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

COURSE INFORMATION
Course and Credits: COUN 5700, 3 Credits
Title: Crisis Counseling
Room: ADMN 206
Day of the week/hours: W 8:30am–11:55am
Term: Summer 2016

INSTRUCTOR
Instructor: Dr. Arie T. Greenleaf
Office: Loyola 217
Office hours: By Appointment
Phone: (206) 296-5493 ~ (319) 541-8987 (c)
Email: greenleaf@seattleu.edu

COURSE MATERIALS
Required Text:

Required Articles:
Additional readings as assigned.

CONTENT AREAS

COURSE DESCRIPTION
Graduate Bulletin Description This course is designed to give students a theoretical and practical background of crisis intervention in school, post-secondary, mental health and addictions treatment settings. Students will learn approaches to suicide prevention, assessment and intervention in addition to evidenced based practices in managing other crisis situations.

Course Purpose
This course is an introduction to the models and techniques of time-limited counseling and crisis 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 intervention strategies.
Specific crisis intervention practices include suicide prevention, outreach approaches, and disaster interventions.

**Course Rationale**

1. **CACREP Standards**

   Section II: Professional Counseling Identity
   E. Current counseling-related research in the curriculum.

   2. **SOCIAL AND CULTURAL DIVERSITY**
      a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
      c. multicultural counseling competencies
      f. help-seeking behaviors of diverse clients

   3. **HUMAN GROWTH AND DEVELOPMENT**
      g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan

   5. **COUNSELING AND HELPING RELATIONSHIPS**
      k. strategies to promote client understanding of and access to a variety of community-based resources
      l. suicide prevention models and strategies
      m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

   7. **ASSESSMENT AND TESTING**
      c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
      d. 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.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

COURSE REQUIREMENTS

A. Assignments and Activities

<table>
<thead>
<tr>
<th>Assignment</th>
<th>CACREP Standard</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>E.2.a,c,f, 3.g, 5.k,l,m, 7.c,d</td>
<td>20</td>
</tr>
<tr>
<td>Reading Reflections</td>
<td>E.2.a,c,f, 3.g, 5.k,l,m, 7.c,d</td>
<td>25</td>
</tr>
<tr>
<td>Online Forum Discussions</td>
<td>E.2.a,c,f, 3.g, 5.k,l,m, 7.c,d</td>
<td>30</td>
</tr>
</tbody>
</table>
### 1. Attendance and Participation (20 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 her or his 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 during class. I evaluate this participation roughly in a range from low (just showing up – 10 pts), medium (showing up and contributing something relevant or meaningful sometimes – 15 pts) to high (showing up and contributing something relevant and meaningful often – most classes – 20 pts). You are expected to attend every class; missing one class will result in the reduction of a full letter (unless the absence is excused ahead of time by the instructor or in the case of an emergency); two or more classes will result in an ‘F’ in the course. If a student will miss more than one class, they are strongly advised to withdraw.

### 2. Reading Reflections (25 points)

Readings are required. You are expected to come to class prepared to discuss the reading for the week. After reading each book chapter and article, you are to:

- **Write one question, comment, or argument (for each chapter and assigned article)** that occur to you during your reading that you would like to have discussed in class. Display thoroughly that you have read and understood the text.
- Your reflections on the readings are intended to offer you 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; what surprised you?)
- Your reflections are also your opportunity to find the answers to questions raised by the readings. That is, if there is something you do not fully understand or are curious about, create a question to be discussed in class. Questions, however, should not be simplistic or easily answered by the readings, e.g., What does the acronym L.U.V. stand for? What is emotional intelligence? These questions are easily answered in the text.
- Your writing will be assessed according to the reading reflection rubric below. 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.
- You will be given 1 extra point if all reading reflections are posted to Canvas on time.
*These responses are to be turned in on Canvas prior to class each week. However, please bring a hard or e-copy with you to class for discussion purposes – these will not be turned in in class.

3. Online Forum Discussions (30 points)

We will have two online classes at the beginning of the term. Your reading reflections for these weeks will serve as the basis for our online discussions. For these classes, you are to:

- Choose one of the questions, comments, or arguments from your reading reflections for that week (the full number of reading reflections should be turned in on Canvas before Wednesday at midnight) and post it to Canvas by Wednesday at Noon.
- You must respond to at least two other posts by Sunday at Midnight.
- The grading rubric for online forum discussions is below.

4. Video Recorded Session – Summative Assignment (20 points)

Putting it all together. You will have an opportunity to practice and demonstrate what you’ve learned in the course about short-duration crisis counseling.

- The video taped session should be approximately 15 minutes in length.
- 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.
- Incorporate the various skills and techniques we’ve discussed throughout the course into the session.
- The counseling skills rubric below will be used to evaluate your proficiency using these skills and techniques.
- Upload your video to Canvas by Sunday at midnight.

5. Self-Assessment of Counseling Session – Summative Assignment (20 points)

Describe in 5+ pages how the session went from your perspective:

- 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.
- What technique(s) seemed to work the best? Why do you think it 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).
- Using the counseling skills rubric (below), 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)
- Based on your self-assessment, which specific skills/techniques were areas of strength and which need more work?
Summer, 2016

- Include your rated rubric with your written narrative; turn in to Canvas together by Sunday at midnight.

**GRADING**

1. Attendance & Participation   20 points
2. Readings Reflections (6)   25 points
3. Online Forum Discussions (3)   45 points
4. Video Recorded Session   20 points
5. Self-Assessment of Counseling   20 points
   130 points

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94 –100%</td>
<td>A</td>
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<tr>
<td>90-93%</td>
<td>A-</td>
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<tr>
<td>87-89%</td>
<td>B+</td>
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<tr>
<td>83-86%</td>
<td>B</td>
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<tr>
<td>80-82%</td>
<td>B-</td>
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<tr>
<td>77-79%</td>
<td>C+</td>
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<td>73-76%</td>
<td>C</td>
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<tr>
<td>70-72%</td>
<td>C-</td>
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<td>67-69%</td>
<td>D+</td>
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<tr>
<td>64-66%</td>
<td>D</td>
</tr>
<tr>
<td>60-63%</td>
<td>D-</td>
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<tr>
<td>&gt; 60</td>
<td>F</td>
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</table>

**LATE ASSIGNMENT POLICY**

Late assignments will be marked down 20% each day they are late. However, reading reflections will not be accepted late - a late reading reflection will be given zero points.

**SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS:** The following is an approximate 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 needs of the students.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings and Assignments</th>
<th>CACREP STANDARD</th>
<th>Evaluation Method/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class #1</td>
<td>Overview of Crisis Counseling/Syllabus</td>
<td></td>
<td>1c, 3g</td>
<td></td>
</tr>
<tr>
<td>Class #2 Online</td>
<td>Overview of Crisis Intervention/ Crisis Models</td>
<td>*Overview of Crisis Intervention *Crisis Intervention Model &amp; Psychological First Aid *The seven-stage</td>
<td>3g, 5m</td>
<td>Reading Reflections. Online Forum Discussion.</td>
</tr>
<tr>
<td>Date</td>
<td>Topics</td>
<td>Readings and Assignments</td>
<td>CACREP STANDARD</td>
<td>Evaluation Method/Assignments Due</td>
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<tr>
<td></td>
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<td>crisis intervention model</td>
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<tr>
<td>Class #3 Online</td>
<td>Narrative-Based Crisis Counseling Model/ Suicide Intervention Model</td>
<td>*Textbook Chs. 1 &amp; 7 *A suicide crisis intervention model with 25 practical strategies for implementation</td>
<td>3g, 5m</td>
<td>Reading Reflections. Online Forum Discussion.</td>
</tr>
<tr>
<td>Class #4</td>
<td>Crisis Resolution: Power of Connecting</td>
<td>*Textbook Chs. 2 &amp; 3</td>
<td>3g, 5m</td>
<td>Reading Reflections. Role Plays/Counseling Techniques: The LUV Triangle, Carl Rogers with a Twist, possibility statements, using “moving on” questions, communicating empathy</td>
</tr>
<tr>
<td>Class #5</td>
<td>Transforming Crisis Narratives: Envisioning Possibilities</td>
<td>*Textbook Chs. 4 &amp; 6</td>
<td>3g, 5m</td>
<td>Reading Reflections. Role Plays/Counseling Techniques: Transforming a crisis narrative into a survival story, creating well-formed goals, asking your client possibility questions, delivering the reframe, dealing with resistance, techniques of deconstruction</td>
</tr>
<tr>
<td>Class #6</td>
<td>Managing Emotional Arousal/ Crisis Intervention: Intimate Partner Violence</td>
<td>*Textbook Ch. 5 *Intimate Partner Violence</td>
<td>3g, 5m</td>
<td>Reading Reflections. Role Plays/Counseling Techniques: Managing emotional arousal, lowering and enhancing</td>
</tr>
<tr>
<td>Date</td>
<td>Topics</td>
<td>Readings and Assignments</td>
<td>CACREP STANDARD</td>
<td>Evaluation Method/Assignments Due</td>
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</tr>
<tr>
<td>Class #7</td>
<td>Crisis Intervention: Grief &amp; Loss/ Crisis Counseling Following Disasters and Terrorism/ Compassion Fatigue</td>
<td>*Grief &amp; Loss *Textbook Ch. 10</td>
<td>3g, 5m</td>
<td>emotions of distress, looking for exceptions of distress, asking “taking-heart” questions</td>
</tr>
</tbody>
</table>

**ONLINE DISCUSSION**

**What is an Online Discussion?**

- An online discussion is similar to an email conversation with some important differences.
- An online discussion can involve a number of participants, such as a group or the entire class.
- All messages stay posted in the discussion area for participants to read and re-read at any time.
- An online discussion can last for a week or longer.

If you are new to online discussions, you will find them as rigorous as any on-campus classroom discussion. The purpose of a discussion is to dialogue as a means of learning. In this course, two classes will be conducted in online discussions.

**Guidelines for Participating in an Online Discussion:**

- Use a person's name when you reply to a message, and add your name at the bottom of your message. It helps us to know is speaking and who is being spoken to.
- Change the subject line when you introduce a new topic. The value of this tip will become apparent as the number of messages grows.
- Reinforce each other's ideas with comments such as "Good Point" or "I agree" or "Thanks for the comments." (These comments won’t add to your grade, but they are nice to hear!)
- Avoid angry or rude comments. The use of objectionable, sexist, or racist language is not acceptable.
- Use emoticons to communicate humor and other forms of self-expression.

### ONLINE FORUM DISCUSSION RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>Beginning (0)</th>
<th>Developing (1)</th>
<th>Accomplished (2)</th>
<th>Exemplary (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Substance</strong>-</td>
<td>Very unclear that relevant information was understood by incorporation into postings. Does not explain relevant course concepts, theories, or materials.</td>
<td>Somewhat unclear that relevant information was understood by incorporation into postings. Explains, but does not apply, relevant course concepts, theories, or materials.</td>
<td>Somewhat clear that relevant information was understood by incorporation into postings. Applies relevant course concepts, theories, or materials correctly, using examples or supporting evidence from required readings.</td>
<td>Very clear that relevant information was understood by incorporation into postings. Applies relevant course concepts, theories, or materials correctly, using examples or supporting evidence from required readings.</td>
</tr>
<tr>
<td><strong>Collaboration</strong>-</td>
<td>No new ideas or insight added to the discussion. No questions asked. Reiterated peer’s thoughts.</td>
<td>Provided one new idea or item to the discussion. No additional insight. Reiterated some of peer’s thoughts.</td>
<td>Provided a few new ideas and information to the discussion. Provided some additional insight. No questions asked.</td>
<td>Added several innovative ideas and information to the discussion. Provided considerable additional insight. Asked relevant questions to classmates.</td>
</tr>
<tr>
<td><strong>Posting timeliness</strong>-</td>
<td>Initial submission more than one day late. Responses to classmates do not meet posting deadline, or are not submitted.</td>
<td>Initial submission one day later than deadline. Responses to classmates do not meet posting deadline.</td>
<td>Initial submission meets posting deadline. Responses to classmates do not meet posting deadline.</td>
<td>Initial submission and responses meet posting deadlines.</td>
</tr>
<tr>
<td><strong>Posting quantity</strong>-</td>
<td>No posts</td>
<td>Original posting only.</td>
<td>Fewer than the minimum number of required postings (original post and at least two replies, unless otherwise defined) OR posts do not meet minimum word requirements.</td>
<td>Minimum number of postings (original post and replies) that follow all word requirements.</td>
</tr>
<tr>
<td><strong>Writing mechanics and format</strong>-</td>
<td>Fewer than 7, but more than 5, spelling, punctuation or grammar errors. Not APA format</td>
<td>Between 2 and 5 spelling, punctuation or grammar errors and/or errors in APA formatting</td>
<td>Fewer than 2 spelling, punctuation or grammar errors and/or errors in APA formatting</td>
<td>No spelling, punctuation or grammar errors and follows APA style formatting</td>
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</tbody>
</table>
*Possible 20 points

**READING REFLECTION RUBRIC**

For Questions, Comments or Arguments regarding the readings:

<table>
<thead>
<tr>
<th>Substance</th>
<th>Beginning (1)</th>
<th>Developing (2)</th>
<th>Accomplished (3)</th>
<th>Exemplary (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very unclear that relevant information from the readings was understood by incorporation into questions/comments/arguments. Does not explain relevant course concepts, theories, or materials.</td>
<td>Somewhat unclear that relevant information from the readings was understood by incorporation into questions/comments/arguments.</td>
<td>Somewhat clear that relevant information from the readings was understood by incorporation into questions/comments/arguments. Applies relevant course concepts, theories correctly but lacks sophistication or critical analysis; uses examples or supporting evidence from required readings.</td>
<td>Very clear that relevant information from the readings was understood by incorporation into questions/comments/arguments. Sophisticated analysis and/or application of course concepts, theories or materials; uses examples or supporting evidence from required readings.</td>
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</tbody>
</table>

*A mean score will be determined from the composite score.
*Example: If two out of three reflections are Exemplary (4 points X 2 = 8) and one is Accomplished (3 points) your composite score is 11 points. A mean will be calculated from the total score: 11 points divided by 3 reflections = 3.66, and rounded to the nearest half = 3.5 (mean scores will be rounded to the nearest half or full point).

**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):**

<table>
<thead>
<tr>
<th>Non-verbal communication—displaying “presence” with effective use of head, eyes, hands, facial expression, posture, voice, etc.</th>
<th>N</th>
<th>0</th>
<th>1</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
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</tr>
<tr>
<td>Empathy—communicating an ability to see the world from the client’s perspective (to “get it”) without disputing the client’s narrative.</td>
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<tr>
<td>Acceptance—communicating regard for the client as a person who possesses dignity and deserves respect. Establishing a safe working relationship.</td>
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</tbody>
</table>
**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:**

<table>
<thead>
<tr>
<th>Using Accurate Empathic Comments</th>
<th>Making the Implicit Meanings Explicit</th>
<th>Clarifying the Counselor’s Understanding</th>
<th>Offering Mild Interpretations</th>
<th>Using “Creating Misunderstandings.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
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</tbody>
</table>

**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.”

**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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<th>2</th>
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</table>

**ASSESSMENT OF SELF-ASSESSMENT OF COUNSELING EXPERIENCE AND SKILLS RUBRIC**

<table>
<thead>
<tr>
<th>Substance</th>
<th>Beginning (7)</th>
<th>Developing (10)</th>
<th>Accomplished (12)</th>
<th>Exemplary (15)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Substance</strong></td>
<td>Very unclear that the student understands what happened in the counseling session; “lost in the dark”; an obtuse level of self-awareness. Writing quality is poor.</td>
<td>Self-assessment lacks critical and accurate understanding in most areas. Personal insight and awareness into personal reactions and experiences with the client are weak. Writing quality is subpar; overall a shortcoming of self-awareness as a counselor.</td>
<td>Self-assessment lacks critical and accurate analysis in some areas, but overall includes clear examples of personal insight and awareness. Writing is adequate, but with some grammatical errors; self-awareness lacks some critical understanding.</td>
<td>Self-assessment reflects a critical and accurate analysis of observed skills and techniques in the session; clear examples of personal insight and awareness, including reflection on strengths and weaknesses, as well as the thoughts and emotions experienced during the session. Overall, a sophisticated-level of writing (no grammatical errors) and self-awareness.</td>
</tr>
</tbody>
</table>
ACADEMIC ASSISTANCE

For additional help in understanding the material for this course or guidance in developing more sophisticated approaches to research, writing and learning, please consider using the various resources provided by the

- **Learning Center**
  Loyola 100, [www.seattleu.edu/SAS/LA](http://www.seattleu.edu/SAS/LA)
  Peer-tutoring, individual learning consultations, or study strategy workshops

- **Writing Center**
  Engineering 307, [www.seattleu.edu/writingcenter/](http://www.seattleu.edu/writingcenter/)
  Peer assistance with any phase of a writing project

- **Math Lab**
  Engineering 300, [www.seattleu.edu/scieng/math/mathlab.asp](http://www.seattleu.edu/scieng/math/mathlab.asp)
  Drop-in help with mathematics homework and test preparation

- **Reference librarians**
  Library 2nd floor, [www.seatleu.edu/lemlib/AboutLibrary/Reference.htm](http://www.seatleu.edu/lemlib/AboutLibrary/Reference.htm)
  Assistance with locating and evaluating information resources

These services are offered at no additional cost to Seattle University students.

NOTICE TO STUDENTS CONCERNING DISABILITIES

If you have, or think you 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 your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

ACADEMIC HONESTY POLICY

The new (Jan 5, 2004) Academic Honesty Policy of the university is available in the Seattle University student handbook which can be found on the web site of the Division of Student Development at the following URL:

[http://www.seattleu.edu/studentdevelopment/](http://www.seattleu.edu/studentdevelopment/)

CODES OF ETHICS

All students, in all counseling courses, are expected to read, understand, and follow the code of ethics of the American Counseling Association:

[www.counseling.org/resources/ethics.htm](http://www.counseling.org/resources/ethics.htm)

School counseling students are also expected to read, understand, and follow the code of ethics of the American School Counselor Association
GRADING GRIEVANCE POLICY

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to grieve a final course grade.

A copy of this grading grievance policy and procedure document can be found at the following URL:

http://www.seattleu.edu/registrar/page.aspx?ID=194

FAIR PROCESS POLICY

The purpose of this policy is to define the appeal policies and processes related to the following decisions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

A copy of the fair process policy can be found using the following URL which directly opens the policy found on one of the web pages of the Registrar’s Office:

https://www.seattleu.edu/registrar/Policies.aspx

When you open the Registrar’s web page containing the list of SU policies, scroll down to the policy hotlink with the name “Fair Process for ASC, EDUC and NURS” and click on that hotlink and it will open and/or download that policy in pdf format to your computer