



## **COUN 560.01W: CRISIS INTERVENTION**

**Course Syllabus: Fall 2021**

*Online*

### **INSTRUCTOR INFORMATION**

**Instructor:** Dr. LaVelle Hendricks, Professor

**Office Location:** Binnion 217

**Office Hours:** Monday 9-2, Tuesday 9-2, Thursday 9-2

**Office Phone:** 903-886-5632

**Office Fax:** 903-886-5510

**University Email Address:** LaVelle.Hendricks@tamuc.edu

**Preferred Form of Communication:** E-mail

**Communication Response Time:** 9am-2pm (Monday – Friday)

### **COURSE INFORMATION**

#### **Materials – Textbooks, Readings, Supplementary Readings**

**Textbook(s) Required:** James, R. K. Crisis intervention strategies. (Current edition). Belmont, CA: Brooks/Cole.

### **COURSE DESCRIPTION**

#### **Catalogue Description of the Course**

An overview of crisis intervention: Major theoretical models of situational crises are described and operationalized across a variety of service delivery systems. Students will develop conceptual competency necessary for professionals engaged in crisis intervention. Special emphasis is given to contemporary research in suicidology, disaster psychology, and crisis management for schools.

#### **General Course Information**

Crisis Intervention is a piece of the master's degree program in the Department of Counseling. Although the structure of the course will **NOT** be that commonly encountered in graduate studies, the teaching philosophy of the instructor is invitational. The pursuit of a degree in counseling means different things to different people. In the opinion of the instructor, even those who do not intend to be active in the midst of a crisis must be educated in the way the human mind retains crisis in order to provide competent services. As a graduate of a CACREP accredited program, the professional community and the public will expect you to have basic crisis intervention coping methodologies.



**Student Learning Outcomes**

**CACREP Standards Addressed in COUN 560**

<b>CMHC Standard</b>	<b>Learning Activity or Assignment</b>	<b>Assignment</b>	<b>Assessment Rubric</b>	<b>Benchmark</b>
II.G.5.g. Crisis Intervention and Suicide Prevention models, including the use of psychological first aid strategies	<ul style="list-style-type: none"> <li>Lecture (Weeks 1-2, 7-9)</li> <li>Readings (James, 2018) [Chapter 2-5, 16]</li> </ul>	<ol style="list-style-type: none"> <li>Personal Assessment Paper</li> <li>Mid Term Exam</li> </ol>	<ol style="list-style-type: none"> <li>Personal Assessment Paper Rubric</li> <li>Mid Term Exam Rubric</li> </ol>	<ol style="list-style-type: none"> <li>≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation.</li> <li>≥ 80% will score ≥ 80% on Mid Term Exam</li> </ol>
A9. Understands the impact of crises, disasters, and other trauma-causing events on people.	<ul style="list-style-type: none"> <li>Lecture (Weeks 10-13)</li> <li>Readings, (James, 2018) [Chapter 1]</li> </ul>	<ol style="list-style-type: none"> <li>Mid Term Exam</li> <li>Personal Assessment Paper</li> </ol>	<ol style="list-style-type: none"> <li>Mid Term Exam Rubric</li> <li>Personal Assessment Paper Rubric</li> </ol>	<ol style="list-style-type: none"> <li>≥ 80% will score ≥ 80% on Mid Term Exam</li> <li>≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</li> </ol>
A10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.	<ul style="list-style-type: none"> <li>Lecture (Weeks 3-6, 14)</li> <li>Readings (James, 2018) [Chapter 4-6]</li> </ul>	<ol style="list-style-type: none"> <li>Mid Term Exam</li> <li>Personal Assessment Paper</li> </ol>	<ol style="list-style-type: none"> <li>Mid Term Exam Rubric</li> <li>Personal Assessment Paper Rubric</li> </ol>	<ol style="list-style-type: none"> <li>≥ 80% will score ≥ 80% on Mid Term Exam</li> <li>≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</li> </ol>
C6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.	<ul style="list-style-type: none"> <li>Lecture (Weeks 1-5)</li> <li>Readings (James, 2018) [Chapter 15]</li> </ul>	<ol style="list-style-type: none"> <li>Personal Assessment Paper</li> <li>Mid Term Exam</li> </ol>	<ol style="list-style-type: none"> <li>Personal Assessment Paper Rubric</li> <li>Mid Term Exam Rubric</li> </ol>	<ol style="list-style-type: none"> <li>≥ 80% of average rubric scores will either meet (2) or exceed (3) expectation</li> <li>≥ 80% will score ≥ 80% on Mid Term Exam</li> </ol>
K5. Understands appropriate use of diagnosis during a crisis, disaster, or	<ul style="list-style-type: none"> <li>Lecture (Weeks 10-13)</li> </ul>	<ol style="list-style-type: none"> <li>Literature Review</li> <li>Final Exam</li> </ol>	<ol style="list-style-type: none"> <li>Literature Review Rubric</li> </ol>	<ol style="list-style-type: none"> <li>≥ 80% of average rubric scores will either meet (2) or</li> </ol>



other trauma-causing event.	<ul style="list-style-type: none"> <li>Readings (James 2018) [Chapter 7-10]</li> </ul>	3. Personal Assessment Paper	2. Final Exam Rubric 3. Personal Assessment Paper Rubric	exceed (3) expectation 2. $\geq 80\%$ will score $\geq 80\%$ on Final Exam
L3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters and other trauma causing events	<ul style="list-style-type: none"> <li>Lecture (Weeks 7-9)</li> <li>Readings (James 2018) [Chapter 7-10]</li> </ul>	1. Literature Review 2. Final Exam 3. Personal Assessment Paper	1. Literature Review Rubric 2. Final Exam Rubric 3. Personal Assessment Paper Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation 2. $\geq 80\%$ will score $\geq 80\%$ on Final Exam 3. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation

## COURSE REQUIREMENTS

### Minimal Technical Skills Needed

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, participating in online discussions, and completing quizzes. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

### Instructional Methods

All work will be done through lecture in D2L.

### Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful of your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate.
6. All writing assignments must be done according to APA 6<sup>th</sup> edition.



7. Regularly check your University email. My suggestion is to check this at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can, do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

## GRADING

Final grades in this course will be based on the following scale:

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
< 59%	F

<b>Assignment/Assessment</b>	<b>Point Value</b>
Personal Assessment Paper (Key Assessment)	100
Literature Review	100
Midterm Exam	100
Final	100

Late assignments will have 10% deduction per day late from the final score.

## TECHNOLOGY REQUIREMENTS

### Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical



issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.



Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.
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- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
  - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)
  - [Adobe Shockwave Player https://get.adobe.com/shockwave/](https://get.adobe.com/shockwave/)
  - [Apple Quick Time http://www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard



spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

### **Brightspace Support Need Help? Student Support**

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on



the words “click here” to submit an issue via email.

### **System Maintenance**

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

### **Interaction with Instructor Statement**

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please make an appointment if you have any concerns or questions.



Email is the best way to reach me. I will attempt to answer all emails within 24 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

### **Course Specific Procedures/Policies**

Written assignments are due on the day noted in the syllabus. Late papers will have 10% deduction per day late from the final score.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:





Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

## **ADA Statement**

### **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 disabilities. If you have a disability requiring an accommodation, please contact:

### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce  
Velma K. Waters Library- Room 162  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-



Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## **Course Outline**

### **STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES**

**Personal Assessment Paper - (Due date: September 24, 2021)**

**Midterm Exam - (Due date: October 8, 2021)**

**Literature Review - (Due date: October 22, 2021)**

**Final Exam - (Due date: December 6, 2021)**



## COURSE OUTLINE / CALENDAR

**Fall 2021: August 30 – December 17, 2021**

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments</b>
Week 1 8/30	Approaching Crisis Intervention	Chapter 1	
Week 2 9/06	Culturally Effective Helping in Crisis	Chapter 2	
Week 3 09/13	The Intervention and Assessment Models	Chapter 3	
Week 4 9/20	The Tools of the Trade	Chapters 4	Personal Assessment Paper Due Sept. 24
Week 5 9/27	Crisis Case Handling	Chapter 5	
Week 6 10/4	Telephone and Online Crisis Counseling	Chapter 6	Midterm Exam Due Oct 8
Week 7 10/11	Posttraumatic Stress Disorder	Chapter 7	
Week 8 10/18	Crisis of Lethality	Chapter 8	Literature Review Due October 22
Week 9 10/25	Sexual Assault	Chapter 9	
Week 10 11/1	Partner Violence	Chapter 10	
Week 11 11/8	Family Crisis Intervention	Chapter 11	
Week 12 11/15	Personal Loss: Bereavement and Grief	Chapter 12	
Week 13 11/22	NO CLASS – HAPPY THANKSGIVING	RELAX & ENJOY YOURSELVES	
Week 14 11/29	Crises in Schools	Chapter 13	



Week 15 12/6	Final Exam		December 6 deadline for Exam

**COUN 560**  
**CRISIS INTERVENTION: THEORY AND PRACTICE**  
**Fall 2021**  
**PERSONAL ASSESSMENT PAPER**

Objective: To evaluate your own potential to effectively perform crisis intervention counseling. In this approximately 5-page paper, you will identify and discuss personal attitudes, values, behaviors, and experiences that can impede or enhance your ability to do crisis work. Your paper must reflect accurate knowledge of effective crisis worker characteristics and the dynamics of counselor burnout, vicarious traumatization, and compassion fatigue. You will use the course readings, and at least 3 professional journal articles dealing with counselor burnout, vicarious traumatization, or compassion fatigue as references. Cite all references, using APA format.

To prepare to write this paper, you will need to do the following:

1. Read Chapter 16 in the James text: Human Service Workers in Crisis: Burnout, Vicarious Traumatization, and Compassion Fatigue. We will not be covering this chapter in class.
2. Think about the topics we have read so far.
3. Look ahead and give some thought to the topics we'll be addressing throughout the rest of the semester: PTSD, suicide, sexual assault, domestic violence, grief and loss.

*In preparing to write your paper, consider the following:*

What personal qualities or characteristics might enhance your ability to be an effective crisis worker?

What personal qualities or characteristics might impede your ability to be an effective crisis worker?

How might crisis experiences in your own life increase the potential for countertransference?

When working with clients who have experienced similar forms of trauma and crisis?

What steps might you take to lessen the potential for and therefore manage countertransference in these situations?



What attitudes, values, behaviors, and experiences might contribute to your risk for vicarious traumatization or compassion fatigue?

What feelings, attitudes, motives, and/or expectations might increase your risk for burnout?

What are some preventative and restorative measures for burnout that are a good match for your particular needs?

\*\*Remember that this self-assessment must be informed by the course readings and at least three professional journal articles dealing with this topic.

## Personal Assessment of Crisis Management Paper Rubric

### --Key Assessment Rubric

	1 – Does Not Meet Expectation (0-10 points)	2 – Meets Expectation (15 points)	3 – Exceeds Expectation (18-20 points)
Student evaluated their own potential to effectively perform crisis intervention counseling. (20 Points)	Student fails to correctly evaluate their effectiveness in a crisis. Failed to cover how they would manage the crisis.	Demonstrates knowledge on how to appropriately measure their efficiency in a crisis but does not go in to great detail regarding how they would manage said crisis.	Demonstrates exceptional knowledge on how to measure their effectiveness when performing crisis intervention while also describing how they would manage the crisis.
Paper must reflect accurate knowledge of effective crisis worker characteristics and the dynamics of counselor burnout, vicarious traumatization, and compassion fatigue. (20 points)	Student failed to provide accurate knowledge or address each of the characteristics and dynamics. Student failed to give adequate details regarding methods used to manage crisis. -Student failed to incorporate the impact of a crisis, emergency management system,	Student did not meet all expectations by providing incomplete knowledge or missing characteristics. Student only suggested methods used to manage crisis but did not provide details. -Student only partially addressed some of these aspects: the impact of a crisis, emergency management system, the use of diagnosis	Student demonstrated an exceptional job by meeting all expectations. Student exemplified correct knowledge and focused on all traits. Student went in to detail explaining what methods of crisis management they would use. -Student successfully incorporated the impact of a crisis,



	the use of diagnosis during a crisis and the appropriate reactions and diagnosis in a crisis.	during a crisis and the appropriate reactions and diagnosis in a crisis.	emergency management system, the use of diagnosis during a crisis and the appropriate reactions and diagnosis in a crisis.
Student wrote at least five pages with at least three journal articles (20 points)	Student did not meet length or article requirement.	Student did not fully complete length or all articles.	Student met both of the writing requirements regarding layout.
APA Style/Grammar (20 points)	Substantial APA errors (> 6 errors). Poor quality, not indicative of graduate level work.	Some APA errors (3-4 errors). Good quality indicative of graduate level work.	Little to no errors (1-2 errors). Exceptional quality indicative of graduate level work.

**COUN 560**  
**CRISIS INTERVENTION: THEORY AND PRACTICE**  
**Fall 2021**  
**LITERATURE REVIEW**

You will identify a crisis intervention topic of particular interest to you, and of particular relevance to the work setting and the clientele you intend serve as a professional counselor. You may choose a topic that has been covered class and cover it in greater depth. Or you may choose a topic that has not been covered in class.

Begin your review of the literature with background information about the crisis intervention topic. Then focus your review on the specific population you are interested in. That is, rather than attempting to cover everything there is to know about a crisis intervention topic (e.g., grief and loss; sexual violence), you need to focus your topic (e.g., bereavement grief in elementary school age children; sexual violence prevention/intervention for adolescent girls). This focused discussion is the heart of your paper.

You will cite and synthesize information from the related literature. Include an in-depth description of initial crisis reactions, and issues/problems associated with the crisis. Identify and describe programs (e.g., psychoeducational curricula such as the Duluth Model for domestic violence; anti-bullying guidance programs), recommended approaches, interventions, and techniques.

Minimum length is 10 pages, typed and double-spaced using APA style. Your literature review must include at least 10 professional journal articles; it may also include chapters from books on your topic, as well as relevant online resources.



*Literature review guidelines (minimum 10 pages):*

Does it document this as a widespread problem?

Does it describe the key elements of the topic?

Does it identify and describe initial crisis reactions, and the most important issues/problems associated with the crisis?

Does it identify solutions discovered by others (e.g., programs, approaches, interventions, and techniques)?

Does it review at least 10 recent journal articles?

## Literature Review Rubric

**Review Rubric**

	1 – Does Not Meet Expectation (0-14 points)	2 – Meets Expectation (18-22 points)	3 – Exceeds Expectation (23-25 points)
Meets length requirement and citations (25 points)	Demonstrates a lack of knowledge on how to appropriately cite and write basic information	Demonstrates knowledge on how to appropriately write and cite but omits one or two points from small error.	Demonstrates exceptional knowledge on how to appropriately write with citations.
Includes in -depth description of initial crisis reactions and issues that come with it. (25 points)	Critique demonstrates little to no evidence of key ideas and findings. Did not include a critique of the research. Not representative of graduate level work	Critique demonstrates good evidence of key ideas and findings but omits one or two key points. Student’s critique is fairly developed and has well-identified supporting points but may omit one or two key points. Representative of graduate level work	Demonstrates exceptional knowledge of key ideas and findings. Student’s critique is clear, thorough, and has well-identified supporting points. Representative of graduate level work
Gives adequate background information with insight on special population and clearly identifies focus topic. (25 points)	Student does not provide enough background, identify special population or identify their focus topic.	Students provides minimal informational with little material regarding population and does not illustrate chosen topic very obviously.	Student demonstrates exceptional background information, details the population they are working with and focus topic is evident.



APA Style/Grammar (25 points)	Substantial APA errors (> 6 errors). Poor quality, not indicative of graduate level work.	Some APA errors (3-4 errors). Good quality indicative of graduate level work.	Little to no errors (1-2 errors). Exceptional quality indicative of graduate level work.
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## Mid Term Exam Rubric

Mid Term Exam (100 points) is fifty questions and multiple choice based on lecture notes.

	1 – Does Not Meet Expectation (0-43 points)	2 – Meets Expectation (40-44 points)	3 – Exceeds Expectation (45-50 points)
Grade Percentage on Quiz	Less than 80% correct on all quiz items	Between 80% and 89% correct on all quiz items	Greater than 89% correct on all quiz items

## Final Exam Rubric

Final Exam (100 points) is fifty questions and multiple choice based on lecture notes.

	1 – Does Not Meet Expectation (0-43 points)	2 – Meets Expectation (40-44 points)	3 – Exceeds Expectation (45-50 points)
Grade Percentage on Quiz	Less than 80% correct on all quiz items	Between 80% and 89% correct on all quiz items	Greater than 89% correct on all quiz items