

The University Of Toledo

New Graduate Course Proposal

* denotes required fields

1. College*:

Department*:

2. Contact Person*: Phone: (xxx - xxxx) Email:

3. Alpha/Numeric Code (Subject area - number)*: -

4. Proposed title*:

Proposed effective term*: (e.g. 201140 for 2011 Fall)

5. Is the course cross-listed with another academic unit? Yes No

Approval of other academic unit (signature and title)

Is the course offered at more than one level? Yes No

If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the [New Undergraduate Course Proposal](#); if the undergraduate course is existing, submit an [Undergraduate Course Modification Proposal](#).

6. Credit hours*: Fixed: or Variable:

7. Delivery Mode:	Primary*	Secondary	Tertiary
a. Activity Type *	<input type="text" value="Online"/>	<input type="text" value="Web Assisted Instr"/>	<input type="text" value="Lecture"/>
b. Minimum Credit Hours *	<input type="text" value="3"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
Maximum Credit Hours *	<input type="text" value="3"/>	<input type="text" value="3"/>	<input type="text" value="3"/>
c. Weekly Contact Hours *	<input type="text" value="3"/>	<input type="text" value="3"/>	<input type="text" value="3"/>

8. Terms offered: Fall Spring Summer

Years offered: Every Year Alternate Years

9. Are students permitted to register for more than one section during a term? No Yes

May the courses be repeated for credit?

No Yes

Maximum Hours

10. Grading System*:
- Normal Grading (A-F, S/U, WP/WF, PR, I)
 - Satisfactory/Unsatisfactory (A-C, less than C)
 - Grade Only (A-F, WP/WF, PR, I)
 - Audit Only
 - No Grade

11. Prerequisites (must be taken **before**): i.e. C or higher in (BIOE 4500 or BIOE 5500) and C or higher in MATH 4200

None

PIN (Permission From Instructor)

PDP (Permission From Department)

Co-requisites (must be taken **together**):

None

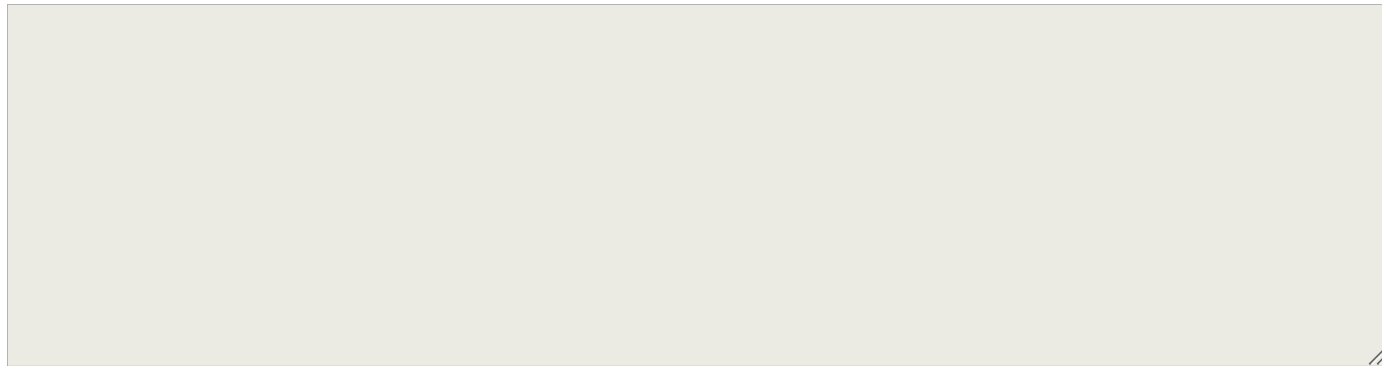
12. Catalog Description* (75 words Maximum)

This course provides information on key aspects of prevention, intervention, active response, and postvention applied to incidents of targeted violence such as campus shootings, terrorism, and suicide. The content is based on government reports, journal articles, and post incident analyses. Emphasis is placed on practical application of the course content. The course is relevant to those pursuing degrees in educational psychology, psychology, counselor education, educational administration, higher education, criminal justice and related fields.

13. Attach a syllabus - a syllabus template is available from the University Teaching Center. Click [here](#) for the Center's template.

File Type	View File
Syllabus	View

14. Comments/Notes:



15. Rationale:

The course is designed to serve as an introduction to key topics in my area of professional activity. Today's teachers, school administrators, law enforcement personnel, school counselors and human resource professionals should be prepared to address incidents of targeted violence, terrorism, and suicide. Unfortunately, the world we live in warrants our preparation. Course objectives cover prevention through postvention with a strong focus on prevention and intervention rather than profiling and punishment.

In the past few years, I have had the good fortune of a number of master/doctoral students interested in this field of study. This course will be the first of several that I hope to propose to meet their needs and to increase enrollment and retention.

Course Approval:

Department Curriculum Authority:	Lisa Kovach	Date	2017/04/05
Department Chairperson:	Edward Janak	Date	2017/04/05
College Curriculum Authority or Chair:	Jenny Denyer	Date	2017/04/24
College Dean:	Richard Welsch	Date	2017/04/26
Graduate Council:	Andrea Kalinoski (GCEC for GC 08-11)	Date	2017/08/11
Dean of Graduate Studies:	Amanda C. Bryant-Friedrich	Date	2017/08/14
Office of the Provost :		Date	

print

Administrative Use Only

Effective Date:

  (YYYY/MM/DD)

CIP Code:


Subsidy Taxonomy:

Program Code:

Instructional Level:

Registrar's Office Use Only

Processed in Banner on:

Processed in Banner by:

Banner Subject Code:

Banner Course Number:

Banner Term Code:

Banner Course Title:

PREVENTION THROUGH POSTVENTION IN TARGETED VIOLENCE, TERRORISM AND SUICIDE

EDP-6380/8380

Department of Educational Foundations and Leadership
Judith Herb College of Education

Instructor: Dr. Lisa Pescara-Kovach **Term:** Fall 2017
Office Hours: Wednesdays 9AM – 2PM
Office Location: Gillham Hall 5000B **Email:** lisa.kovach@utoledo.edu
Office Phone: 419-530-2048 **Twitter:** @UToledoEdPsych
Course Website: <https://blackboard.utdl.edu>
Personal Webpage: <http://www.utoledo.edu/education/depts/efl/faculty/kovach/index.html>

COURSE/CATALOG DESCRIPTION

This course provides information on identifying and applying key aspects of prevention, intervention, active response, and recovery as they apply to incidents of targeted violence (e.g., school, campus, workplace shootings), terrorism, and suicide. The content is based on government reports, journal articles, post-incident analyses and other sources of reliable information. An emphasis is placed on practical application of the course content. The course is of relevance to those pursuing degrees in educational psychology, psychology, counselor education, educational administration, higher education, criminal justice and related fields.

COURSE OVERVIEW

This course will focus on prevention, intervention, active response and recovery in effort to prevent future incidents of targeted violence (e.g., school, campus, workplace shootings), terrorism, and/or suicide. Course content related to prevention involves the principles of behavioral threat assessment, a process used for recognizing warning signs and determining risk level. Intervention information will also be provided with special attention given to a multidisciplinary approach to developing case management plans for those persons who may pose a threat to identifiable targets and/or themselves. In addition, postvention information will be provided. Specifically, those individuals who responded to, or survived, a violent incident need assistance in effort to avoid stress- or trauma-related disorders. As such, course content will be included on critical incident stress management.

Student Learning Objectives

In the area of THEORY, students will be able to...

- Describe Fromm's theory of human destructiveness
- Apply Fromm's perspective to suicide, school/workplace shootings, and terrorism
- Share the mechanisms of moral disengagement
- Compare the 8 mechanisms of moral disengagement with shooter traits
- Compare the 8 mechanisms of moral disengagement to violent extremists
- Examine the causal factors of multi-victim shootings
- Understand and describe the interpersonal theory of suicide
- Describe the difference between affective and targeted violence

In the area of PREVENTION, students will be able to...

- Identify hybrid targeted violence
- Articulate the difference between profiling and behavioral threat assessment
- Identify the key members of a Behavioral Intervention Team
- Recognize behaviors of concern
- Recall FBI, Secret Service, USDOJ, USDOE-identified shooter traits
- Describe the characteristics of those recruited as lone wolves
- Compare terrorist recruits to Columbine, Virginia Tech, Sandy Hook-type perpetrators
- Understand and express the rationale for behavioral threat assessment
- Identify the mental health issues that play a role in suicides and incidents of affective and targeted violence
- Recall risk factors in suicide and targeted violence
- Recognize the role family, school, personal and social/workplace dynamics play in targeted violence
- Recognize signs of depression
- Comprehend the need to address the 11 key questions identified by the Secret Service, FBI, etc.

In the area of INTERVENTION, students will be able to...

- Describe best practice in case management
- Discuss the need for a multidisciplinary Behavioral Intervention Team
- Recall HIPAA and FERPA guidelines and their exceptions in Health and Safety Emergencies
- Recognize the difference between individuals who pose no threat, a potential threat, and an imminent/immediate threat
- Discuss the importance of attempting to thwart future intrapersonal or interpersonal violence
- Describe a multidisciplinary approach to intervention
- Think critically about contributors to suicidality
- Identify key components of House Bill 28 and its implications on institutions of higher learning
- Describe culpability and intentional negligence as they apply to school districts, universities, and workplaces

In the area of ACTIVE RESPONSE, students will be able to...

- Discuss the shortcomings of traditional lockdown
- Describe (Alert, Lockdown, Inform, Counter, Evacuate) ALICE principles
- Distinguish between ALICE; Run, Hide, Fight, and traditional lockdown
- Recite RAIDER principles of solo engagement in responding to critical incidents
- Summarize best practice in responding to a friend, classmate, or coworker who expresses suicidal ideation
- Discuss the need for knowing local resources for emergency referral

In the area of POSTVENTION, students will be able to...

- Understand the importance of handling carefully postvention - post-suicide and post-active killings
- Describe critical incidents that lead to stress- and trauma-related disorders
- Articulate the purpose of a Critical Incident Stress Management Team
- Explain CISM steps: de-fusing, de-briefing, and referrals

- Analyze case files toward understanding suicide prevention and intervention
- Describe law enforcement response to active shooter incidents
- Recognize the principles of DHS Run, Hide, Fight as well as ALICE
- Describe the key steps in emotional recovery from a mass shooting
- Recall the 10 action steps for dealing with the aftermath of a suicide
- Describe Critical Incident Stress Management principles for assistant emergency response personnel, school/workplace staff and administration, and survivors

Course Readings

Required Materials:

There will be numerous articles and videos assigned throughout the semester. The files and links will be posted on Blackboard within the assigned **Weekly Content Folder**.

You do NOT have to purchase a textbook for the course.

Online Work Week

IMPORTANT INFORMATION REGARDING YOUR ONLINE WORK WEEK: Your workweek in this course begins every Tuesday of each week at 12:00PM and ends every Sunday of each week at 11:59PM. In the past, I had scheduled workweeks that began on Monday and ended on Thursday. Due to student input, I decided to allow for ‘working weekends.’ Specifically, a number of students prefer to work on assignments over the weekend. In truth, I allow but discourage this behavior, as *it is in your best interest not to cram everything in at the last minute.*

→→**To begin the course**, you are required to introduce yourself to your classmates. You will find an Introductions link in the Course Menu. Click on the link and provide information as to who you are, what is your area of study, why you are taking the course, what you hope to gain from the course, and anything else about your present and future that you’d like us to know.

Your next task is to complete the Syllabus Quiz by clicking on the Syllabus Quiz link.

I am within reach via e-mail Monday through Friday. I do ask that you give me 24 – 48 hours if you do not hear from me. It is likely you will hear from me sooner. *I urge you to review materials before Friday of the workweek, as I cannot guarantee you will get a reply if you e-mail me over the weekend.*

If you prefer to speak via telephone or in person, do not hesitate to contact me on my office phone or make an appointment to see me during my open office hours.

Anti-Bullying Policy

Every University of Toledo student deserves to enjoy our school equally, and feel safe, secure and accepted. It is my goal to promote an inclusive, accepting environment in this course. Consequently, any form of bullying will not be tolerated. Bullying is defined as *intentionally persistent, hostile behavior that is aimed at harming another individual*. Bullying can take many forms including verbal (e.g., name-calling, insults), physical (e.g., pushing, shoving), and relational (e.g., eye rolling when a classmate enters the room, mimicking a classmate, ostracizing or attempting to get others to consistently ignore a classmate). Bullying can also be cyber in nature; specifically, multiple incidents of negative comments during class discussion, repetitively rude text messages, repetitively hostile e-mail messages and/or comments on Facebook, Instagram, Twitter, or other social media sites.

Please be it known that any form of bullying will not be tolerated in online or on campus interaction. If you experience bullying, or are a witness to a bullying incident in this course or anywhere on campus, please feel free to contact me and I will address the matter. If you are uncomfortable reporting it to me, please visit The University of Toledo's Anti-Bullying Task Force link at www.utoledo.edu/tlc/bully and complete The Anonymous Reporting Tool.

Cell Phone Policy for On Campus Meetings

On occasion, we will meet on campus for class meetings. I am offering ALICE training (date TBD) as well as the opportunity to interact with some of our local members of the Northwest Ohio Critical Incident Stress Management Team. If you are not local, I will find a way to allow you access to the content.

As someone who is involved in examining post-incident analyses of tragic events on campuses, I would be a hypocrite if I prevented you from having access to your cell phones. As you know, the U.T. community is notified of potential emergencies via UT Alert. I want to be sure we have information available to us in the unlikely chance an incident unfolds on campus. Your cell phone should be out of your hands, but within your view. Please have your phone on vibrate.

Tentative Online Course Calendar: Assigned Readings, Videos, and On Campus Meetings

Week of August 28th

TOPIC: POTENTIAL THEORETICAL EXPLANATIONS FOR TARGETED VIOLENCE AND TERRORISM

Read:

1. DeCaroli, E.M. & Sagone, (2014). Mechanisms of Moral Disengagement: An Analysis from Early Adolescence to Youth. *Procedia Social and Behavioral Sciences*, 140, 312 – 317.
2. Fromm, E. (1973). *The Anatomy of Human Destructiveness*. Select chapters available in the weekly content folder.
3. Langman, P. (2016). Multi-Victim School Shootings in the United States: A Fifty-Year Review. *Journal of Campus Behavioral Intervention (J-Bit)*.

4. Frazzano, Tracy L., and G. Matthew Snyder. "Hybrid Targeted Violence: Challenging Conventional "Active Shooter" Response Strategies." *Homeland Security Affairs* 10, Article 3 (February 2014). <https://www.hsaj.org/articles/253>.

Week of September 4th

TOPIC: A SAMPLE OF RELEVANT LAWS AND POLICY

Read:

1. Dear Colleague Letter Harassment and Bullying (October 26, 2010) Background, Summary, and Fast Facts. U.S. Department of Education Office of Civil Rights.
2. Amended Ohio House Bill 28. Requires Suicide Prevention Programs at State Colleges. 131st General Assembly.
3. Letter to Our Nation's Healthcare Providers: HIPAA Announcement. Department of Health and Human Services. January 2013.
4. Family Educational Rights and Privacy Act (FERPA) and the Disclosure of Student Information Related to Emergencies and Disasters. June 2010.

Week of September 11th

TOPIC: MISSED WARNING SIGNS

Watch:

1. *Silence Broken: A Mother's Reckoning*. Interview with Susan Klebold, (2016), ABC News.
2. New Details on WDBJ Shooter's Tumultuous Work History (2015). CBS News.
3. My Story: Struggling, Bullying, Suicide, Self-Harm. Video created by Amanda Todd.

Read:

4. *Report of the State's Attorney for the Judicial District of Danbury on the Shootings at Sandy Hook Elementary School and 3060 Yogananda Street Newtown, Connecticut on December 14th 2012* (2013). pages 1 – 48.
5. Espelage, D. L. & Holt, M.K. (2013). *Suicidal Ideation and School Bullying Experiences After Controlling for Depression and Delinquency*, *Journal of Adolescent Health*, 53, S27 – S31.

Week of September 18th - Discussion due Sunday, September 24 11:59PM

TOPIC: RATIONALE FOR INTRAPERSONAL AND INTERPERSONAL VIOLENCE PREVENTION

Watch:

1. Pescara-Kovach, L. (2017). *Brief Campus Threat Assessment Training*. PowerPoint Presentation written for JHCOE Mid-Semester Professional Development.
2. *Troll*. Video authored by Shane Koyczan

Read:

3. Sheftall, A.H., Asti, L., Horowitz, L.M., Felts, A. Fontanella, C.A., Campo, J.V., & Bridge, J.A. (2016). *Suicide in School Aged Children and Early Adolescents*,
4. *The Link Between Bullying and Suicide: What We Know and What It Means for Schools*, Report from the Centers for Disease Control National Center for Injury Prevention and Control. 1 – 10.
5. Pescara-Kovach, L. (2005). *When Relational Bullying Ends in Tragedy: Corinne's Story in the Words of Her Mother, Rochelle Sides*. In *School Shootings and Suicides: Why We Must Stop the Bullies*. *rough draft word document.
6. Claire Davis Act/Senate Bill 15-213 (Signed in 2015). Concerning the Limited Waiver of Governmental Immunity from Claims Involving Public Schools for Injuries Resulting from Incidents of School Violence.

Week of September 25th

TOPIC: BULLYING IN THE WORKPLACE

Read:

1. Misawa, M., & Rowland, M.L. (2015). Academic Bullying and Incivility in Adult, Higher, Continuing, and Professional Education. *Adult Learning, 26*, 3 – 5.
2. Sedivy Benton, A. et al. (2014) Good Ol' Boys, Mean Girls, and Tyrants. *Adult Learning, 26*, 35 – 51.
3. Thomas Washington, E. (2014). An Overview of Bullying in Higher Education. *Adult Learning, 26*, 21 – 27.

Watch:

4. Boddy, C. (2012). Bullying and Corporate Psychopaths at Work. *TedxHanze University*.

*Week of October 2nd

TOPIC: CASE STUDIES LINKED TO BULLYING

Read:

1. Pescara-Kovach, L. (2016). *Peer Acceptance and Bullying*, PowerPoint presentation.

Watch:

2. Hirsch, L. (2011). *Bully (clips 1 – 9)*
<https://www.youtube.com/watch?v=sPZ2Ukl7EPU>
3. <http://abcnews.go.com/GMA/video/dairy-queen-manager-charged-manslaughter-employees-suicide-45503853>
4. <http://www.nydailynews.com/new-york/staten-island-boy-13-kills-school-bullying-article-1.2749245>

Week of October 9th

TOPIC: BEST PRACTICE IN SUICIDE PREVENTION AND INTERVENTION

Read:

1. U.S. Department of Health and Human Services (HHS) Office of the Surgeon General and National Action Alliance for Suicide Prevention. *2012 National Strategy for Suicide Prevention: Goals and Objectives for Action*. Washington, DC: HHS, September 2012.
2. Sokolow, B. et al. (2015). *Making the Call: Parental Notification of Suicidal Students*. Mini panel with insights from the NCHERM Group.
3. Freedenthal, S. (2014). *The 3-Day Rule and Suicide*. Retrieved at www.speakingofsuicide.com.
4. Pae, C-U. (2014). Influence of Media on Suicide: Proper Coverage of Media on Suicide Report. *Journal of Korean Medical Science, 29*, 1583 – 1585.

Week of October 16th Fall Break

Week of October 23rd – Discussion due Sunday, October 29 11:59PM

TOPIC: BEST PRACTICE IN TARGETED VIOLENCE PREVENTION

Read:

1. *Workplace Violence Prevention: Readiness and Response* (2011). Report released by the Federal Bureau of Investigation.
2. *Threat Assessment Team – Summary of Mandates in the Commonwealth of Virginia* (2016). Document created by L. Pescara-Kovach.
3. Van Brunt, B, ed. *Best BITs: Topics in Campus Behavioral Intervention and Violence Prevention*. Chapters 1 and 2.

Week of October 30th

TOPIC: THE IMPORTANCE OF AN ORGANIZED AND TRAINED BIT TEAM

Read:

1. Goodrum, S., Woodward, W., (2016). *Report on the Arapahoe High School Shooting: Lessons Learned on Information Sharing, Threat Assessment and Systems Integrity*. 1 – 132.
2. Van Brunt, B., Sokolow, B., Lewis, W.S., Schuster, S & Swinton, D.C. (2014). *Core Q-10 Checklist: Assessment of a Behavioral Intervention Team*. 1 – 12.

Week of November 6th

TOPIC: INTERVENTION AND CASE MANAGEMENT

Read:

1. Sokolow, B., et al. (2015). *Making the Call: Parental Notification of Suicidal Students*. Mini panel with insights from the NCHERM group.
2. Van Brunt, B. (2012). *Case Management In Higher Education*. Joint Publication of the National Behavioral Intervention Team and the American College Counseling Association.

Week of November 13th

TOPIC: ACTIVE RESPONSE TO SUICIDE AND TARGETED VIOLENCE

Read:

1. Multiple Authors (2014). *The Police Response to Active Shooter Incidents*. Report produced by the Police Executive Research Forum.
2. *Incorporating Active Shooter Incident Planning into Health Care Facility Emergency Response Plans* (2014). Report prepared by the United States Departments of Health and Human Services, Homeland Security, Justice, the Federal Bureau of Investigation, and the Federal Emergency Management Association.
3. *Violence in the Workplace: Active Shooter Response*. Telly award winning video released by the ALICE Training Institute.
4. *RAIDER Solo Engagement Tactics Program*. Video released by the ALICE Training Institute.
5. *Alert, Lockdown, Inform, Counter, Evacuate (ALICE)*. Video provided by ALICE founder, Greg Crane.

Week of November 20th – Discussion due Sunday, November 26 11:59PM

TOPIC: POSTVENTION AS A NECESSITY AFTER A SUICIDE

Read:

1. Multiple Authors: *A Manager's Guide to Suicide Postvention in the Workplace: 10 Action Steps for Dealing with the Aftermath of a Suicide*. Report created by The Workplace Postvention Task Force of the American Association of Suicidology and The Workplace Task Force of the National Action Alliance of Suicide Prevention.
2. Higher Education Mental Health Alliance (2014). *Postvention: A Guide for Response to Suicide on College Campuses*.
3. Multiple Authors: *Pathways to Purpose and Hope* (2013). Document created by Friends for Survival.

Week of November 27th

TOPIC: POSTVENTION AS A NECESSITY AFTER A CRITICAL INCIDENT

Read:

1. United States Coast Guard Commandant Instruction 1754.3A (2011). *Critical*

Incident Stress Management.

2. Pescara-Kovach, L. & Shaw S. (2016). *Assisting Survivors and First Responders After a Critical Incident*. Presentation at the annual conference of the National Behavioral Intervention Team Association, San Antonio, TX.

Week of December 4th

TOPIC: TYING UP LOOSE ENDS

Week of December 11th

*No assigned readings.

Instead, we will meet on campus for ‘Code 9: Officer Needs Assistance’ followed by an expert panel.

ASSIGNMENTS

1. **Quizzes:** There will be a 10-question quiz over the assigned articles and/or videos. Quizzes will consist of multiple choice and true/false questions. You will have 2(two) hours to complete each quiz.
 - a. To begin your quiz, click on the **Quiz** link within the weekly module and follow the instructions.
 - b. →**Your first quiz is a syllabus quiz. It’s a great way to determine if you understand the assignments and other details about the course.**
2. **Glossary of Terms:** Each week, you are to access the **Glossary of Terms** via Blackboard. You are required to add 4 relevant terms to the list. The terms should be related to the weekly readings. Select terms you feel will be beneficial to your classmates.
3. **Discussion:** At the end of each FOUR(4)-week period (approximately), I will provide discussion prompts. Each prompt corresponds to one of the previous weeks’ assigned readings and/or videos. In addition to your response to the prompt, master students are required to respond to at least ONE(1) classmate. Doctoral students are to respond to at least TWO(2) classmates. To reiterate, your assignment is to:
 - a. choose one of the discussion prompts;
 - b. respond to the prompt using the assigned information and any additional information to support your perspective;
 - c. respond to classmate(s) discussion post(s).

As current and future professionals, it is incredibly important that you understand the content at an advanced level. The discussion questions are geared toward application of the course content.

To reiterate, you are only participating in one discussion approximately every FOUR weeks, but are expected to respond to your selected prompt followed by **ACTIVELY ENGAGING** with at least one (if you are taking the course at the master level) or two (if you are taking the course at the doctoral level) classmates.

Each discussion is asynchronous and must be completed by midnight on the Sunday of the week in which it was assigned. You should post as early in the week as possible, to allow you

the ability to respond to a classmate as well as allow a classmate or two to respond to you. Again, this will take place in an asynchronous fashion, with each student being permitted to post comments during the week. The purpose of the interactive discussion is to encourage critical thinking and collegial discourse on issues related to targeted violence, terrorism, and suicide.

***Additional Information on the Discussion:**

You will find the Discussion Prompts when you click the 'Discussion Prompt' link within the Content Folder every four weeks.

You will make two different kinds of entries:

1. One (1) entry made relating to your selected discussion prompt. Do NOT answer by merely repeating what the videos and/or articles state word-for-word, add your own understanding too.
2. AT LEAST one (1) or (2) entries that responds to a classmate's post. *You are required to reply to at least one (master) or two (doctoral)*, but feel free to go above and beyond, and have open and ongoing discussions about the topic, readings, videos, relevant experiences, media coverage, etc.

Please follow these instructions as you are posting your entries and responses:

Please note: you will not be able to change your discussion prompt response once it is posted. In addition, your classmates' entries are blocked until you post your response. You have to answer the prompt and cannot change your answer after reading someone else's answer. Once you respond to the prompt, you are free to comment on a classmate's post.

How to label your weekly discussion posts::

EXAMPLE: If you choose to reply to the first prompt, your answer to the first prompt would appear as [Designated Week], Prompt 1, [Last Name].

EXAMPLE: If you choose to reply to the second prompt, your answer to the second prompt would appear as [Designated Week](2) discussion questions, your second response would appear as [Designated Week], Prompt 2, [Last Name].

***Follow the same instructions if you choose prompt 3 or 4.**

Your RESPONSES TO OTHERS' POSTS will take the form of '[Designated Week], Response 1, [Last Name]'. If you respond to more than one classmate, follow the same format. For example, '[Designated Week], Response 2, [Last Name]'. As an example, my responses would appear as Week 1, Response 1, Kovach AND (if I responded to a second classmate) Week 1, Response 2, Kovach. The major goal of the postings is twofold: to help you reflect on, and apply, that week's content and to allow others to consider your reflections.

In general, **longer entries (around 700 words) are better than short entries (less than 700 words)**, in order to more fully develop your thoughts, insights, ideas, etc. The more you write, the more actively you will be engaged by the subject matter, and the more learning that will take place. I will evaluate your entries in a holistic way. If an entry is *not lengthy enough*, *a mere rewording of the readings*, or is *unrelated to the topic*, you will be given only partial credit. Points will also be deducted if the entry is *not grammatically*

correct. When you are answering the question with your initial post, please refer to the assigned readings and/or videos to support your viewpoint. I want to ensure that every student is reading the assignments, as they are very important to your course and future success 😊

The purpose of sharing entries to the prompts and responding to other students' responses is to help one another understand the course content as it applies to real-world scenarios. As you are reading and viewing the material, and answering the prompt, you are free to write down questions regarding aspects you do not understand and need further clarified. In your discussion, you can ask a question in order to get clarification from a classmate. The process works great when students help one another.

I will be monitoring the discussions. If none of your classmates can assist, I will gladly provide an answer. ***If you need my assistance, please send me an e-mail about the post*** that goes something like: "Dr. Kovach, I don't seem to know the answer to the following question, can you please assist me," then write the question. However, I expect that your *full effort* to help one another has happened before I answer. ***I will keep track of posts and give them a total possible out of 20 points. This MUST be done THROUGHOUT the week. If you do not post your response and respond to a classmate during the week, you will receive a 0. If you wait until the end of the week and respond, you will receive a 0 at my discretion.*** In truth, this is a great learning process, as most students benefit from the student-centered nature of Distance Learning courses.

Active, open discussions are actually where much learning takes place in an online course. Trust that I am available to chime in, but I tend to be long-winded, so I don't want to take over the discussion 😊

4. **Best Practice in Prevention, Intervention, Active Response or Postvention Paper: DOCTORAL STUDENTS ONLY** are required to select a particular issue covered in class, write a paper that defines the issue, addresses the scope of the problem, and describes best practice in prevention, intervention, active response or postvention. The paper should be written in APA format, using 12-point font and is to be approximately 10 double-spaced pages. You will NOT be penalized if the document exceeds 10 pages.
You will be uploading the paper through Safe Assign. The paper is due Tuesday, December 5th

Students are expected to complete and submit all assignments and quizzes by the due date and time specified in the syllabus. Late assignments and make-up tests will not be permitted unless arrangements are discussed and approved well before the required due date. Ask questions as soon as possible by email or by phone if you do not understand an assignment. Please allow at least 24-48 hours for an e-mail or telephone response. In all likelihood, I will respond right away, but I conduct trainings and serve on a significant number of committees and community organizations, so I don't always have the ability to check e-mail on a particular day. Also, try to avoid sending me an e-mail on the weekend. I try to reserve weekends for my family.

The grading scale for this course is as follows:

A	93 – 100	B-	80 – 82	D+	68 - 69
A-	90 – 92	C+	78 – 79	D	63 - 67
B+	88 – 89	C	73 – 77	D-	60 - 62
B	83 – 87	C-	70 – 72	F	59 or below

ACADEMIC DISHONESTY POLICY

Academic dishonesty will not be tolerated. Please read The University's Policy Statement on Academic Dishonesty available at

<http://www.utoledo.edu/dl/students/dishonesty.html>.

GRADING POLICIES

You will find instructions for each assignment within the respective weekly folders. Student work will be assessed and weighted as follows.:

	% of Final Grade-8380	% of Final Grade-6380
Glossary Term Additions	20	20
Weekly Quizzes	30	40
Discussions	40	40
Final Paper – 8380 Students Only	10	
Total	100%	100%

TECHNOLOGY REQUIREMENTS

Browser Check Page

Students need to have access to a properly functioning computer throughout the semester. The Browser Check Page will enable you to perform a systems check on your browser, and to ensure that your browser settings are compatible with Blackboard, the course management system that hosts this course:

<http://www.utdl.edu/utlv/Bb9BrowserCheck/innovation/blackboard/browsercheck.html>

Software

Student computers need to be capable of running the latest versions of plug-ins, recent software and have the necessary tools to be kept free of viruses and spyware. The computer needs to run the following software, available in the Online Learning Download Center at <http://www.utoledo.edu/dl/main/downloads.html>:

- Word Processing Software
- Adobe Acrobat Reader
- Apple QuickTime Player
- Java Plugin Console
- Adobe Flash Player
- Adobe Shockwave Player
- Mozilla Firefox Browser - **Recommended**

Internet Service

High-speed Internet access is recommended as dial-up may be slow and limited in downloading information and completing online tests. This course does contain streaming audio and video content.

Use of Public Computers

If using a public library or other public access computer, please check to ensure that you will have access for the length of time required to complete tasks and tests. A list and schedule for on-campus computer labs is available at http://www.utoledo.edu/it/CS/Lab_hours.html.

UT Virtual Labs

Traditionally, on-campus labs have offered students the use of computer hardware and software to which they might not otherwise have access. With UT's Virtual Lab, students can now access virtual machines loaded with all of the software they need to be successful using nothing more than a broadband Internet connection and a web browser. The virtual lab is open 24/7 and 365 days a year at <http://www.utoledo.edu/it/VLab/Index.html>.

AMERICANS WITH DISABILITIES ACT

The Americans with Disabilities Act (ADA) requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. In accordance with the ADA and university policy, if you have a documented disability and require accommodations to obtain equal access in this course; please contact the instructor at the beginning of the semester to discuss any necessary accommodations. Please contact the Office of Academic Access for verification of eligibility at 419-530-4981 (voice) or 419-530-2612 (TDD).

COMMUNICATION GUIDELINES

Email:

Please check your UT email account frequently for important course information. This class is being taught for you, so if you are having trouble understanding any aspect of it, please let me know..

Real-Time Communication:

A link to a real-time communication or chat tool has been added to the Course Menu. We will not be using this tool as part of our course assignments; however, the tool is available for you to use if and when you need it. To that end, I would be happy to arrange a time to meet with you in a chat room if you feel that you have questions that would best be answered in real-time. Conversely, you could also use the tool to

meet with fellow students online in order to enhance your understanding of course concepts.

Netiquette:

It is important to be courteous and civil when communicating with others. Students taking online courses are subject to the communication regulations outlined in the Student Handbook. To ensure your success when communicating online, take time to familiarize yourself with the "dos" and "don'ts" of Internet etiquette:

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

TECHNICAL SUPPORT

If you encounter technical difficulties with Blackboard, please contact the UT Online Help Desk at (419) 530-8835 or utdl@utoledo.edu. The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems. When calling after hours, leave a detailed message, including your Rocket Number and phone number, and an Online Learning staff member will respond on the next business day. The UT Online Help Desk website is available at: <http://www.utoledo.edu/dl/helpdesk/index.html>

Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UT's IT Help Desk at (419) 530-2400 or ithelpdesk@utoledo.edu. The IT Help Desk website is available at <http://www.utoledo.edu/it/CS/HelpDesk.html>.

LEARNER SUPPORT

The University of Toledo offers a wide range of academic and student support services that can help you succeed:

eTutoring Services

The Ohio eTutoring Collaborative, in partnership with The University of Toledo, now provides online tutoring support for all UT students. eTutoring Services are offered in a wide array of subjects, including Writing, Math, Calculus, Statistics, Accounting, Biology, Chemistry, and Anatomy and Physiology.

Learn more at: <https://www.etutoring.org/login.cfm?institutionid=232&returnPage>

eLibrary Services Portal

The eLibrary is a customized gateway to UT Libraries for online students. It was designed to help you locate the best online library resources without leaving Blackboard.

Learn more at: <http://www.utoledo.edu/dl/students/elibrary.html>.

Student Disability Services

Student Disability Services works directly with students and faculty to provide accommodations for qualified students with disabilities.

If you have difficulty accessing any portions of this website due to incompatibility with adaptive technology, or you have suggestions on how we can make this site more accessible, or you need the information in an alternative format, please contact <http://www.utoledo.edu/offices/student-disability-services/index.html>.