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### COUN 595.B93: Special Topics - Risks and Resiliency

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**COUN 595 – Risk & Resiliency**  
**University of Montana Department of Counselor Education**  
**Spring 2021 Course Syllabus**

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Office hours: By appointment

**Class Location and Time:** Mondays 9:00 – 11:50a, via Zoom (until further notice)

**Zoom:** [Meeting ID – 966 4000 7829 \(passcode: Resiliency\)](#)

+ Asynchronous class weeks: Jan. 18<sup>th</sup>, Feb. 15<sup>th</sup>, March 8<sup>th</sup>, April 5<sup>th</sup>

**Course Content and Description:**

This course is an introduction to resiliency, trauma, crisis (including suicidality), and grief, which means it's a starting point for developing counselors-in-training. You will be tasked with engaging with synchronous and asynchronous learning activities, as well as various trainings, guest speakers, and other learning modalities. While your skills and knowledge in these arenas increase over the next 15 weeks, you will also be tasked with intentional and on-going self-reflection to increase your self-awareness, as this is a primary component to resiliency and preventing compassion fatigue and secondary traumatic stress as a clinician. You will leave this course with a basic understanding of how to be an effective counselor/therapist to clients experiencing trauma, crisis, and grief, as well as a baseline of understanding to build upon over time through continued professional development.

**Required texts:**

In lieu of a textbook for this course, we will be engaging with various non-fiction texts relevant to the main topics, as well as any additional readings provided by the instructor. Please feel free to access the texts from the UM Library, Missoula County Library, Libby (app), Audible, etc.

**Course Objectives:**

- ✓ Develop understanding of fundamental concepts, theories, strategies, and counseling skills needed to conduct effective trauma, crisis, and grief interventions.
- ✓ Develop an understanding of the background, dynamics, and counseling intervention methodologies needed to effectively help individuals or groups impacted by trauma, crisis, or grief.
- ✓ Develop an understanding of the process of prevention, intervention, and postvention in trauma, crisis, and grief counseling.
- ✓ Empower counselors to progress toward more proactive, preventive and creative initiatives in trauma, crisis, and grief interventions.
- ✓ Increase familiarity with the basic literature on trauma, posttraumatic stress disorder and

- resilience.
- ✓ Explore the impact of trauma from a cognitive, neurobiological/physiological, clinical and ecological perspective.
  - ✓ Develop a basic working knowledge of trauma and its impact in society, as well as the knowledge of basic strategies for treating trauma survivors, as well as its comorbid disorders.
  - ✓ Explore cultural factors that affect trauma, crisis, and grief work, including major controversies in the field.
  - ✓ Examine the most current evidence-based practices in trauma for treating adults, adolescents and children.

**CACREP Standards (2016):**

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
  - 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
  - c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
  - e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
  - k. strategies for personal and professional self-evaluation and implications for practice
    - l. self-care strategies appropriate to the counselor role
2. SOCIAL AND CULTURAL DIVERSITY
  - d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
  - e. the effects of power and privilege for counselors and clients
  - f. help-seeking behaviors of diverse clients
  - g. the impact of spiritual beliefs on clients' and counselors' worldviews
3. HUMAN GROWTH AND DEVELOPMENT
  - e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
  - f. systemic and environmental factors that affect human development, functioning, and behavior
  - g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
  - i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan
5. COUNSELING AND HELPING RELATIONSHIPS
  - j. evidence-based counseling strategies and techniques for prevention and intervention
  - 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

**UM Counseling KPI:**

- 5.g.2.a. Students can describe [school] counselor roles as leaders, advocates, and systems change agents in P-12 schools.

**Course Expectations:***Diversity Statement:*

This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

*Attendance & Participation:*

The syllabus details readings for each week. When students come to class, it is expected that the readings will be finished, and the students will be prepared to engage in meaningful discussion about them. You will receive a participation grade and this will reflect your professionalism including attendance, participation, preparation for class, and professional conduct. Attendance and participation will be worth **50 points** towards your final grade.

- **COVID Considerations: If you are unable to attend class or engage in remote learning activities due to COVID-related impacts, contact your instructor as soon as possible. If we are at some point able to resume in-person classes, all students will be expected to follow CDC guidelines, including maintaining a 6-foot radial distance from others, entering and exiting through identified doors, and wearing a mask covering their nose and mouth at all times; relatedly, eating and drinking in class will be highly discouraged.**

*Assignments:*

Assignments are to be turned in via Moodle on the day the assignment is due, unless otherwise specified. Only in the event of documentable extenuating circumstances are assignments accepted late. With the exception of documentable emergencies, late assignments will be assessed a 2-point deduction per day of lateness up to two weeks, after which late assignments will not be accepted.

*Evaluation:*

In lieu of a quiz or test, evaluation of the students' engagement with the course material will be assessed via the assignments and discussions throughout the course.

*Ethical Conduct:*

In this course, as in every other course in the counseling program, it is expected that all students adhere to the ethical guidelines as outlined by the American Counseling Association's Code of Ethics, which can be found at <http://www.counseling.org/knowledge-center/ethics>. Some of the material discussed in this course is of a sensitive nature. It is expected that students will engage with the material and with each other in this course, while maintaining appropriate boundaries and behaviors. Please discuss with the professor any concerns you have regarding ethical conduct.

*Academic Integrity:*

Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully,

engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system.

### **Students with Disabilities Notice:**

If you are a student with a disability and wish to discuss reasonable accommodations for this course, contact me privately to discuss the specific modifications you wish to request. Please be advised I may request that you provide a letter from Disability Services for Students verifying your right to reasonable modifications. If you have not yet contacted [Disability Services](#), located in Lommasson Center 154, please do so in order to verify your disability and to coordinate your reasonable modifications.

### **Methods of Instruction:**

This is an experiential course. A substantial portion of your grade is based on attendance and participation in a variety of activities. You are expected to be as fully engaged as possible during the experiential portions of the course.

### **Remote and Online Learning Etiquette:**

This class will include a combination of remote learning methods (synchronous, or real time Zoom class meetings, small group work, guest presentations, student presentations, etc.). Below are some simple etiquette guidelines for participating in online video platforms (i.e. Zoom) both as a learner, a participant, and as a facilitator/counselor.

General guidelines:

- Reliable internet connection
- Camera and microphone enabled on computer
- Good front lighting
- Decent background
- Prepared (camera ready, not eating or attending to other tasks)
- Minimize distractions
- Appropriate clothing
- Direct gaze angle -- preferably have webcam at eye level
- Keeping microphone muted when not speaking

Potential issues/distractions:

- Attending to other tasks during class
- Unintended items shown during screen share
- Background noise
- Interruptions (by the other people in your home/setting)
- Eating
- Signs of boredom via utterances or behavior
- Alerts/notifications from technology (diverting eyes to see who is calling)
- Cam or mic on without knowledge

Please remember to open Zoom and troubleshoot prior to class (including webcam and lighting). I will provide a link to the Zoom classroom on Moodle, and specific instructions for how to

access Zoom. I will review these expectations during our first scheduled meeting. One of the most important things is to minimize distractions, attending only to what is happening in the Zoom room. I will pay attention to signs of engagement in this potentially new learning modality, and work with you to make this the best learning environment possible for all students.

**Electronic Device Notice:**

As a matter of courtesy to your classmates and the instructor, please silence cell phones and any other electronic devices that make noise.

- *Laptop Policy* -- You are welcome to use your laptop in class for purposes of taking notes. Please be respectful of your classmates and the instructor, and do not engage in social networking, online chatting, or responding to emails during class.
- *E-mail Policy* -- You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

**Land Acknowledgement:**

This course is taking place on the indigenous lands for the Salish and Kalispel people. (Cited by the University of Montana's Diversity Advisory Council.)



### Assignments:

1. **Self-Awareness Journal (5.G.2.a.)** (20 points x 4 submissions = 80 points possible)

Students will write at least one journal entry a week to intentionally increase self-awareness and reflect on the course content and activities. This journal can be electronic (via Word, GoogleDoc, etc), handwritten, or recorded voice (though voice-to-text is preferred for easy reference). The entries can include reflection on guest speakers, book group readings, or resiliency skill exercises. Students should also attend to their own trauma *histories*/triggers, *current* self-care and self-regulation practices, and *future* professional implications.

In order to respect student privacy, and in consideration that this exercise is more useful when kept confidential, the journal in its entirety will not be submitted for instructor review. As such, the expectation will be that you submit (via Moodle) four portions of your choosing (in length and content) in order to gauge engagement and growth. Due dates for these submissions are on each of the asynchronous class weeks (Week 2: Jan 18<sup>th</sup>, Week 6: Feb. 15<sup>th</sup>, Week 9: March 8<sup>th</sup>, Week 13: April 5<sup>th</sup>).

2. **Book Group Participation** (15 points x 3 book groups = 45 points possible)

Students will participate in three different book groups (trauma, resiliency, grief) based on personal preferences. Each book group will meet three times to discuss and process together. At the end of each book group, every group member will provide anonymous quantitative feedback regarding participation and engagement, resulting in earned points.

3. **Co-Facilitation of Resiliency Skill** (15 points)

Students will be assigned to groups and resiliency skills throughout the course (see class schedule). Each group will prepare and co-facilitate the assigned resiliency skill in the last 20-30 minutes of class. The expectation will be that each group introduce the skill, facilitate the activity, then allow time for debrief.

4. **Use of Picture Books** (30 points) – DUE Week 10 (March 15<sup>th</sup>)

Picture books (see *bibliotherapy* or *mental health literacy*) are an excellent way to engage with clients/students of all ages, whether with the client/student themselves or in consultation with a parent/caregiver/educator/etc. Students will choose a picture book from an instructor-provided list, or gain instructor approval for an unlisted option, then consider logistical considerations of using the book in practice (who, what, where, when, why, how). Students will complete a 1-2 page write-up to be submitted via Moodle, as well as prepare to share logistics and read the book to a small group during class on Week 10.

5. **Resource List** (30 points) – DUE Week 15 (April 19<sup>th</sup>)

This course is an introduction to a vast variety of topics. In order to equip you with resources to meet your future professional needs, each student will create a resource list addressing one specific topic from an instructor-provided list (or gain instructor approval for an unlisted option). The resource list should be 1-2 pages of books, websites, organization, etc. that address the need of their topic to be submitted via Moodle. Students will briefly share their resource lists with the class on Week 15, and the resource lists will be compiled by the instructor and disseminated with students via email.

**Breakdown of points:**

- Attendance and participation: 50 points
  - Self-Awareness Journal: 80 points (20 points x 4 submissions)
  - Book Group Participation: 45 points (15 points x 3 book groups)
  - Co-Facilitation of Resiliency Skill: 15 points
  - Use of Picture Books: 30 points
  - Resource List: 30 points
- = 250 possible points**

A = 93%+	B = 83-86%	C = 73-76%	D = 63-66%
A- = 90-92%	B- = 80-82%	C- = 70-72%	D- = 60-62%
B+ = 87-89%	C+ = 77-79%	D+ = 67-69%	F = Below 60

**Class Schedule:**

<b>Week</b>	<b>In-Class Topics and Activities</b>	<b>Readings &amp; Assignments</b>
<b>Week 1: January 11</b>	<b>Course Introduction:</b> <ul style="list-style-type: none"> <li>◇ Review of syllabus</li> <li>◇ <i>Guest speaker: Julie Ballew, PhD</i></li> </ul>	(none)
<b>Week 2: January 18 ~ async ~</b>	<b>Resiliency:</b> <ul style="list-style-type: none"> <li>◇ TBD activities (via Moodle)</li> <li>◇ Guided resiliency skill exercise (Aligning thoughts and behaviors with Core Values/Code of Honor)</li> </ul> <p><b>*Book Group preferences (via Google Form)</b></p>	*Read synopses of book group options to make informed decisions re: preferences (one per topic)  Self-awareness journal: Entry #1 - Submit via Moodle
<b>Week 3: January 25</b>	<b>Resiliency:</b> <ul style="list-style-type: none"> <li>◇ Guided resiliency skill follow-up</li> <li>◇ Molly lecture</li> </ul> <p><b>Trauma Book Group – prelim mtg.</b></p> <p><b>Resiliency Skill #1: Wet Noodle</b> (Dylan, Maizie, Jessie)</p>	(no readings)  Self-awareness journal: Entry #2
<b>Week 4: February 1</b>	<b>Trauma:</b> <ul style="list-style-type: none"> <li>◇ Emily lecture</li> </ul> <p><b>Trauma Book Group – mtg. #1</b></p> <p><b>Resiliency Skill #2: Peripheral Vision</b> (Tazia, Jenna, Dennis)</p>	Trauma book  Self-awareness journal: Entry #3



<p><b>Week 5: February 8</b></p>	<p><b>Trauma:</b>        ◇ <i>Guest speaker: Maegan Rides-at-the-Door, PhD</i></p> <p><b>Trauma Book Group – mtg. #2</b></p> <p><b>Resiliency Skill #3: Diaphragmatic Breathing</b> (Ben, Gretchen, Shannon)</p>	<p>Trauma book</p> <p>Self-awareness journal: Entry #4</p>
<p><b>Week 6: February 15 ~ async ~</b></p>	<p><b>Trauma:</b>        ◇ TBD activities (via Moodle)        ◇ Guided resiliency skill exercise (Reference Professional Mission Statement)</p> <p><b>Trauma Book Group – mtg. #3 (final)</b></p> <p><b>Resiliency Book Group – prelim mtg.</b></p>	<p>Trauma book</p> <p>Self-awareness journal: Entry #5        - Submit via Moodle</p>
<p><b>Week 7: February 22</b></p>	<p><b>Crisis:</b>        ◇ Guided resiliency skill follow-up        ◇ <i>Guest speaker: TBD</i></p> <p><b>Resiliency Book Group – mtg. #1</b></p> <p><b>Resiliency Skill #4: Pelvic Floor Muscle Relaxation</b> (Hana, Mitchell)</p>	<p>Resiliency book</p> <p>Self-awareness journal: Entry #6</p>
<p><b>Week 8: March 1</b></p>	<p><b>Crisis:</b>        ◇ <i>Guest speaker: TBD</i></p> <p><b>Resiliency Book Group – mtg. #2</b></p> <p><b>Resiliency Skill #5: Personal Optimization</b> (Amanda, Heather, Brittany)</p>	<p>Resiliency book</p> <p>Self-awareness journal: Entry #7</p>
<p><b>Week 9: March 8 ~ async ~</b></p>	<p><b>Crisis/Suicide:</b>        ◇ TBD activities (via Moodle)        ◇ Guided resiliency skill exercise (Reach out to supportive others for accountability to Values and Mission)</p> <p><b>Resiliency Book Group – mtg. #3 (final)</b></p>	<p>Resiliency book</p> <p>Self-awareness journal: Entry #8        - Submit via Moodle</p>

<p><b>Week 10: March 15</b></p>	<p><b>Crisis/Suicide:</b>      ◇ Guided resiliency skill follow-up      ◇ <i>Guest speaker: Karl Rosston</i></p> <p><b>Assignment: Picture Books (share-out)</b></p> <p><b>Grief Book Group – prelim mtg.</b></p> <p><b>Resiliency Skill #6: Use Detoxifying Workplace Attitudes</b>      (Teige, Justine)</p>	<p>Grief book</p> <p>Self-awareness journal: Entry #9</p> <p>Assignment: Picture Books</p> <ul style="list-style-type: none"> <li>- List of options in Moodle</li> <li>- Sign-Up to avoid doubling</li> </ul>
<p><b>Week 11: March 22</b></p>	<p><b>Grief:</b>      ◇ <i>Guest speaker: Adrienne Tauses, LCPC</i></p> <p><b>Grief Book Group – mtg. #1</b></p> <p><b>Resiliency Skill #7: Share STS Narratives with Supportive Others</b>      (Austin, Leah)</p>	<p>Grief book</p> <p>Self-awareness journal: Entry #10</p>
<p><b>Week 12: March 29</b></p>	<p><b>Grief:</b>      ◇ <i>Guest speaker: TBD</i></p> <p><b>Grief Book Group – mtg. #2</b></p> <p><b>Resiliency Skill #8: Engage in Self-Care (physical, spiritual, emotional/psychological, and/or professional)</b>      (Aimee, Nathan)</p>	<p>Grief book</p> <p>Self-awareness journal: Entry #11</p>
<p><b>Week 13: April 5 ~ async ~</b></p>	<p><b>Grief:</b>      ◇ TBD activities (via Moodle)      ◇ Guided resiliency skill exercise (Engage in Self-Care)</p> <p><b>Grief Book Group – mtg. #3 (final)</b></p>	<p>Grief book</p> <p>Self-awareness journal: Entry #12</p> <ul style="list-style-type: none"> <li>- Submit via Moodle</li> </ul>
<p><b>Week 14: April 12</b></p>	<p><b>Resiliency:</b>      ◇ Guided resiliency skill follow-up      ◇ <i>Guest speaker: TBD</i></p> <p><b>Group process activities re: resiliency skills</b></p>	<p>(none)</p> <p>Self-awareness journal: Entry #13</p>
<p><b>Week 15: April 19</b></p>	<p><b>Resiliency:</b>      ◇ TBD</p>	<p>Self-awareness journal: Entry #14</p> <p>Assignment: Resource List</p>

	<p><b>Assignment: Resource List (share-out)</b></p> <p><b>Group process activities re: self-awareness journaling</b></p> <p><b>Course Evaluation</b></p>	<ul style="list-style-type: none"> <li>- List of options in Moodle</li> <li>- Sign-Up to avoid doubling</li> </ul>
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**Attendance and Participation: 50 points**

50-46	Regularly asks questions or makes observations that indicate reflection, knowledge of readings for class, participates actively in small groups in class, attends class regularly (no missed classes and does not leave early or arrive late).
45-41	Occasionally asks questions or makes observations that indicate reflection, some knowledge of readings for class, participates in small groups, misses the equivalent of 1 class (3 hours) with prior arrangement, is never late or leaves early w/out due reason.
40-36	Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class, does not actively participate in small groups, misses no more than the equivalent of 1 class (3 hours) w/o prior arrangement, is occasionally late or leaves early w/out due reason.
Below 36	Does not ask questions or make comments that indicate familiarity with topics for class, does not participate actively in small groups, misses class often, is often late or leaves early w/out due reason.

## Campus Safety and Emergency Procedures

[Campus safety](#) is of the utmost importance at the University of Montana and the Phyllis J. Washington College of Education and Human Sciences. *Emergencies are rare*, but if one should arise during class, everyone will need to work together. Be aware of your surroundings and familiar with some basic safety and security concepts. Emergency procedures will be discussed during the first class of each semester or session. Above all, remember to dial 911 to report all emergencies.

Emergency procedures are posted in every classroom. Should a building evacuation become necessary, know the evacuation route, the location of the nearest fire extinguisher and the location of the nearest area of refuge. (Areas of refuge are located at the elevator doors on the second and third floors.) Please notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency situation.

[UM's emergency notification system](#) notifies the campus community of emergencies by sending subscribers a text or email. Sign up for notifications through Cyberbear.

Please report suspicious activity by calling 911 or (406) 243-4000. [An online form is also available](#). You may elect to remain anonymous when making a report.

[Active shooter preparedness](#) requires that we develop a survival mindset. [UM recommends the "Run, Lock, Fight"](#) response for an [active shooter](#) incident.

### RUN

- Quickly assess your situation.
- Leave your belongings behind.
- Keep your hands visible for law enforcement.

### HIDE

- Hide in an area out of the shooter's view.
- Block entry to your hiding place and lock the doors.
- Silence your cell phone and/or pager.

### FIGHT

- As a last resort and only when your life is in imminent danger.
- Attempt to incapacitate the shooter.
- Act with physical aggression and throw items at the active shooter.

Finally, stay current with campus safety information by following [UM's Police Department](#) on Twitter @UMPublicSafety.

