

Texas A&M University – Kingsville
Department of Educational Leadership and Counseling
EDCG 5364 "Crisis Counseling" (3 Semester Hours)
Online/Hybrid Format
Spring Semester, 2021
(Note: This syllabus is subject to revision by the professor)

Instructor: Karen Furgerson, Ph.D., LPC-S
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Office Hours: Wednesdays 1:00pm-6:00pm and
Class schedule: ONLINE

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 specific to Crisis Counseling:

2016 CACREP Standards

2.F.3.d.: theories and etiology of addictions and addictive behaviors

2.F.3.g.: effects of crisis, disasters, and trauma on diverse individuals across the lifespan

2.F.3.h.: a general framework for understanding differing abilities and strategies for differentiated interventions

2.F.5.m. crisis intervention, trauma-informed, and community-based strategies such as Psychological First Aid

5.C.1.b. theories and models related to clinical mental health counseling

5.C.2.a: roles and settings of clinical mental health counselors

5.C.2.f.: impact of crisis and trauma on individuals with mental health diagnoses

COURSE OBJECTIVES	S L O	ACTIVITIES	MEASUREMENT	CACREP
<p>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</p>	<p>5</p>	<p>Present PowerPoints for Required Readings: Chapters 1: Overview of Crisis Intervention Chapters 4: Essential Crisis Intervention Skills Chapter 5: Risk Assessment and Intervention: Suicide and Homicide Chapter 6: Understanding and Treating Substance Use Disorders with Clients in Crisis Chapter 10: Emergency Preparedness and Response in the Community and Workplace Chapters 11: Emergency Preparedness and Response in Schools and Universities</p> <p>In the Discussion Board forum, analyze following the case study of and answer the following questions: The Nguyens: A Natural Disaster Affects a Family System</p>	<p>Blackboard scenario reactions associated with presentation and chapter (See appendix for grading rubric.)</p> <p>Blackboard group discussions associated with presentation and chapter (See appendix for grading rubric.)</p> <p>Crisis Paper (See appendix for grading rubric.)</p> <p>Midterm Exam Score</p> <p>Reflection Papers</p> <p>Final Exam Score</p>	<p>2.F.5.g. essential interviewing, counseling, and case conceptualization skills</p> <p>2.F.3.g. effects of crises, disasters, and trauma on diverse individuals across the lifespan</p> <p>2.F.5.c. theories, models, and strategies for understanding and practicing consultation</p> <p>2.F.5.k. strategies to promote client understanding of and access to a variety of community-based resources</p>

	<p>Vin and Li Nguyen are recent immigrants to the United States. They reside in a small town along the Gulf, where a number of other Vietnamese immigrants have settled. Like many new members of the community, the Nguyens are learning to speak, read, and write English and are hoping to become naturalized citizens of the United States someday. After arriving in the United States, the Nguyens invested all of their money in an old shrimp boat in order to support themselves by selling their daily catch to local seafood processing facilities.</p> <p>Recently, the shrimp boat was heavily damaged, and the seafood processing facilities were destroyed by a hurricane. Subsequently, the Nguyens had no income for quite a while. With limited income and no health insurance, they relied on the county department of public health for prenatal care when Li became pregnant. Li's pregnancy progressed normally; however, her daughter was born with spina bifida. As you read this chapter, try to conceptualize the Nguyens'</p>	<p>2.F.5.i. suicide prevention models and strategies</p> <p>2.F.7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm or suicide</p> <p>2.F.5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.</p> <p>5.C.2.f. impact of crisis and trauma on individuals with mental health diagnoses</p> <p>5,D.2.h. impact of crisis and trauma on individuals with disabilities</p> <p>5.C.1.b. theories and models related to clinical</p>
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	<p>situation according to the crisis models presented.</p> <p>What stressors have occurred in the lives of the Nguyens?</p> <p>Beyond the initial and provoking stressor event, are there additional stressors that this family must address?</p> <p>What additional information do you need to determine whether the Nguyens are in crisis?</p> <p>What resources would you link this family to?</p> <p>What factors will predict the outcome for this family?</p> <p>Respond to the following questions in the discussion board forum:</p> <p>Why do you think it is important to practice asking the question, “Are you having thoughts of suicide?”</p> <p>How do you feel about using the word suicide, or about looking someone in the eye and asking him or her directly about suicide?</p> <p>What are some other equally direct and nonjudgmental ways that</p>		<p>mental health counseling</p> <p>5.C.2.I. legal and ethical considerations specific to clinical mental health counseling</p> <p>2.F.5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.</p>
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you could ask about someone's intention to self-injure?

What has been your experience with suicide, both personally and professionally? Consider what you do and do not know about working with a client in a suicidal crisis or emergency. What more do you need to know before you work with a client who is suicidal?

In the Discussion Board forum, analyze the scenario describing the information Janice (school counselor) and her client Mark's suicide ideation and answer the following questions:

What should Janice do?

What questions should she ask?

What process should she follow?

Are there any special considerations since they are in a school setting?

In the Discussion Board forum, analyze Sherry's case and answer the following questions:

Does Sherry's experience meet the definition of sexual assault? Why?

What are some of the additional problems Sherry might develop resulting from her sexual assault?

Keeping these circumstances in mind, how would you proceed to work with Sherry?

What are the legal and ethical guidelines that will drive your work with Sherry?

Respond to the following questions in the discussion board forum:

What are the advantages and disadvantages of closed and open questions in crisis situations?

Discuss why counselors should avoid using leading questions and "why" questions.

Respond to the following questions in the discussion board forum:

A mental health counselor was called to the emergency room to assist with a client (an active drug user) who arrived in crisis. Discuss some of the issues the counselor may need to

		<p>consider to effectively manage this situation.</p> <p>Respond to the following in the discussion board forum:</p> <p>Identify the differences between Psychological First Aid (PFA) and Critical Incident Stress Management (CISM). Also, provide insight into which of these models you prefer and explain why. Would you choose a different method for a school or university setting than for a community setting?</p> <ul style="list-style-type: none"> •Complete assigned readings and blackboard assignments and respond to the questions posed in the blackboard discussion and blogs. •Post two peer responses to enhance group discussions. 		
<p>2. Students will gain knowledge and skills for implementing self-care strategies to avoid burnout, compassion fatigue, and vicarious traumatization</p>	<p>2</p>	<p>Present PowerPoints for Required Readings: Chapters 2: Safety and Self-Care in Crisis Situations</p> <p>Respond to the following in the discussion board forum:</p>	<p>Blackboard scenario reactions associated with presentation and chapter (See appendix for grading rubric.)</p> <p>Blackboard group discussions associated with</p>	<p>2.F.1.I. self-care strategies appropriate to the counselor role</p>

	<p>To prevent secondary trauma or burnout, counselors should consider implementing self-care strategies. Please discuss the particular need for self care when dealing with crisis situations and what type of self care strategies you can use to keep your self healthy for yourself and your clients</p> <ul style="list-style-type: none"> •Complete assigned readings and blackboard assignments and respond to the questions posed in the blackboard discussion and blogs. •Post two peer responses to enhance group discussions. 	<p>presentation and chapter (See appendix for grading rubric.)</p> <p>Crisis Paper (See appendix for grading rubric.)</p> <p>Midterm Exam Score</p> <p>Reflection Papers</p> <p>Final Exam Score</p>	
<p>3. Students will gain knowledge and awareness to professional roles, functions, and relationships with other human services providers during crises</p>	<p>5 Share PowerPoint presentations for Chapters:</p> <p>In the Discussion Board forum, analyze the Nguyens' case and answer the following questions:</p> <p>The Nguyens: A Natural Disaster Affects a Family System</p> <p>Vin and Li Nguyen are recent immigrants to the United States. They reside in a small town along the Gulf, where a number of other Vietnamese immigrants have settled. Like many new members of the community, the Nguyens are learning to speak, read, and write</p>	<p>Blackboard scenario reactions associated with presentation and chapter (See appendix for grading rubric.)</p> <p>Blackboard group discussions associated with presentation and chapter (See appendix for grading rubric.)</p> <p>Crisis Paper (See appendix for grading rubric.)</p> <p>Midterm Exam Score</p>	<p>2.F.3.g. effects of crises, disasters, and trauma on diverse individuals across the lifespan</p> <p>5.C.2.f. impact of crisis and trauma on individuals with mental health diagnoses</p> <p>5,D.2.h. impact of crisis and trauma on individuals with disabilities</p>

	<p>English and are hoping to become naturalized citizens of the United States someday. After arriving in the United States, the Nguyens invested all of their money in an old shrimp boat in order to support themselves by selling their daily catch to local seafood processing facilities.</p> <p>Recently, the shrimp boat was heavily damaged, and the seafood processing facilities were destroyed by a hurricane. Subsequently, the Nguyens had no income for quite a while. With limited income and no health insurance, they relied on the county department of public health for prenatal care when Li became pregnant. Li's pregnancy progressed normally; however, her daughter was born with spina bifida. As you read this chapter, try to conceptualize the Nguyens' situation according to the crisis models presented.</p> <p>What stressors have occurred in the lives of the Nguyens?</p> <p>Beyond the initial and provoking stressor event, are there additional stressors that this family must address?</p>	<p>Reflection Papers</p> <p>Final Exam Score</p>	<p>5.C.1.b. theories and models related to clinical mental health counseling</p> <p>2.F.5.k. strategies to promote client understanding of and access to a variety of community-based resources</p>
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		<p>What additional information do you need to determine whether the Nguyens are in crisis?</p> <p>What resources would you link this family to?</p> <p>What factors will predict the outcome for this family?</p> <p>Respond to the following questions in the discussion board forum:</p> <p>A mental health counselor was called to the emergency room to assist with a client (an active drug user) who arrived in crisis. Discuss some of the issues the counselor may need to consider to effectively manage this situation.</p> <ul style="list-style-type: none"> •Complete assigned readings and blackboard assignments and respond to the questions posed in the blackboard discussion and blogs. •Post two peer responses to enhance group discussions. 		
<p>4. Students will gain knowledge and awareness of standards of care for crisis intervention planning</p>	<p>5</p>	<p>Present PowerPoints for Required Readings: Chapters 1: Overview of Crisis Intervention</p> <p>Chapters 4:</p>	<p>Blackboard scenario reactions associated with presentation and chapter (See</p>	<p>2.F.3.g. effects of crises, disasters, and trauma on diverse individuals</p>

<p>and service delivery in intended work settings</p>	<p>Essential Crisis Intervention Skills</p> <p>Chapter 6: Understanding and Treating Substance Use Disorders with Clients in Crisis</p> <p>Chapter 10: Emergency Preparedness and Response in the Community and Workplace</p> <p>Chapters 11: Emergency Preparedness and Response in Schools and Universities</p> <p>Chapter 13: Military Deployment and Reintegration Issues</p> <p>In the Discussion Board forum, analyze the Nguyens' case and answer the following questions:</p> <p>The Nguyens: A Natural Disaster Affects a Family System</p> <p>Vin and Li Nguyen are recent immigrants to the United States. They reside in a small town along the Gulf, where a number of other Vietnamese immigrants have settled. Like many new members of the community, the Nguyens are learning to speak, read, and write English and are hoping to become naturalized citizens of the United States</p>	<p>appendix for grading rubric.)</p> <p>Blackboard group discussions associated with presentation and chapter (See appendix for grading rubric.)</p> <p>Crisis Paper (See appendix for grading rubric.)</p> <p>Midterm Exam Score</p> <p>Reflection Papers</p> <p>Final Exam Score</p>	<p>across the lifespan</p> <p>2.F.3.h. a general framework for understanding differing abilities and strategies for differentiated interventions</p> <p>5.C.2.f. impact of crisis and trauma on individuals with mental health diagnoses</p> <p>5,D.2.h. impact of crisis and trauma on individuals with disabilities</p> <p>5.C.1.b. theories and models related to clinical mental health counseling</p> <p>2.F.5.k. strategies to promote client understanding of and access to a variety of community-based resources</p>
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someday. After arriving in the United States, the Nguyens invested all of their money in an old shrimp boat in order to support themselves by selling their daily catch to local seafood processing facilities.

Recently, the shrimp boat was heavily damaged, and the seafood processing facilities were destroyed by a hurricane. Subsequently, the Nguyens had no income for quite a while. With limited income and no health insurance, they relied on the county department of public health for prenatal care when Li became pregnant. Li's pregnancy progressed normally; however, her daughter was born with spina bifida. As you read this chapter, try to conceptualize the Nguyens' situation according to the crisis models presented.

What stressors have occurred in the lives of the Nguyens?

Beyond the initial and provoking stressor event, are there additional stressors that this family must address?

What additional information do you need to

determine whether the Nguyens are in crisis?

What resources would you link this family to?

What factors will predict the outcome for this family?

Respond to the following in the discussion board forum:

Identify the differences between Psychological First Aid (PFA) and Critical Incident Stress Management (CISM). Also, provide insight into which of these models you prefer and explain why. Would you choose a different method for a school or university setting than for a community setting?

In the Discussion Board forum, analyze the scenario describing the information Janice (school counselor) and her client Mark's suicide ideation and answer the following questions:

What should Janice do?

What questions should she ask?

What process should she follow?

Are there any special considerations since they are in a school setting?.

Respond to the following questions in the discussion board forum:

What are the advantages and disadvantages of closed and open questions in crisis situations?

Discuss why counselors should avoid using leading questions and “why” questions.

Respond to the following questions in the discussion board forum:

A mental health counselor was called to the emergency room to assist with a client (an active drug user) who arrived in crisis. Discuss some of the issues the counselor may need to consider to effectively manage this situation

- Complete assigned readings and blackboard assignments and respond to the questions posed in the blackboard discussion and blogs.
- Post two peer responses to enhance group discussions.

<p>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</p>	<p>2 5</p>	<p>Present PowerPoints for Required Readings: Chapters 4: Essential Crisis Intervention Skills</p> <p>Chapter 5: Risk Assessment and Intervention: Suicide and Homicide</p> <p>Chapter 6: Understanding and Treating Substance Use Disorders with Clients in Crisis</p> <p>Chapters 7: Intimate Partner Violence</p> <p>Chapters 8: Sexual Assault</p> <p>Chapter 9: Sexual Abuse/Sexual Violence</p> <p>In the Discussion Board forum, analyze the Nguyens' case and answer the following questions:</p> <p>The Nguyens: A Natural Disaster Affects a Family System</p> <p>Vin and Li Nguyen are recent immigrants to the United States. They reside in a small town along the Gulf, where a number of other Vietnamese immigrants have settled. Like many new members of the community, the Nguyens are learning to speak, read, and write English and are hoping to become naturalized citizens</p>	<p>Blackboard scenario reactions associated with presentation and chapter (See appendix for grading rubric.)</p> <p>Blackboard group discussions associated with presentation and chapter (See appendix for grading rubric.)</p> <p>Crisis Paper (See appendix for grading rubric.)</p> <p>Midterm Exam Score</p> <p>Reflection Papers</p> <p>Final Exam Score</p>	<p>2.F.3.g. effects of crises, disasters, and trauma on diverse individuals across the lifespan</p> <p>2.F.7.c procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide</p> <p>2.F.7.d. procedures for identifying trauma and abuse and for reporting abuse</p> <p>5,D.2.h. impact of crisis and trauma on individuals with disabilities</p> <p>5.C.1.b. theories and models related to clinical mental health counseling</p> <p>2.F.5.k. strategies to promote client understanding of and access</p>
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	<p>of the United States someday. After arriving in the United States, the Nguyens invested all of their money in an old shrimp boat in order to support themselves by selling their daily catch to local seafood processing facilities.</p> <p>Recently, the shrimp boat was heavily damaged, and the seafood processing facilities were destroyed by a hurricane. Subsequently, the Nguyens had no income for quite a while. With limited income and no health insurance, they relied on the county department of public health for prenatal care when Li became pregnant. Li's pregnancy progressed normally; however, her daughter was born with spina bifida. As you read this chapter, try to conceptualize the Nguyens' situation according to the crisis models presented.</p> <p>What stressors have occurred in the lives of the Nguyens?</p> <p>Beyond the initial and provoking stressor event, are there additional stressors that this family must address?</p>		<p>to a variety of community-based resources</p> <p>2.F.5.I. suicide prevention models and strategies</p> <p>5.C.2.I. legal and ethical considerations specific to clinical mental health counseling</p>
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What additional information do you need to determine whether the Nguyens are in crisis?

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What factors will predict the outcome for this family?

Respond to the following questions in the discussion board forum:

Why do you think it is important to practice asking the question, “Are you having thoughts of suicide?”

How do you feel about using the word suicide, or about looking someone in the eye and asking him or her directly about suicide?

What are some other equally direct and nonjudgmental ways that you could ask about someone’s intention to self-injure?

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What should Janice do?

What questions should she ask?

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In the Discussion Board forum, analyze Sherry's case and answer the following questions:

Does Sherry's experience meet the definition of sexual assault? Why?

What are some of the additional problems Sherry might develop resulting from her sexual assault?

Keeping these circumstances in mind, how would you proceed to work with Sherry?

What are the legal and ethical guidelines that will drive your work with Sherry?

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	<p>Respond to the following in the discussion board forum: Provide an explanation for why IPV is underreported. Discuss the impact of diverse cultural identities on IPV reporting.</p> <p>Respond to the following questions in the discussion board forum:</p> <p>A mental health counselor was called to the emergency room to assist with a client (an active drug user) who arrived in crisis. Discuss some of the issues the counselor may need to consider to effectively manage this situation</p> <ul style="list-style-type: none"> •Complete assigned readings and blackboard assignments and respond to the questions posed in the blackboard discussion and blogs. •Post two peer responses to enhance group discussions. 		
<p>6. Students will be able to compare and contrasts ethical and legal considerations for crisis intervention</p>	<p>5</p> <p>Present PowerPoints for Required Readings: Chapters 3: Ethical and Legal Considerations in Crisis Counseling</p> <p>In the Discussion Board forum, answer the following question: Most experts agree that Intimate Partner Violence prevalence rates underestimate the actual</p>	<p>Blackboard scenario reactions associated with presentation and chapter (See appendix for grading rubric.)</p> <p>Blackboard group discussions associated with presentation and chapter (See</p>	<p>5.C.2.I. legal and ethical considerations specific to clinical mental health counseling</p>

	<p>prevalence of IPV. Provide an explanation for why IPV is underreported. Consider the impact of diverse cultural identities on IPV reporting.</p> <p>Respond to the following in the discussion board forum:</p> <p>Regarding Tarasoff v. Board of Regents of the University of California, explain how this case has influenced practice and ethical codes in respect to public protection. In what ways might state laws diverge from ethical codes regarding duty to warn?</p> <ul style="list-style-type: none"> •Complete assigned readings and blackboard assignments and respond to the questions posed in the blackboard discussion and blogs. •Post two peer responses to enhance group discussions. 	<p>appendix for grading rubric.)</p> <p>Crisis Paper (See appendix for grading rubric.)</p> <p>Midterm Exam Score</p> <p>Reflection Papers</p> <p>Final Exam Score</p>	
<p>7. Students will gain knowledge and skills to apply several crisis intervention models to a variety of crisis situations</p>	<p>5 Present PowerPoints for Required Readings:</p> <p>Chapters 4: Essential Crisis Intervention Skills.</p> <p>Chapter 5: Risk Assessment and Intervention: Suicide and Homicide</p> <p>Chapters 7: Intimate Partner Violence</p> <p>Chapters 8: Sexual Assault</p> <p>Chapter 9: Sexual Abuse/Sexual Violence</p> <p>Chapter 10: Emergency Preparedness and Response in the Community</p>	<p>Blackboard scenario reactions associated with presentation and chapter (See appendix for grading rubric.)</p> <p>Blackboard group discussions associated with presentation and chapter (See appendix for grading rubric.)</p>	<p>5,D.2.h. impact of crisis and trauma on individuals with disabilities</p> <p>5.C.1.b. theories and models related to clinical mental health counseling</p> <p>2.F.5.k. strategies to promote client</p>

	<p>and Workplace Chapters 11: Emergency Preparedness and Response in Schools and Universities Chapter 13: Military Deployment and Reintegration Issues</p> <p>In the Discussion Board forum, analyze following the case study of and answer the following questions: The Nguyens: A Natural Disaster Affects a Family System</p> <p>Vin and Li Nguyen are recent immigrants to the United States. They reside in a small town along the Gulf, where a number of other Vietnamese immigrants have settled. Like many new members of the community, the Nguyens are learning to speak, read, and write English and are hoping to become naturalized citizens of the United States someday. After arriving in the United States, the Nguyens invested all of their money in an old shrimp boat in order to support themselves by selling their daily catch to local seafood processing facilities.</p> <p>Recently, the shrimp boat was heavily damaged, and the seafood processing</p>	<p>Crisis Paper (See appendix for grading rubric.</p> <p>Midterm Exam Score</p> <p>Reflection Papers</p> <p>Final Exam Score</p>	<p>understanding of and access to a variety of community-based resources 2.F.3.g. effects of crises, disasters, and trauma on diverse individuals across the lifespan 2.F.5.g. essential interviewing, counseling, and case conceptualization skills 5.C.2.I. legal and ethical considerations specific to clinical mental health counseling 2.F.5.I. suicide prevention models and strategies</p> <p>2.F.7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm or suicide 5.C.2.f. impact of crisis and</p>
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	<p>facilities were destroyed by a hurricane. Subsequently, the Nguyens had no income for quite a while. With limited income and no health insurance, they relied on the county department of public health for prenatal care when Li became pregnant. Li's pregnancy progressed normally; however, her daughter was born with spina bifida. As you read this chapter, try to conceptualize the Nguyens' situation according to the crisis models presented.</p> <p>What stressors have occurred in the lives of the Nguyens?</p> <p>Beyond the initial and provoking stressor event, are there additional stressors that this family must address?</p> <p>What additional information do you need to determine whether the Nguyens are in crisis?</p> <p>What resources would you link this family to?</p> <p>What factors will predict the outcome for this family?</p> <p>What stressors have occurred in the lives of the Nguyens?</p>		<p>trauma on individuals with mental health diagnoses</p> <p>2.F.5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.</p>
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Beyond the initial and provoking stressor event, are there additional stressors that this family must address?

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How do you feel about using the word suicide, or about looking someone in the eye and asking him or her directly about suicide?

What are some other equally direct and nonjudgmental ways that you could ask about someone’s intention to self-injure?

What has been your experience with suicide,

both personally and professionally? Consider what you do and do not know about working with a client in a suicidal crisis or emergency. What more do you need to know before you work with a client who is suicidal?

In the Discussion Board forum, analyze the scenario describing the information Janice (school counselor) and her client Mark's suicide ideation and answer the following questions:

What should Janice do?

What questions should she ask?

What process should she follow?

Are there any special considerations since they are in a school setting?

In the Discussion Board forum, analyze Sherry's case and answer the following questions:

Does Sherry's experience meet the definition of sexual assault? Why?

What are some of the additional problems Sherry might develop resulting from her sexual assault?

Keeping these circumstances in mind, how would you proceed to work with Sherry?

What are the legal and ethical guidelines that will drive your work with Sherry?

Respond to the following questions in the discussion board forum:

What are the advantages and disadvantages of closed and open questions in crisis situations?

Discuss why counselors should avoid using leading questions and “why” questions.

Respond to the following questions in the discussion board forum:

A mental health counselor was called to the emergency room to assist with a client (an active drug user) who arrived in crisis. Discuss some of the issues the counselor may need to consider to effectively manage this situation.

Respond to the following in the discussion board forum:

		<p>Identify the differences between Psychological First Aid (PFA) and Critical Incident Stress Management (CISM). Also, provide insight into which of these models you prefer and explain why. Would you choose a different method for a school or university setting than for a community setting?</p> <ul style="list-style-type: none"> •Complete assigned readings and blackboard assignments and respond to the questions posed in the blackboard discussion and blogs. •Post two peer responses to enhance group discussions. 	
<p>8. Students will gain knowledge of interfaces that effectively work with relevant personnel, school personal, other community agencies, and client support networks during times of crisis</p>	<p>5</p> <p>Present PowerPoints for Required Readings: Chapters 1: Overview of Crisis Intervention Chapter 10: Emergency Preparedness and Response in the Community and Workplace Chapters 11: Emergency Preparedness and Response in Schools and Universities</p> <p>In the Discussion Board forum, analyze the case presented and answer the following questions: In the The Nguyens: A Natural Disaster Affects a Family System</p>	<p>Blackboard scenario reactions associated with presentation and chapter (See appendix for grading rubric.)</p> <p>Blackboard group discussions associated with presentation and chapter (See appendix for grading rubric.)</p> <p>Crisis Paper (See appendix for grading rubric.)</p>	<p>5,D.2.h. impact of crisis and trauma on individuals with disabilities 5.C.1.b. theories and models related to clinical mental health counseling 2.F.5.k. strategies to promote client understanding of and access to a variety of community-</p>

	<p>Vin and Li Nguyen are recent immigrants to the United States. They reside in a small town along the Gulf, where a number of other Vietnamese immigrants have settled. Like many new members of the community, the Nguyens are learning to speak, read, and write English and are hoping to become naturalized citizens of the United States someday. After arriving in the United States, the Nguyens invested all of their money in an old shrimp boat in order to support themselves by selling their daily catch to local seafood processing facilities.</p> <p>Recently, the shrimp boat was heavily damaged, and the seafood processing facilities were destroyed by a hurricane. Subsequently, the Nguyens had no income for quite a while. With limited income and no health insurance, they relied on the county department of public health for prenatal care when Li became pregnant. Li's pregnancy progressed normally; however, her daughter was born with spina bifida. As you read this chapter, try to conceptualize the Nguyens'</p>	<p>Midterm Exam Score</p> <p>Reflection Papers</p> <p>Final Exam Score</p>	<p>based resources</p> <p>2.F.3.g. effects of crises, disasters, and trauma on diverse individuals across the lifespan</p> <p>2.F.7.c. procedures for assessing risk of aggression or danger to others, self-inflicted harm or suicide</p> <p>2.F.5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.</p> <p>2.F.5.k. strategies to promote client understanding of and access to a variety of community-based resources</p>
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	<p>situation according to the crisis models presented.</p> <p>What stressors have occurred in the lives of the Nguyens?</p> <p>Beyond the initial and provoking stressor event, are there additional stressors that this family must address?</p> <p>What additional information do you need to determine whether the Nguyens are in crisis?</p> <p>What resources would you link this family to?</p> <p>What factors will predict the outcome for this family?</p> <p>What stressors have occurred in the lives of the Nguyens?</p> <p>Beyond the initial and provoking stressor event, are there additional stressors that this family must address?</p> <p>What additional information do you need to determine whether the Nguyens are in crisis?</p> <p>What resources would you link this family to?</p>		
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What factors will predict the outcome for this family?

In the Discussion Board forum, analyze the scenario describing the information Janice (school counselor) and her client Mark's suicide ideation and answer the following questions:

What should Janice do?

What questions should she ask?

What process should she follow?

Are there any special considerations since they are in a school setting?

Respond to the following in the discussion board forum:

Identify the differences between Psychological First Aid (PFA) and Critical Incident Stress Management (CISM). Also, provide insight into which of these models you prefer and explain why. Would you choose a different method for a school or university setting than for a community setting?

	<p>Respond to the following in the discussion board forum:</p> <p>What resources or referrals would be helpful to leave with individuals to whom you are giving the death notification?</p> <ul style="list-style-type: none"> •Complete assigned readings and blackboard assignments and respond to the questions posed in the blackboard discussion and blogs. •Post two peer responses to enhance group discussions. 		
<p>9. Students will be able to identify and respond to stressors faced by crisis intervention workers</p>	<p>5</p> <p>Present PowerPoints for Required Readings: Chapters 2: Safety and Self-Care in Crisis Situations</p> <p>Respond to the following in the discussion board forum:</p> <p>To prevent secondary trauma or burnout, counselors should consider implementing self-care strategies. Please discuss the particular need for self care when dealing with crisis situations and what type of self care strategies you can use to keep your self healthy for yourself and your clients</p> <ul style="list-style-type: none"> •Complete assigned readings and blackboard assignments and respond to the questions posed in the 	<p>Blackboard scenario reactions associated with presentation and chapter (See appendix for grading rubric.)</p> <p>Blackboard group discussions associated with presentation and chapter (See appendix for grading rubric.)</p> <p>Crisis Paper (See appendix for grading rubric.)</p> <p>Midterm Exam Score</p> <p>Reflection Papers</p>	<p>2.F.1.I. self-care strategies appropriate to the counselor role</p>

		<p>blackboard discussion and blogs.</p> <ul style="list-style-type: none"> •Post two peer responses to enhance group discussions. 	Final Exam Score	
10. Students will be able to address issues related to death notifications and grief processes with survivors of crises.	2 5	<p>Present PowerPoints for Required Readings: Chapters 12: Grief and Loss Chapter 14: Death Notifications Respond to the following in the discussion board forum:</p> <p>What resources or referrals would be helpful to leave with individuals to whom you are giving the death notification?</p> <ul style="list-style-type: none"> •Complete assigned readings and blackboard assignments and respond to the questions posed in the blackboard discussion and blogs. •Post two peer responses to enhance group discussions. 	<p>Blackboard scenario reactions associated with presentation and chapter (See appendix for grading rubric.)</p> <p>Blackboard group discussions associated with presentation and chapter (See appendix for grading rubric.)</p> <p>Crisis Paper (See appendix for grading rubric.)</p> <p>Midterm Exam Score</p> <p>Reflection Papers</p> <p>Final Exam Score</p>	2.F.5.k. strategies to promote client understanding of and access to a variety of community-based resources

Activity	Program SLOs	Course Objectives	CACREP Outcomes Assessed	Texas Education Agency Standards Assessed	Percentage of Final Grade
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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: (3)	20%

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 Meet In Class Thursday 9/21	Chapter 5: Risk Assessment and Intervention: Suicide and Homicide	Personal Reflection Paper 1 due	DB #4
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).

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>Format/Layout (15%)</p> <ul style="list-style-type: none"> - Structure - Presentation - Followed requirements noted in <i>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>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>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>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.

