

**P.O. Box 222000 Seattle WA 98122-1090**

**Department of Counseling**

**The College of Education's Conceptual Framework**

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

**The Counseling Program Mission**

To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

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| COURSE INFORMATION  Course and Credits: COUN 5700, 3 Credits Title: Crisis Counseling  Room: Loyola Hall, 203  Day of the week/hours: Tuesdays 5–7:40 pm Term: Spring 2022 | INSTRUCTOR  Instructor:  Email: |

**OFFICE HOURS:**

Mondays and Tuesdays 1:30pm to 3:30pm (in person and via Zoom)

My personal Zoom meeting room ID is: 650 387 8175

Phone: (206) 296-6267

* Email: [sosmanovic@seattleu.edu](mailto:sosmanovic@seattleu.edu) (best way to contact me)

*Emails will be answered within 48 hours business hours. I do not respond to emails on the weekends. I encourage you to do the same for self-care.*

# COURSE MATERIALS

**Required Text:**

Echterling, L. G., Presbury, J. H., & McKee, J. E. (2018). *Crisis Intervention: Building Resilience in Troubled Times.*

Recommended Text:

Cavaiola, A. A., & Colford, J. E. (2017). Crisis intervention: A practical guide. Sage Publications

ISBN 13: 978-1506322384

# CONTENT AREAS

# COURSE DESCRIPTION:

Course Purpose

This course is an introduction to the models and techniques of time-limited counseling, focusing specifically on crisis and trauma intervention. Students learn the principles involved in helping clients toward resolution of their concerns, and practice the micro-skills involved in goal-oriented, efficient brief counseling. Using these skills, they then develop resolution-focused, immediate crisis and trauma intervention strategies. Specific crisis intervention practices include suicide prevention, outreach approaches, and disaster interventions.

Course Rationale

CACREP Standard

Section II: Professional Counseling Identity

E. Current counseling-related research in the curriculum.

# SOCIAL AND CULTURAL DIVERSITY

* 1. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

c. multicultural counseling competencies

1. help-seeking behaviors of diverse clients

# HUMAN GROWTH AND DEVELOPMENT

1. effects of crisis, disasters, and trauma on diverse individuals across the lifespan

# 5. COUNSELING AND HELPING RELATIONSHIPS

1. strategies to promote client understanding of and access to a variety of community-based resources
2. suicide prevention models and strategies
3. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

# 7. ASSESSMENT AND TESTING

1. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
2. procedures for identifying trauma and abuse and for reporting abuse

# SECTION 5: CMHC

2. CONTEXTUAL DIMENSIONS

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

# SECTION 5: SCHOOL COUNSELING

2. CONTEXTUAL DIMENSIONS

e. impact of crisis and trauma on individuals with mental health diagnoses

g. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders

# KNOWLEDGE AND SKILLS OUTCOMES COURSE OBJECTIVES

By the end of the quarter students will:

1. Be acquainted with the basic theories, assumptions, and techniques of the brief resolution counseling method.
2. Put into practice some of the behaviors involved in this approach.
3. Learn to assess individuals in crisis and document a crisis counseling session using role play.
4. Learn to conduct crisis counseling sessions with individuals, couples, families and groups.
5. Be aware of ethical issues impacting the care of clients and students in crisis.
6. Demonstrate knowledge of post-traumatic stress syndrome and other clinical symptoms and diagnosis often associated with crises.
7. Demonstrate knowledge of counseling techniques appropriate to a broad variety of crisis situations.
8. Learn to develop safety plans, policies and procedures for the person in crisis, counselor, and other professionals and bystanders.
9. Work successfully with individuals, families, groups, and communities in crisis.
10. Appreciate counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during local, regional, or national crises, disasters, or other trauma-causing events.

# COURSE INSTRUCTIONAL METHODS

This course employs a range of instructional methods to promote high-quality learning. Methods include the use of (a) cooperative learning; (b) interactive problem solving; (c) collaborative and individual reflection and decision making; (d) analysis of scholarly literature, educational resources, community resources, and multimedia material; (e) small- group and whole-class discussion, and (f) the use of multimedia.

**Graduate Studies:**

Graduate studies differ from undergraduate studies. Graduate students encounter increasingly complex material requiring personal synthesis. The undergraduate school method of memorizing and regurgitating in class discussions or assignments is no longer adequate. Graduate students are required to read more extensively, think more deeply, study more intensely, work smarter, and commit significantly more effort. Graduate students’ written work must not only demonstrate command of expression, grammar, and syntax, but also a growing recognition of patterns and connections, compelling conceptualization of issues, and synthetic analysis and evaluation of presented materials. Graduate students are expected to recognize and welcome multiple viewpoints, tolerate controversy and ambiguity, and detect interrelated layers of meaning. Graduate school is a “community of learners.” To create this community requires dedicated engagement by both instructor and students.

Competent conceptualization, synthesis, analysis, and evaluation are essential for success beyond graduate school. Graduate students are preparing for life as counseling professionals. Future clients/students will depend on you for wise guidance, understanding, expertise, confidence, and reassurance. They will trust you are competent and that you practice your craft well.

As the course instructor, I am responsible for effective teaching methods, appropriate course content, a variety of learning tools, and consistent grading according to the course rubrics and syllabus. However, true understanding and command of the subject is achieved only when students also commit to the course, respond graciously to direction and constructive feedback, and apply the learning tools to their professional development. Students must achieve “ownership” of the course material at a personal, integrated level.

Learning is not just about “getting” a grade, a credential, a pay raise, or maintaining a GPA. As an instructor, my efforts in this course strive to equip graduate students to be professional counselors so they may provide competent service to their future clients. Impoverished efforts unfailingly yield impoverished results.

**Grading Policy:** Grades will be available on the course Canvas site. Assignments will be returned to students typically within two weeks. Students will receive feedback with the expectation they will make the necessary adjustments. A grade of B or better is required to pass a course. Students who earn less than a B will be required repeat the course.

# STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

1. Attendance and Participation (50 points)

This course is organized around the idea of a ‘learning community’, which means that each student’s contributions to our collective learning are as important as their individual projects. These contributions to the whole usually show up as ‘participation’, but they also depend on background research outside of class, careful preparation for class discussions, and *willingness to foster dialogue in your small group discussions*. I evaluate this participation roughly in a range from just showing up, to showing up and contributing something relevant and meaningful to the discussions. Points possible: 5x10=50 points

1. Reading Reflections (45 points)

Part of becoming a counselor is developing personal insight into your own counter-transferences and potential “landmines” that might come up for you during sessions. During crisis counseling assessment and interventions, counselors often have to cope with difficult client issues, such as sexual assault, physical assault, suicidal and homicidal ideation, unexpected death of family members, etc. The purpose of the reading reflections is to assist in the development of your insight into your future professional practice as a counselor and identify areas that are sensitive or potential barriers to working with clients. Your reflections on the readings also offer an opportunity to discuss in class the content of the readings that you found most provocative, challenging, or useful (e.g., what stirred your imagination or challenged your assumptions, or what just surprised you?). Points possible: 5x9=45 points

* + Strong reading reflections should clearly exhibit that you are ‘wrestling’ with the material.
  + Examples of strong reading reflections are posted on Canvas in the Files tab. Please read through these before writing and turning in your first reflection.

*\*These responses are to be turned in on Canvas prior to class time each week (Tuesday 5pm).*

1. Self-Care Reflection (20 points)

Each student will identify one brief (less than one hour) self-care strategy that they have found personally useful in maintaining their wellbeing and will then share this strategy with the rest of the class, including if necessary, a description of the activity so that a classmate could relatively easily duplicate it. There are two parts to this assignment:

1. Students will write a brief 1–2-page reflection essay describing the following (10 points):
   * 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 client issues or general trauma events (i.e., topics brought up by your client in counseling) are you most concerned about in terms of creating stress and/or reactivating trauma?
   * Should you feel yourself getting upset or overwhelmed by a client’s situation,

what will you do to take care of yourself?

1. Write a concise but detailed summary of your self care strategy so that someone else reading about it could fairly easily implement the strategy. Post this summary in the appropriate place in Discussion (5 points).

Students will then choose and engage in one of their classmates self care strategies (something they haven’t done before or at least haven’t done regularly). The purpose of this assignment is to try out something new that could potentially provide a novel way of maintaining or even enhancing your wellbeing (i.e., physical, emotional, psychological, spiritual, and/or social wellbeing).

Write a brief description (approx. 1 page) about your experience with this new self care strategy (5 points). Submit in Assignments.

1. Video Recorded Session (25 points)

You will have an opportunity to practice and demonstrate the crisis/trauma counseling techniques

that you’ve learned in the course.

* + This is intended to be a mock session, so the client should develop a problem-story to be addressed in the session rather than a real issue.
  + You are at liberty to choose anyone as your client. (I caution you against using family and close friends, though not ethically inappropriate considering the issue is fabricated, often this makes the session more awkward and difficult. Acquaintances or classmates you don’t know well would likely make for a better session.)
  + Incorporate multiple techniques covered up to that point in the course into the session.
  + The videotaped session should be approximately 10 minutes in length. Going slightly over or less than this is fine.
  + This is intended to be a mock session, so the client should develop a problem-story to be addressed in the session rather than a real issue.
  + Upload the assignment (link to YouTube) to Canvas on a Word Doc by midnight the day the assignment is due.
  + (The size of the video file is too large to upload directly into Canvas. I suggest publishing the video on YouTube and then copy-pasting the link onto a Word doc and then uploading the Word doc. There are privacy settings on YouTube so that only those authorized can view the video. It is your responsibility to make sure that I’m authorized to view the video.).

For additional help recording into Canvas, see these resources:

* + Guide for recording directly into Canvas via webcam into a Canvas assignment[:http://bit.ly/2p8Lnfe](http://bit.ly/2p8Lnfe)
  + Guide for uploading video file from computer into Canvas assignment[:http://bit.ly/2pIayID](http://bit.ly/2pIayID)
  + Guide for creating media clips (edit out beginning and end of video):<http://bit.ly/2pxhfwt>

1. Self-Assessment of Video Recorded Session (25 points)

You will turn in a self-assessment of your recorded counseling session. The Reflection Assignments Rubric will be used to evaluate your critical thinking and insights on your assessment.

Describe how the session went from your perspective (use the bulleted questions below to format your self-assessment):

* + The thoughts, feelings and physical reactions you experienced during the session, be specific, i.e., I want to see critical awareness of what you experienced.
  + Which technique(s) did you incorporate and which seemed to work the best? Why do you think they worked well?
  + What didn’t work so well? Why do you think it didn’t work?
  + What in hindsight could you have done differently, i.e., what could you have tried that might have worked more effectively? (Be specific).
  + Based on your self-assessment, which specific skills/techniques were areas of strength and which need more work?
  + Include your rated \*Counseling Skills Rubric as an addendum to your written narrative (put it at the end); rate yourself on each of the skills and techniques you attempted (\*rate yourself as honestly and accurately as you can – your score will not impact your grade – but your level of self-understanding and awareness will)
  + Finally, include the minute/second mark for each technique to make it easier for me to review your use of techniques.

# GRADING

1.Attendance/Participation 50 points

2.Reading Reflections 45 points

3.Self-Care Reflection 20 points

4.Video Recorded Session 25 points

5.Self-Assessment o 25 points **Total points: 165**

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| 94 –100% | = | A | 80-82% | = B- | 67-69% | = D+ |
| 90-93% | = | A- | 77-79% | = C+ | 64-66% | = D |
| 87-89% | = | B+ | 73-76% | = C | 60-63% | = D- |
| 83-86% | = | B | 70-72% | = C- | > 60 | = F |

ASSIGNMENT DEADLINES AND EXTENSIONS POLICY:

Any late work will receive automatic point deductions. If an assignment is 24-47 hours late there will be an automatic 50%-point deduction regardless of circumstances. If an assignment is more than 48 hours late no points will be given.

An agreement to receive an Incomplete (I) grade may be negotiated if a student’s circumstances do not allow them to finish the course work on time. Please review the Incomplete Grades Policy: https://www.seattleu.edu/redhawk-service-center/academic-policies/

SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS: The following is a tentative guide to this course. Some variations may occur as a function of (a) our being either slightly behind or slightly ahead of a listed topic for a given date, (b) additional readings to be announced during the course, and (c) the spontaneity of the students and/or instructor to go off on interesting tangents.

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| Date | Topics | Readings and Assignments | CACREP STANDARD | Evaluation Method/Assignments Due |
| Class #1 3/29/22 | Intro to crisis and trauma counseling  The LUV Model |  | 1c, 3g |  |
| Class #2  4/5/22 |  | Crisis Intervention (CI) textbook, Ch 1 | 3g, 5m |  |

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| --- | --- | --- | --- | --- |
| Date | Topics | Readings and Assignments | CACREP STANDARD | Evaluation Method/Assignments Due |
|  | Overview of crisis/trauma counseling models | Self-Care Toolkit (article) |  | Due (4/5/22) by midnight: Self Care Reflection |
| Self-care | Crisis Intervention Model & Psychological First Aid (article) | Due Tuesday (4/5/22)by midnight: Personal Self Care Strategy  Due Tuesday (4/5/22) by 5pm: Reading Reflection |
|  | The Seven-Stage Crisis Intervention Model (article) |  |
|  |  |  |
| Class #3 4/12/22 | Crisis resolution and the change process. | CI 2  The things that MI is not | 3g, 5m | Due Tuesday (4/12/22) Classmate’s Self Care Strategy-Summary |
|  | Motivational interviewing | MI Theory |  | Due Tuesday (4/12/22) by 5pm: Reading Reflection |
| Class #4  4/19/22 | Making meaning and transforming crisis narrative | CI 3 & 4  Intimate Partner Violence (article) | 3g, 5m | Due Tuesday (4/19/22) by 5pm: Reading Reflection |
|  | Making contact and the power of connecting |  |  |  |
|  | Intimate partner violence |  |  |  |
| Class #5 4/26/22 | Managing emotions and creative coping | CI 5 | 3g, 5m | Due Tuesday (4/6/22) by 5pm: Reading Reflection |
|  | Posttraumatic stress | Neurology and Trauma: Impact and Implications (article) |  |  |
| Class #6 |  | CI 6 |  |  |

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| Date | Topics | Readings and Assignments | CACREP STANDARD | Evaluation Method/Assignments Due |
| 5/3/22 | Envisioning possibilities: Creative coping | Post-Traumatic Growth (article) | 3g, 5m | Due Tuesday (5/3/22) by 5pm: Reading Reflection |
|  | Posttraumatic growth |  |  |  |
| Class 7  5/10/22 | Crisis Intervention with Individuals: Working one on one and preventing suicide | CI 7  Suicide Crisis Intervention Model (article) |  | Due Tuesday (5/10/22) by 5pm: Reading Reflection |
| Class #8 5/17/22 | Crisis intervention w/couples & families | CI 8 & 10 | 3g, 5m | Due Tuesday (5/17/22) by 5pm: Reading Reflection |
|  |  | Adverse Childhood Experiences and the Lifelong Consequences of Trauma (article) |  |  |
| Class #9  5/24/22 | Crisis Intervention with Groups | CI 9 | 3g, 5m | Due Tuesday (5/24/22) by 5pm: Reading Reflection |
| Class #10  5/31/22 | Crisis Intervention with Communities and Wrap-Up | CI 10  Check-in groups: A novel structured crisis intervention model |  | Video Recorded Session and Self-Assessment of Counseling Session  Due: 5/31/22 |
| 6/7/22  Finals Week-No Class |  |  |  |  |

# SELF-ASSESSMENT OF COUNSELING SESSION RUBRIC

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| **Criteria** | **Superior** | **Sufficient** | **Minimal** | **Unacceptable** |
| **Depth of Reflection**  **/15** | Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to  date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable. (15) | Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are  supported. Appropriate examples are provided, as applicable. (11- 14) | Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments.  Examples, when applicable, are not provided or are irrelevant to the assignment. (1-10) | Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided. (0) |

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| **Required Components**  **/10** | Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required. (10) | Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required. (6-9) | Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment. (1-5) | Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all. (0) |

COUNSELING SKILLS RUBRIC

N = No opportunity to observe

0 = Does not meet criteria for program level

1 = Meets criteria minimally or inconsistently for program level 2 = Meets criteria consistently at program level

BASIC COUNSELING SKILLS—Listening, Understanding, and Validating (LUV):

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| Non-verbal communication—displaying “presence” with effective use of head, eyes, hands, facial  expression, posture, voice, etc. | N | 0 | 1 | 2 |
| Verbal Feedback—effective minimal encouragers, paraphrases, summaries, and additional words that communicate caring, interest, and undivided attention, maintaining a non-expert stance,  asking open questions. |  |  |  |  |
| Empathy—communicating an ability to see the world from the client’s perspective (to “get it”)  without disputing the client’s narrative. |  |  |  |  |
| Acceptance—communicating regard for the client as a person who possesses dignity and deserves respect. Establishing a safe working relationship. |  |  |  |  |
| Congruence—displaying genuine non-duplicitous behavior, counselor “words and music” seemingly authentically connected, using no “psychobabble” or displays of “one-up” pseudo-  professionalism. |  |  |  |  |

STRUCTURING THE RELATIONSHIP—Moving toward a Contract:

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| Going Beyond Content—bringing the client’s unspoken concerns into the conversation—Using advanced accurate empathic comments (making the implicit meanings explicit), clarifying the counselor’s understanding, offering mild interpretations with a bridge, using “creating  misunderstandings.” | N | 0 | 1 | 2 |
| Working With Narrative—using techniques to begin deconstruction of the client’s rigid concerns— employing scaling, “Carl Rogers with a Twist,” asking hypotheticals or The Miracle Question,  seeking exceptions. |  |  |  |  |
| Using Appreciative Inquiry—using questions to help the client make new meaning about their  strengths and resilience; listening for “blind spots” in the client’s narratives, and using questions to  draw attention to the discrepancy; the use of any type of meaning-making question. |  |  |  |  |
| Managing Emotional Arousal—using silence to increase tension, calling attention to client behaviors in the moment (observational immediacy), using mirroring techniques to match client mood,  adopting a soothing posture if client is too stressed. |  |  |  |  |
| Establishing A Well-Formed Goal—turning the absence of something into a presence of something,  getting an internal focus for the work, eliciting the client’s longings, contracting for something  “doable”, remaining sensitive and flexible to the changing of the goal. |  |  |  |  |

\*ADDITIONAL TECHNIQUES – (name the technique and briefly define):

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**Graduate Writing Expectations:**

All written assignments that do not follow APA writing guidelines will be considered below graduate level work and place the student in jeopardy of not receiving credit for the assignment and for the course. All written work should be edited and proofed before submission and reflect graduate competency in both technical and grammatical arenas.

**Missed Class Policy:**

If a student expects to miss class or to be late to class, please e-mail the course instructor beforehand (or as soon as possible). If available, please review the Zoom recording of the missed class, the class slides, and/or obtain notes from a peer. Students are responsible for any course information even when a class is missed. Attendance points will be deducted for being late to class and for missing class. **Students are not able to recover lost attendance points. Students who miss more than one class will fail the course and be required to repeat it.** **Repeating a course may delay a student’s program of study.**

**Participation Expectations:**

Participation includes engaging with all assigned readings and videos, discussing, integrating ideas & information. Students are expected to be present in every class & be prepared to discuss all materials assigned. Students are expected to demonstrate graduate level analytical thinking as well as self-reflection and self-critique.

**Personal Disclosure Policy:**

Student self-disclosure of a personal nature may be requested in some courses. Seattle University faculty members abide by the ethical codes of the American Counseling Association (ACA), the American School Counselor Association (ASCA), the Association for Counselor Education and Supervision (ACES) and the American Psychological Association (APA) regarding student personal disclosure by allowing students to set limits on the content of their disclosure. Such limits will be respected by faculty and other students.

**Professional Dispositions Expectations:**

The faculty will evaluate students’ readiness to enter the counseling profession through interpersonal interactions with peers, instructors, and others. As such, students need to demonstrate professionalism and the ability to attend to all responsibilities including course work.

Professional dispositions are used to determine a student’s fit for the counseling profession. CACREP defines dispositions as “commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (CACREP, 2015). Students are evaluated along 12 professional dispositions to determine whether their attitudes and behaviors are ethical, professional, and promote multiculturalism and social justice:

1. Self-Expression: Expresses self effectively and appropriately

2. Listening: Listens to others

3. Cooperativeness: Cooperates with others

4. Feedback: Able to receive and integrate feedback

5. Respect: Demonstrates respect for others in a non-judgmental way.

6. Self-awareness: Awareness of own impact on others

7. Conflict: Appropriately handles conflict with others

8. Personal responsibility: Takes personal responsibility

9. Professional: Attitudes and behaviors are professional and aligns with ACA Code of Ethics

10. Motivation: Takes initiative to complete tasks

11. Multiculturalism: Accepting of social and cultural diversity

12. Social Justice: Attitudes and behaviors promote a just world

**Professional Language Expectations:** APA Style 7th Edition

For all assigned papers, independent studies, and graduate projects, students are expected to follow the style presented in the ***7th edition*** of the Publication Manual of the American Psychological Association.

**SU Policies**

**Academic Integrity Tutorial**: accessible both on ANGEL and on SUONLINE in the Student Menu using the following hotlink: Academic Integrity Tutorial which contains the URL:

<https://seattleux.qualtrics.com/jfe/form/SV_bkoQkaqAXsbXqJv>

**Academic Policies:**

All Students are responsible for ensuring they understand, at minimum the following and understanding SU academic policies, posted on the Registrar’s website: <https://www.seattleu.edu/redhawk-service-center/academic-policies/>

This includes, but is not limited to, the following policies:

* Academic Integrity Policy
* Academic Grading Grievance Policy
* Professional Conduct Policy

**Code of Student Conduct:**

<https://www.seattleu.edu/deanofstudents/policies/code-of-student-conduct/>

**Notice on Religious Accommodations Policy:**

It is the policy of SU to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see Policy on Religious Accommodations for Students: <https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.pdf>

**American Counseling Association Ethical Codes (2014)**

**F.7.f. Use of Case Examples**: The use of client, student, or supervisee information for the purposes of case examples in a lecture or classroom setting is permissible only when (a) the client, student, or supervisee has reviewed the material and agreed to its presentation or (b) the information has been sufficiently modified to obscure identity.

**F.8.d. Addressing Personal Concerns:** Counselor educators may require students to address any personal concerns that have the potential to affect professional competency.

**F.9.a. Evaluation of Students:** Counselor educators clearly state to students, prior to and throughout the training program, the levels of competency expected, appraisal methods, and timing of evaluations for both didactic and clinical competencies. Counselor educators provide students with ongoing feedback regarding their performance throughout the training program.

**Counseling Program Resources**

**SU Counseling Program Handbooks & Assessment System:** <https://www.seattleu.edu/education/clinical-counseling/student-resources/>

**SU Academic Resources**

I encourage all students to make the most of this learning opportunity. As this course utilizes a remote learning format, students may find some previously successful strategies in face-to-face and on-campus settings are less suited to this environment. I encourage all students to develop new strategies to become a more flexible learner.

**Support for Remote Learning:**

Remember to review the online tutorial that our Center for Digital Learning and Innovation has created to support a remote learning experience: <https://seattleu.instructure.com/courses/1563070>

**Borrow a Chromebook or Internet Hotspot:**

If students are having difficulty with remote learning because of equipment or internet access the SU Library is currently loaning out Chromebooks and internet hotspots. Students can submit a request by emailing the Library; follow the link under “Technology Lending” at: <https://libguides.seattleu.edu/technology#s-lg-box-23259286>

**Library and Learning Commons:**

<https://www.seattleu.edu/learningcommons/>

**Writing Center:**

<https://www.seattleu.edu/writingcenter/>

**Graduate Writing Center:**

[Writing Center | Seattle University](https://www.seattleu.edu/writingcenter/)

**Learning Assistance Programs (LAP):**

Provides peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual consultation sessions with a learning specialist. Given SU has moved to online classes, LAP will only be offering services remotely. <https://www.seattleu.edu/learning-assistance/>

**Research Services:**

Research help is available to students at any stage in the research process. Students can schedule a virtual consultation with the Research Services Librarians and Student Peer Research Consultants (SPRCs) to get help finding and assessing sources, learn database search skills, and develop research topics. <https://www.seattleu.edu/library/get-research-help/>

**English-Language Learning Center (ELLC):**

Offers free tutoring for all SU students who are non-native speakers of English. Experienced ELLC tutors can help improve English language skills and better understand American culture. They can help with any type of assignment: written essays, online discussions, oral presentations, interview practice, etc. For the schedule or to book a session please visit <https://www.seattleu.edu/ellc/ellc-tutoring/>

**Disability Services:**

SU values diverse types of learners and is committed to ensuring each student is afforded an equal opportunity to participate in learning experiences. For disability and other learning-related needs and accommodations and a student has already arranged services via Disability Services, please communicate with me during the first week of class through email. Should concerns arise at any point in the quarter, please let me know as soon as possible.

If a student has or think they may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with performance as a student in this class, but have not yet arranged support services and/or accommodations, I encourage you to do so through Disability Services staff at DS@seattleu.edu or (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

<https://www.seattleu.edu/disability-services/>

**\*HEALTH AND SAFETY PROTOCOLS**

**SAFE START HEALTH SCREEN**

Each day before coming to campus or class, all of us – students, faculty, and staff – need to complete the Safe Start Health Check screening and should be prepared to show the screening result upon request. We are expected to stay home if we are unable to pass the health screening. If you live on campus in the residence halls and do not pass the health screening, you should stay in your room. In addition to completing the daily health screening, all of us in the SU community – students, faculty, and staff – must continuously monitor for symptoms of illness throughout the day and take appropriate steps to isolate from others if we become symptomatic.

**FACE COVERINGS** We will all wear face coverings consistent with SU’s COVID-19 Face Covering Policy (or as amended).

**CHANGE IN DELIVERY OF INSTRUCTION**

SU reserves the right to change the delivery of instruction for courses without prior notice due to COVID-19 or other events.