

ANTIOCH UNIVERSITY

SEATTLE

COUN5030: Family of Origin

Institutional Information

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

Basic Course Information

COUN5030: Family of Origin
3 credits (quarter)

(Term, Year)

Required prerequisites: Open only to first-quarter clinical students or by program and instructor permission for students outside of the clinical specializations.

(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:**
Pei-Hsuan Liu, PhD, LPC, LMHC: pliu1@antioch.edu
- **Secondary Course Owner/Liaison:**
Kim McBride, LMHC: kmcbride@antioch.edu
- **Course Consultant:**
Dani Baker, LMFT: dbaker1@antioch.edu

COURSE DESCRIPTION

Introduces family-of-origin systems perspective for understanding and addressing issues of human development in the context of multi-generational family dynamics. Students examine their own development in terms of socio-cultural roots, family history and unresolved family conflicts through experiential, creative exploration and papers. This is the first course in a two-quarter sequence. There is a lab fee for supplies. *Prerequisite: Admission into the program/First- quarter clinical/AT students*

Expanded Course Description

The purpose of this course is to facilitate the development of competencies in understanding family of origin systems theories of human development and differentiation. Particular emphasis will be placed on students examining their personal and professional development in terms their own family history, relationships, and conflicts.

PRIMARY LEARNING OBJECTIVES (PLOs)

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

1. Knowledge relevant to individual, couple, and family counseling
2. Awareness and sensitivity regarding diverse populations

STUDENT LEARNING OBJECTIVES (SLOs)

By the end of the course, students are expected to meaningfully understand and apply:

1. The impact of heritage, attitudes, beliefs on self and others as well as the advocacy process to address the barriers (Section 2: F.1.e, 2.d)
2. Theories regarding individual and family development across the lifespan, learning, normal and abnormal personality, as well as addictive behaviors (Section 2: F.3.a, 3.b, 3.c, 3.d)
3. A systems approach to conceptualizing clients, including understanding systemic, environmental, biological, neurological, and physiological factors as well as crisis and trauma that affect human development, functioning, and behavior (Section 2: F.3.e, 3.f, 3.g, 5.b)
4. Ethical and culturally relevant strategies for promoting resilience and wellness as well as understanding differing abilities and strategies for differentiated interventions (Section 2: F.3.h, 3.i, 3.j)
5. Counselor characteristics, behaviors, power, and privileges that influence the counseling process (Section 2: F.2.e., 5.f, 5.n.)

PROGRAM COMPETENCIES AND OUTCOMES

By successfully completing the requirements for this course, students will be able to understand and demonstrate competencies in the following areas.

<i>Student Learning Objectives</i>	<i>Key Performance Indicators</i>	<i>Direct Evaluative Methods</i>
1. Understand and apply the impact of heritage, attitudes, beliefs on self and others as well as the advocacy process to address the barriers (2016 CACREP Standards Section 2: F.1.e, 2.d)	A) Thorough exploration of the multicultural issues and perspectives in their family of origin. B) Active participation in large group and small group discussions, demonstrating understanding of the impacts of heritages, attitudes, and beliefs in their family of origin.	In-class activity and participation Preparatory Assignments Final family of origin paper
2. Understand theories regarding individual and family development across the lifespan, learning, normal and abnormal personality, as well as addictive behaviors (2016 CACREP Standards Section 2: F.3.a, 3.b, 3.c, 3.d)	A) Thorough discussion of different theories regarding family and individual development (e.g., Bowen theory, other family theories concepts, attachment theory) B) Active participation in large group and small group discussion that demonstrates the understanding of these theories and application in their family of origin.	In-class activity and participation In-class discussion Preparatory Assignments Final family of origin paper
3. Apply the systems approach	A) Thorough exploration and reflection	In-class activity and

to conceptualizing clients, including understanding systemic, environmental, biological, neurological, and physiological factors as well as crisis and trauma that affect human development, functioning, and behavior (2016 CACREP Standard Section 2: F.3.e, 3.f, 3.g, 5.b)	of systemic, environmental, biological, neurological, and physiological factors that apply to their family of origin. B) Active participation and discussion in case studies that demonstrates the understanding of these systemic and personal factors impact people.	participation In-class discussion Preparatory Assignments Final family of origin paper
4. Apply ethical and culturally relevant strategies for promoting resilience and wellness as well as understanding differing abilities and strategies for differentiated interventions (2016 CACREP Standard Section 2: F.3.h, 3.i, 3.j)	A) Active participation in classroom discussions, demonstrating master's level understanding of course readings and materials. B) Thorough exploration and reflection of cultural sensitive strategies for promoting wellness in the final family of origin paper.	In-class discussion Final family of origin paper
5. Understand and reflect on counselor characteristics, behaviors, power, and privileges that influence the counseling process (2016 CACREP Standard Section 2: F.2.e., 5.f, 5.n.)	A) Active participation in the class activities and group discussion, demonstrating the willingness to reflect on counselors' own characteristics and issues. B) Thorough exploration of own issues from family of origin and deep reflection on how these issues will impact counseling process and set up plan to address the issues.	In-class discussion and activities Preparatory Assignments Final family of origin paper

LEARNING EXPERIENCES

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.

COURSE READING

Required Textbooks

1. Gehart, D. R. (2018). Mastering competencies in family therapy: A practical approach to theory and case documentation (3rd ed.). Boston, MA: Cengage Learning.
ISBN 13: 978-1-305-94327-8

2. McGoldrick, & M., Giordano, J., Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy* (3rd ed). New York, NY: Guilford
ISBN: 1593850204
3. Brown, J. (2017). *Growing Yourself Up: How to bring your best to all of life's relationships*
ISBN: 1925335194
4. McGoldrick, M. (1995). *You Can Go Home Again: Reconnecting with Your Family*
ISBN 13: 978-0-393-31650-6
ISBN 10: 0-393-31650-5

Sakai Reading

Reading will be posted on Sakai

MA Programs Multicultural References

Lee, C. C. (Ed.). (2006). *Multicultural issues in counseling: New approaches to diversity* (3rd ed.). Alexandria, VA: American Counseling Association.

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy* (3rd ed.). New York, NY: Guilford Press.

COURSE REQUIREMENTS

- 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/>
- Submitting ALL course assignments on time—**late work is not accepted** unless emergency documentation is provided
- 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 assignment should be typed and reflected APA format (**APA 6th or 7th edition**). Please see the Sakai APA folder for more information about APA style writing and APA sample paper. **All written assignment will be submitted electronically into the assignment folder on Sakai (DO NOT print out the hard copy)**. Students are

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

1. Reading

Read all assigned material *before* the class meeting each week. You will need to demonstrate that you have done the reading in class through group discussion or class activities.

***Assignment Due: Every week**

2. Preparatory Assignments

The purpose of the preparatory assignments are to provide students with an opportunity to apply particular aspects of the FOO theories and to explore how the systemic characteristics of their families can be illuminated by the application of various concepts from these theories. These eight weekly take-home preparatory assignments are:

- (1) Develop a genogram (***Due Week 2**)
- (2) Assess FOO structure and roles (***Due Week 3**)
- (3) Identify childhood influences and frustrations (***Due Week 4**)
- (4-1) Conduct an attachment styles assessment (***Due Week 5**)
- (4-2) Prepare a parental relations reflection (***Due Week 5**)
- (5) Complete the Personal Authority in the Family System (PAFS) assessment (***Due Week 6**)
- (6) Develop an unfinished business outline (***Due Week 7**)
- (7) Prepare a cultural influences reflection. (***Due Week 8**)

The criterion for demonstrating Required Competence is correctly providing the form for all eight of these exercises in a manner that is consistent with the instructor's oral and written instructions for each them. Beyond the correct form, **it is up to each to student to provide whatever level of personal content he or she would like in completing these assignments**. Accordingly, no assessment of personal information will take place in the evaluation of these assignments. They will either be designated as either OK or Needs Further Work (NFW). Exercises receiving NFWs require correction and resubmission due the following week. **You will either submit the assignment on Sakai or hard copies of the preparatory assignments to the instructor in class.**

3. Family of Origin Paper

You will write a total 15-17 pages paper (**APA format, including title and reference page. DO NOT Exceed 17 pages**) to demonstrate your process of examining your FOO, differentiation of Self, and your experiences of growing up in that family system. The paper will be based on your understanding of Bowen's theory, your insights and reflections, as well as other materials and concepts you learn from the class. *This paper is the opportunity to focus on yourself and address your issues so make sure that when you write the paper you focus on reflecting yourself rather than on the flaws and problems of other family members.* In order to help you with this journey, you will submit different sections of the paper throughout this quarter. You will receive feedback for each section throughout the quarter and the final version of your paper is due at the end of **Week 10**.

This paper consists of three sections:

Section 1: (4-5 pages content)

You will discuss the family structure and family relationships in your family of origin.

- **Family Structure:** The section should explain and map the family structure during your childhood and adolescent years. This discussion should be based on your family genogram (which should be attached to the back of the paper) covering this developmental period. Make sure you employ the relevant FOO terminology and concepts in this section.
- **Family Relationships:** This section should examine the relevant roles, cohesion, closeness, and conflict that characterized family relationships during your childhood and adolescent years. These relationship characteristics should also be depicted on the genogram for this developmental period. Make sure you employ the relevant FOO terminology and concepts in this section.

***Section 1 Due: Week 4 (Submit the paper electronically on Sakai)**

Section 2: (5-6 pages content)

You will discuss key life events, emotion climate & attachment, and multi-generational patterns of your family of origin.

- **Key Life Events (1 page):** This section will contain a short chronology and discussion of the important transitions, relationship shifts, losses, and accomplishments students experienced in their childhood and adolescent years. Make sure you employ the relevant FOO terminology and concepts in this section.
- **Emotion Climate & Attachment (2-3 pages):** In this section, you will reflect on how your early experiences in your family of origin shaped how you deal with feeling and emotions and how you relate to others. You will also reflect on your attachment style and how your early experiences shaped your attachment style.
- **Multi-generational Patterns (2-3 pages):** In this section, students should identify and examine salient patterns of multigenerational transmission that have significantly affected their growth and development. Students should reflect McGoldrick et al.'s (2005) material about students' family's ethnicity and should include Bowen's theory about analyzing multigenerational patterns.

***Section 2 Due: Week 7 (Submit the paper electronically on Sakai)**

Sections 3: (5-6 pages content)

You will discuss the unfinished business from your family of origin.

- **Examine and Address Unfinished Business:** In this section, you will examine and address the remaining unfinished business or unresolved conflicts that you still have with significant family members—particularly parents/caregivers. This section should consist the following areas:
 - (1) Description of the specific unresolved relationship issue(s) and how it developed.
 - (2) Discussion of how this issue manifests itself in other family relationships in the form of such phenomena as triangulation, projective identification, role rigidity.
 - (3) Major efforts and progress you have made toward working on the issue(s).
 - (4) Your plan of how you will deal with the remaining unfinished business and issues.
 - (5) Key multigenerational patterns influencing this problem in terms of such factors as family cohesiveness, role replication, destructive entitlement, cross-generational coalitions, invisible loyalties, and intergenerational intimidation. You will demonstrate understanding of how systemic family dynamics have contributed to generating and perpetuating the unfinished business.

***Section 3 Due: Week 10 (Submit the whole paper electronically on Sakai)**

FINAL ASSESSMENT

The final assessment of overall competency for this course will be based on a mastery model of accomplishment; that is, on students being able to demonstrate an increased capacity to understand and apply the learning material as they progress through this course. Hence, as long as students are able to show this progression, they will receive a level of competency attainment for the course that is commensurate with the quality of their final demonstration of learning.

COURSE SCHEDULE

The schedule of assignments and course content are subject to change at the discretion of the faculty member. Please be available during Week 11 to accommodate any required changes in schedule (e.g., in response to emergency situations).

Week	Topics & Reading	Assignment Due
Week 1	<p>Class Topic: Course Orientation & Introduction Course ground rules & Expectations FOO Systems Theory Get to know yourself-The Change Triangle Constructing Genograms Standards of Academic Writing</p> <p><u>Textbook Reading:</u> Gerhart (2018): pp. 3-18 & 45-53</p> <p><u>Sakai Reading:</u> Feiler (2013): The stories that bind us. David (2006): Family Systems Theory & Human Communication</p>	<p>*Read course syllabus *Required textbook and Sakai reading is due every week.</p>
Week 2	<p>Class Topic: Differentiation/Fusion Conflict/Triangulation Boundaries Overfunctioning/Underfunctioning</p> <p><u>Textbook Reading:</u> Gerhart (2018): pp. 263-278 Brown (2017): Chapter 1 & 2 McGoldrick (1995): pp. 34-57</p> <p><u>Sakai Reading:</u> David (2016): What I Know About Growing Up (pp. 12-21) David (2017): Boundary Setting in Family Relationships</p>	<p>Family Genogram Due</p>
Week 3	<p>Class Topic: Family Ties & Binds Family Structure & Roles Multigenerational Analysis</p> <p><u>Textbook Reading:</u> Brown (2017): Chapter 3 & 4 McGoldrick (1995): pp. 58-125 McGoldrick et al. (2005): the chapter of your family ethnicity</p> <p><u>Sakai Reading:</u> TBD</p>	<p>Family Roles Exercise Due</p>

<p>Week 4</p>	<p>Class Topic: Sibling Relationships Birth Order/Sibling Positions Writing Your Family Story Growing a Self</p> <p><u>Textbook Reading:</u> Gerhart (2018): pp. 283-284 Brown (2017): Chapter 5 & 6 McGoldrick (1995): pp. 196-231</p> <p><u>Sakai Reading:</u> David (2016): Telling the Story of Our Growing Up (pp. 5-8)</p>	<p>Childhood Influences Exercise Due</p> <p>Family of Origin Paper Section 1 Due</p>
<p>Week 5</p>	<p>Class Topic: Parental Relationships Exoneration & Forgiveness Attachment FOO Emotion Climate</p> <p>*Mid-term evaluation</p> <p><u>Textbook Reading:</u> Brown (2017): Chapters 7, 8 McGoldrick (1995): pp. 172-195</p> <p><u>Sakai Reading:</u> Hargrave (1984): Forgiveness in Families David (2015): Attachment & Attachment Styles</p>	<p>Attachment Assessment Exercise Due</p> <p>Parental Relations Reflection Due</p>
<p>Week 6</p>	<p>Class Topic: Reconnecting w/Family Getting to know your internal families (Parts Work) Unfinished Business</p> <p><u>Textbook Reading:</u> Brown (2017): Chapters 9, 10, 11 McGoldrick (1995): pp. 232-260</p> <p><u>Sakai Reading:</u> TBD</p>	<p>PAFS Inventory Due</p>
<p>Week 7</p>	<p>Class Topic: Intergenerational Transmission Renegotiation of Boundaries w/Parents Radical Acceptance</p> <p><u>Textbook Reading:</u> Brown (2017): Chapters 12, 13, 14</p>	<p>Family of Origin Paper Section 2 Due</p> <p>Unfinished Business Outline Due</p>

	<p>McGoldrick (1995): pp. 21-35 & pp.276-288</p> <p><u>Sakai Reading:</u> David (2016): Intergenerational Transmission Effects (pp. 9-11) David (2016): Spit in My Soup: Finding Meaning In Loss (pp. 22-26)</p>	
Week 8	<p>Class Topic: Managing the Emotional Self in Relationships Emotional Maturity Cultural Issues</p> <p><u>Textbook Reading:</u> Gerhart (2018): pp. 7-9 Brown (2017): Chapter 15 & 16 McGoldrick (1995): pp. 261-275</p> <p><u>Sakai Reading:</u> TBD</p>	Culture Influence Due
Week 9	<p>Class Topic: Bereavement & Loss Cultural Issues</p> <p><u>Required Reading:</u> Gerhart (2018): pp. 65-67 Brown (2017): Chapter 17 McGoldrick (1995): pp. 126-171</p> <p><u>Sakai Reading:</u> TBD</p>	
Week 10	<p>Differentiation of Self Addressing Unfinished Business Professional Development</p> <p>Final Evaluation</p>	Family of Origin Paper Section 3 (whole paper) Due
Week 11	(Reserve)	

COURSE CREDIT REQUIREMENTS

To obtain credit for this course, all students must meet minimum attendance, scholarship, and competence standards. These requirements are as follows:

Attendance. Each student is expected to be on time and attend 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 minimum standard of attendance (90%), it is the

student's responsibility to arrange for appropriate makeup work with the instructor. No makeup work or credit will be granted in those cases where 80% or more of the class meeting time has been missed.

Scholarship. All written papers must conform to APA writing standards of graduate-level scholarship. Failure to adhere to these standards of scholarly writing will result in the automatic return of a paper. Students will be permitted one opportunity to re-write a paper that fails to meet APA scholarship standards.

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.

Definitions of Competency Levels:

- **“Below Minimum 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.
- **“Required Competency”** indicates that the student has met the “Minimum Competency” criteria as well as demonstrated a high level of personal insight and conceptual rigor in terms of the defined criteria.
- **“Intermediate Competency”** denotes the student has met the “Competency” criteria as well as demonstrated a consistently high level of mastery and scholarship in terms of the defined criteria

CFT/CMHC/CAT COURSE & PROFESSIONAL COMPETENCY ASSESSMENT CRITERIA

COURSE COMPETENCY: In order to be granted credit for a specific course, at a minimum, all CFT, CFT/CAT, CMHC, CMHC/CAT students must demonstrate an overall “Required Competency”.

- **CFT/CFT-CAT STUDENTS:** Additionally, in order to successfully move into the internship year and to graduate, students must demonstrate overall “Intermediate Competency” in 50% of courses within each of the nine competency domains for the CFT program. A comprehensive student review by the faculty occurs early and various points in their progress through the curriculum. If the student falls below competency in any of the courses or if the student fails to achieve intermediate competency in a minimum of 50% of courses within one or more competency domains, a Student Development Plan (SDP) will be implemented, in collaboration with their advisor, to map out specific steps toward academic improvement.
- **CMHC/CMHC-CAT STUDENTS:** Additionally, in order to successfully move into the internship year, students must demonstrate an overall “Intermediate Competency” in at least 50% of “required” courses to date, and in order to successfully graduate the student must demonstrate an overall “Intermediate Competency” in at least 75% of “required” courses. A comprehensive student review by the faculty occurs at early and midpoints in their progress through the curriculum. If the student falls below competency in 50% of “required” courses as they prepare to enter internship, a Student Development Plan (SDP), will be implemented, in collaboration with their advisor, to map out specific steps toward academic improvement.

PROFESSIONAL CORE COMPETENCY: In addition to the competencies specific to each course, CFT/CMHC students are also evaluated on 5 areas of Professional Core Competencies (PCC), with

subsidiary Skill or Knowledge Domains (SKD), to be demonstrated in each course and throughout their graduate counseling or therapy experience with peers, faculty, clients, and colleagues. These Professional Core Competencies are:

- **PCC – Professionalism and SKD – Professional:**
Adheres to the ethical guidelines of AAMFT/ACA. Behaves in a professional manner towards supervisors, instructors, peers, and clients (e.g. emotional regulation). Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others - 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.
- **PCC - Reflective Practice and SKD – Perceptual:**
Demonstrates capacity to engage in self-analysis, flexibility in thinking, sitting with abstract concepts and complexity. Exhibits ability to take responsibility for behavior, choices, and mistakes.
- **PCC - Applied Critical Thinking and SKD - Conceptual/Evaluative:**
Able to recognize multiple sides of an issues, tolerate ambiguity, accept situations which require flexibility in thinking and creative solutions.
- **PCC - Diversity and Social Justice and SKD – Executive:**
Demonstrates awareness, knowledge, and skills of both self and other, in relation to working with individuals, groups and communities from various cultural backgrounds and identities. Works to dismantle systems of marginalization, domination, oppression, and consciously resists engaging in microaggressions. Microaggressions for these purposes are defined as; subtle or overt communications lacking in cultural awareness that humiliate, offend, or invalidate a person verbally or nonverbally, intentionally or unintentionally
- **PCC - Written Communication and SKD – Conceptual/Evaluative:**
Writes clearly, professionally and reflectively; integrates personal and academic material. Presents ideas and information in an organized format. Demonstrates Master’s level technical writing skills and APA style. Does not engage in plagiarism of any type.

Depending on the reasons for failing a course, or not meeting Course or Professional Competency Standards required for CFT/CMHC/CAT Assessments as outlined above, a student might be required to re-take a class, to engage in additional learning in an area assessed at a lower competency level, or in some cases to take a leave of absence to address personal issues, which under certain circumstances might include involving themselves in their own personal counseling.

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 supervisees 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.

EVALUATION PROCESURES

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.
 - a. 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. **Incompletes:** 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.
 - a. 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 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/. Questions about policies may be directed to Jane Harmon Jacobs, Academic Dean, 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.

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

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

Receiving Feedback

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