# TEXAS A&M UNIVERSITY COMMERCE

# COUN 564: **Individual and Family Crisis and Resources**
Course Syllabus: Spring 2022

## INSTRUCTOR INFORMATION

**Instructor:** Linda Ball
**Office Location:** Binnion 222
**Office Hours:** virtual via email or virtual office
**University Email Address:** linda.ball@tamuc.edu
**Preferred Form of Communication**: email
**Communication Response Time:** 48 hours, excluding weekends

## COURSE INFORMATION
### Materials – Textbooks, Readings, Supplementary Readings

**Required Textbooks**
Kagan, R., & Schlosberg, S. (1989) *Families in perpetual crisis*. New York, NY: W.W.
    Norton & Company, Inc. (shredded, selected chapters).

Pruchno, R. (2014). *Surrounded by madness*. Indianapolis, IN: Dog Ear Publishing.

Yeager, K.T., & Roberts, A.E. (2015) *Crisis intervention handbook: assessment, treatment, and
research, (4th edition).* New York, NY Oxford University Press.

**Supplemental References.**
American Institute of Stress. 10 actions for responding to a veteran in crisis. Retrieved from
    https://www.stress.org/10-actions-for-responding-to-a-veteran-in-crisis

American Institute of Stress. Combat operational stress. Retrieved from
    https://www.stress.org/military/combat-stress

American Institute of Stress. The Holmes-Rahe Stress Inventory. Retrieved from
    https://www.stress.org/holmes-rahe-stress-inventory

American Institute of Stress. Military. Retrieved from https://www.stress.org/military

American Psychological Association. Intimate partner violence. Retrieved from
    https://www.apa.org/topics/violence/partner

Cornell University Library. How to prepare an annotated bibliography: The annotated
    bibliography. Retrieved from http://guides.library.cornell.edu/annotatedbibliography

Creating annotated bibliographies based on APA style. (2018) [a PDF document] retrieved from  https://www.bethel.edu/library/research/apa-annobib-sixth.pdf

Department of Defense United States of America. Supporting military families in crisis: A guide to help you prevent suicide. Retrieved from www.dspo.mil/Portals/113/Documents/Family-Guide

Madsen, W. C. (1999). *Collaborative therapy with multi-stressed families*. New York, NY: Guilford Press.

Moore, H. (1994) *Is there a crisis in the family?* Retrieved from www.unrisd.org/80256B3C005BCCF9/(httpAuxPages)/.../OPWSSD3.pdf

NPR. (2016). Invisibilia [radio show]. Retrieved from https://www.npr.org/2016/07/01/483856025/read-the-transcript

Poal, P. (1990).  Introduction to the theory and practice of crisis intervention. *Quaderns de Psicologia, 10*, 121-140.

U.S. Department of Health and Human Services. The role of mental health professionals in the prevention and treatment of child abuse and neglect. Retrieved from https://www.childwelfare.gov/pubs/usermanuals/menthlth/

U.S. Department of Veterans Affairs. PTSD: National Center for PTSD. Retrieved from https://www.ptsd.va.gov/professional/co-occurring/moral_injury_at_war.asp

## COURSE DESCRIPTION

**Catalog Description Of Course**
*564. Individual and Family Crisis and Resources.*
Three semester hours. A study of special problems encountered in family living with individual and community resources pertinent to them.

**General Course Information**
This course introduces various models of assessment of individual and family crises as tools for understanding and assessing the developmental and situational aspects of family crises. It provides a contextual framework for the application of individual and family intervention principles. This course will explore appropriate interventions in such selective family crises as death, terminal illness, suicide, chronic illness/disability, marital crises/separation/divorce, crime and violence, rape, natural disasters, war and imprisonment, marital violence, sexual abuse, physical abuse, drug and alcohol abuse. We will explore in further detail a sampling of the previously mentioned types of individual and family crises, while looking at a basic model of crisis theory and response, with a framework provided to hang specific crises upon.

**Student Learning Outcomes**

**2016 CACREP Standards Addressed in COUN 564**

**TEXAS A&M UNIVERSITY**
**COMMERCE**

| Standard | Learning Activity or Assignment | Assessment |
|---|---|---|
| 2.F.3.g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan including the use of psychological first aid strategies. | Lecture notes for Week 1; Article: Poal, P. (1990) Yeager, K, et.al (2015) Personal Assessment Paper | Discussion Prompt Rubric; Exam Rubric Rubric: Personal Assessment Paper |
| **2.F.5.l.** suicide prevention models and strategies | Department of Defense United States of America. Supporting military families in crisis: A guide to help you prevent suicide

Yeager, K., et.al (2015)

Personal Assessment Paper | Discussion Prompt Rubric; Exam Rubric Personal Assessment Paper Rubric |
| 2.F.5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid | Lecture notes Kagan, R., & Schlosberg, S. (1989) Chapter 1 Article: Moore, H. (1994) Pruchno, R. (2014) Personal Assessment Paper Yeager, K., et.al (2015) | Discussion Prompt Rubric; Resources Project Rubric; Exam Rubric: Personal Assessment Paper Rubric |
| 5.C.2.f. impact of crisis and trauma on individuals with mental health diagnoses | Lecture notes for Week 1 titled Assessment Kagan, R., & Schlosberg, S. (1989) Chapter 4 Pruchno, R. (2014)

Kagan, R., & Schlosberg, S. (1989) Chapter 11

American Psychological Association, no date (Intimate partner violence)

Department of Defense United States of America. Supporting military families in crisis: A guide to help you prevent suicide

U.S. Department of Health and Human Services, no date (Mental Health Professional and child abuse)

Personal Assessment Paper | Discussion Prompt Rubric; Annotated Bibliography Rubric; Exam Rubric; Personal Assessment Paper Rubric |

| | | |
|---|---|---|
| | | |

**CONTENT AREAS include, but are not limited to, the following:**

I.  Introduction to individual and family crises and resources
   A. Effective helper characteristics
   B. Definitions
   C. Crisis intervention goals
II. Legal and ethical issues
   A. Counseling relationship
   B. Consulting
   C. Private practice
III. Intervention techniques and facilitative conditions
   A. Environment
   B. Use of client background information
   C. Initial interview/intake
   D. Structuring
   E. Response dimensions
      III. Unconditional positive regard (respect)
      JJJ. Genuineness (warmth)
      KKK. Empathy
      LLL. Specificity (concreteness)
   F. Action dimensions
      III. Confrontation
      JJJ. Appropriate self-disclosure
      III. Immediacy
   G. Communication leads
IV. Intervention theories and approaches
   A. Crisis theory models…
V. Special populations and concerns
   A. Diversity issues
   B. Reluctant and/or resistant clients
   C. Double ABCX model of Crisis Intervention
   D. Developmental crises
   E. Situational crises

## COURSE REQUIREMENTS

**Minimal Technical Skills Needed**
In this class, you will utilize the Learning Management System (LMS) entitled D2L for instructional and learning methods, submitting assignments, participating in online discussions, and completing exams. 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**

This course consists of a fully online format (D2L), with lecture and didactic learning methods, small group discussions, and assignments coupled with practical application projects.

**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. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 6th 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. Be open to the process. This degree takes time, work, effort, and growth.

**Assignments/Assessments**

**COURSE REQUIREMENTS AND GRADING (350 possible points, of which 90% would equal an A, 80% a B, etc.)**

1. **Attendance/Participation (Discussion Posts): 50 points**
   **Participation.** Appropriate (as defined by instructor) level of interaction/participation during online discussions and presentations is expected. Concerns/Infractions will be addressed individually by the instructor and recommendations made.

   Students are expected to actively participate in and contribute to their learning experience. Active participation includes completing text readings and activity assignments in each unit and offering thoughtful contributions to online discussion. For each student, participation in discussion boards will NOT be determined by LENGTH of response, but by the level of thought put into the postings, the relevancy of the posting to the discussion, and the number of **thoughtful and relevant** postings. ***Students will be expected to respond to weekly discussion posts and also at least one post to a peer's per week to facilitate more of an interactive discussion.*** The Participation portion of your grade includes the Discussion Boards found under each week, and under Course Home. Some of your responses to discussion boards will be counted as projects as listed below.

**Participation includes the ability of the student to interact with the professor and peers in a professional and respectful manner. Failure to do so will result in points being deducted from your final grade.**

**Attendance for an online course is measured by timely responses to discussion post requests (late posts will affect points) and Participation (active contributions online discussion and activities)**

### Discussion Post Rubric

| | 1 – Does Not Meet Expectation (0-2 points) | 2 – Meets Expectation (3-5 points) | 3 – Exceeds Expectations (6-10 points) |
|---|---|---|---|
| Discussion Post Qualities | No post for the topic. Post is not complete, not written in a clear manner OR post is missing critical components of the question OR is discussed in an illogical/inconsistent manner. Post has several grammatical/APA errors; not consistent with graduate level work | Post presents most elements of the question(s) OR all elements discussed in a brief manner. Post is evident of graduate level work with some grammatical/APA errors Adds response to peer's post | Post presents all elements of the question(s) discussed thoroughly and clearly. Post is evident of graduate level work with few to no grammatical/APA errors. Adds response to peer's post |

2. **Personal Assessment Paper: (50 points)**
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. Think about the topics we have read about and discussed in class so far.
2. 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 Paper 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) | Demonstrates a lack of knowledge on how to appropriately evaluate their own potential. | Demonstrates knowledge on how to appropriately measure their efficiency counseling a crisis intervention but not fully. | Demonstrates exceptional knowledge on how to measure their effectiveness when performing crisis intervention counseling. |
| 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 did not meet all expectations by providing incomplete knowledge or missing characteristics. | Student demonstrated an exceptional job by meeting all expectations. Student exemplified correct knowledge and focused on all traits. |
| | 1 – Does Not Meet Expectation (0-1 points) | 2 – Meets Expectation (2-3 points) | 3 – Exceeds Expectation (4-5 points) |
| Student wrote at least five pages with at least three journal articles (5 points) | Student did not meet either or both standards. | Student did not fully meet both standards. | Student met both of the writing requirements regarding layout. |
| APA Style/Grammar (5 points) | Substantial APA errors (> 6 errors). Poor quality, not | Some APA errors (3-4 errors). Good quality indicative of | Little to no errors (1-2 errors). Exceptional quality indicative of |

| | indicative of graduate level work. | graduate level work. | graduate level work. |
|---|---|---|---|

3. **Resources for clinician and/or family: 50 points**
   For this project you will search for approach/intervention strategies on a particular topic listed under general course information (above) that the clinician and/or family could make use of. You will post for all to access via doc sharing and/or webliography tabs (guidelines provided in D2L)

**Resources for clinician and/or family Rubric**

| Resource Project Qualities | 1 – Does Not Meet Expectation (0-2 points) | 2 – Meets Expectation (3-5 points) | 3 – Exceeds Expectations (6-10 points) |
|---|---|---|---|
| Timely completion | Did not complete assignment. OR, Late completion of Project. | Project completed and posted by deadline. | Project completed and posted before deadline. |
| Number of resources cited | Less than the minimum number of resources (<5) provided | Required number of resources provided (5) | More than the minimum number of resources provided (>5) |
| | 1 – Does Not Meet Expectation (0-6 points) | 2 – Meets Expectation (7-14 points) | 3 – Exceeds Expectations (15-20 points) |
| Description of resource | Missing critical components as suggested in guidelines | Project includes most elements within the suggested guidelines. OR all elements discussed in a brief manner. | Project includes all elements within the suggested guidelines, discussed thoroughly and clearly. |
| | Project is not complete, not written in a clear manner OR is discussed in an illogical/inconsistent manner. Project has several grammatical/APA errors; not consistent with graduate level work | Project is evident of graduate level work with some grammatical/APA errors. | Project is evident of graduate level work with few to no grammatical/APA errors. |

4. **Research paper (Annotated Bibliography): 100 points**
   For this project you will develop an annotated bibliography on one of the topics we have not covered but listed above in general course information, or, if you choose one of the topics we are scheduled to cover, you will research a particular aspect of the topic that

we did not include in our discussions via lecture notes or posts (handout provided in D2L)

**Research Paper Rubric**

| Project Qualities | 1 – Does Not Meet Expectation (0-5 points) | 2 – Meets Expectation (6-10 points) | 3 – Exceeds Expectations (11-15 points) |
|---|---|---|---|
| Timely completion | Did not complete assignment. OR, Late completion of Project. | | Project completed and posted by deadline. |
| | 1 – Does Not Meet Expectation (0-8 points) | 2 – Meets Expectation (9-15 points) | 3 – Exceeds Expectations (16-25 points) |
| Number of Professional References Provided | Less than the minimum number of resources (<10) provided | Adequate number of resources provided (10) | More than the minimum number of resources provided (>10) |
| | 1 – Does Not Meet Expectation (0-9 points) | 2 – Meets Expectation (10-19 points) | 3 – Exceeds Expectations (20-30 points) |
| Guidelines Followed | Missing critical components as suggested in guidelines | Project includes most elements within the suggested guidelines. OR all elements discussed in a brief manner. | Project includes all elements within the suggested guidelines, discussed thoroughly and clearly. |
| Complete Summary of Referenced article | Summary is not complete, not written in a clear manner OR is discussed in an illogical/inconsistent manner. Project has several grammatical/APA errors; not consistent with graduate level work | Summary is complete and is evident of graduate level work, writing clear and logical, with only some grammatical/APA errors. | Summary of each reference is well written, and is evident of graduate level work with few to no grammatical/APA errors. |

5. **Final Examination (multiple choice/and application format) – 100 points**

**Exam Rubrics**

| | 1 – Does Not Meet Expectation <80 | 2 – Meets Expectation 81-89 | 3 – Exceeds Expectation >90 |
|---|---|---|---|
| Grade 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 |

## 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 **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. <br><br>Chrome: Latest version for the iOS browser. |
| Windows | Windows 10 | Edge, Chrome, Firefox | Latest of all browsers, and Firefox ESR. |

- 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

- 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:
  o [Adobe Reader](https://get.adobe.com/reader/)  https://get.adobe.com/reader/
  o [Adobe Flash Player](https://get.adobe.com/flashplayer/) *(version 17 or later)* https://get.adobe.com/flashplayer/
  o [Adobe Shockwave Player](https://get.adobe.com/shockwave/)  https://get.adobe.com/shockwave/
  o [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.

*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. Because I teach in different locations, email is the best way to reach me. I will attempt to answer all emails within 36 hours, Monday-Friday. 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. All papers are due at the beginning of the class period..

### 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

**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
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

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

## *COURSE OUTLINE / CALENDAR*

**Course Calendar**

| Date | Topic | Readings | Assignments |
|---|---|---|---|
| Begin 1/31 Weeks 1 & 2 | Introduction to course and class, conceptual definitions…<br><br>Working with Multi-Stressed Families<br><br>Assessment Process | Lecture notes for Week 1<br>Article listed in Webliography and also hyperlinked in title of first slide<br>Yeager, K., et.al (2015), Part 1, chapter 1.<br>Kagan, R., & Schlosberg, S. (1989). Chapter 1<br>Article listed in Webliography as "Is there a crisis in the family?"<br>Lecture notes titled "Families in Perpetual Crisis"<br>Lecture notes titled "Assessment" | Activities as listed under Week 1 & 2 Discussion Prompts Week 1 & 2 |
| Weeks 3 & 4 | Engaging Reluctant Individuals and Families, a structure Selected Individual/Family Crisis:<br>Severe Mental Illness, including suicide | Kagan, R., & Schlosberg, S. (1989). Chapter 4 from "Families in perpetual crisis"<br>Book, (quick read)<br>"Surrounded by madness"<br>Yeager, K., et.al (2015), Part 1, chapter 2, 4, 5, 6, & 11 | Discussion prompts, Week 3 & 4 Any suggested activities associated with this topic |
| Weeks 5 & 6 | Selected Family Crisis: Families in Perpetual Crisis, including abuse and domestic violence | Selected Family Crisis: Families in Perpetual Crisis, including abuse and domestic violence:<br><br>Kagan, R., & Schlosberg, S. (1989), Chapter **11**<br><br>American Psychological Association, no date (Intimate partner violence)<br><br>Yeager, K., et.al (2015), Part 1V, chapters 16 & 17<br><br>U.S. Department of Health and Human Services, no date (Mental | Discussion prompts, Week 5 & 6 Any suggested activities associated with this topic |

| | | Health Professional and child abuse) | |
|---|---|---|---|
| Week 7 3/14 | Spring Break | Enjoy… | Rejuvenate! |
| Week 8 & 9 | Selected Family Crisis: Military and reentry issues | American Institute of Stress, no date; Department of Defense United States of America. Supporting military families in crisis: A guide to help you prevent suicide; U.S. Department of Veterans Affairs. PTSD: National Center for PTSD, no date | Discussion prompts, Week 7 & 8 |
| Week 10 & 11 | Natural and man-made disasters: acts of mass violence and terrorism | Yeager, K., et.al (2015), Part II, chapters 7, 8, & 9 | Discussion prompts, Week 9 & 10 |
| Week 12 & 13 | Ethics/Legal/Professional Issues | Selected readings in D2L | Discussion prompts, Week 11 & 12 Personal Assessment Paper Due Week 11 |
| Week 14 | Final Exam: Two Sections (Multiple Choice & Practical Application) | Review (posted for this week) for exam and then complete the exam | Exam: Section 1 & 2 |
| Week 15 | Resource Project Annotated Bibliography | Time to work on these… | Projects Due: Resource Project Annotated Bibliography |