SYLLABUS

EDUC 6342 Crisis, Trauma, and Disaster Counseling

SEMESTER: Summer May 29, 2024 – Jul 03, 2024

OFFICE OR ELECTRONIC ADVISING HOURS: PLEASE CALL or EMAIL TO MAKE AN APPOINTMENT FOR IN-PERSON APPOINTMENTS:

>   **IN-PERSON** – By Appointment.
>   **VIRTUAL (Collaborate or Zoom) –Anytime**

>   **Office Location:** 2623 Garner Filed Rd., A-107, Uvalde, Texas 78801

COUNSELING PROGRAM WEBPAGE

SRSU-RGC DEAN

SRSU-RGC EDUCATION DEPARTMENT CHAIR

Required Text:

James, R. K. & Gilliland, B. E., (2017). *Crisis Intervention Strategies*, **8th Edition**.
Belmont, CA: Brooks/Cole
ISBN: 978-1-305-27147-0

Course Prerequisites:
None

Course Purpose:

This course is for those counseling students who seek to enhance their knowledge and skills in effectively responding to various crises situations. This is of critical importance in our twenty-first-century society. Counselors are being called upon to help reduce the impact of harrowing and horrific situations. The individual, familial, and community-level impacts of life-threatening events are examined in addition to the associated neurobiological responses of the individual client. Special emphasis is given to contemporary research in suicidology, interpersonal and institutional violence, sexual assault, natural disasters, terrorism and crisis management for schools and universities. Students will gain knowledge and skills useful in assessing and intervening in crises and

explore the application of these skills in addressing specific crisis situations in the various settings in which counselors work.

Course Description:

This course prepares counselors to respond effectively in critical situations of crises, trauma, and disaster. Students learn crisis assessment, diagnoses, post-traumatic patterns, intervention skills, management, and cultural, ethical, and legal considerations for working with diverse and multicultural populations in community and governmental agencies, schools, hospitals and private practice.

Competency Component:

This course will include a competency assessment process. Videos of Vignettes and assessment forms addressing the core areas of crisis, disaster response & PTSD will be provided to each student at our second-class meeting. Each vignette is designed to categorize four levels of competency. The competency levels are Excellent, Enhanced, Adequate and Inadequate skills. The four core areas of assessment will include Assessment skills, Psychopathology, Interviewing Strategies, and Therapy Implementation.

Course Objectives:

1. Understands the impact of crises, disasters, and other trauma-causing events on people of all ages and the roles counselors play as members of an interdisciplinary emergency management response team (CACREP 2009 standards: PI standards G. 1. c, G 3. c and AC standard A. 9. and A. 10.).

2. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events (CACREP 2009 standard: CMHC C. 6.).

3. Demonstrates the ability to use procedures for assessing and managing suicide risk. (CACREP 2009 standard: CMHC D. 6.).

4. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing events (CACREP 2009 standard: CMHC K. 5.).

5. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events (CACREP 2009 standard: CMHC L. 3.).

6. Understands the potential neurobiological impact of crisis and trauma (CACREP 2009 standard: PI standard G. 3. b.).

7. Demonstrates essential counseling skills effective in crisis intervention (CACREP 2009 standard: PI standard G. 5 c.).

8. Demonstrates essential multicultural counseling skills effective in crisis intervention (CACREP 2009 standard: PI standard G. 2. a-f).

9. Understands crisis intervention and suicide prevention models, including the use of psychological first aid strategies (CACREP 2009 standard: PI standard G. 5 g.).

10. Understands and demonstrates effective self-care strategies appropriate to the counselor role (CACREP 2009 standard: PI standard G. 1. d.).

11. Understand ethical and legal considerations in crisis intervention and trauma counseling (CACREP 2009 standard: PI standard G 1. j).

PROFESSOR EXPECTATIONS FROM STUDENTS:

- The professor will communicate weekly with the class through announcements and email notifications, virtual office hours, and virtual meetings as needed.
- The professor will provide email responses within 24 hours of receipt. Communication on weekends and holidays will be limited. Texting on weekends and holidays will not speed up the process.
- The professor will provide clear lectures, instructions, a grading matrix, and in some cases, examples for assignments.
- The professor will provide grades for assignments within 2 weeks of the submission date.
- The professor will provide feedback to journals and discussion board postings as needed, every week.
- The professor will provide a range of opportunities to engage in course content through discussion boards

PROFESSOR EXPECTATIONS OF STUDENTS:

- Students will familiarize themselves with the components of an online course: Blackboard, SafeAssign, Quizzes/Exams, TEAMS meetings, etc.
- Students will respond to the professor's communication requests through email, Blackboard, and phone calls or texting regarding course progress and other general inquiries within 48 hours.
- Students will communicate with the professor through the university email, not personal or work email.
- Students will familiarize themselves with the course textbooks, syllabus, online policies, grading policies, student outcomes, marketable skills, course objectives, and course design.
- Students will adhere to the 7th edition of the APA manual for all written assignments and postings and will not plagiarize the work of another or use the work of their peers and claim it as their own.
- Students will complete and submit all coursework on the due date and time. Late work will not be accepted.
- Students will engage in the course, with their peers and the instructor, with open communication and active participation.
- Students will be diligent in using both oral and written communication that respects peers and instructors.

- Students will be proactive, and resourceful (such as backing up assignments on other external devices or in the cloud), and pre-plan for internet interruptions and

other technology/computer problems so that these will not be issues in test-taking situations or in submitting assignments.

COURSE OBJECTIVES:

The objective of this class is to provide students the opportunities for students to reflect and self-examine his or her beliefs and gain knowledge and skills in multicultural counseling. The course provides an understanding of issues and trends in a multicultural and diverse society.

The specific course objectives include:

1. The role and process of the professional counselor advocating on behalf of the profession.

2. Advocacy processes to address institutional and social barriers that impede access, equity, and success for clients.

3. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally.

4. Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy.

5. Multicultural counseling competencies.

6. The impact of heritage, attitudes, beliefs, understandings, and acculturative experience on an individual's views of others.

7. The effects of power and privilege for counselors and clients.

8. Help-seeking behaviors of diverse clients.

9. The impact of spiritual beliefs on clients' and counselors' worldviews.

10. Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination.

11. Approaches for assessing the conditions of the work environment on clients' life experiences.

12. Strategies for advocating for diverse clients' career and educational development and employment opportunities in the global economy.

13. Counselor characteristics and behavior that influence the counseling process.

14. Strategies to promote client understanding of and access to a variety of communities--
    based resources.

15. Cultural factors relevant to clinical mental health counseling.

16. School counselor roles as leaders, advocates, and systems change agents in K-12
    schools.

STUDENT LEARNING OUTCOMES:

The student will:

1. Demonstrate how their cultural background and experiences have influenced their attitudes, values, and biases about psychological processes.

2. Demonstrate knowledge of ethical and legal considerations so that students will be able to contrast their own beliefs and attitudes with those of their culturally different clients in a nonjudgmental fashion.

3. Demonstrate knowledge and articulate their understanding of how oppression, discrimination, and stereotyping affect them personally, professionally, and institutionally, and actively seek a more culturally affirming professional identity.

4. Demonstrate knowledge about verbal and non-verbal communication style differences, and how their style may clash with or foster the counseling process with persons different from themselves.

5. Demonstrate specific knowledge and information about groups and discuss life experiences, cultural heritage, family systems, and historical background of identified culturally different clients.

6. Demonstrate how culture may affect psychological processes such as personality formation, vocational choices, psychological disorders, and help-seeking behaviors.

7. Demonstrate knowledge about sociopolitical and economic influences that may impact self-esteem and self-concept in the counseling process.
8. Examine relevant research regarding mental health issues and culturally appropriate interventions including indigenous helping practices and help-giving networks among communities.

9. Participate in activities outside the academic setting (e.g., community events, social and political functions, celebrations, friendships, neighborhood groups, and so forth) to clarify their role in social justice, advocacy, and conflict resolution, and to facilitate their knowledge of culturally different groups.

10. Articulate and demonstrate how culturally different clients' religious and/or spiritual beliefs and values, including attributions and taboos, affect worldview, psychosocial functioning, and expressions of distress.

11. Demonstrate knowledge about how to advocate at institutional and community levels on behalf of their clients.

COUNSELOR MARKETABLE SKILLS:

Graduates will be able to:

- Demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.

- Demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.

- Demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

DISTANT LEARNING STATEMENT:

Students enrolled in distance education courses have equal access to the university's academic support services, such as Smarthinking, library resources, such as online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login information to verify students' identities and protect students' information. The procedures for filing a student complaint are included in the student handbook. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies about academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website.

ACADEMIC INTEGRITY:

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected. Examples of academic dishonesty include but are not limited to submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

SAFE ASSIGN:

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and

make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 20% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too like another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper as many times as you would like. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly like another source.

ADA (Americans with Disabilities Act)

SRSU DISABILITY SERVICES:

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities have the opportunity for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator, Mary Scwartze Grisham, located in Ferguson Hall, room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203; Fax: 432-837-8724.

LIBRARIES

The Bryan Wildenthal Memorial Library in Alpine offers FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).
No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

New for Fall 2023: Mike Fernandez, SRSU Librarian, is based in Eagle Pass (Building D-129) to offer specialized library services to students, faculty, and staff. Utilize free services such as InterLibrary Loan (ILL) and ScanIt to get materials delivered to you at home or via email.

ATTENDANCE POLICY:

You are responsible for reviewing the university policies on Absences and Class Attendance in the SRSU Student Handbook. Because this is such an abbreviated weekend format course, attendance at and prompt arrival for ALL class sessions is required to pass this course. If unable to attend a class session, please contact the professor and know that you will be dropped from the course.

PARTICIPATION POLICY:

Since **EDSR 6318** is an online course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross's email *DAILY* for the duration of the course. For you to remain enrolled in **EDSR 6318**, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is the policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F." You may access the "Online Participation Policy" forum by entering Blackboard, and then selecting Discussion Board. Please follow the directions regarding your required response.

COURSE REQUIREMENTS:

Technology Requirements: Since the Counselor Education Program is predominately web-delivered, students are required to have their computers and internet that can handle the required technology, including audio, a camera, Chrome, Blackboard, Zoom, YouTube, and other applications. Not having the technology at your disposal at any time is not an excuse for failure to submit an assignment, join in a Zoom or Blackboard session, or take an exam.

Students will:

 • Attend all virtual classes and participate in discussions and activities. Failure to attend a class will result in course failure.

• Complete reading assignments and study the material before class meetings.

• Complete out-of-class assignments and deliver in-class presentations.

• Take exams.

 • Practice professional conduct and ethics.

• Practice respectful learning exchanges

GENERAL FORMAT FOR WRITTEN WORK:

Papers must be typed using APA format. Which includes, 1-inch margins, 11-point Ariel type, and double line spacing. Begin numbering with the title page, and edit for spelling, grammar, clarity, and logic of idea development.

SafeAssign is used to assist with the quality of writing.

> **NOTE:** Your writing reflects your professionalism. A paper with multiple errors will receive a reduction in grade. Along with your 7th Edition APA manual, http://www.apastyle.org is a good reference website for APA guidelines. Typically, each paragraph will have at least one cited source. Even if you have rewritten the information in your own words, you must cite the source. If you use a quote the page number from where it came from in the source is required.

WRITING RUBRIC FOR ALL WRITTEN ASSIGNMENTS AND DISCUSSIONS:

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Integration of Knowledge	The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways	The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways	The paper incorporated knowledge from the literature in relevant and meaningful ways	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways	The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways	
Organization and Presentation	The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Focus	The paper's topic lacked focus and a clear direction	The paper's topic had occasional focus, direction, and purpose	The paper's topic had focus and clarity of direction and purpose	The paper's topic had effective focus and clarity of direction and purpose	The paper's topic had very effective focus and clarity of direction and purpose	
Level of Coverage	The paper lacked depth, elaboratio, and relevant material	The paper occasionally included depth, elaboration, and relevant material	The paper included depth, elaboration, and relevant material	The paper effectively included depth, elaboration, and relevant material	The paper very effectively included depth, elaboration, and relevant material	
Grammar/ Spelling	The paper contained numerous errors of grammar and spelling	The paper contained some errors of grammar and spelling	The paper contained very few errors of grammar and spelling	The paper contained only one or two errors of grammar and spelling	The paper contained no errors of grammar and spelling	
References and Sources	The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity	The paper included content from a few peers reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility	The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites.	
APA Style	The paper did not	The paper was partly	The paper was mostly	The paper was based	The paper was	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
	use APA style	based on APA style	based on APA style	on APA style with only a few exceptions	completely and accurately based on APA style	
Total Score						
Mean Score						

Comments:_____
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Student Name: _____ A# _____

Assignment: _ _____ Date: _____

SUPPORTIVE STATEMENT:

I aim to create a learning environment for my students that supports various perspectives and experiences. I understand that the recent pandemic, economic disparity, and health concerns, or even unexpected life events may impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create a supportive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you.

VIDEO REFLECTIONS:

As students, your reflections are a crucial part of the learning process. You will access the Video Reflection tab, review the assignment, and enter a minimum 3-paragraph reflective comment regarding the assignment. There will be thirteen (10) graded video/article reflection assignments. The rubric reflects four competencies with the following value ratings: Advanced (3 pt. value), Novice (2 pt. value), Student (1 pt. value), and Unacceptable (0 pt. value).

The comment must include your version of what theme or message the author is attempting to convey to his or her audience. Include any rationality, such as logical reasoning or evidence from the video, as perceived by the descriptive content; for example, if the video discusses the benefits of a certain practice, you could rationalize this by citing studies that support these benefits. Also, include your thoughts and emotion(s) you experienced while viewing the video and perceptions of how the information might impact future activities; for instance, if the video is about a new teaching method, you could reflect on how this might change your approach to teaching. Please see the rubric below that I use to assess your skill level. You are welcome to enter a personal experience(s) recalled while viewing the video. In addition to the 3-paragraph reflection, include the core concepts for each theory.

The assignments are designed to be clear and straightforward. They primarily consist of short video clips but may include an article or a guest-person presentation. You will select the topic title (Example, VR 1, etc.) for the video clip assigned for the week. The video reflection clips are located under the Video/Article Reflections submenu. After selecting the title, you are required to select the thread title. Review the video clip and enter your reflection by selecting the "Reply" feature and enter your reflection. The following rubric is provided to guide your responses.

Competency Level	Advanced (3)	Novice (2)	Student (1)	Unacceptable (0)
1. **Competency 1** Your version of what theme or message the author is attempting to convey to his or her audience.	Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent and the offers rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent from his or her general perspective.	Student only restates the video or Text content.
2. **Competency 2** Include any specifics the author(s) used to strengthen his or her point of view.	Student is able to identify two or more aspects of the author's intent and the rationale that	Student is able to identify one aspect of the author's intent and the rationale that	Student is able to identify one aspect of the author's intent.	Student is unable to identify any point of views.

	supports his or her reflection.	supports his or her reflection.		
3. **Competency 3** Describe your thoughts and emotion(s) you experienced while viewing the video.	Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent.	Student only restates the video content.
4. **Competency 4**. Explain your perceptions of how the information might impact future activities.	Student is able to identify two or more aspects of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent and the rationale that supports his or her reflection.	Student is able to identify one aspect of the author's intent.	Student only restates the video content.

QUIZZES:

Weekly quizzes are designed to evaluate knowledge level comprehension for each class content reviewed. Each student will complete a quiz every week. The quizzes are intended to ensure you can grasp the content of the assigned reading. There are thirteen (10) quizzes, and each Quiz has a 100-point potential. Each Quiz will contain a different number of questions that correspond with the chapter content and will consist of true and false, multiple choice, fill-in-the-blank, and short answer questions. If you do well on your quizzes, you will probably do well in the final exam. You can use your quizzes to study for the final exam.

Students must complete the Quiz immediately after completing the video/Article reflection, which is completed immediately after the virtual class session.

CRISIS COMPETENCY ASSESSMENTS

Counselors working with clients who are exhibiting crisis or predisposed to crisis responses to stressful situations often require formal assessment, which includes inventory assessment tools. Students will complete four assessment forms by the end of the semester and are required to complete four (4) assessments

throughout the semester. Vignettes are provided to appropriate the assessments.

MOVIE REFLECTION PAPER:

The reflection paper is designed to move students from passive learning to active learning. Active learning enhances reasoning skills that are very important to a counselor. Like your video reflection forum entries, this assignment will strengthen your counseling skills by grasping certain content while assessing your intrinsic processes.

I have provided students with a brief video explaining reflective learning and writing a reflective paper. This approach will motivate your learning and perceptive skills. Since counseling is considered scientific, use an APA format to write this paper, and it must contain at least four (4) pages, which includes content, the Title page, and the Reference page(s). The writing lab has many writing resources that can assist you in understanding the mechanics involved in writing a reflective paper. Students may choose to either rent or purchase the movie for required viewing.

Criteria	Superior (25 pts.)	Sufficient (20 pts.)	Minimal (10 pts.)	Unacceptable (0 pts.)
Depth of Reflection **___ points**	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.

			provided or are irrelevant to the assignment.	
Required Components ___ **points**	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure ___ **points**	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.

Evidence and Practice ___ points	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are thoroughly detailed, as applicable.	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the respondent's overall teaching practice are presented, as applicable.	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching practice are presented, as applicable.

FINAL EXAM:

The final exam is a 100-question that may consist of True/False, Multiple-Choice, or Short Answer type questions that are designed to assess comprehensive, application, analysis, synthesis, and evaluative consideration of knowledge gained over the semester. The final exam primarily derives from weekly quizzes. The exam will be posted on Blackboard on the designated date and each student will have four (4) hours to complete the exam.

PARTICIPATION/DISCUSSION:

This course is Asynchronous and will not require you to attend virtual classes. You will have eight (8) discussions where you share your perspective with your cohort. As your professor, I am readily available to answer any questions. Don't hesitate to contact me as directed on the first day of class. I emphasize timeliness in assignment submission, which includes active participation in the assigned discussion board. I will only consider allocating more time to submit assignments under extraordinary circumstances.

Your unique intercultural experiences are not just valuable, but they also significantly enrich everyone's learning in class. I will be online on Tuesdays and Thursdays at 6:00 p.m., and I will record class sessions for your convenience. Each student may choose to sign on through Collaborate Ultra; however, this is NOT MANDATORY, but available. This flexibility in the course schedule allows you to manage your time effectively and cater to your individual learning needs. I will be signed on at the designated time to address any content clarity inquiries or other general information, further enhancing your understanding of the material.

You will need high-speed Internet service and the Adobe Flash Player loaded into your computer. The IT department has suggested using Google Chrome as your web browser to alleviate technical difficulties. I have placed a quick link to Adobe Flash Player for quick download onto their personal computer. Students are always welcome to use the on-campus computer lab for the virtual interactive weekly meetings.

EVALUATION/GRADING POLICY:

Your grade for this course will be determined by evidence of the quality of your learning as demonstrated by your performance on the following:

Video Reflections	(10)	20%
Quizzes (10)		20%
Crisis Competency Assignments (4)		15%
Movie Reflection Paper/Presentation		20%
Final Exam		10%
Participation/Discussion (8)		15%

Course Grade:	A	B	C	F
	91% - 100%	81% - 90%	71% - 80%	Below 71%

NOTE: Graduate students must maintain a 3.0 GPA to remain in good standing.

If you make a C, you will retake the course.

Each student will be expected to stay in regular communication with their professor and will be required to respond to emails sent to your Sul Ross email and/or telephone calls initiated by the professor within two days.

ASSIGNMENT DESCRIPTIONS NOTE: **Late work is not accepted.**

Assignments will be adjusted as needed by the professor.

SCHEDULE/DUE DATES:

Please complete the reading assignments and study the material before engaging in other assignments.

The professor reserves the right to adjust assignments as needed. Some assignments may be added, and others dismissed. Be flexible.

PROPOSED COURSE OUTLINE

DATE	TOPIC. ASSIGNMENT DUE AND READINGS

Week 1 Starts 05/29/24	**Introduction:** Professor and Student Introduction
	            Syllabus Review
	            Orientation Videos
	
	Module 1:
	      Reading Assignment: Ch. 1 Approaching Crisis Intervention
	      VR 1: Approaching Crisis Intervention
	      Quiz 1:
	      Discussion Board: 1

Week 2	**Module 2:**
	       Reading Assignment: Ch. 2 Culturally Effective Helping
	      VR 2: Culturally Effective Helping
	      Quiz 2:
	      Discussion Board: 2
	
	Module 3:
	      Reading Assignment: Ch. 3 The Intervention & Assessment Models
	      VR 3: The intervention and Assessment Models
	      Quiz 3:

Week 3	**Module 4:**
	      Reading Assignment: Ch. 4 The Tools of the Trade
	      VR 4: Tools of the Trade
	      Quiz 4:
	
	Module 5:
	      Reading Assignment: Ch. 5 Crisis Case Handling
	      VR 5: Crisis Case Handling
	      Quiz 5:
	      Discussion: 3

Week 4	**Module 6:**
	      Reading Assignment: Ch. 6 Telephone and On-Line Crisis
	                              Counseling
	      Crisis Competency Project 1: Lethality Assessment
	      VR 6: Telephone and On-Line Crisis Counseling
	      Quiz 6:
	       Discussion Board: 4
	Module 7:
	      Reading Assignment: Ch. 7 Post-Traumatic Stress Disorder
	      Crisis Competency Project 2: PCL-S Assessment
	      VR 7: Post-Traumatic Stress Disorder

	Quiz 7: **Discussion: 5**

Week 5	**Module 8:**
	     Reading Assignment: Ch. 8 Crisis Lethality
	     Crisis Competency Project 3: Columbia-Suicide Severity Rating
	                                  Scale (C-SSRS)
	     VR 8: Crisis Lethality
	     Quiz 8:
	     Discussion: 6
	
	 Module 9:

Week 6
 Ends
 07/03/24
	Module 10:
	     Reading Assignment: Ch. 9 Sexual Assault & Ch. 10 Partner
	                                 Violence
	     VR 9: Sexual Assault/Partner Violence
	     Quiz 9:
	     Discussion: 7
	
	 Module 11:
	     Reading Assignment: Ch. 13 Crisis in Schools
	     Crisis Competency Project: 4 SIQ-JR Adolescent Suicide
	                                    Assessment/AVM-TASR-Am
	     VR 10: Crisis in Schools
	     Quiz 10:
	     Discussion: 8
	     Final Exam
	     Movie Reflection Paper Due