



Antioch University Seattle  
School of Applied Psychology, Counseling, and Family Therapy

## **COUN-5600 Trauma, Disaster Response and Crisis Counseling**

### **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 (quarter)

**(Term, Year)**

Required prerequisites: COUN5060: Communication and Counseling Skills & COUN5080: The Counseling Profession and Identity

**(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 3<sup>rd</sup> 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](mailto:pliu1@antioch.edu)
- **Secondary Course Owner/Liaison:**  
Mary Roberts, LMHC: [mroberts3@antioch.edu](mailto:mroberts3@antioch.edu)
- **Course Consultant:**  
Colin Ward, PhD, LMHC: [cward@antioch.edu](mailto:cward@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.

### **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.

### **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, the biological and neurological aspects of trauma, assessment, and treatment of the spectrum of traumatic stress responses, including those reflected in DSM-5 and ICD-10. (2016 CACREP Standards: Section 2:F.7.d; Section 5: C.1.d, C.2.d, C.2.f, C.2.g)
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. (2016 CACREP Standards: Section 2: F.5.1, F.5.m, F.7.c; Section 5: C.2.f, C.2.g)
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. (2016 CACREP Standards: Section 2: F.1.b, F.1.c, F.1.i)
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. (2016 CACREP Standards: Section 2: F.1.1; Section 5: C.2.f, C.2.g)
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. (2016 CACREP Standards: Section 2: F.2.a, 2.c, 2.f; Section 5: C.3.e)

#### **2016 CACREP STANDARDS:**

<b>2.F.1.b</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
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2.F.1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
2.F.1.i. 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.i. 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 <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> and the <i>International Classification of Diseases (ICD)</i>
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
5.C.3.e strategies to advocate for persons with mental health issues

<b>Learning Objectives</b>	<b>Key Performance Indications (KPIs)</b>	<b>Direct Evaluative Methods</b>
1. Develop an enhanced understanding of the nature, etiology, biological and neurological aspects of trauma, assessment, and treatment of the spectrum of traumatic stress responses, including those reflected in DSM-5 and ICD-10. (2016 CACREP Standards: Section 2:F.7.d; Section 5: C.1.d, C.2.d, C.2.f, C.2.g)	<p>A) Active participation in classroom discussions, demonstrating master's level understanding of course readings and materials.</p> <p>B) Active participation in case study in class to demonstrate the understanding of trauma-related knowledge and the ability to apply knowledge in clinical work.</p>	<p>Classroom discussion and activities</p> <p>Online Training reflection paper</p> <p>Agency Interview</p> <p>Final trauma paper</p>
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. (2016 CACREP Standards: Section 2: F.5.1, F.5.m, F.7.c; Section 5: C.2.f, C.2.g)	<p>A) Active participation in classroom discussions, demonstrating master's level understanding of course readings and materials.</p> <p>B) Active participation in classroom role-playing that demonstrates the skills and knowledges of trauma-related interventions.</p> <p>C) Thorough research on the effects of trauma and crisis that demonstrated knowledge of how to work with diverse population.</p>	<p>Classroom discussion and activities</p> <p>Classroom experiential activities (e.g., role-playing)</p> <p>Online Training reflection paper</p> <p>Final trauma paper</p>

<p>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. (2016 CACREP Standards: Section 2: F.1.b, F.1.c, F.1.l)</p>	<p>A) Active participation in classroom discussions, demonstrating master's level understanding of course readings and materials.</p> <p>B) Thorough exploration and reflection on the counselors' roles in working with trauma-related issues that demonstrates professional counselor identity.</p>	<p>Classroom discussion and activities</p> <p>Online Forum discussion</p> <p>Agency Interview</p> <p>Final trauma paper</p>
<p>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. (2016 CACREP Standards: Section 2: F.1.l; Section 5: C.2.f, C.2.g)</p>	<p>A) Active participation in classroom discussions, demonstrating master's level understanding of course readings and materials.</p> <p>B) Thorough exploration and reflection on secondary traumatic stress and compassion fatigue that demonstrates the understanding of the impacts on working with trauma survivors as well as the importance of self-care.</p>	<p>Classroom discussion and activities</p> <p>Online Forum discussion</p> <p>Self-care paper</p> <p>Agency Interview</p> <p>Final trauma paper</p>
<p>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. (2016 CACREP Standards: Section 2: F.2.a, 2.c, 2.f; Section 5: C.3.e)</p>	<p>A) Active participation in classroom discussions that demonstrates the understanding of trauma knowledge as well as the diagnosis process.</p> <p>B) Thorough research and exploration on trauma-related topics that demonstrates the understanding and capability of working with trauma survivors.</p>	<p>Classroom discussion and activities</p> <p>Agency Interview</p> <p>Final trauma paper</p>

**COURSE READING**

**Required Textbooks**

1. Dana, D. A. (2018). *The Polyvagal Theory in Therapy: Engaging the Rhythm of Regulation* (Norton Series on Interpersonal Neurobiology). WW Norton & Company.  
ISBN 13: 978-0393712377
  
2. Halpern, J., & Vermeulen, K. (2017). *Disaster mental health interventions: Core principles and practices*. Routledge.  
ISBN 13: 978-1-138-64455-7
  
3. Jackson-Cherry & Erford (2014). *Crisis assessment, intervention, and prevention*. Boston, MA:

Pearson.  
ISBN-13: 978-0132946964

4. Van Dernoot Lipsky, L. (2009). *Trauma stewardship*. San Francisco: Berrett-Kohler.  
ISBN 978-1-57675-944-8
5. American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: Author.  
(AUS Library)
6. Ratts, M.J., Singh, A.A., Nassar-McMillan, S., Butler, S.K., McCullough, J.R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling and Development*, 44, 28-48. DOI: 10.1002/jmcd.12035.  
(Will be posted on Sakai)

### **Recommended Readings**

- Van der Kolk, B. A. (2014). *The body keeps the score: Brain, mind, and body in the healing of trauma*. New York: Viking.
- Siegel, D.J. (2010). *Mindsight: The New Science of Personal Transformation*. New York; Bantam
- Porges, S. (2012). *The Polyvagal Theory: Neurophysiological Foundations of Emotions, Attachment, Communication, and Self-Regulation* (Norton Series on Interpersonal Neurobiology) 1st Edition
- Brown, L. (2008). *Cultural Competence in Trauma Therapy, Beyond the Flashback*. American Psychological Association.
- Herman, J. (2015). *Trauma and recovery*. Philadelphia: Basic Books. ISBN-798-0-465-06171-6.

### **MA Program Multicultural References**

- Lee, C. C. (Ed.). (2006). *Multicultural issues in counseling: New approaches to diversity* (3<sup>rd</sup> ed.). Alexandria, VA: American Counseling Association.
- McGoldrick, M., Giordano, J., & Garcia-Preto, N. (Eds.). (2005). *Ethnicity and family therapy* (3<sup>rd</sup> ed.). New York, NY: Guilford Press.

## **COURSE ASSIGNMENTS**

### **1. Required Reading**

The required reading is listed in the class schedule 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. Reflection Paper for Online Trauma-Informed Care Training (\*Assignment Due: Week 4)**

Students will watch a web-based training on Trauma Informed Care in class. After completing the training, students will write a 3-4 page paper (APA format, including a title page) to reflect on what you have learned from the training, how you would integrate trauma-informed care in the work of mental health counselor. You will also be prepared to share your reflection in class with your peers.

### **3. Trauma Stewardship reflection on Sakai Forum (\*Assignment Due: Week 5 and Week 9)**

Students will post a reflection journal entry on Sakai Forum two times in this quarter to reflect on their learning and reactions to the material presented in the book Trauma Stewardship. Journal entries should reflect the following areas:

- a) The personal internal and contextual reactions to the content of the reading.
- b) Reflections on the experience of doing the reading
- c) Evaluation of and analysis on how you will integrate the reading into your professional identify and your counseling work.

#### **4. Self-Care Strategies Paper (\*Assignment Due: Week 6)**

Students will write a total 5 pages Self-Care strategies paper based on the concept of polyvagal theory. The paper will include one page of “Personal Profile Map,” one page of “Triggers and Glimmers Map,” one page of “Regulating Resources Map,” and 2 pages writing to reflect the following questions:

- a) What do you learn about yourself and your nervous system from the polyvagal theory and the worksheets?
- b) 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?
- c) In this quarter, how did your nervous system react in class? Were there certain topics that you found you went to fight-flight mode or shut-down mode? How did you deal with your nervous system in those moments?

#### **5. Community Agency Interview and Presentation (\*Assignment Due: Week 9 & 10)**

Students will form a group of 2 people and select a community agency that works with clients with history of trauma **or** find a mental health counselor who is trained as a trauma specialist (e.g., counselors who are trained in and practicing EMDR, TF-CBT, or other trauma treatment). You group will conduct an interview (30-45 minutes, all group members need to be at the interview) with a mental health counselor (LMHC or LMHCA) regarding working with clients with history of trauma. Then your group will do a 20-25 minutes group presentation to share with your peers about what you have learned from the agency and the interview. Also try to integrate what you have learned in class in your group presentation if it relates to the interview.

\*Before calling to arrange an appointment, research the organization! Most agencies have websites or annual reports where you can review and get some basic information prior to your interview. Do your homework before your interview!

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!

- What types of trauma informed therapeutic interventions you have been using with your clients?
- Is there any specific trauma treatment that you use when working with clients with history of trauma? How do you see the treatment being helpful to your clients?
- What are some difficulties or challenges you’ve experienced when working with clients with history of trauma?
- From your experience, what are some important aspects that counselors need to know so that they can work with clients with history of trauma more effectively?
- Tell me about your experiences in working with trauma-related issues with clients from diverse population (e.g., culture, age, and gender differences). What have you learned from diverse populations?
- How do you approach your work with regard to crisis intervention and trauma treatment with the population you support?



- How do you manage vicarious trauma and burnout? What aspects of self-care have you found helpful in maintaining life work balance when work with your population?
- What words of advice or wisdom do you have for a new clinician working with clients who are in crisis or have experienced trauma?

### **6. Final Trauma Paper (\*Assignment Due: Week 10)**

Students will write a total 10-12 page final paper (APA format, including a title page and reference) to addresses an aspect of trauma counseling, disaster mental health, or crisis intervention of their choosing using a minimum of five peer reviewed references from counseling journals in addition to course texts. Students will choose a trauma-related issue and a population they are interested in working with in the future (or now currently working with). This paper has two parts:

#### *Part I: Address the trauma-related issue (7-9 pages)*

- Topic must be relevant to population with whom you currently work with or plan to work with
- 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
- Must address the implications for future Counseling research and practice within the context of this population and Trauma Informed Care?

#### *Part II: Create a treatment plan (2 pages)*

Students will create a treatment plan and tool kit that supports their chosen aspect of trauma counseling, disaster mental health, or crisis intervention for the population they are interested in working with. The treatment plan will include:

- Two long term goals
- Two short term goals
- **Rapport Building Intervention (Beginning)** focused on coming along side, witnessing, aligning, assessing, and introducing beginning psycho-education on natural trauma responses and basic self-soothing techniques
- **Affect Self-Regulation Intervention (Middle)** to establish a focus on self-awareness, locating or acknowledging natural trauma responses in the body, addressing self-soothing the nervous system, moving into their window of tolerance, and maintaining Self-Regulation through the use of tools and resources
- **Self-Care Intervention (Termination)** create a client tool kit to support and maintain the client's new skills of acknowledging, locating, and externalizing stress, anxiety, and dysregulation on a daily and weekly basis (small daily self-care interventions/tools and big weekly self-care interventions/supports/resources)

\*\*\*Incorporate Window of Tolerance and Poly-Vagal Theory in Therapy when designing your interventions.





## COURSE SCHEDULE

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

Week/ Date	Topic/Reading	Assignments Due
Week 1	Introduction to class Review syllabus Ground rules and rapport building Wellness activities & Discussion Self-regulation and grounding skills On-line trauma-informed care training  <u><b>Reading:</b></u> Read the syllabus carefully before class.	
Week 2	Elements of Crisis Safety Concerns in Crisis Situations Ethical Concerns Essential Crisis Intervention Skills Counselor Self-Care in Crisis Situations Trauma Informed Care-Online training and discussion  <u><b>Reading:</b></u> Jackson-Cherry & Erford (2014): CH 1, 2, 3, 4, & 14  <u><b>Sakai Reading:</b></u> SAMHSA's concept on Trauma-Informed Care	
Week 3	No class-Martin Luther King Day	
WEEK 4	Polyvagal theory Befriend the nervous system, window of tolerance Understanding Trauma Stewardship Mapping your responses to trauma exposure  <u><b>Reading:</b></u> Dana (2018): CH 1, 2, 3 Van Dermoot Lipsky, L. (2009): Introduction, CH 1, 2, 3, 4	<b>Reflection Paper for Online Trauma-Informed Care Training</b>
WEEK 5	Trauma & Substance use Adverse Childhood Experiences/Childhood trauma Three phases of trauma-informed treatment & Interventions Mapping your nervous system Developmental trauma disorder C-PTSD (ICD-10)  *Mid-quarter evaluation  <u><b>Reading:</b></u> Dana (2018): CH 4, 5, 6	<b>Trauma Stewardship Reflection on Sakai Forum</b>

	Jackson-Cherry & Erford (2014): CH 7, 10	
WEEK 6	<p>Trauma &amp; domestic violence, sexual trauma          Navigating the nervous system (Compassionate connection, Safely Aware and Able to Attend, Creating Safe Surroundings)          Creating change from the inside out          Dissociation (DID)          Attachment style and nervous system</p> <p><b><u>Reading:</u></b>          Dana (2018): CH 7, 8, 9          Jackson-Cherry &amp; Erford (2014): CH 8, 9          Van Dernoot Lipsky, L. (2009): CH 5, 6</p>	<b>Self-Care Strategies Paper</b>
WEEK 7	<p>Disaster Mental Health          Early Interventions; Psychological First Aid &amp; Other actions          Finding your way to trauma stewardship          TF-CBT</p> <p><b><u>Reading:</u></b>          Halpern &amp; Vermeulen (2017): CH 1, 2, 3, 4, 5          Van Dernoot Lipsky, L. (2009): CH 7, 8</p>	
WEEK 8	<p>Shaping the nervous system          Finding your way to trauma stewardship          Trauma and the Internal Family System (IFS) therapy model</p> <p><b><u>Reading:</u></b>          Dana (2018): CH 10, 11, 12          Van Dernoot Lipsky, L. (2009): CH 9, 10</p> <p><b><u>Sakai Reading:</u></b>          Internal Family System therapy folder</p>	
WEEK 9	<p>Vagal Regulation with the Brain          Finding your way to trauma stewardship          Community Agency Interview Presentation          EMDR          Experiential activities (safe place, videos from Peter Levine about container &amp; other activities)</p> <p><b><u>Reading:</u></b>          Dana (2018): CH 13, 14          Van Dernoot Lipsky, L. (2009): CH 11, 12, conclusion          Risky behaviors articles          Addiction and trauma</p>	<p>Community Agency Interview Presentation</p> <p>Trauma Stewardship Reflection on Sakai Forum</p>

WEEK 10	Trauma and Military and First Responders Emergency Preparedness and Response Risk Assessment & Intervention – Suicide and Homicide Community Agency Interview Presentation Suicide and self-harm  <u><b>Reading:</b></u> Jackson-Cherry & Erford (2014): 6, 11, 12, 13	Community Agency Interview Presentation   Final Trauma Paper
WEEK 11	Loss, Grief, Bereavement Getting it all together Discussion of final paper and treatment planning  *End-of-quarter evaluation	

**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:

**Active Participation:**

Dyadic/triadic processing activities that provide opportunities to interact with and learn from peers are significant factors in students’ educational growth and development. Therefore, students are expected to attend class regularly and participate in class discussions, class activities, and presentations at the graduate level (e.g. to engage in both small and large group interactions in a manner that demonstrates interpersonal effectiveness, openness to feedback, and respect for the community of learners).

**Attendance:**

Each student is expected to be on time and attend all classes. **Failure to attend less than 27 clock hours (90% of class time)** per the Higher Learning Commission and the State of Washington, **will result in a no credit for the course, unless you can present a doctor’s note or appropriate documentation.** Please note - coming in late or leaving early counts toward missed class time.

If a student falls below the 90% standard for attendance and can present appropriate documentation to support an additional absence, **it is the student’s responsibility to arrange for appropriate makeup work** with the instructor. No makeup work will be permitted, and no credit granted in those cases where 20% or more (6 clock hours) of the total class time has been missed for any reason.

**Scholarship:**

All written papers must conform to M.A. Psychology/APA 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/APA scholarship standards. No re-written final papers will be accepted beyond the end of the eleventh week of the quarter.

**Reading Assignments:** A schedule of readings is listed in the class schedule and should be completed prior to the listed class date. Students are expected to **demonstrate graduate level** analytical thinking as well as self-reflection and self-critique. It is expected that students will integrate the readings into class activities and written submissions.

**Written Assignments:** Unless otherwise instructed, completion of written assignments should be typed, double-spaced, proofed and reflect graduate competency in both technical and grammatical arenas utilizing APA format. Students are required to submit papers electronically through the Sakai drop-box. Students are expected to demonstrate graduate level analytical thinking as well as self-reflection and self-critique. All assignments are expected to be turned in on time. 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.

### **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.

### **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.

#### **AUDIO-OR VIDEO-RECORDING OF CLASSES**

**Due to the nature of course content/material, Audio-or video-recording of class sessions are not permitted in this course.** This stipulation may not apply for students who have a Letter of Accommodation allowing for recording of class content. In that case, copies of recorded classes may be used solely for that student’s personal educational purposes only and only for the duration of the course. 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 received 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 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. 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.

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/](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](mailto: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](mailto: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](http://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](mailto: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](http://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.

**COURSE INFORMED CONSENT**  
**COUN-5600 Trauma, Disaster Response and Crisis Counseling**  
**Winter 2020**  
**Patty Pei-Hsuan Liu, PhD, LPC, LMHC, NCC**

**OVERALL AGREEMENT:**

I agree to participate in the experiential learning activities and discussion within this course and as a result, agree to mindfully and planfully practice affect regulation skills as explained by the professor and outlined in the current course syllabus for COUN5600: Trauma, Disaster Response & Crisis Counseling.  
\_\_\_\_\_INITIAL

I understand and agree to abide by the responsibilities of counselors and participants as described in the course syllabus and by the ACA Code of Ethics and Standards of Practice. \_\_\_\_\_INITIAL

**EXPERIENTIAL LEARNING:**

I understand that the purpose of the counseling dyads/triads and experiential practice is to enable me to experience and discuss counseling processes, assess and improve my interpersonal counseling skills, and discover effective and appropriate ways to apply skills and techniques in my counseling work. Specifically, this means:

- I understand that my participation in the counseling dyads/triads is to provide prerequisite experience prior to enrollment in the Counseling Practicum. \_\_\_\_\_INITIAL
- I understand that I may be asked to serve as a counselor and a participant in counseling dyad/triad sessions or affect regulation activities. \_\_\_\_\_INITIAL
- I understand the purpose of this course is not to provide or receive psychotherapy.  
\_\_\_\_\_INITIAL
- I understand that I may be challenged to explore my thoughts, feelings, and behavior as a counselor and as a participant, and this may lead to new awareness and insight which may at times cause discomfort. \_\_\_\_\_INITIAL
- I understand that I am never obligated to share anything with the counselor or class that I do not wish to disclose and will use my professional skills to kindly and respectfully decline.  
\_\_\_\_\_INITIAL
- I am aware that I have access to the professor to discuss any issues that concern me or may interfere with my full participation in the counseling dyads/triads. \_\_\_\_\_INITIAL
- I agree to actively practice self-regulation, engage in regular self-care, and to advocate for myself in a kind, respectful, and professional manner while participating in this course.  
\_\_\_\_\_INITIAL

**CONFIDENTIALITY**

I agree to do the utmost to maintain the confidentiality of the counseling dyads/triads. Specifically, this means:

- I will not discuss outside the counseling session/class what transpires within the counseling dyads/triads without the permission of the other participant(s). \_\_\_\_\_INITIAL
- I understand that while confidentiality of the counseling dyads/triads will be strongly encouraged; for safety reasons, it cannot be guaranteed. \_\_\_\_\_INITIAL
- I understand that there are certain situations in which information may be released without my consent, such as situations in which there is clear and imminent danger to myself or another. \_\_\_\_\_INITIAL

**COMPETENCY**

I understand that there may be times that the professor will seek consultation from other professionally competent faculty members or supervisors regarding my counseling skills and performance. Information obtained in this consulting relationship will be discussed for educational and training purposes with the consultant(s) in order to obtain an additional perspective in evaluating my counseling skills and performance. \_\_\_\_\_INITIAL

**I hereby acknowledge that I have read, fully understand, and agree to the conditions described in this form, and freely give my consent to participate.**

**Student's Printed Name** \_\_\_\_\_

**Student's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_