
(Antioch email address (only - Do not include personal or other email address.))
Office hours/instructor availability:
(ZOOM Drop-in Hours and link)

Course Owner and Course Liaison Information
● Primary Course Owner/Liaison:
  Mary Roberts, MA mroberts3@antioch.edu
● Secondary Course Owner/Liaison:
  Lisa Rudduck, MA lrudduck@antioch.edu
● Course Consultant:
  Maria Gonzalez, PhD mgonzalez3@antioch.edu

Course Description
Apply theory and best practices related to trauma and crisis management, working with individuals and groups recovering from the effects of trauma and crisis, such as natural disasters, violence, terrorism or war. Broaden your understanding to models of crisis intervention, counseling, and resiliency enhancement as well as effective strategies to respond to crises as a counseling leader. Learn the appropriate ethical and legal responses to individual, community, national, and international crises. Prerequisite: COUN5060: Communication and Counseling Skills, COUN5080: The Counseling Profession and Identity.

Program Competencies & Outcomes
By successfully completing the requirements for this course, students will be able to understand and demonstrate competencies in the following areas.
Primary Learning Objectives (PLOs):

By successfully completing the requirements for this course, participants will be able to:

1. Understand the collaborative role of the professional counselor as part of an interdisciplinary disaster and crisis response team, including the helper’s responsibility for self care.
2. Apply principles of social justice, advocacy, and multicultural competence when intervening with trauma-affected individuals and communities.
3. Apply a helping relationship approach in counseling trauma affected individuals and communities using therapeutic skills effectively.
4. Incorporate a developmentally appropriate, culturally sensitive lens to trauma counseling, disaster mental health, and crisis response.
5. Understand and evaluate the role of diagnosis and adaptive responses to trauma-causing events.

Student Learning Objectives (SLOs):

By the end of the course, students are expected to:

1. Develop an enhanced understanding of the nature, etiology, assessment, and treatment of the spectrum of traumatic stress responses, including those reflected in DSM-5 and ICD-10.
2. Demonstrate knowledge of the effects of crises and disasters on individuals, families, communities, and cultures, and apply appropriate prevention and intervention strategies including Psychological First Aid.
3. Describe Professional Counselors' roles as members of an interdisciplinary community outreach and emergency management response team during and following a crisis, disaster, or other trauma causing event.
4. Describe the nature and symptoms of secondary traumatic stress and compassion fatigue and begin to implement appropriate prevention and intervention strategies, including self care.
5. Differentiate between maladaptive and developmentally or culturally appropriate responses to crises, disasters, and other trauma-causing events and evaluate the appropriate use of diagnosis in the treatment process.

Related 2016 CACREP Standards:

2.F.1.b the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
2.F.1.c. counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
2.F.1.l. self-care strategies appropriate to the counselor role
2.F.2.a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
2.F.2.c. multicultural counseling competencies
2.F.2.f. help-seeking behaviors of diverse clients
2.F.5.l. suicide prevention models and strategies
2.F.5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
2.F.7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
2.F.7.d. procedures for identifying trauma and abuse and for reporting abuse
5.C.1.d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders

5.C.2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

5.C.2.f. impact of crisis and trauma on individuals with mental health diagnoses

5.C.2.g. impact of biological and neurological mechanisms on mental health

<table>
<thead>
<tr>
<th>Learning Objectives (CACREP 2016)</th>
<th>Key Performance Indications (KPIs) knowledge (k), skills (s), dispositions (d)</th>
</tr>
</thead>
<tbody>
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Learning Experiences

**Pedagogical Design**: This course is a mix of didactic and experiential learning. Students will learn via
lecture, reading, discussion, demonstration and practice. This course focuses on understanding the intention of utilizing counseling skills and, then, effectively utilizing these skills in practice.

Students in group counseling will be in a laboratory environment which means the class will be a fully interactive class. Much of the class time will be involved with experiential and self-reflective activities.

Because of the experiential learning inherent in this course, the instructor uses an emergent design process, which means that the instructor may change the design of the course depending upon group and class development needs. The instructor will discuss this process with student participants.

Learning Resources

|----------------------------------------------------------------------------------|----------------------------------------|

Additional Recommended Reading
See Sakai and Course Schedule

MA Programs Multicultural References


Course Requirements
1. Adherence to Antioch University Seattle procedures stated in the syllabus and defined in the Antioch University Seattle Catalog: http://www.antiochseattle.edu/registrar/aus-catalog/

2. Submitting ALL course assignments on time—late work is not accepted unless emergency documentation is provided

3. Course Evaluations: Students evaluate all courses during mid-term and at the end of the quarter. The final course evaluation is required for all students in all courses.

Additionally, to earn credit for this course, all students must meet minimum attendance (students should not miss any classes unless emergency documentation is provided; missing more than one class will result in a failing grade for this course), scholarship, and competence standards. These requirements are as follows:

Attendance: Students are expected to attend all scheduled classes. Credits may be denied for failure to attend more than 90% of class sessions (see above). (Antioch Seattle University Catalog). Each participant is expected to be on time for all classes and to attend a minimum of 90% of the classes. Arrival to class more than 15 minutes late will result in a “missed class.”

Active participation in class exercises and discussions. (e.g., to engage in both small and large group interactions in a manner that demonstrates interpersonal effectiveness, openness to group membership and leadership experiences, seeking out and being open to feedback, and showing respect for the entire class as a community of learners).

Complete assigned readings (see CLASS SCHEDULE below).

Complete all assignments by due date (see CLASS SCHEDULE below). Written work should be typed and turned in to students’ drop box link on the Sakai course site. Written work should be submitted as a .docx.

Students are expected to demonstrate graduate level analytical thinking as well as self-reflection and self-critique.

Assignments must be on time. Assessments that do not follow APA writing guidelines will be considered below graduate level work and will place the student in jeopardy of not receiving credit for the course. Instructor may ask students to re-write papers when necessary and students will likely receive an average of the two posted marks.

Course Assignments and Schedule
The schedule of assignments and course content are subject to change at the discretion of the faculty member. Please be available during Week Eleven to accommodate any required changes in schedule (e.g., in response to emergency situations).

1. Reading Assignments. A schedule of readings is listed in the “course outline” and should be completed prior to the listed class date. It is expected that students will integrate their readings into class activities, written submissions, as well as a foundation to their developing theory of counseling and change. Since this course presumes prior understanding to relevant counseling theories, it is expected that students will review prior course materials as needed. Finally, readings will be posted periodically on Sakai (as well as other resource materials) and should be checked frequently for updates.
2. **Self Care Reflection and Handout.** Each student will identify one brief (less than one hour) self care strategy that they have found personally useful and will develop a one page (single side) handout for the class describing how to conduct this self care activity. Handouts will be presented to the class during week 3. Additionally, students will write a brief 2-3 page reflection essay describing the following:

- How do you recognize anxiety and stress in your life (somatic, psychological, emotional, relational cues)?
- What strategies have you found personally effective in managing stress and burnout?
- Other than classmates, what are your sources of strength and support (internal, familial, social, spiritual, community, etc.)?
- Which topics in this course are you most concerned about in terms of stress and/or trauma reactivation?
- Should you feel yourself getting upset or overwhelmed in class, what will you do in the moment to take care of yourself?

5. **Community agency interview.** Select a community agency that works with trauma cases and employs mental health professionals. Conduct an interview (30-45 minutes) with a mental health professional who is trained as a Professional Counselor and licensed as an LMHC or LMHCA in Washington State. Before calling to arrange an appointment, research the organization. Most have websites or annual reports you can review. Include the following questions in your interview, but feel free to ask other questions as time and interest permit. Be very considerate of the interviewee’s time, and thank them!

   (a) How did you choose professional counseling as your profession?
   (b) How do you approach your work with regard to crisis intervention and trauma treatment?
   (c) How do you think your work influences individuals, families, and communities at the local, regional, and/or national or international levels? (Depending on the type of interview you are conducting)
   (d) Please discuss specific considerations (barriers, strengths) when working with diversity (e.g., culture, age, and gender differences)?
   (e) What are your favorite and most challenging aspects of your position as an LMHC or LMHCA?
   (f) How do you manage self-care?

Write a 4-5-page summary of the interview. The paper should discuss information collected in the interviews, your personal responses/reactions, and how this interview may influence your career direction, as well as demonstrate an understanding of the importance of self-care strategies to avoid counselor burnout. Must be in APA format.

**REQUIRED:** Must include a minimum of three peer reviewed, counseling references to support your summary and reflection.

6. **Online Trauma-Focused Training and Reflection Paper** - participants will complete a minimum of 3-5 hour web-based training or trauma focused skills demonstration. After completing the training, write a 3-5 page self-reflection on the training you completed and describe the Mental Health Counselor role as a member of an interdisciplinary response team.

Consider:  
7. **Sakai Discussion Forum.** Students will write weekly on their reactions to the material presented in the book Trauma Stewardship. Discussion Forum entries should reflect 1) The personal internal and contextual reactions to the content of the reading, 2) Reflections on the experience of doing the reading, and 3) Evaluation of and analysis on how the week’s reading might be integrated into the students’ professional work or identity (or both). There will be four 2-part entries over the quarter. See course schedule and Sakai for details.

**Initial Post:** See Sakai for prompts. Must be reflective and evaluative and contribute a new idea to the discussion. Please include course materials and cite appropriately (APA). **300 WORDS MAX.**

**Response Posts:** See Sakai for prompts. Reply to at least two peers using the following guidelines:
- What surprised you about their post?
- Describe your impressions or reactions.
- Pose at least one salient question for the purpose of deepening their thinking or adding a new point of view.

**Final Reflection Post:** See Sakai for details. Reflect on the content of the previous two weeks, and describe your personal “take aways.” **300 WORDS MAX.**

8. **Final academic paper.** Students will write an 8-10 page double-spaced paper on some aspect of trauma counseling, disaster mental health, or crisis intervention of their choosing using a minimum of (5) peer reviewed references in addition to course texts. Three of the (5) peer reviewed references must be culled from Professional Counseling journals.
- Topic must be relevant to population with whom you currently work or plan to work
- Content must connect to student counselor’s own experience, worldview, or theoretical orientation
- Content must address larger social/political/cultural factors
- Must address connection between content and Professional Counselor Identity
- Must address connection between content and foundational tenets of Professional Counseling
- Content must address implications for future Counseling research and practice
- Must address implications for student’s own future practice

**COURSE SCHEDULE**

The schedule assignments and course content are subject to change at the discretion of the faculty member(s).

<table>
<thead>
<tr>
<th>Week No. and Date</th>
<th>Topics &amp; Activities</th>
<th>Required Reading (Before the Class)</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>History of Trauma, Disaster Mental Health &amp; Crisis Intervention</td>
<td>H&amp;V:</td>
<td>NONE</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>H&amp;V:</td>
<td>J &amp; E:</td>
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<tr>
<td>Week 2</td>
<td>Understanding Trauma and Crisis Reactions</td>
<td>3: Disaster’s Impact: Typical Reactions</td>
<td>1: Overview</td>
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<td>2: Safety and Self Care</td>
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<td>Week 3</td>
<td>Crisis Intervention Theory</td>
<td>4: Early Interventions: PFA</td>
<td>3: Ethical and Legal</td>
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<tr>
<td></td>
<td>Crisis Intervention Skills</td>
<td>5: Early Interventions: Other</td>
<td>4: Essential Crisis Intervention Skills</td>
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<td></td>
<td>Acute Stress/Early Intervention</td>
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<td>5: Risk Assessment</td>
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<td>Week 4</td>
<td>Handling Specific Crises</td>
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<td>Week 5</td>
<td>Handling Specific Crises</td>
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<tr>
<td>Mid-Term Evaluation</td>
<td>Handling Specific Crises</td>
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</tbody>
</table>

**Notes:**
- **H&V:** 
  - Early Interventions: PFA
  - Early Interventions: Other
  - Ethical and Legal
- **J & E:**
  - Overview
  - Safety and Self Care
- **LDL:**
  - None
- **Sakai Discussion Forum #1 Initial Post Due:**
  - Self Care Reflection and Handout
- **Sakai Discussion Forum #1 Response Posts and Reflection Post Due:**
  - None
- **Sakai Discussion Forum #2 Initial Post Due:**
  - Online Training and Reflection Due
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>LDL</th>
<th>H&amp;V:</th>
<th>J &amp; E</th>
<th>Sakai Discussion Forum #3 Initial Post Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Prevention and Response</td>
<td>3: What is Trauma Exposure Response? 4: The 16 Warning Signs</td>
<td>TBD</td>
<td>None</td>
<td></td>
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<tr>
<td>7</td>
<td>Continuity of Care, Follow Up Care, Evidence Based Treatments</td>
<td>5: New Ways to Navigate 6: Coming Into the Present Moment</td>
<td>TBD</td>
<td>None</td>
<td></td>
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<tr>
<td>8</td>
<td>Grief and Loss, Military Deployment and Reintegration</td>
<td>7: Following the Five Directions</td>
<td>TBD</td>
<td>None</td>
<td></td>
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<tr>
<td>9</td>
<td>Empathic Connections &amp; The Double-Edge Sword</td>
<td>8: North 9: East</td>
<td>TBD</td>
<td>None</td>
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</tbody>
</table>
Attendance and Participation
This is an experiential class with dyad/triad processing activities that provide opportunities to interact with and learn from your peers. Such activities are significant factors in your educational growth and development. Therefore, students are expected to attend class regularly and participate in class discussions, class activities, and peer practice sessions at the graduate level. Students are expected to demonstrate interpersonal effectiveness, openness to feedback, and respect for the community of learners.

Each student is expected to be on time and attend for all classes. Failure to attend less than 90% of the class meeting time, or 27 clock hours, will result in no credit for the course unless appropriate makeup work is completed. If a student falls below the 90% standard of attendance, it is the student’s responsibility to arrange for appropriate makeup work with the instructor. No makeup work will be permitted and no credit will be granted in those cases where 20% or more of the total class meeting time has been missed.

If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor before the missed class. Furthermore, as stated in Antioch University’s attendance policy, missing more than one class for any reason may result in a No Credit evaluation. It is the policy of the instructor that students who are more than 15 minutes late will receive a loss of attendance for that class period.

Scholarship
Completion of written assignments should be typed, double-spaced, proof read, and reflect graduate competency in both technical and grammatical arenas utilizing APA format. Students should submit papers electronically through Sakai (“Assignments”). All written papers must conform to M.A. Psychology style and writing standards of graduate level scholarship. Failure to adhere to these standards of scholarly writing will result in the automatic return of a paper. No students will be permitted more than one opportunity to re-write a paper that fails to meet M.A. Psychology scholarship standards. No re-written final papers will be accepted beyond the end of the eleventh week of the quarter.

Competency
All students are expected to demonstrate Required Competency in order to receive credit for the course. Students will be evaluated with regard to the quality and professionalism expected of counseling professionals. Prompt attendance, reflective preparation, demonstration of willingness to
learn basic counseling skills, peer collaboration, receive and provide feedback, and synthetic thinking are aspects of professional counselors and expected of students throughout the course. Evaluative feedback will occur both in person and in written throughout the quarter.

**Assessment Criteria for CMHC Students**

CMHC students are assessed in 9 areas across 5 competency levels as defined below. In order to be granted credit for a specific course, students must demonstrate an overall minimum level of competency. In order to successfully move into the internship year, students must demonstrate an overall 50% competency level in all courses/learning assessments to date, and in order to successfully graduate the student must demonstrate an overall competency level in at least 75% of course/learning assessments for their program.

**Definitions of Competency Areas (CMHC)**

To achieve a particular level of competence for the course, students must complete the following:

**Critical Thinking** – shows ability to think abstractly, recognize multiple sides of an issue and generate creative solutions; demonstrates intellectual curiosity, flexibility, and active engagement with new knowledge and skills. Demonstrates willingness to increase self-awareness and effective use of feedback.

**Verbal Communication** – articulates ideas effectively and maintains congruence between verbal and non-verbal behaviors; shows understanding of individual interactions and group dynamics, as well as awareness of own impact on the other individual and the group. Demonstrates the use of culturally sensitive verbal communications and provision of supportive feedback to peers.

**Oral Presentation** – able to present ideas in a well-organized format; open and able to respond to questions.

**Written Communication** – writes clearly. Presents ideas and information in an organized format, demonstrates technical writing skills including appropriate punctuation, spelling, quotation, grammar, and APA style.

**Cultural Awareness and Responsiveness** – understands influence of culture on self and others; holds multicultural awareness, knowledge, and skills sufficient to work effectively with people of diverse cultures and worldviews. Demonstrates culturally sensitive basic counseling skill

**Social Responsibility** – aware of social, political and economic inequalities and their psychological effects; shows willingness to address needs of underserved populations. Be aware of counseling dynamic, including counselor’s privilege, role as a helping profession, and role as a member of the learning group.

**Emotional Maturity** – willing to examine and take responsibility for personal and professional choices; open and non-defensive in receiving and responding to feedback; flexible and willing to change. Ability to provide non-judgmental supportive feedback. Positive attitude to learn basic skills.

**Ethical Conduct** – demonstrates personal integrity, honesty, and responsibility; works toward integration of personal and professional identity

**Interpersonal Skills** – demonstrates empathy, patience, respect, caring, and sense of humor; willing and able to tolerate ambiguity; maintains appropriate boundaries.
Definitions of Competency Levels

“Below Competency” reflects a failure to sufficiently address all of the issues specified in the guidelines as indicated in the syllabus, which includes inadequate completion in terms of the defined criteria. Failure to meet minimum attendance, graduate-level of written work, submission of assignments, and contribute practice lab sessions. A lack of self-awareness, cultural awareness, and harmful use of counseling skills and interactions with peers. Defensive attitude toward feedback.

“Required Competency” indicates beginning sufficiency in meeting the criteria specified in the syllabus with no major difficulties in terms of the defined criteria. Minimum attendance is met, all the assignments are submitted with graduate-level of written work, and participated all the in-class practice lab sessions. Receive and provided feedback effectively, and demonstrate multicultural awareness. Required Competency is achieved through the satisfactory completion of all course assignments and the quality of class participation and professionalism. The expectation is that all work will be submitted on or before the date it is due (unless there is a prior arrangement with the instructor, written work submitted beyond the due date will not be accepted). As a mastery-learning course, assignments will be returned with a P (Pass) or I (Incomplete). Prompt attendance, reflective preparation, peer collaboration, and synthetic thinking are aspects of professional leadership and expected of students throughout the course. Academic dishonesty will be penalized in accordance with AUS policies.

“Intermediate Competency” denotes the student has met the “Required Competency” criteria as well as demonstrated a consistently high level of mastery and scholarship in terms of the defined criteria. Demonstrate insightful reflections, synthetic and critical thinking, and active risk-taking in practicing new skills. Reflection papers including intrapersonal challenges and developments, as well as multicultural awareness and competency. Integrate feedback to professional development in both oral and written presentations.

“Advanced Competency” is reserved for practicum/internship coursework.

Counselor Competency & Fitness

Antioch University is obligated, as a CACREP-equivalent institution, to hold our students to the highest professional, personal, and ethical standards and to respond when those standards are compromised. The 2014 American Counseling Association Code of Ethics, Section F.5.b. states that “students and supervises monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when such impairment is likely to harm a client or others. They notify their faculty and/or supervisors and seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work.”

Section F.8.d. states Addressing Personal Concerns Counselor that “educators may require students to address any personal concerns that have the potential to affect professional competency.” Further, Section F.9.b. states “Counselor educators 1) assist students in securing remedial assistance when needed, 2) seek professional consultation and document their decision to dismiss or refer students for assistance, and 3) ensure that students have recourse in a timely manner to address decisions requiring them to seek assistance or to dismiss them and provide students with due process according to institutional policies and procedures.
In this course, you are expected to be: 1) open, 2) flexible, 3) positive, 4) cooperative, 5) willing to use and accept feedback, 6) aware of impact on others, 7) able to deal with conflict, 8) able to accept personal responsibility, and 9) able to express feelings effectively and appropriately. You will be informed by your instructor if your performance on any of these factors is substandard and will be given specific, written feedback with guidelines for improvement.

Counseling not only demands the highest levels of performance, it also subjects counselors to stresses and challenges that may threaten individuals’ coping abilities. You are encouraged to seek professional assistance and notify your instructor if you feel that your work is being compromised.

- Reading assignments with due dates
- Assignments (papers, projects, exams, presentations) with due dates

Audio- or Video-recording of Classes

- Audio- or Video-recording of Classes
  Your instructor may identify times when recording a class session may have educational or academic value. In these cases, the recordings will be used and shared by your instructor in accordance with the Guidelines for Lecture Capture and Audio/Video Recording. The Guidelines provide information about when it is necessary for faculty to obtain permission to use and/or share class recordings. Students will be asked to provide their verbal consent to have the sessions recorded. Faculty may not share or transfer the recordings to third parties outside the class without students’ written consent. Students who receive copies of recorded classes may use the recordings for their own personal educational purposes only; for the duration of the course. Students may not share or transfer the recordings to third parties outside the class under any circumstances.

Evaluation Procedures

1. **Attendance:** Students are expected to attend all scheduled classes. Credits may be denied for failure to attend classes.

2. **Conduct:** Students are expected to be treated and to treat others with respect. Failure to do so may result in suspension, dismissal, or exclusion from class.

3. **Plagiarism:** Plagiarism is defined as the presentation of an idea or a product as one’s own, when that idea or product is derived from another source and presented without credit to the original source. “Idea or product” includes not only written work but also artworks, images, performances or ideas expressed orally or via any electronic or other medium.

4. **Communication Protocol:** All students must have access to computer technology. AUS maintains computer access in the AUS Library on the third floor and the study center on the second floor.

E-mail accounts and addresses are assigned for all Antioch Seattle students. Students are required to check their e-mail accounts at least weekly and are responsible for being aware of information posted as official announcements and through their programs. To comply with students’ record confidentiality and security requirements, official e-mail communication with Antioch Seattle, including e-mail between students and instructors, should originate from and be conducted within the Antioch University Seattle e-mail system.
5. **Incomplete:** If a student does not satisfactorily complete the assigned work in a course by the end of the term, he or she will be granted No Credit. If a student is unable to complete the work due to extraordinary extending circumstances, he or she should discuss the matter with the instructor and, if approved, the instructor can assign an incomplete (INC) and set a deadline of thirty (30) days for required submission of all remaining assignments. The incomplete will be calculated in the same way as No Credit is when determining the student’s academic standing. Upon satisfactory completion of the INC, it will no longer count against the student’s academic standing. If the work is not completed by the deadline and an assessment has not been submitted, a No Credit (NC) will be assigned, not subject to change. To earn credit for a course deemed No Credit or permanently incomplete, the student must reenroll in and repay for the course. Incomplete contracts are not available to non-matriculated or visiting students.

Upon withdrawal from Antioch, outstanding incomplete courses are converted to NC (No Credit). An NC is permanent and not subject to change. Students must complete all course and degree requirements prior to or on the last day of classes of a term to be eligible to graduate that term.

**University Policies**

- **Antioch University Policies:**

  Antioch University is committed to building a vibrant and inclusive educational environment that promotes learning and the free exchange of ideas. Our academic and learning communities are based upon the expectation that their members uphold the shared goal of academic excellence through honesty, integrity, and pride in one’s own academic efforts and respectful treatment of the academic efforts of others. All students are expected to comply with Antioch University policies, including the Title IX Sexual Harassment and Sexual Violence Policy, Student Academic Integrity Policy, and the Student Conduct Policy. Academic, student, and other university policies are available online: [http://aura.antioch.edu/au_policies/](http://aura.antioch.edu/au_policies/)

  Questions about policies may be directed to Jane Harmon Jacobs, Academic Dean, [jharmonjacobs@antioch.edu](mailto:jharmonjacobs@antioch.edu) or 206.268.4714.

**Reasonable Accommodation for Students with Disabilities**

Antioch University is committed to providing reasonable accommodations to qualified students with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 2008. Students with disabilities may contact the Disability Support Services office to initiate the process and request accommodations that will enable them to have an equal opportunity to benefit from and participate in the institution's programs and services. Students are encouraged to do this as early in the term as possible, since reasonable accommodations are not retroactive. The Disability Support Services office is available to address questions regarding reasonable accommodations at any point in the term.

For more information, please contact Jill Haddaway, Disability Support Services Coordinator: 206-268-4822 or [dss.aus@antioch.edu](mailto:dss.aus@antioch.edu).

**Library Services and Research Support**
The AUS Library is here to serve you throughout your academic career. On our physical shelves, you will find books carefully selected to help you in your academic pursuits. In addition, you will also find journals, masters’ theses, dissertations, and videos/DVDs. The AUS Library provides computers including PCs and Macs, a printer/copier, and scanners available for you to use. You may also bring your laptop and connect to the campus wireless system.

To search the library catalog and beyond, please see the AUS Library web page, http://www.antiochseattle.edu/library. Both the catalog and our extensive research databases may be searched from off campus. Please call the AUS Library at 206-268-4120 if you need information on how to access the databases.

The Library teaches workshops throughout the year that are designed to help you in your research. Students may also make an appointment with the librarian for individual research help. Call or email Beverly Stuart, Library Director, at 206-268-4507 or bstuart@antioch.edu.

**Writing Support at Antioch University**

Much of your learning is writing intensive, and you will write in a variety of genres, from critical reflections to more formal research papers. Writing for an academic audience can also require one to gain new understandings about style and format. All students are encouraged to seek writing support for their courses throughout their career at Antioch. Students at AUS have multiple venues for free writing support:

**Writing Lab (room 323 Library/CTL):** The Writing Lab offers free peer-based writing consultations (schedule directly online at https://antiochctl.mywconline; call 206-268-4416; or email writinglab.aus@antioch.edu) and drop in hours. They also conduct workshops and maintain resources for successful writing at AUS. Writing Lab consultants are graduate students in various programs at AUS and thus have deep understanding of the types of writing done by students here. Check their website for future workshops on topics related to academic writing.

**The Virtual Writing Center (VWC):** The VWC is located at antioch.edu/vwc and allows busy AU students to get quality peer-based feedback of their writing within 48 hours. Live conversations with peer e-tutors may also be arranged by emailing vwc@antioch.edu.

**The Writers’ Exchange (WEX): fee-based writing support**

The Writers’ Exchange (WEX) was developed at Antioch University in direct response to the increase demand of graduate students’ need for specialized editing support that exceeded the free peer-editing available at the Virtual Writing Center. If you’re working on your thesis or dissertation, or just want professional writing support, visit WEX at wex.antioch.edu.

All WEX editors are professionals who have been vetted for their range of editing experience and the breadth of their expertise. Our fees are competitive and further discounted for the entire AU community.
Appendix A
GUIDELINES FOR FEEDBACK
(Modified with Wood, 2017)

Feedback is information that flows between people that has to do with their interaction in the here and now. Effective feedback is information that:

1. Can be heard by the receiver (as evidenced by the fact that s/he does not get hurt, defensive, etc.).
2. Keeps the relationship intact, open, and healthy (though not devoid of conflict and pain).
3. Validated the feedback process in future interaction (rather than avoiding it because “last time it hurt”).

Giving Feedback

<table>
<thead>
<tr>
<th>Effective Feedback</th>
<th>Ineffective Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comes as soon as possible after the behavior.</td>
<td>Is delayed, saved up or dumped.</td>
</tr>
<tr>
<td>Refers to behavior the receiver can do something about.</td>
<td>Refers to behaviors over which the receiver has little or no control. “Your southern accent is very annoying.”</td>
</tr>
<tr>
<td>Direct, objective, from sender to receiver.</td>
<td>Indirect; ricocheted (“Tom, how do you feel when Jim cracks his knuckles in session?)</td>
</tr>
<tr>
<td>Describes the behavior specifically: “I observed your voice is louder when you were telling the client...”</td>
<td>Uses judgmental statements: “You were being rude to the client.”</td>
</tr>
<tr>
<td>Uses “I” messages – the sender takes responsibility for his or her own thoughts, feelings, and reactions. “I think,” “I observed...”</td>
<td>“Ownership” is transferred to “people,” “everybody,” “we,” etc: “Everybody thinks you ask too many closed questions in session.”</td>
</tr>
<tr>
<td>Recognizes that this is a “process,” that an interaction between the sender and receiver can occur at any moment.</td>
<td>No recognition of the need to process the feedback.</td>
</tr>
<tr>
<td>Be sensitive with cultural dynamic between sender and receiver and be curious in addressing your cultural awareness. “I wonder if that was influenced by cultural difference...,” “I am curious how your culture perceive ...”</td>
<td>Ignore cultural dynamic between sender/receiver or counselor/client.</td>
</tr>
</tbody>
</table>
## Receiving Feedback

<table>
<thead>
<tr>
<th>Effectively Receiving Feedback</th>
<th>Ineffectively Receiving Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Open</strong>: listens without frequent interruption or objections.</td>
<td></td>
</tr>
<tr>
<td><strong>Responsive</strong>: willing to hear what’s being said without turning the table.</td>
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<tr>
<td><strong>Accepting</strong>: accepts the feedback, without denial.</td>
<td></td>
</tr>
<tr>
<td><strong>Respectful</strong>: recognized the value of what is being said and the speaker’s right to say it.</td>
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<tr>
<td><strong>Engaged</strong>: interacts appropriately with the speaker, asking for clarification when needed.</td>
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</tr>
<tr>
<td><strong>Active listening</strong>: listens carefully and tries to understand the meaning of the feedback.</td>
<td></td>
</tr>
<tr>
<td><strong>Thoughtful</strong>: tries to understand the personal behavior that has led to the feedback.</td>
<td></td>
</tr>
<tr>
<td><strong>Interested</strong>: is genuinely interested in getting feedback.</td>
<td></td>
</tr>
<tr>
<td><strong>Sincere</strong>: genuinely wants to make personal changes if appropriate.</td>
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<tr>
<td><strong>Appreciate</strong>: willing to consider multiple perspectives.</td>
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</tr>
<tr>
<td><strong>Defensive</strong>: defends personal action, frequently objects to feedback given.</td>
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</tr>
<tr>
<td><strong>Attacking</strong>: verbally attacks the feedback giver and turns the table.</td>
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</tr>
<tr>
<td><strong>Denies</strong>: refutes the accuracy or fairness of the feedback.</td>
<td></td>
</tr>
<tr>
<td><strong>Disrespectful</strong>: devalue the speaker, what the speaker is saying, or the speaker’s right to give feedback.</td>
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</tr>
<tr>
<td><strong>Closed</strong>: ignores the feedback, listening blankly without interest.</td>
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<tr>
<td><strong>Inactive listening</strong>: makes no attempt to “hear” or understand the meaning of the feedback.</td>
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</tr>
<tr>
<td><strong>Rationalization</strong>: finds explanations for the feedback that dissolve any personal responsibility.</td>
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</tr>
<tr>
<td><strong>Patronizing</strong>: listens but shows no real interest.</td>
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<tr>
<td><strong>Superficial</strong>: listens and agrees. But gives the impression that the feedback will have little actual effect.</td>
<td></td>
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<tr>
<td><strong>Dismiss</strong>: ignore or unwilling to consider multiple perspective.</td>
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</tr>
</tbody>
</table>
### Appendix B
Sakai Discussion Forum Rubric

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Below Minimum Competency</th>
<th>Required Competency</th>
<th>Intermediate Competency</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Substantive</td>
<td>Minimally connects to current information &amp; ideas</td>
<td>Adequately adds to current information &amp; Ideas</td>
<td>Supports current ideas and adds new perspective with supporting literature</td>
<td></td>
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<tr>
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</tr>
<tr>
<td>Professionalism</td>
<td>Minimally demonstrates both professionalism and reflexive expression</td>
<td>Adequately demonstrates both professionalism and reflexive expression</td>
<td>Substantively demonstrates both professionalism and reflexive expression, and connects with developing professional identity</td>
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<tr>
<td>Critical Thinking</td>
<td>Does not, or minimally, demonstrates critical evaluation of important concepts</td>
<td>Adequately demonstrates critical evaluation of important concepts; or proposes new ideas</td>
<td>Substantively demonstrates critical evaluation of important concepts and proposes new ideas grounded in course concepts or supporting literature</td>
<td></td>
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<tr>
<td>Formatting</td>
<td>Exceeds 300 words MAX; or lacks courteous and respectful demonstration of emotional maturity and interpersonal skills</td>
<td>Meets 300 word MAX; demonstrates adequate emotional maturity and interpersonal skills</td>
<td>Meets or is under word limit. Demonstrates substantive emotional maturity and interpersonal skills as evidenced by respectful and professional language and ability to hold multiple points of view</td>
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</tbody>
</table>

Overall Competency:
## Appendix C
### Final Academic Paper Rubric

<table>
<thead>
<tr>
<th>Criterion</th>
<th>Below Minimum Competency</th>
<th>Required Competency</th>
<th>Intermediate Competency</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic</strong></td>
<td>Topic is not obviously relevant to population with whom student intends to work, or is interested in working, or is already working with</td>
<td>Topic is somewhat relevant to population with whom student intends to work, or is interested in working with, or is already working with</td>
<td>Topic is relevant to population with whom student intends to work, is interested in working with, or is already working with</td>
<td></td>
</tr>
<tr>
<td><strong>Student experience, worldview, or theoretical orientation</strong></td>
<td>Content minimally addresses these concepts, does not connect or minimally connects them to overall topic</td>
<td>Content adequately addresses these concepts, minimally connects them to overall topic</td>
<td>Content thoroughly addresses these concepts, substantively connects them to overall topic</td>
<td></td>
</tr>
<tr>
<td><strong>Larger social/political/cultural factors</strong></td>
<td>Minimally or does not address the impact of larger social/political/cultural factors on topic, or vice versa</td>
<td>Adequately describes the impact of larger social/political/cultural factors on topic, or vice versa</td>
<td>Thoroughly addresses the impact of larger social/political/cultural factors on topic, or vice versa</td>
<td></td>
</tr>
<tr>
<td><strong>Addresses Professional Identity</strong></td>
<td>Does not or minimally address connection between topic and Professional Counselor Identity</td>
<td>Adequately addresses connection between topic and Professional Counselor Identity in General, and includes student’s own identity development</td>
<td>Thoroughly addresses connection between topic and Professional Counselor Identity in General, and includes student’s own identity development</td>
<td></td>
</tr>
<tr>
<td><strong>Addresses implications for future research and clinical practice, and student’s own practice</strong></td>
<td>Minimally or does not address implications for future research and clinical practice, and student’s own practice</td>
<td>Adequately addresses implications for future research and clinical practice, and student’s own practice</td>
<td>Thoroughly addresses implications for future research and clinical practice, and student’s own practice</td>
<td></td>
</tr>
<tr>
<td><strong>APA/Formatting</strong></td>
<td>Formatting below graduate level quality; some APA errors</td>
<td>Formatting at graduate level quality, few APA errors</td>
<td>Formatting exceeds masters level quality, few if any APA errors</td>
<td></td>
</tr>
<tr>
<td><strong>References</strong></td>
<td>References are &gt;10y0, are not peer reviewed, or 3 of 5 are not from Counseling journals</td>
<td>References are &lt;10y0, are peer reviewed, and 3 of 5 are from Counseling journals</td>
<td>References meet Required Competency criteria AND are highly relevant for the topic</td>
<td></td>
</tr>
</tbody>
</table>

**Overall Competency:**

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