

Texas A&M University – Kingsville
Department of Educational Leadership and Counseling
EDCG 5364 "Crisis Counseling" (3 Semester Hours)
Online/Hybrid Format
Fall Semester, 2017

(Note: This syllabus is subject to revision by the professor)

Instructor: James Ikonomopoulos Ph.D., LPC-S

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Office Hours: Wednesdays 2:00pm-5:00pm and Fridays 9:00am-12:00pm

Class schedule: ONLINE/HYBRID

Location: Robert D Rhode Hall 105

Class 6:00 pm - 8:50 pm

Thursdays

Catalogue Description: This course will review crisis counseling techniques related to a variety of crisis situations that may occur within families and with individuals in mental health agencies and school settings. Students will learn the foundations of successful crisis intervention to assist in prevention and encourage personal growth and coping following a crisis experience. Issues related to family violence and other issues of trauma will be discussed. Students will participate in lecture and online discussion. For course credit, you *must* attend both online discussions and class.

Rigor Statement: This course is designed to--

- provide content knowledge beyond the undergraduate level,
- make maximum use of modern technology and other available resources,
- emphasize the analysis and synthesis of information and should expand the student's knowledge base and prepare the student for the job market at a more advanced level than those with baccalaureate degree.
- provide knowledge of scholarly writing techniques and of research methodologies appropriate to the discipline, and
- prepare the student for pursuing more advanced degrees.

Required Text:

Jackson-Cherry, L. R. & Erford, B. T. (2013). *Crisis assessment, intervention and prevention (2nd ed.)*. Upper Saddle River, NJ: Pearson Education.

Recommended Text:

Juhnke, G. A., Granello, D. H., & Granello, P. F. (2011). *Suicide, self-injury, and violence in the schools: Assessment, prevention, and intervention strategies*. Hoboken, NJ: Wiley.

Course Requirements and Evaluation

Students will be expected to participate on a weekly basis in the online environment and in person as scheduled. Online participation constitutes “virtual attendance.” Students will be graded on this weekly online participation as well as the following:

1. Online Attendance/Discussion Board for a total of 30% of your final grade. Each student will provide a) a reaction to the topic by attaching a word document and b) a response to at least two other students’ reactions. These reactions will be due by 11:59pm on each Thursday for the week we post. Your responses are due by 11:59pm on each Monday following each of the weeks we post. For example: If I post the discussion board topic on Monday 8/28, you are to post your reaction by Thursday 8/31 and your two student responses by Monday 9/04. Then we repeat as I will post the next discussion board topic on Monday 9/04. The initial reaction and two responses to your classmates will be graded based on the rubric in this syllabus.

2. Reflection Papers (2 total, 5% each (10% total)). Personal reflection papers are an opportunity for you to reflect on your thoughts and emotions about the readings and/or class (e.g., lecture, activities, speakers, etc.) and are an avenue for personal and professional growth. Effective crisis intervention requires that you must know yourself and what personal “issues” that might come up for you. They are not research papers and do not require a trip to the library or academic citations and references. Instead they are about you and your emotional reactions and thoughts as you look inside yourself. These are designed to identify and explore personal attitudes, values, and behaviors that can impede or enhance the counseling experience with your clients. They will be graded on both quality and quantity of self-reflection. Do not just cognitively discuss what we covered in class or what the author states. Papers should be 3-5 pages.

- Papers must be typed in Times New Roman 12 following APA 6th edition. (Please see the APA 6th Edition Guidelines handout I have included.)
- The body of the reflection paper should be 3-5 pages long, double spaced, not including the references or title page. Please cite at least 3 academic references.
- Writing should use formal language and correct spelling and punctuation
- Topics reflected upon may include any information covered in class or in the reading from the beginning until now
- Papers may take 1 or 2 topics and examine them deeply, or more topics examined in less detail
- When writing, please address the following:
 - What differences have you discovered between standard counseling skills and crisis counseling?
 - What new things have you learned about crisis counseling and interventions?
 - How has your learning affected preconceptions or misconceptions you brought with you into class?
 - How does your learning affect your awareness of your counseling skills in relation to crisis counseling?

- Will what you have learned change your professional perspective and practice in the future?

Ultimately writing these papers encourages you to find what is meaningful to you and thus it adds value to your learning. **Do not** simply outline or summarize the material we have covered. I want to know what the material means to you.

3. Midterm and Final Exams (40%):

The exams will be in a multiple choice, and brief essay format. These exams will be given in class during the midterm (20 %) and final (20 %) weeks.

4. Crisis Research Paper and Intervention Planning (20%)

Students will write a research paper utilizing your understanding of crisis work. (e.g., Treatment for Families of Homicide Victims). The body of the paper must be at least 8 pages (excluding title page and references). You should include a minimum of 8 articles from peer-reviewed journals in the paper. This paper must be typed, with 1 inch margins, and in APA format.

The paper must include the following sections denoted by APA headings:

- I. Title page
- II. Abstract (learning objectives)
- III. Introduction to special topic and population/intervention need
- IV. Brief literature review about previous research
- V. Connection between need and interventions (applying theory into practice, responding to the needs identified)
- VI. Implications for counselors
- VII. Implications for further research
- VIII. conclusion
- IX. references

Keep in mind the following as you write your paper (1) Discuss potential issues that the person might need to address if referred for counseling – and why. (2) Discuss a person’s attempt at coping with the crisis (whether effective or not), (3) Discuss an intervention model, (4) Identify potential resources needed.

Alignment of Program Learning Objectives to National and State Standards

*The table below should include alignment to standards relevant to the program.

2016 CACREP Standards

<p>Expected Student Learning Outcomes for this Course <i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her</i></p>	<p>SLO</p>	<p>Learning activities that facilitate development of knowledge, skills, and/or practices of this content:</p>	<p>SLO Assessment Point <i>By Rubric or Exam Score</i></p>
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<p><i>participation in key learning activities in this course.</i></p> <p>Content covered includes:</p>			
<p>2.F.1.b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with other human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation</p>	S	<p>Readings, Lecture, Class Discussions, Discussion Board Reactions and Responses, Midterm Exam Review, Final Exam Review, Crisis Research Paper Review, Reflection Papers</p>	<p>Discussion Board Reactions and Responses, Midterm Exam</p>
<p>2.F.1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</p>	S	<p>Readings, Lecture, Class Discussions, Discussion Board Reactions and Responses, Midterm Exam Review, Final Exam Review, Crisis Research Paper Review, Reflection Papers</p>	<p>Discussion Board Reactions and Responses, Midterm Exam</p>
<p>2.F.3.g. effects of crises, disasters, and trauma on diverse individuals across the lifespan</p>	S	<p>Readings, Lecture, Class Discussions, Discussion Board Reactions and Responses, Midterm Exam Review, Final Exam Review, Crisis Research Paper Review, Reflection Papers</p>	<p>Crisis Research Paper</p>
<p>2.F.5.c. theories, models, and strategies for understanding and practicing consultation</p>	S	<p>Readings, Lecture, Class Discussions, Discussion Board Reactions and Responses, Midterm Exam Review, Final Exam Review, Crisis Research Paper Review, Reflection Papers</p>	<p>Midterm Exam, Final Exam, Crisis Research Paper</p>
<p>2.F.5.k. strategies to promote client understanding of and access to a variety of community-based resources</p>	S	<p>Readings, Lecture, Class Discussions, Discussion Board Reactions and Responses, Midterm Exam Review, Final Exam Review, Crisis Research Paper Review, Reflection Papers</p>	<p>Discussion Board Reactions and Responses, Midterm Exam, Final Exam, Reflection Papers</p>
<p>2.F.5.l. suicide prevention models and strategies</p>	S	<p>Readings, Lecture, Class Discussions, Discussion Board Reactions and Responses, Midterm Exam Review, Final Exam Review, Crisis Research Paper Review, Reflection</p>	<p>Midterm Exam, Final Exam, Crisis Research Paper</p>

		Papers	
2.F.5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.	S	Readings, Lecture, Class Discussions, Discussion Board Reactions and Responses, Midterm Exam Review, Final Exam Review, Crisis Research Paper Review, Reflection Papers	Discussion Board Reactions, Midterm Exam, Final Exam, Crisis Research Paper
2.F.7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm or suicide	S	Readings, Lecture, Class Discussions, Discussion Board Reactions and Responses, Midterm Exam Review, Final Exam Review, Crisis Research Paper Review, Reflection Papers	Discussion Board Reactions, Midterm Exam, Final Exam, Crisis Research Paper
2.F.8.c. needs assessments	S	Readings, Lecture, Class Discussions, Discussion Board Reactions and Responses, Midterm Exam Review, Final Exam Review, Crisis Research Paper Review, Reflection Papers	Discussion Board Reactions, Midterm Exam, Final Exam, Crisis Research Paper
2.F.8.d. development of outcome measures for counseling programs	S	Readings, Lecture, Class Discussions, Discussion Board Reactions and Responses, Midterm Exam Review, Final Exam Review, Crisis Research Paper Review, Reflection Papers	Discussion Board Reactions, Midterm Exam, Final Exam, Crisis Research Paper
2.F.8.e. evaluation of counseling interventions and programs	S	Readings, Lecture, Class Discussions, Discussion Board Reactions and Responses, Midterm Exam Review, Final Exam Review, Crisis Research Paper Review, Reflection Papers	Discussion Board Reactions, Midterm Exam, Final Exam, Crisis Research Paper
5.C.1.b. theories and models related to clinical mental health counseling	S	Readings, Lecture, Class Discussions, Discussion Board Reactions and Responses, Midterm Exam Review, Final Exam Review, Crisis Research Paper Review, Reflection Papers	Discussion Board Reactions, Midterm Exam, Final Exam, Crisis Research Paper
5.C.2.f. impact of crisis and trauma on	S	Readings, Lecture, Class	Discussion Board

individuals with mental health diagnoses		Discussions, Discussion Board Reactions and Responses, Midterm Exam Review, Final Exam Review, Crisis Research Paper Review, Reflection Papers	Reactions, Midterm Exam, Final Exam, Crisis Research Paper
5.C.2.i. legislation and government policy relevant to clinical mental health counseling	S	Readings, Lecture, Class Discussions, Discussion Board Reactions and Responses, Midterm Exam Review, Final Exam Review, Crisis Research Paper Review, Reflection Papers	Discussion Board Reactions, Midterm Exam, Final Exam, Crisis Research Paper
5.C.2.m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	S	Readings, Lecture, Class Discussions, Discussion Board Reactions and Responses, Midterm Exam Review, Final Exam Review, Crisis Research Paper Review, Reflection Papers	Discussion Board Reactions, Midterm Exam, Final Exam, Crisis Research Paper

COURSE OBJECTIVES	PROGRAM SLOS	TEA STANDARDS	CACREP STANDARDS
1. Students will be able to identify and define various crises, characteristics of crises, and common elements of the crisis resolution process as conceptualized within a number of crisis theories	SLO5	I: (6), (8); II: (2), (5); III: (4); V: (1), (3), (4), (5); VI: (3)	2.F.1.b., 2.F.1.c., 2.F.3.g., 2.F.5.c., 2.F.5.k., 2.F.5.l., 2.F.5.m., 2.F.7.c., 2.F.8.c., 2.F.8.d. 2.F.8.e., 5.C.1.b. 5.C.2.f., 5.C.2.i., 5.C.2.m.
2. Students will be able to identify cultural and developmental influences on the development, manifestation, and	SLO2 SLO3 SLO5	I: (6), (8); II: (2), (5); III: (4); V: (1), (3), (4), (5); VI: (3)	2.F.3.g, h, d; 5.C.2.f;

COURSE OBJECTIVES	PROGRAM SLOS	TEA STANDARDS	CACREP STANDARDS
resolution of crises			
3. Students will gain knowledge and awareness to professional roles, functions, and relationships with other human services providers during crises	SLO5	I: (6), (8); II: (2), (5); III: (4); V: (1), (3), (4), (5); VI: (3)	2.F.3.g, h, d; 5.C.2.f;
4. Students will gain knowledge and awareness of standards of care for crisis intervention planning and service delivery in intended work settings	SLO5	I: (6), (8); II: (2), (5); III: (4); V: (1), (3), (4), (5); VI: (3)	2.F.3.g, h, d; 5.C.2.f;
5. Students will be able to outline concerns and interventions specific to suicide, self-injury, violence, victimization, trauma, psychiatric illness, chemical dependency, and community-wide disasters	SLO2 SLO5	I: (6), (8); II: (2), (5); III: (4); V: (1), (3), (4), (5); VI: (3)	2.F.3.g, h, d; 2.F.5.m; 5.C.2.f;
6. Students will be able to compare and contrasts ethical and legal considerations for crisis intervention	SLO5	I: (6), (8); II: (2), (5); III: (4); V: (1), (3), (4), (5); VI: (3)	2.F.3.g, h, d; 2.F.5.m; 5.C.2.f;
7. Students will gain knowledge and skills to apply several crisis intervention models to a variety of crisis situations	SLO5	I: (6), (8); II: (2), (5); III: (4); V: (1), (3), (4), (5); VI: (3)	2.F.3.g, h, d; 2.F.5.m; 5.C.2.f;
8. Students will be	SLO5	I: (6), (8); II: (2),	2.F.3.g, h, d; 5.C.2.f;

COURSE OBJECTIVES	PROGRAM SLOS	TEA STANDARDS	CACREP STANDARDS
<p>able to demonstrate crisis intervention skills including, but not limited to: assessment and triage, management of safety concerns, case management and referral, de-escalation, validation, problem-solving, and follow-up</p>		<p>(5); III: (4);V: (1), (3), (4), (5); VI: (3)</p>	
<p>9. Students will gain knowledge of interfaces that effectively work with relevant emergency personnel, school personal, other community agencies, and client support networks during times of crisis</p>	<p>SLO5</p>	<p>I: (6), (8); II: (2), (5); III: (4);V: (1), (3), (4), (5); VI: (3)</p>	<p>2.F.3.g, h, d; 5.C.2.f;</p>
<p>10. Students will be able to identify and respond to stressors faced by crisis intervention workers</p>	<p>SLO5</p>	<p>I: (6), (8); II: (2), (5); III: (4);V: (1), (3), (4), (5); VI: (3)</p>	<p>2.F.3.g, h, d; 5.C.2.f;</p>
<p>11. Students will be able to customize crisis intervention strategies in response to cultural and developmental influences</p>	<p>SLO2 SLO5</p>	<p>I: (6), (8); II: (2), (5); III: (4);V: (1), (3), (4), (5); VI: (3)</p>	<p>2.F.3.g, h, d; 5.C.2.f;</p>
<p>12. Students will gain knowledge and skills for implementing self-care strategies to avoid burnout, compassion fatigue,</p>	<p>SLO5</p>	<p>I: (6), (8); II: (2), (5); III: (4);V: (1), (3), (4), (5); VI: (3)</p>	<p>2.F.3.g, h, d; 5.C.2.f;</p>

COURSE OBJECTIVES	PROGRAM SLOS	TEA STANDARDS	CACREP STANDARDS
and vicarious traumatization.			

Activity	Program SLOs	Course Objectives	CACREP Outcomes Assessed	Texas Education Agency Standards Assessed	Percentage of Final Grade
Two Reflection Papers	SLO5	1,2,3,4,6, 10,12	2.F.3.g, m, d; 5.C.2.f;	I: (6), (8); II: (2), (5); III: (4); V: (1), (3), (4), (5); VI: (3)	10% Pass/fail
Blackboard Discussion Boards: 1) Reading and posting reactions on Discussion Boards 2) Posting responses to two classmate reactions	SLO5	1,2,3,4,5,6,7,8, 9,10,11,12	2.F.3.g, m, d; 5.C.2.f; 5.C.2.a	I: (6), (8); II: (2), (5); III: (4); V: (1), (3), (4), (5); VI: (3)	30% Pass-fail
Midterm and Final Exams	SLO2 SLO3 SLO5	1,2,3,4,5,6,7,8, 9,10,11,12	2.F.1.b., 2.F.1.c., 2.F.3.g., 2.F.5.c., 2.F.5.k., 2.F.5.l., 2.F.5.m., 2.F.7.c., 2.F.8.c., 2.F.8.d. 2.F.8.e., 5.C.1.b. 5.C.2.f., 5.C.2.i., 5.C.2.m.	I: (6), (8); II: (2), (5); III: (4); V: (1), (3), (4), (5); VI: (3)	40%
Crisis Research Paper and Intervention Planning	SLO3 SLO5	1,2,3,4,5,6,7,8, 9,10,11,12	2.F.3.g, m, d; 5.C.2.f; 5.C.2.a	I: (6), (8); II: (2), (5); III: (4); V: (1), (3), (4), (5); VI:	20%

				(3)	
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Grading

- A = 90 – 100 points
- B = 80 – 89 points
- C = 70 – 79 points
- D = 60 – 69 points
- F = 59 and below

Late or missing work: It is the responsibility of the student to contact the professor if work is expected to be turned in late. Missing work will be given a “0” for grading until the student can submit the work or work out an alternative with the professor. Reasons for late or missing work must be valid and reviewed by the professor of record.

REQUIREMENTS OF THE COURSE: Students must demonstrate:

- A command of communication skills which permit online and face to face discussions which are clear and precise.
- Evidence of online class preparation which permits active participation during class discussions.
- Research skills which enable preparation for class sessions and assignments.
- Readiness to participate in online class discussions and activities.
- A full understanding of the intensity and magnitude of this subject. Some class sessions may be very intense and evoke a multiplicity of emotions.

ATTENDANCE AND CLASS PARTICIPATION: Successful performance in this class requires all students to attend class in an in-person and virtual manner as scheduled.

Class Schedule & Content Outline

Weeks	Readings	Assignments	Discussion Board
Week #1 Meet In Class Thursday 8/24	Chapters 1: Overview of Crisis Intervention		Introduction
Week #2 Online	Chapters 2: Safety and Self-Care in Crisis Situations		DB #1
Week #3 Online	Chapters 3: Ethical and Legal Considerations in Crisis Counseling		DB #2
Week #4 Online	Chapters 4: Essential Crisis Intervention Skills		DB #3
Week #5	Chapter 5: Risk	Personal Reflection	DB #4

Meet In Class Thursday 9/21	Assessment and Intervention: Suicide and Homicide	Paper 1 due	
Week #6	Chapter 6: Understanding and Treating Substance Use Disorders with Clients in Crisis		DB #5
Week #7 Meet In Class Thursday 10/5	Chapters 7: Intimate Partner Violence	Review for Midterm	DB #6
Week #8 In Class 10/12	Chapters 1-7	Midterm Exam	
Week #9 Online	Chapters 8: Sexual Assault		DB #7
Week #10 Online 10/26	Chapter 9: Sexual Abuse/Sexual Violence	Personal Reflection Paper 2 due Thursday 10/26	DB #8
Week #11 Online 11/2	Chapter 10: Emergency Preparedness and Response in the Community and Workplace		DB #9
Week #12 Online 11/9	Chapters 11: Emergency Preparedness and Response in Schools and Universities		DB #10
Week #13 Online 11/16	Chapters 12: Grief and Loss	Crisis Research Paper due	DB #11
Week #14 Online 11/23	Chapter 13: Military Deployment and Reintegration Issues		DB #12
Week #15 Meet In Class 11/30	Chapter 14: Death Notifications	Review for Final Exam	
Week #16 In Class Thursday 12/7		Final Exam	

UNIVERSITY POLICIES

***Six Drop Policy:**

The following provision does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas Senate Bill 1231 specifies the number of course drops allowed to a student without penalty. After a student has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. Additional information on Senate Bill 1231 is available at the Registrar's Office at (361) 593-2811 and at http://www.tamuk.edu/registrar/drop_policy.html.

***Students with Disabilities**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center (DRC) as early as possible in the term at (361) 593-2904. DRC is located in the Life Service and Wellness building at 1210 Retama Drive.

***Classroom Conduct Expectations** Students are referred to the *Student Code of Conduct* section of the [Student Handbook](http://www.tamuk.edu/dean/dean_files/studenthandbook.pdf) (http://www.tamuk.edu/dean/dean_files/studenthandbook.pdf).

Students are expected to assume individual responsibility for maintaining a productive learning environment and conduct themselves with the highest regard for respect and consideration of others. Ongoing or single behaviors considered distracting will be addressed by the faculty member initially, but if the behavior becomes excessive and the student refuses to respond to the faculty member's efforts, the issue will be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom, the instructor will first request compliance from the student and if the student fails to comply, the instructor has the authority to ask the student to leave the classroom. The student is expected to comply with the instructor's request and may subsequently contest this action using procedures established by the department. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including the University Police Department. The incident shall be handled as an academic misconduct matter using established departmental procedures for academic misconduct to determine if the student should be allowed to return to the classroom.

***Academic Misconduct**

Students are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to University disciplinary procedures. Students are expected to be familiar with the current Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules.

Academic dishonesty includes but is not limited to:

1. Cheating: deception in which the student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the professor on assignments or examinations. Using unauthorized notes or study aids; allowing another party to do one's work/exam and turning in that work/exam as one's own; getting help from another party without the instructor's consent; submitting the same or similar work in more than one course without permission from the course instructors.
2. Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation, and/or paraphrase of someone else's work, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the internet and submitting them as one's own work also constitutes plagiarism. Please be aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.
5. Lying: deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
6. Bribery: providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
7. Threat: an attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

Other forms of academic misconduct include but are not limited to:

1. Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resources or equipment.
2. Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
3. Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/ test site without permission during a test.
4. Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
5. Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
6. Nondisclosure or misrepresentation in filling out applications or other university records.

7. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

<http://libguides.tamuk.edu/content.php?pid=161899&sid=2259633>

***Harassment/Discrimination**

Texas A&M University-Kingsville does not tolerate discrimination on the basis of race, color, religion, national origin, age, disability, genetic information, gender, gender identity or sexual orientation (or any other illegal basis) and will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred. Sexual harassment and sexual assault are types of sex discrimination. Such sexual misconduct is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual harassment or unlawful discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the Office of Compliance at (361) 593-4758, complainant's immediate supervisor, a department head, a supervisory employee, or the Dean of Students at (361)-593-3606 or the Office of Compliance at (361) 593-4758. Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.

The following needs to be added ONLY on syllabi for classes that may involve a circumstance that could be harmful to an unborn child:

Any pregnant students, or students planning to become pregnant, should consult their health care provider to determine what, if any, additional precautions are needed, based on their individual situation. It is the responsibility of the student to communicate their needs to the faculty member or Office of Compliance as soon as possible in order for risk-reduction to begin when it can be most effective, and to determine if additional modifications are necessary. While the university cannot mandate that the student notify it that she is pregnant or is planning to become pregnant, the university strongly recommends that students do provide notification, so appropriate steps can be taken to ensure the health of both parent and child. To communicate health circumstances or to request additional information, please contact Karen Royal, Director of Compliance at karen.royal@tamuk.edu or (361) 593-4758.

Each Section of the Crisis Paper is Graded Using the Following Criteria:
Grading Rubric for Crisis Paper-

CRITERIA	POOR	GOOD	EXCELLENT
<p style="text-align: center;">Format/Layout (15%)</p> <ul style="list-style-type: none"> - Structure - Presentation - Followed requirements <i>noted in Syllabus i.e. Length, APA Style</i> 	<ul style="list-style-type: none"> - Poor use of format and layout - 5% 	<ul style="list-style-type: none"> - Most of the time followed format requirements - 10% 	<ul style="list-style-type: none"> - Closely followed all requirements - 15%
<p style="text-align: center;">Content (50%)</p> <p>5% Title page</p> <p>5% Abstract (learning objectives)</p> <p>5% Introduction to special topic and population/intervention need</p> <p>5% Brief literature review about previous research</p> <p>10% Connection between theory and intervention need (applying theory into practice)</p> <p>5% Implications for counselors</p> <p>5% Implications for research</p> <p>5% conclusion</p> <p>5% references</p>	<ul style="list-style-type: none"> - Issues in the proposed topic addressed poorly - Information provided not sufficient for the topic - Information provided not necessary for the topic - 30% 	<ul style="list-style-type: none"> - Provides depth analysis for most of the issues - Information provided for the most part is sufficient - Information provided for the most part is relevant - 40% 	<ul style="list-style-type: none"> - Depth analysis of all issues - All information provided is relevant - Sufficient issues addressed - 50%
<p style="text-align: center;">Quality of Writing (20%)</p> <ul style="list-style-type: none"> - Clarity of sentences & paragraphs - No errors in spelling, grammar - Good use of English - Organization of ideas/coherent 	<ul style="list-style-type: none"> - Not well written - Many spelling errors - Many grammar errors - Poor use of English - Incoherent - Lacks clarity - 5% 	<ul style="list-style-type: none"> - Well written for the most part - Minimal spelling, grammar errors - Minimal English errors - For the most part organized well and coherent - 10% 	<ul style="list-style-type: none"> - Well written from cover to cover - No spelling, grammar, or use of English errors - Coherent, clear, and well organized - 20%
<p style="text-align: center;">References (15%)</p> <ul style="list-style-type: none"> - Good use of references - Scholarly level - Used effective in the narrative - APA style in reference list & citations 	<ul style="list-style-type: none"> - Use of Wikipedia - Less than 5 references - Not cited correctly - Not listed using APA style - Not scholarly - Not relevant - 5% 	<ul style="list-style-type: none"> - Most references used relevant to the topic - Most are scholarly - Minimum of 5 references - For the most part used effectively, cited well - Correct use of APA style in listing references - 10% 	<ul style="list-style-type: none"> - All references relevant - All references scholarly - Met minimum number of references - All references used, cited, and listed effectively - 15%

DB Reaction Rubric

Superior (90-100% of the assigned points): 27-30 points (a minimum of 10 sentences)

- Discussion contributions are submitted according to the specifications of the assignments and are posted by the due date.
- Language is clear, concise, and easy to understand. Uses terminology appropriately, is logically organized, and adapts APA format.
- Discussion contributions provide evidence that the learner has read the assigned readings thoroughly and has considered a sampling of colleagues' postings by synthesizing key comments and ideas when applicable.

Sufficient (80-89% of the assigned points): 24-26 points (a minimum of 10 sentences)

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are adequately written, but some content may be inaccurate. Discussion contributions demonstrate some depth of understanding of the issues and show that the learner/trainee has absorbed general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported.
- Discussion contributions provide evidence that the learner/trainee has considered at least some colleagues' postings and synthesized key comments and ideas when applicable, but it appears as though all postings have not been reviewed.

Minimal (70-79% of the assigned points): 21-23 points (a minimum of 10 sentences)

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are not adequately written and/or APA format is not used.
- Discussion contributions do little to enhance the quality of interaction and rarely include questions or comments that stimulate critical thinking and learning.
- Discussion contributions demonstrate a minimal understanding of concepts presented, tend to address peripheral issues, and are somewhat accurate but with some omissions and/or errors. Key principles are not integrated into the response, or if key principles are presented, there is no evidence the learner/trainee understood the core ideas.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and postings do not incorporate key comments and ideas presented by colleagues.

Inadequate (60-69% of the assigned points): 18-20 points

No credit will be awarded if some or all of the following conditions apply:

- Discussion contributions are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- Discussion contributions contain only nine sentences or less than nine sentences.
- Discussion contributions are poorly written, terms are used incorrectly; and/or APA format is not used.
- Discussion contributions do not contribute to the quality of interaction and do not include questions or comments that stimulate critical thinking and learning.
- Discussion contributions do not demonstrate an understanding of the concepts presented in the course, do not address relevant issues, and/or are inaccurate.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and/or considered colleagues' postings.

DB Response Rubric

Superior (9-10 points; a minimum of three sentences per post; a minimum of two peer responses)

- Responses are submitted according to the specifications of the assignments and are posted by the due date.
- Responses significantly enhance the quality of peer interactions (e.g., illustrate a point with personal/professional examples demonstrating application of principles from readings, suggest new perspectives on an issue, and pose thought-provoking questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner.
- Responses contribute to the quality of interaction (e.g., illustrate a point with personal/professional examples, suggest new perspectives on an issue, pose relevant questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner but response is not well developed or integrated.

Sufficient (8 points) (a minimum of three sentences per post; a minimum of two peer responses)

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are adequately written, but the content does not adequately address peer posts or does not promote peer interactions (e.g., not adequately respond to peer reactions), provide criticism instead of constructive feedback to colleagues, and raise opposing viewpoints in an impolite manner.

Minimal (7 points) (a minimum of three sentences per post; a minimum of two peer responses)

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are not adequately written and/or APA format is not used.
- Responses degrade peer sharing, disrespect peer interactions, or raise opposing viewpoints in an offensive manner.

Inadequate (6 Points)

No credit will be awarded if some or all of the following conditions apply:

- Responses are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- A response contains only two sentences or less than two sentences.
- Do not respond to a minimum of two peers.
- Responses are poorly written, terms are used incorrectly; and/or APA format is not used.
- Responses negatively affect the quality of peer interactions or professionalism.

