

# Crisis Intervention Counseling

The University of Toledo  
College of Health and Human Services  
COUN 6230: 001  
3 Credit Hours

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<b>Instructor:</b>	Stephanie McGuire Wise, Ph.D.	<b>Term:</b>	Fall 2019
<b>Office Hours:</b>	By appointment only	<b>Class Location/Times:</b>	Tues. 7:00-9:45 p.m.
<b>Office Location:</b>	Field House 2260	<b>Lab Location/Times:</b>	NA
<b>Office Phone:</b>	419.530.2250	<b>Course Website:</b>	<a href="#">Blackboard Learn</a>
<b>Email:</b>	Stephanie.mcguirewise@utoledo.edu	<b>Instructor's Website:</b>	NA

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## COURSE/CATALOG DESCRIPTION

The Crisis Intervention Counseling course (COUN 6230) is designed to develop knowledge and skills in crisis intervention counseling associated with a variety of crisis situations. The course contributes to meeting the Council on Accreditation of Counseling and Related Educational Programs (CACREP) accreditation, general.

## COURSE OVERVIEW

The purpose of this course is to prepare you for dealing with the inevitable crisis situations you will encounter as a counselor. We will spend time reflecting on how people deal with crises, exploring your own crisis experiences, and starting to develop your skills in crisis intervention. You will also examine some of the relevant research on crises, resolution, and resilience. However, your major focus throughout the course will be on learning the practical skills of helping people in crisis.

You may find this course to be emotionally challenging. You will have to think about painful experiences, face some difficult issues, examine your own strengths and vulnerabilities, and try out new ways of helping others. All of us have been through crises ourselves, but if you currently are in a crisis situation, you should carefully consider if you are able right now to handle the extra challenges of this course. If at any time you find yourself struggling emotionally, please alert the professor. Provide a description that will help learners understand the purpose of the course.

## COURSE OBJECTIVES

Students will learn, understand, and apply the following:

1. Counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event.
2. Crisis intervention and suicide prevention models, including the use of psychological first aid strategies.
3. The impact of crises, disasters, and other trauma-causing events on people.
4. The operation of an emergency management system within clinical mental health agencies and in the community.
5. The principles of crisis intervention for people during crises, disasters, and other trauma-causing events.
6. The appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.
7. The potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.
8. The school and community collaboration models for crisis/disaster preparedness and response.

## TEACHING STRATEGIES

This course is designed to stimulate student learning through in-class discussions and the web-based delivery of readings, video, and audio, as well as collaborative activities.

## WORK WEEK

We will meet each week on Tuesdays from 7:00-9:45 p.m. Exceptions will be listed in the course schedule of the syllabus. Begin each week on Monday by checking the schedule and then viewing the content for the week. Refer often to the course syllabus; this document will contain answers to most questions and, along with rubrics, provide detailed information on course assignments.

## PREREQUISITES

A grade of B or better in COUN 5140: Counseling Theories and Techniques.

## TECHNICAL SKILLS

To succeed in this course, it will be important for learners to possess the following technical skills:

1. Rename, delete, organize, and save files.
2. Create, edit, and format word processing and presentation documents.
3. Copy, paste, and use a URL or web address.
4. Download and install programs and plug-ins.
5. Send and receive email with attachments.
6. Locate and access information using a web search engine.
7. Use chat or IM software for real-time communication.
8. Use a learning management system.

Please consult the Blackboard learning manual or the university IT department for any issues with the learning management system or other university sponsored applications (e.g., Outlook).

## REQUIRED TEXTS AND MATERIALS

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Bialosky, J. (2011). *History of a suicide: My sister's unfinished life*. New York: Washington Square Press. ISBN: 978-1-4391-0194-0

*Note:* Additional readings will be assigned throughout the semester.

## RECOMMENDED TEXTS

James, R. K. & Gilliland, B. E. (2017). *Crisis intervention strategies* (8<sup>th</sup> ed). Boston: Cengage. ISBN: 978-1-305-27147-0

## 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 learning management system that hosts this course.

### 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 [UT Online Download Center](#).

- Word Processing Software
- Adobe Acrobat Reader
- Java Plugin Console
- Adobe Flash Player
- Adobe Shockwave Player
- Google Chrome 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 on the [Open Lab for Students](#) webpage.

## **UT Virtual Labs**

Traditionally, on-campus labs have offered students the use of computer hardware and software they might not otherwise have access to. 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 [VLAB: The University of Toledo's Virtual Labs](#).

## **TECHNOLOGY PRIVACY POLICIES**

This course will use tools that will require learners to create an account with a username and password. To safeguard your account on each platform, please make note of the following privacy policies:

- [UT IT Responsible Use Policy](#)
- [Seelio](#)

## **COURSE AND INSTITUTIONAL POLICIES**

### **Nondiscrimination on the Basis of Disability**

The University is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability – Americans with Disabilities Act Compliance](#).

### **Academic Dishonesty**

Academic dishonesty will not be tolerated. Please read [The University's Policy Statement on Academic Dishonesty](#).

Examples of academic dishonesty include, but are not limited to:

- Plagiarizing or representing the words, ideas, or information of another person as one's own and not offering proper documentation;
- Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
- Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
- Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;
- Giving or receiving substantive aid during the course of an examination;
- Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
- Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
- Submitting the same written work to fulfill the requirements for more than one course.
- Helping, or attempting to help, another person commit an act of academic dishonesty.

Should cases of academic dishonesty be found, the instructor reserves the right to advise the student, and/or the following sanctions may be imposed:

- Assign the student an “F” for the work in question.
- Assign the student an “F” for the entire course. In this case the instructor will inform the Chair, the Dean, and the student of this action. In accordance with the Code of Academic Conduct (Academic Honesty Policy) in the BGSU Student Handbook, the Dean has jurisdiction over the course of action, with the Academic Honesty Committee overseeing any further appeals procedures.
- Recommend that the student be placed on probation or suspended for a definite period of time, or (in cases of repeated offenses within or between the student’s classes) recommend that the student be expelled from the university. In these cases the instructor will inform the Chair, the Dean, and the student of this action. In accordance with the Code of Academic Conduct (Academic Honesty Policy) in the BGSU Student Handbook, the Dean has jurisdiction over the course of action, with the Academic Honesty Committee overseeing any further appeals procedures.

### **Copyright Notice**

The materials in the course website are only for the use of students enrolled in this course for purposes associated with this course, and may not be retained or further disseminated.

### **GRADING POLICIES**

#### **General Course Expectations**

All papers will reflect graduate-level writing (including introductory and concluding comments and appropriate transitions linking various sections) and is free of errors (i.e., APA, grammar, spelling, syntax, logic, organization, clarity, style). If citations are used in any document, you need to use APA 6th edition formatting.

Personal reflections are an opportunity for you to reflect on your thoughts and emotions about the readings and/or class and are an avenue for personal and professional growth. Effective counseling requires that you must know yourself and what personal issues might come up for you as you help others. These are not research papers and should be written in first person focusing on your thoughts, feelings, and reactions. These are designed to identify and explore personal attitudes, values, and behaviors that can impede or enhance the counseling experience with your clients. These assignments must demonstrate your ability to self-reflect and personal self-awareness.

#### **Extra Credit Opportunities**

Sufficient opportunity has been made available to you to demonstrate your mastery of the material in this class. Consequently, there will be no extra credit assignments for this course.

#### **Late Assignment Policy**

Late assignments will not be accepted unless the student has notified the instructor of a conflict before the deadline day and the instructor grants an official extension prior to the due date and time of the assignment. Plan to submit prior to the last minute to decrease potential problems. The instructor reserves the right to refuse an extension. In the rare event that an extension is permitted, points may be deducted per day that it is late. Late assignments that are not previously accepted will earn zero points.

#### **Expectations of Written Work**

Professional counselors are expected to communicate in a variety of settings, and for academic and professional work, in a manner appropriate for the social and behavioral sciences. This includes the use and understanding of the American Psychological Association (APA) style of writing/communicating. To that end, it is expected that your written work in this class be of graduate school-level quality, and in appropriate APA format. Rubrics will describe the APA format requirements for each assignment.

Your written assignments will be evaluated for both their content and quality, just as they would in professional settings. While your instructor is more than willing to answer any questions you may have, you are ultimately responsible for knowing what constitutes APA format, which includes the use of the current Publication Manual of

the American Psychological association (6th ed). If you are uncertain about APA formatting, you should seek the instructor's assistance or seek assistance from the campus writing center prior to completing the assignment. Do not rely on web sources for APA formatting as often these are inaccurate.

Additionally, it is expected that all research (e.g. treatment recommendations) in this course be done so in an appropriate academic and professional manner. This includes utilizing only reputable references such as peer-reviewed journals, books, news articles, government or agency reports, etc. Many online sources (e.g. Wikipedia) are not reputable sources and students will lose points on assignments which incorporate improper or inaccurate sources. Ohio Link, which students have access to as a UT student, is a good source to begin a literature search. If you have a question whether something is considered a reputable source, you must contact the instructor prior to the due date of the assignment.

**All written assignments are to be completed in Microsoft Word (2007 or higher) format, and uploaded to Blackboard by the beginning of class time on their assigned due date. The file should be saved in the following format: LastName\_AssignmentName. Points will be deducted if any of the listed requirements are missing.**

For written assignments requiring references, you may be asked to submit a pdf version of the references at the instructor's request.

*NOTE:* All course requirements will be submitted through Blackboard unless otherwise instructed.

### **Professionalism**

The mental health and school counseling program expects students to adhere to the highest standards for professional comportment at all times throughout their enrollment in this program. To that end, those associated with the counseling program must display professional maturity, competence in their scope of practice, and personal and ethical integrity in every facet of the clinical and educational setting. For educator candidates this means compliance with the UT Student Code of as well as evidencing accepted behaviors and attitudes appropriate to the educational circumstances, including but not limited to punctuality, personal appearance (dress, hygiene etc.), speech, preparation, quality of work, etc. As a professional, it is your responsibility to pursue remediation of any deficits revealed in your performance on Key Assessment(s) assignments completed as part of this course. **NO side conversations or spending time on your phone / other websites.**

In this class, you may be required to provide assessments to fellow classmates. Naturally, in the course of discussion, student-participants probably will disclose personal information. It is your duty to maintain confidentiality for classmates and clients. You are expected to abide by the American Counseling Association (2014) Code of Ethics, the American School Counselor Association (2010) Ethical Standards, International Association of Marriage and Family Counselors (2005) Ethical Standards & Guidelines, and National Association of School Psychologists (2000) Professional Conduct Manual as they apply to you.

During course lectures, activities, and assessment sessions you will be expected to work and communicate with faculty, other students and school/agency partners in an effective collegial and professional manner at all times. Students are required to practice diligence and discretion in client-counselor relationships as well as faculty-student relationships. Some attitudinal or behavioral patterns that may elicit concerns as to the student's ability to continue in the counseling program may include, but are not limited to: breaching client confidentiality, becoming sexually involved with a client, performing clinical skills outside of one's scope of ability, academic dishonesty, revealing a lack of concern or compassion in practice or in the classroom, and disobeying or showing disrespect for others.

### **Safe and Confidential Environment**

Confidentiality is a core ethical principal in the counseling profession. Trust and openness are a crucial part of the experiential nature of the class activities essential to integrate the concepts in this course. With regards to yourself, you have the right and responsibility to share only as deeply as you feel comfortable. With regard to your volunteer and any clients in the field you wish to discuss or use as examples in class discussions, you should protect their privacy and confidentiality by using aliases and avoiding identifying characteristics. This classroom (in-class, site visits, and on Canvas) must be a safe environment for discussions, with no fear of reprisal, criticism, or breach of confidentiality. Revealing anything about a fellow student, case studies, or any other personal or private information with anyone outside of the class is a breach of confidentiality. Anything you share in this class that is subsequently

shared with the instructor will in no way affect your grade and will be kept confidential unless it falls under one of the exceptions of confidentiality, which include, but are not limited to: disclosures of serious and foreseeable harm to self or others, or abuse of a child, elderly person, or disabled person.

As noted above, please keep in mind your instructor will serve and handle your concerns and needs for the classroom environment, but is your instructor only (i.e. not your counselor). The Counseling Center or another referral of your choice is best equipped to handle any emotional, behavioral, or substance-related concerns.

In addition, please keep in mind that, just as a counseling group facilitator is unable to guarantee confidentiality for all group members, so too is this class instructor's control over confidentiality limited. If a classmate discloses any of the above please see the instructor immediately. Breach of confidentiality is very serious and will result in consequences such as affecting your grade or even up-to failure of the course.

### **Informed Consent**

This syllabus, course assignments, and course schedule are all subject to change at the instructor's discretion. If any changes are made the instructor is responsible for appropriate announcement of such changes to the entire class. Such announcement(s) will be given in class as well as through the Blackboard "Announcement" feature. It is the responsibility of the student to ensure they acquire any class announcements on days they are absent, as well as to regularly check Blackboard for online class materials.

### **Course Requirements:**

**1. Readings and Discussions** Readings offer us a common language with which to explore our thinking. The reading materials themselves do not determine or create our thinking that is your job as a learner. Good thinking comes from a critical eye willing to look beyond what is claimed to pursue a number of very important questions. Do I understand what is being explained? Do these ideas fit my experience of the world? Do they change how I think about the world? What are the implications of these ideas; how do they translate into practice? How do they encourage me to act? What are the issues that emerge from these concepts and ideas? You will be asked to make thoughtful contributions in large and small group discussions and share your informed reactions to readings, speakers, and general class discussions. Readings will be assigned each week.

**2. Scholarly Paper** You will select a specific crisis situation (child abuse, death, divorce, family violence, rape, suicide, terminal illness, etc.) and review the current scholarly literature. You will prepare a graduate level paper integrating your readings in the area (must use *at least* 5 journal articles from the last five years; you may NOT use your text as a reference). Paper must be a minimum of 10 pages, but no more than 12 (not including references). Paper must follow APA 6<sup>th</sup> edition guidelines.

This paper should include the following primary headings:

- Introduction
- Overview of scholarly literature
- Importance within the counseling field
- Treatment options
- Conclusion

**3. Brief Essays** Reflective, thoughtful essays provide an opportunity for you to think about the material in a way that will be integrative to your practice of counseling. This class requires that you read *History of a Suicide*. Three essays will be assigned for you to consider the author's thoughts and feelings about her sister's suicide and reflect on how you will help those in her sister's position as well as family members who have suffered a suicide.

**4. Final Personal Reflection Paper** Personal reflection papers are an opportunity for you to reflect on your thoughts and emotions about the readings and/or class and are an avenue for personal and professional growth. Effective crisis intervention requires that you must know yourself and what personal "issues" might come up for you as you help others. They are not research papers and should be written in first person focusing on your thoughts, feelings,

and reactions. These are designed to identify and explore personal attitudes, values, and behaviors that can impede or enhance the counseling experience with your clients.

This assignment will focus on a crisis that was most challenging or difficult to learn about and/or a crisis the student anticipates will be challenging to cope with in future clinical situations. The student should explain his/her personal reactions to the crisis and clearly present a plan for coping with personal feelings, countertransference, or other issues as they may arise in the future. This plan should include strategies for self-care related to clinical practice with the crisis described in the paper. The paper should be written in first-person. 3-4 pages, doubled spaced.

**5. Exams** There will be a Mid-term Exam and a Final Exam. Exams will be multiple choice. The Mid-term Exam will cover only the material covered in the first half of the semester and the Final Exam will cover only the material covered in the second half of the semester (post-midterm).

**The instructor reserves the right to amend the syllabus and assignments as needed throughout the semester.**

To summarize, here are the assignments and point totals:

Assignments/Assessments	Total Points	% of Final Grade
Scholarly Paper	20	20%
Essays (3)	30	30%
Reflection Paper	10	10%
Midterm Exam	20	20%
Final Exam	20	20%
Total	100	100%

Learners are expected to complete and submit all assignments and tests by the due date listed in the Course Schedule. 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.

The Midterm and Final Exams will be administered on campus. Details, including specific times and locations, are provided in the Course Schedule. Learners parking on campus are advised to contact [Parking Services](#) for parking permit options and costs. Off-campus proctored testing is an option. Learners outside the Toledo area will be required to locate an approved proctor in their local area and pay for any proctoring expenses. UT Online is available to assist students with off-campus proctoring arrangements. Please visit the [Student Requirements for Off Site Proctored Exams](#) webpage to learn more about this process.

The grading scale for this course is as follows:

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

#### **AMERICANS WITH DISABILITIES ACT**

The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course, please contact the [Student Disability Services Office](#) at 419-530-4981 (voice) or 419-530-2612 (TDD).

## GENERAL ACCESSIBILITY STATEMENT ON COURSE TECHNOLOGY

In conjunction with The University's commitment to ensuring equal access to all technology-based information, this course contains technologies that learners can use regardless of age, ability or situation. The course's platform, [Blackboard Learn](#), is a certified web-accessible platform, satisfying Level AA conformance criteria of Web Content Accessibility Guidelines (WCAG 2.0). External sites used in the course, such as [Echo360](#), are compliant with Section 508 standards, and the media players used in the course support closed captioning, are keyboard operable, and compatible with screen reading software. If any accommodations, beyond what is provided, are needed for equal access to any of this course content, please contact the instructor as soon as possible. The University of Toledo's [Office of Student Disability Services](#) processes closed captioning requests for videos and other media from the instructor, which may take up to four (4) business days to complete.

## COMMUNICATION GUIDELINES

### Email:

Students are expected to check their 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. I am here to help, and will do my best to respond to email within 24 to 48 hours. **Weekends not included.**

### Discussion:

In this course, participation is vital to your success, and your active engagement during weekly discussion is crucial to learning. It is expected that you will attend class ready to discuss the week's assigned readings. Though participation will not be graded, credit may be earned if you are on the cusp of two letter grades and have contributed thoughtfully and critically throughout the semester.

### 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.

### 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](#).

## TECHNICAL SUPPORT

**\*\*If you encounter technical difficulties with Blackboard, please contact the [UT Online Help Desk](#)\*\*** at (419) 530-8835 or [utdl@utoledo.edu](mailto: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 a UT Online staff member will respond on the next business day.

**\*\*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](mailto:ithelpdesk@utoledo.edu).

## 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.

### 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.

### Student Disability Services

[Student Disability Services](#) provides accommodations and support services to students with disabilities.



## Counseling Center

[The Counseling Center](#) is The University's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center staff provide counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies.

## Military Service Center

UT's [Military Service Center](#) recognizes the sacrifices of our service members and their families and is dedicated to helping them achieve continued success in life. They provide accessible educational and degree completion opportunities and a wide range of customized support services, including educational benefit processing, mentoring, advocacy, and networking.

## Services for Online Students

Knowing what to do, when to do it, and who to contact can often be overwhelming for students on campus - even more so for distance learners. Visit the [Resources for Current Students](#) webpage to learn more about the wide range of services for online students.

## Course Schedule

### IN PROGRESS

Week #	DATE	TOPICS / READINGS	ASSIGNMENTS
1	8/27	Introductions & Overview Review syllabus / assignments	Review Syllabus
2	9/03	Review Rubrics Intro: <i>Crisis Intervention: A Review</i> Multiculturalism: <i>Roberts' Crisis Intervention Model and Multicultural Competencies</i>	Read Flannery & Everly, 2000 Read Stone & Conley, 2004
3	9/10	Legal and Ethical Issues on Crisis of Trauma <i>Ethical Implications of Online Counseling</i> Intervention and Assessment Models: <i>The Introduction of a Task Model for Crisis Intervention</i>	Read Rummell & Joyce, 2010 Read Myer et al., 2013
4	9/17	<i>The Tools of the Trade: Preparation, Action, Recovery</i>	Read McAdams & Keener, 2008
5	9/24	Crisis Case Handling Telephone and Online Crisis Counseling <i>CIT</i> <i>Handling a Call from a Suicidal Person</i> <i>Crisis Hotlines in California</i> <i>Helper Behaviors and Intervention Styles</i>	Read Watson & Fulambarker, 2015 Read "Handling a Call..." Read Mishara et al., 2007 Read Ramchand et al., 2017
6	10/01	<i>Differentiating Among Stress, Acute Stress Disorder, Crisis Episodes, Trauma, and PTSD</i> <i>First Responder Mental Health</i> <i>The Private Traumas of First Responders</i>	Read Yeager & Roberts, 2003 Read Lanza et al., 2018 Read Garner et al., 2016  <b>Essay #1 Due Friday, October 4, at 11:59 p.m.</b>
7	10/08	<i>A Permanent Solution: A Temporary Problem</i> <i>Crisis Intervention with Highly Lethal Suicidal People</i> <i>Core Principles in Treating Suicidal Patients</i> SLAP & DIRT	Read Vogel-Scibilia Read Leenaars, 2001 Read Fowler, 2013 Guest Speaker: Molly Whelan
8	10/15	<b>Midterm Exam</b>	<b>Midterm Exam</b>
9	10/22	Book Discussion	Guest Speaker: Hilary Thorpe

UT Online Accessible Syllabus Template; Revised: June 8, 2016

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11/3/19

		Finish Suicide Unit	
10	10/29	Sexual Assault Video: Chanel Miller	Decker & Naugle, 2009 Greeson & Campbell, 2012 Chapter 9 Lecture Notes
11	11/05	Intimate Partner Violence	Chapter 10 Lecture Notes Jacob, 2013 Leedom, Anderson, Glynn, & Barone, 2019 McNamara, Tamanini, & Pelletier-Walker, 2008 <b>Essay #2 Due Friday, November 8, at 11:59 p.m.</b>
12	11/12	Book Discussion Non-Lethal Self-Injurious Behavior Family Crisis Intervention <b>UPDATED THRU THIS CLASS</b>	Claes et al., 2010 Whitlock et al., 2013 Hamby, Finkelhor, & Turner, 2014 Chapter 12
13	11/19	Bereavement and Grief Substance Use and Crisis Intervention	<b>Scholarly Paper Due Friday, November 22, at 11:59 p.m.</b>
14	11/26	Crises in Schools Violent Behavior in Institutions Disaster Response	Guest Speaker: Dr. John Laux <b>Essay #3 Due Friday, November 29, at 11:59 p.m.</b>
15	12/03	Book Discussion Human Services Workers in Crisis: Burnout, Vicarious Traumatization, and Compassion Fatigue	<b>Final Personal Reflection Paper Due Friday, December 6, at 11:59 p.m.</b>
16	12/10	<b>Final Exam</b>	<b>Final Exam</b>