

COUN 630-79B1-Online Crisis Counseling Spring 2023: Mar 13 - May 5 Chadron State College

Please monitor the Chadron State College COVID-19 website (<https://www.csc.edu/covid19/index.csc>) for continuing updates.



Part 1: Course Information

Instructor Information

Instructor: Dr. Kathleen Woods

Office: Old Admin 116

Office Phone: 308-432-6239

Google Voice (Phone or Text): 307-439-4116

e-mail: kwoods@csc.edu

Office Hours: Monday 9:00-12:00 am | Tuesday 10:00-11:00 pm | Thursday 10:00-11:00 am

- **Canvas Address:** <https://chadron.instructure.com/>

- **Facebook:** <https://www.facebook.com/groups/cscounseling>

Credit Hours

3 credit hours

Course Description

This course provides an overview of crisis and disaster intervention strategies for the professional counselor. Issues addressed include, but are not limited to, crises of suicide, homicide, domestic violence, school violence, post-traumatic stress disorder, and vicarious trauma. The counselor's role in natural and human disaster intervention is also addressed. Requirements: None. Prerequisites: None (CSC Graduate Catalog, 2019-2021).

This 8-week course condenses content, requiring more intensive weekly engagement.

Textbook & Course Materials

Required Text:

1. James, R. K., & Gilliland, B. E. (2017). *Crisis intervention strategies* (8th ed.). Belmont, CA: Brooks/Cole, Cengage. ISBN: **9781305860438** MindTap Counseling, 1 term (6 months) Printed Access Card for James/Gilliland's Crisis Intervention Strategies. **You do not need to purchase the printed version of this text. Cengage/MindTap provides an integrated ebook in the MindTap program.**
2. **This course will require MindTap from Cengage.** MindTap is available on its own or through Cengage Unlimited, a subscription that gives you access to all your Cengage access codes and online textbooks. No matter how many Cengage products you use, they are included in Cengage Unlimited, and the price stays the same.

Method of Instruction

The course methodology is web-based. For assistance with technical questions, contact helpdesk@csc.edu or 308-432-6311. This course consists of individual participation through weekly assignments, collaborative discussions, and exams. All dates and assignments can be found in the course schedule.

Course Requirements

It is intended that all courses at the graduate level will require more significant intellectual effort, more independence in reading and investigation, and more constructive thinking than undergraduate levels of instruction. Requirements include active participation and completion of all assigned work on time. Unless otherwise indicated, all written assignments must follow APA formatting guidelines: <http://owl.english.purdue.edu/owl/resource/560/1/>.

All assignment submission links will be found in the appropriate Canvas Weekly Module.

1. **Forums:** You will have many opportunities to share your ideas each week. I will provide the topic, and you will give unique reflection, insight, and discussion. Please see the rubric at the end of this syllabus.
 - a. A new forum will be available Sunday through Saturday of each week. To receive total points, you must participate with at least one original post and two replies on a minimum of 3 of the seven days the forum is open. I will not grade a post/reply when submitted after the forum closes.
 - b. Each post must be at least 250 words, and each reply must be 200. Other posts and replies over the minimum can be any length. I recommend you NOT rely on MSWord's word count. It tends to result in a lower count than CSC Online.
 - c. The faculty role is as an observer and facilitator. I will read and participate in the discussion as appropriate.
 - d. Your first forum is the CSC Online Profile. Please upload a photo of yourself! Not a picture of your family, favorite park, or pet. The purpose of the picture is to recognize each other's faces. You will not write any posts for this particular forum.
 - e. Please also take the time to review the Discussion Forum Rubric found linked to your Course Home Page.
2. **Syllabus Quiz:** You will complete the Syllabus Quiz during the first week of class. It is found in your Week One Canvas Module.
3. **MindTap Assignments and Quizzes** are found in Cengage MindTap, accessed from Canvas. Once completed, you will automatically receive a grade and feedback for some assignments. In contrast, others will be manually graded and require you to view assignment feedback from within your Progress tab. Please follow the video link for further explanation on how to view assignment feedback in your Progress tab <https://play.vidyard.com/i3sc5XyJMUqoogvyCBkqrr>.
4. **Adapting Trauma-focused Treatments for Culturally Diverse Populations:** You will watch the 1.5-hour webinar by Michael de Arellano as he discusses the general principles--at the level of culture, family, and the individual child--clinicians should

consider when adapting a trauma treatment for non-majority populations. He also presents a focused case study of the effort to adapt Trauma-focused Cognitive Behavioral Therapy for Latino families. Using your account at NCTSN, you will navigate to <http://learn.nctsn.org/course/view.php?id=343>, complete the webinar, and print/save the certificate of completion. Please submit assignments from the appropriate Weekly Lesson.

5. **FEMA Emergency Management Institute (EMI) Training:** You will complete IS-100.C: Introduction to the Incident Command System, ICS 100 training course. Follow the link or paste it into your browser: <https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c> (This training will take approximately 3 hours). Submit a certificate of completion for the training you've completed. Print and scan (or save as pdf) your certificate when completing the course and submit it by the due date to the appropriate Canvas Assignment.

6. **Psychological First Aid (PFA) Training Online:** PFA online includes a 6-hour interactive course that puts the participant in the role of a provider in a post-disaster scene. This professionally-narrated course is for individuals new to disaster response who want to learn the core goals of PFA and for seasoned practitioners who wish to review. It features innovative activities, video demonstrations, and mentor tips from the nation's trauma experts and survivors. PFA online also offers a Learning Community where participants can share experiences using PFA in the field, receive guidance during times of disaster, and obtain additional resources and training. <https://learn.nctsn.org/enrol/index.php?id=555> **You must start this assignment early as it will take up to a week for the site to email you a copy of your Certificate of completion.**
 - a. Create an account (free): <https://learn.nctsn.org/enrol/index.php?id=555>
 - b. Check your email and confirm your account (click on the link)
 - c. Return to <http://learn.nctsn.org>, and enroll in Psychological First Aid Online
 - d. Print and scan (or save as PDF) your certificate of completion and submit Canvas to the appropriate Weekly Module. See <http://learn.nctsn.org/mod/data/view.php?id=69&rid=2348> for print instructions.

Mental Health and Wellbeing

As a student, you may experience various issues that can cause barriers to learning. These might include strained relationships, anxiety, high-stress levels, alcohol/drug problems, feeling down, or losing motivation. CSC Health Services is here to help with these or other issues you may experience. You can learn about the free, confidential mental health services available on campus at <https://www.csc.edu/healthserv/counseling-services/> or by calling (308) 432-6232 or visiting Crites Hall 343. Help is always available.

Nebraska State College Board Policy 4141

For a 1-credit hour course, [Nebraska State College Board Policy 4141](http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf) (<http://www.nscs.edu/Policy%20Manual/Policy%20Manual%20Master/Policy%204141.pdf>) suggests that you spend at least 45 hours per credit hour in learning activities. Since COUN 637: Advanced

Human Development is a 3-credit hour course, you should plan to spend a minimum of 135 hours in learning activities.

A combination of the following learning activities will support you in attaining the course Student Learning Outcomes described in Part 2 of this syllabus. Be prepared to devote the Hours per Week associated with each course activity or component listed below.

Learning Activity	Hours Per Week	Total for Course
Direct Online Instruction	4 X 8 weeks	32
Reading & Interactive Multimedia	4 X 8 weeks	32
Assignments	2 X 8 weeks	16
Weekly Forum Postings and Discussions	4 X 8 weeks	32
Exams	4 X 8 weeks	32
Total	18	144

The actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation for any student.

****Disclaimer:** Completing the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

Part 2: Student Learning Outcomes

Student Learning Outcomes

In addition to the following course learning outcomes, the School Counseling Program meets the *CSC Education Unit Intended Program Outcomes*:

Visionary Leader Model Components: Communication, Thinking Skills, Methodology, Leadership, Assessment, Inclusive Learning Environment, Professionalism.

InTASC Outcomes: Learner Development, Learning Differences, Learning Environments, Content Knowledge, Application of Content, Assessment, Planning for Instruction, Instructional Strategies, Professional Learning, Ethical Practice, Leadership, and Collaboration.

	Knowledge/Skill Outcomes	CACREP	COUN SLO	Related Assign/Assessment
1	Identify counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	2.F.1.c	1	Readings & Exams: • FEMA Emergency Management Institute (EMI) Trainings FEMA IS-100.b or IS-100.SCa • Ch 2-

2	Recognize effects of crisis, disasters, and trauma on diverse individuals across the lifespan	2.F.3.g	2	Readings & Exams: <ul style="list-style-type: none"> • Ch 2- • Ch 11- • Ch 13- • Webinar: Adapting Trauma-focused Treatments for Culturally Diverse Populations
3	Identify suicide prevention models and strategies	2.F.5.l	5	Readings & Exam: <ul style="list-style-type: none"> • Ch 8-Crisis of Lethality
4	Recognize knowledge of crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	2.F.5.m	5	Readings & Exams: <ul style="list-style-type: none"> • Ch 2-Drugs and Their Effects • NCTSN: Psychological First Aid Training Online Post-Test Certificate (score of 80% or better)
5	Recognize procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	2.F.7.c	7	Readings & Exams: <ul style="list-style-type: none"> • Ch 8-Crisis of Lethality • Ch 9-Sexual Assault • Ch 10-Partner Violence
6	Recognize procedures for identifying trauma and abuse and for reporting abuse	2.F.7.d	5	Readings & Exams: <ul style="list-style-type: none"> • Ch 6-Telephone and Online Crisis Counseling • Ch 7-Post-traumatic Stress Disorder • Ch 9-Sexual Assault • Ch 10-Partner Violence • Ch 9-Video Activity: Reporting Past Sexual Assault.
7	Recall knowledge of the Impact of crisis and trauma on individuals with mental health diagnoses	5.C.2.f	5	Readings & Exam: <ul style="list-style-type: none"> • Ch 17-Disaster Response

Part 3: Grading Policy

Graded Course Activities and Letter Grade Assignment

As graduate students, you must manage your time to make the most of the student learning process and deliver your course assignments by the agreed-upon due dates. The issue of time management is, therefore, crucial to your successful completion of any assignments in this class. Course assignments are weighted accordingly. Complete details can be found on your online Canvas site to learn more about each of the assignments listed below.

Late Work Policy: I do not accept late submissions for assignments, forums, or exams. Late work due to extreme emergency conditions will be considered individually with supportive documentation such as a doctor's note or obituary. You must contact me promptly to determine if the work is acceptable and if you will be granted a late exception. You must check the Canvas online grade book to determine whether I have graded assignments.

Viewing Grades in CSC Online: I will update grades in Canvas each time a grading session has been completed—typically 1-week following the completion of an activity.

Assignments	Grading Opportunities	Percentage Breakdown
Discussion Forums		20%
MindTap Assignments		15%
MindTap & Syllabus Quizzes		15%
Adapting Trauma-Focused Treatments		10%
FEMA EMI Training		15%
Psychological First Aid Training		25%
Total		100%

Grades will be based on a weighted scale and final grades are determined by the following percentages:

Letter Grade	Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Less than 60%

Part 4: Course & Institution Policies

Student Behavior

Academic Honesty: Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards concerning academic honesty. Violation of college, state, or federal standards about plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in the act of academic dishonesty.

4. Plagiarism – appropriating or imitating another author's language, ideas, and thoughts, representing them as one's original work. The following acts are examples of plagiarism:
 - a. Submitting an assignment that someone else has written and claiming the work as one's own.
 - b. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
 - c. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

Note:

- “Someone else” in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure of how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.
- Appropriation or imitating another author's language, ideas, and thoughts and representing them as one's original work is not tolerated. I will use Turn-it-In software to determine the originality of your work. The first instance of plagiarism will fail the assignment, while more than one instance will fail the course.
- View the [Academic Honesty Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website (<https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Attendance/Participation Policy: The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences and arranging potential make-up rests with the students. In courses that utilize an online format, students are expected to participate appropriately and frequently, as determined by the instructor. View the [Class Attendance and/or Participation Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website (<https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

1. **Internet Access:** In the case of a conference, work trip, or family vacation, it is the student's responsibility to make arrangements for Internet access. Therefore, online attendance in the course is expected.
2. **On Handling Technical Issues:** Our online learning environment is dependent on technology -- sort of like those taking a face-to-face class needing a car or some other means of transportation (or mobility) to get to class. I must also say that humans control technology, and we can expect to be able to work through system glitches and failures quickly. Please see On Handling Technical Issues in CSC Online course resources. Don't hesitate to contact helpdesk@csc.edu or 308-432-6311 for assistance if you have any additional technical questions.

3. **Confidentiality:** This course, like other courses in the Counseling Program, requires students to maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation. If one violates confidentiality, the student's ability to continue the program will be in jeopardy.

Dispositional Standards: Please see the [CSC Counseling Website](#) and [Counseling Student Handbook](#) regarding dispositional standards. The standards address a student's affective attributes and disposition to be a counselor. A corresponding Professional Dispositional Standards Rubric provides further guidance. A student's ability to meet the Dispositional Standards is continually reviewed by and subject to, the academic judgment of campus faculty, staff, and administration.

Civility and Netiquette: Civil behavior enhances the learning environment and is always expected. The academic climate welcomes a difference of opinion, discourse, and debate within a civil environment. All class members are expected to follow rules of common courtesy in all communications (including email messages, discussions, and chats). You may find these guidelines helpful:

1. Please get in touch with me via kwoods@csc.edu for all questions and concerns regarding this course. I am not always in my office, and voice messages will not elicit a speedy reply. Though I typically respond quickly, please allow up to 24 hours for a response. Note that I may be unable to respond to an email on the day or hours before an assignment is due or on weekends. Thus, please begin your assignments early. Label posts and emails with a relevant subject heading.
2. Use complete sentences and Standard English grammar. Write in proper paragraphs.
3. **Always remember, when emailing professionally, to begin with a salutation, provide course information, and a signature. It is essential that you address people with the proper title. When you address professors with an earned doctorate (Ph.D. or EdD), please address them with their academic titles.** All the Counseling Program professors at CSC should be addressed with the title Dr. or Professor rather than Ms, Miss, Mrs, or their first names. Individual professors may not mind if you address them by their first name; however, never assume this to be the case.
4. Should you not receive a response to your email, check to ensure that you have met all the above expectations, as I may not respond to emails resembling an informal text message.
5. **Check your official CSC Eagle email account daily**, as all campus communications are sent to your Eagle mail.
6. Use capital letters sparingly. THEY LOOK LIKE THEY ARE SHOUTING.
7. Forward emails only with a writer's permission.
8. Be considerate of others' feelings and use language carefully.
9. Cite all quotations, references, and sources.
10. Use humor carefully. It is hard to "read" tone; sometimes humor can be misread as criticism or personal attack. Feel free to use emoticons to let others know you are being humorous.

Writing Style Requirements for All Papers:

1. The student must submit work in the format required by the class (MS Word, PDF) or another method (cut and paste, rich text format, etc.). CSC cannot open Word Perfect or Pages.
2. When writing a thesis, cite all resources using APA Style in both the text of your paper and on a separate reference page (see the APA manual or the APA style guide at <http://owl.english.purdue.edu/owl/resource/560/01/>; include a cover page, reference page, page numbers, and headers; the paper should be double spaced with 1-inch margins; Use only readable fonts such as Verdana, Times New Roman, Arial, or Courier in 12 point only;
3. Proofread everything you write, checking for grammar and spelling (have someone else read your work).
4. Please note that written assignments for this course are evaluated according to the objective standards of Formal English usage. If the phrase "Formal English" is unfamiliar, please become familiar with it before submitting the first written assignment. Here are a few links to help you get started:
 - <http://www.monash.edu.au/lls/llonline/writing/general/academic/3.xml>
 - <http://www.collegexpress.com/articles-and-advice/grad-school/blog/tips-take-your-writing-graduate-level/>
 - http://prezi.com/ldo1lwx-e_wk/graduate-level-writing-tips/

Cengage MindTap Tips and Technical Assistance:

Should you need technical assistance with Cengage MindTap, please consider the following tips:

- **Pop-Up Blocker and System Help:**
If you click to open a MindTap activity and nothing happens, you probably have your pop-up blocker enabled. You will be required to ENABLE POP-UPS to access MindTap activities.
- **Click Here to check your pop-up blocker status.** This will check to see if your browser and programs are up-to-date, as well as look to see if your pop-ups are disabled. A red "!" means it needs correcting: <http://ng.cengage.com/static/browsercheck/>
- **Click Here for instructions to allow pop-ups:** Instructions are available for any browser you use. Please do not use Internet Explorer when accessing MindTap. <http://www.wikihow.com/Disable-Popup-Blockers>
- **Other Important Tips:** Please DO NOT use Internet Explorer as your browser. Google Chrome and Firefox work best. Internet Explorer does not function well with MindTap.
- **Need assistance navigating MindTap?** Here is a link to a MindTap user guide. This will help you learn to navigate MindTap, complete assignments, and access additional supplements and study tools: http://assets.cengage.com/pdf/gui_mt-lms-stu-brief-user-guide.pdf.
- **Download the MindTap Mobile App!** For 24/7 access to the full eBook and study tools and to stay connected with your assignment due dates! <http://solutions.cengage.com/mindtapmobileapp/>
- **Having Issues and Need further assistance?** Go to <http://support.cengage.com> to open a ticket and talk to someone live that can help! This is helpful for both registration and purchase questions, as well as any technical issues you may have

Equal Education Opportunity Policy/Nondiscrimination Policy

CSC is committed to an equal opportunity program to encourage admission and employment and to provide procedures that assure equal treatment of all students and employees. The College administers its academic and career programs and related support services in a manner that does not discriminate based on gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Its policies are consistent with nondiscriminatory policy, including Title VII of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972, as amended; and Sections 503 and 504 of the Rehabilitation Act of 1973. The College's written policy regarding the Americans with Disabilities Act (ADA) may be reviewed in the office of the Director of Human Resources or in the Library Learning Commons, along with the provisions of the Americans with Disabilities Act, and the rights provided. View the [Equal Employment and Education Opportunity Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website. (<https://app.policyiq.com/ChadronStateCollege/Content/View/3443?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Equal Access

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request, CSC will provide reasonable accommodations to ensure students have equal access to programs, activities, and services. For assistance, contact the Equal Access Coordinator, Deena Kennell, at 308.432.6467 or by email at dkennell@csc.edu

Personal Emergency & Academic Attendance

If a personal emergency (such as hospitalization, accident, death of an immediate family member, or family crisis) requires an absence from courses and on-campus, students need to contact their instructors as soon as possible.

If the emergency should cause an extended absence (3 or more consecutive class days), you may contact the Dean of Student Affairs at studentaffairs@csc.edu for assistance. In the event of an extended absence, it may be possible for students to work with their instructors to complete coursework later.

If the extended absence is near the end of the current term, students are encouraged to talk with their instructors about the Incomplete process. This process is ideal for students who have completed a minimum of 75% of the coursework already. If the instructor agrees, the student and the instructor will agree upon an appropriate timeline for the course to be completed. The instructor will file the proper paperwork to be approved by the Dean of Curriculum. If a student's situation is such that they are no longer able to complete the course and an Incomplete is not a viable option, the student may be encouraged to withdraw from their course(s).

If a student's absence pertains to specific academic accommodations, students will be strongly encouraged to request assistance from Disability Services in the Library Learning Commons.

Student-athletes who are injured and need accommodations due to their injury/injuries are assessed by CSC Athletic Training staff with any required assistance from area medical professionals. The Athletic

Training staff will communicate the accommodation needs to the Dean of Student Affairs, who will communicate this to all instructors and, if appropriate, the Disability Services office.

If a student must be away from campus for CSC-approved athletic, academic, or co-curricular events, they should inform each instructor in advance and will not be penalized. If a student must be away from campus due to circumstances outside their control, they should inform each of their instructors and contact the Dean of Student Affairs at 308.432.6231 for consideration of academic accommodation. In both instances, once notified, faculty, will make reasonable efforts to ensure that students have timely and equal access to instruction. Students who miss instructional time for elective reasons are subject to the faculty member's classroom policies for attendance and makeup work.

Additional Recommended Reading and References:

1. Hughbank, R. J., Cano, M. (2014). *The role of counseling in an emergency response recovery plan. The American Academy of Experts in Traumatic Stress*. Retrieved from <http://www.aaets.org/article171.htm>
2. Jankowski, J, & Hamblen, J. (February 23, 2016). *The effects of disaster on people with severe mental illness*. PTSD National Center for PTSD Retrieved from <http://www.ptsd.va.gov/professional/trauma/disaster-terrorism/effects-disaster-mental-illness.asp>

CSC Mission & Master Academic Plan (MAP)

Mission Statement

Chadron State College delivers experiences that foster knowledgeable and engaged leaders and citizens to enrich the High Plains region and beyond.

MAP Priorities, 2019-2023

CSC is committed to the achievement of tasks/projects that align with the following Priorities:

- ***People*** – Recruitment, Retention, Engagement, Completion Awareness, Commitment, Leadership
- ***Purpose*** – Student Learning and Growth Pedagogy, Support Services, Wellness
- ***Place*** – Community Engagement Social Infrastructure & Third Places, Generational Transitions, Building Bridges

Disclaimer

This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning. These modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

Part 5: Course & Institution Policies

Schedule

Week	Dates	Chapters	Assignments
1	Mar 13-19	1 & 2	<ul style="list-style-type: none"> • Read James & Gilliland Text • MindTap assignments & quizzes • CSC Online Forum 1 • Syllabus Quiz
2	Mar 20-26	3 & 4	<ul style="list-style-type: none"> • Read James & Gilliland Text • MindTap assignments & quizzes • CSC Online Forum 2
3	Mar 27-Apr 2	5, 6, & 7	<ul style="list-style-type: none"> • Read James & Gilliland Text • MindTap assignments & quizzes • CSC Online Forum 3 • Webinar: Adapting Trauma-focused Treatments for Culturally Diverse Populations—Due Apr 2
4	Apr 3-9	8 & 9	<ul style="list-style-type: none"> • Read James & Gilliland Text • MindTap assignments & quizzes • CSC Online Forum 4
5	Apr 10-16	10, 11, & 12	<ul style="list-style-type: none"> • Read James & Gilliland Text • MindTap assignments & quizzes • CSC Online Forum 5 • FEMA Emergency Management Institute (EMI) Training—Due April 16
6	Apr 17-23	13, & 14	<ul style="list-style-type: none"> • Read James & Gilliland Text • MindTap assignments & quizzes • CSC Online Forum 6
7	Apr 24-30	15, 16, & 17	<ul style="list-style-type: none"> • Read James & Gilliland Text • MindTap assignments & quizzes • CSC Online Forum 7
8	May 1-5	18 & 19	<ul style="list-style-type: none"> • Read James & Gilliland Text • CSC Online Forum 8 • MindTap assignments & quizzes • Psychological First Aid - May 2

Assignment Instructions/Rubrics

Discussion Forum-Rubric:

- This course works well when everyone is involved in discussing the material. Your participation throughout the week in each of the forums is essential. Your grade will be based on how much you say and how well it contributes to the class's work, the number of times and days you post in the forum, and the minimum word count. Students are expected to offer comments, questions, and replies to the discussion questions posed for each week, as well as to classmate postings. The faculty's role is as an observer and facilitator. I will read and participate in the discussion as appropriate.
- I grade each of the discussion forums separately on a 3-point scale. Discussion postings that meet all criteria for a score level will receive the highest points possible at that level. Participation in discussion activities can only be accepted for a grade by the date on the discussion posting. For example, you may have met all word counts for three entries but

entered them only on two different days. This will result in 2-points. To be clear, to earn total points each week, you must, at a minimum, participate:

- Day 1-enter an original post that meets a minimum word count of 250 words,
- Day 2-enter a reply that meets a minimum word count of 200 words,
- Day 3-enter a reply that meets a minimum word count of 200 words,
- Read a majority of classmates' entries.
- **3 Points—Have met ALL minimum expectations:** Students earning 3-points for discussion activities have participated three or more times on at least three separate days in the week's forum (with at least one post and two replies), met the minimum word count requirements (each post must be a minimum of 250 words, and each reply must be a minimum of 200 words), read a majority of your classmates' entries, and posted outstanding information.

Discussion postings:

- are made in time for others to read and respond
- deliver information that is full of thought, insight, and analysis
- make connections to previous or current content or to real-life situations
- contain rich and fully developed new ideas, links, or applications
- provide outside resources supporting your ideas.
- posted a minimum of 3 days over the week, meeting word counts.
- meet the minimum word count requirements.
- read a majority of classmates' entries.
- **2 Points—Have met 2, but not all, of the following expectations:**
 - are made in time for others to read and respond
 - To deliver information that shows that thought, insight, and analysis have taken place,
 - make connections to previous or current content or real-life situations. Still, the links are not transparent or are too obvious
 - To contain new ideas, connections, or applications, but they may lack depth and/or detail.
 - posted a minimum of 3 days over the week, meeting word counts.
 - meet the minimum word count requirements.
 - read a majority of classmates' entries.
- **1 point—Have met 1, but not all, of the following expectations:**
 - are made in time for others to read and respond
 - deliver information that shows that thought, insight, and analysis have taken place
 - make connections to previous or current content or real-life situations. Still, the links are not transparent or are too prominent.
 - To contain new ideas, connections, or applications, but they may lack depth and/or detail.
 - posted a minimum of 3 days over the week, meeting word counts.
 - meet the minimum word count requirements.
 - read a majority of classmates' entries.
- **Zero points—Below Expectations:** Students earning zero points for discussion activities have not participated or have posted information that was below expectations.