WICHITA STATE UNIVERSITY
COLLEGE OF EDUCATION
Counseling, Educational Leadership, Educational and School Psychology

College of Education
CESP 848 Crisis Counseling (3 credit hours)
Master Syllabus

Instructor:
Office Location:
Telephone:
Email:
Office Hours:
Classroom:
Class Time:

How to use this Syllabus
This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Integrity
Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

COEd Academic Honesty policy
A standard of honesty, fairly applied to all students, is essential to a learning environment. Students abridging a standard of honesty must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the college or University level and may result in suspension or dismissal. Dismissal from a college for academic dishonesty, constitutes dismissal from the University. (WSU Student Code of Conduct)

Course Description:
This course introduces students to crisis intervention theory, development and applications. It provides an overview of crisis theories, assessment procedures, techniques and counseling processes used with adolescents and adults in school and community settings. This course is taught as an online course as well as a hybrid course with online assignments and tests. For the online course, class member interaction occurs through a discussion board.

Definition of a Credit Hour
3 credit hour class: Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.

Course Delivery:
Class time will include seminar style class discussions, experiential learning exercises, collaborative group work, some didactic learning/lecture, and time for students to work on class assignments with immediate feedback from peers and professor. Outside of class, students will access lectures, PowerPoints, and other learning materials from Blackboard as well as read all

assigned readings. Students are evaluated through examinations, written papers, attendance, and participation in the aforementioned assignments.

Prerequisites: Graduate standing

Textbook Info

Kanel, K. (N/A). Counseling for A Guide to Crisis Intervention (6th Ed.)

- MindTap Only ISBN:9781337566438
- Bundle with loos-leaf and MindTap: 9781337763226
- Format: MindTap through Blackboard
- How to purchase the MindTap? Please buy access code through Blackboard
- MindTap App: https://blog.cengage.com/the-mindtap-mobile-app/
- MindTap Info: https://www.cengage.com/c/a-guide-to-crisis-intervention-6e-kanel

Why this book?

- The book offers useful day-to-day guidelines based on the ABC Model of Intervention: developing and maintaining rapport, identifying the problem and exploring the client's coping strategies. It also includes specific therapeutic interactions for use in a variety of situations. Crisis workers or those working in crisis situations can use the model effectively in any mental health setting and with any individual--from any population--in a crisis situation.
- Case examples and scripts of dialogues illustrate the ABC Model and show students exactly what to say to a client in a given situation.
- The book emphasizes brief therapeutic interventions and short-term crisis intervention counseling to enable successful outcomes despite the changes brought about by managed care organizations.
- Who will benefit from the book: clinical mental health counselors, school counselors, social workers, and other mental health professionals.

Additional Resources:
American Counseling Association: http://www.counseling.org/
2014 ACA Code of Ethics: http://goo.gl/IlJtwn
Internet or Technology-Assisted Distance Counseling: http://goo.gl/fRTX7S
CACREP: http://www.cacrep.org/
National Board for Certified Counselors Ethics Information:
http://www.nbcc.org/OurCertifications
Kansas Counselor License Resources: http://goo.gl/V01bMv

Course Goals and Student Learning Objectives

The mission of the Counseling Program is to provide competent, collaborative, and reflective education professionals who are highly educated, visionary, character-driven, ethical counselors for Kansas school districts (in general) and the urban/suburban areas in the Wichita State University service area (in particular) who are prepared to practice in a complex, accountability-focused setting and to advocate for all learners and for high quality schooling.

The most important purpose of counseling is to help clients learn how to make decisions and develop ways of thinking, feeling, and behaving so that they can be responsible and productive members of a multicultural and technological society. Counselors must understand how people grow and develop, how to maintain effective interpersonal relations, and how to be ethical and professional in their actions. They must be well-grounded in the theory and research in counseling and must be provided opportunities to apply these to the world of practice.

The goal of this program, through academic and field experiences combined with systematic student reflection, is to produce caring, competent, ethical, counseling professionals capable of dealing with the personal, social, career, empowerment, and educational concerns of their clients. Consistent with this philosophy the goals of the course are to enhance your ability to do the following:

- Students will demonstrate a working knowledge of the crisis counselors' roles responsibilities and functions of a crisis counselor as a member of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing events.
- Students will be able to discuss the professional credentialing process for crisis counselors. Students will demonstrate an understanding of ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.
- Students will be able to evaluate the principles and effects of crises, disasters, and other trauma-causing events on persons of all ages including but not limited to types of crisis, community resilience, and the environmental factors that affect both normal and abnormal behavior during crisis.
- Students will be able to demonstrate basic interviewing skills and assessment processes used with traumatized individuals including but not limited to suicidal, homicidal, or other potentially harmful reactions to crisis.
- Students will be able to describe crisis intervention and suicide prevention models, including the use of psychological first aid strategies.
- Students will be able to differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.
- Students will be able to demonstrate an understanding of diagnosis during a crisis, disaster, or other trauma-causing event.
- Students will screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorder.

Guiding Principles from the Unit Conceptual Framework (see the Table 1)

Major Topics	Unit Conceptual Framework*									
	PR	HDD	CTA	T	CKS	C	da	dc	df	dl
Crisis history, development, theories, and models in a diversified society	■	■			■					

Ethical and professional principles in Crisis counseling	■									
Crisis counseling service delivery (inpatient, outpatient, treatment)	■					■				
Diagnostic criteria for PTSD/ behaviors			■		■					
Self-care strategies appropriate to the counselor					■					
How to implement a treatment plan during crisis, disaster, and other trauma-causing events.					■					
Technology in crisis counseling				■						

- Professionalism and reflection on the vocation (PR)
- Human Development and respect for diversity (HDD)
- Connection of teaching and assessment (CTA)
- Technology integration (T)
- Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
- Collaboration with stakeholders (C)
- Considers family, community and school in advocating for students/clients (da)
- Values working cooperatively with colleagues and others to advance the best interests of students/clients (dc)
- Respects and holds high expectations and fairness of all learners (df)
- Values knowledge and continuous learning to improve professional practice (dl)

Technology Expectations

The COEd Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at http://www.wichita.edu/education/techcenter

- Utilize Blackboard technology.
- Be able to use productivity software to develop web pages, word processing documents, basic databases, spreadsheets, and other forms of documentation or materials applicable to practice.
- Be able to use E-mail, including document attachments.
- Be able to acquire, use and develop multimedia software (i.e., PowerPoint/Keynote presentations, animated graphics, digital audio, digital video) applicable to education, training, and practice
- Be able to help clients search for and evaluate various types of counseling-related information via the Internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.

Performance Assessment:

College policy requires that all College of Education programs be performance-based. In particular, this requires that program candidates meet criteria established at each of at least four Transition Points in academic programs. Transition Point requirements may include passing various specific courses and obtaining certain GPAs as well as receiving passing ratings (acceptable or target level) on certain required assessments, some of which are embedded within program coursework.

Students in the counseling program failing to achieve an acceptable performance on this required assessment will be provided with a limit of 1-2 remediation opportunity/opportunities. The university is not able to recommend individuals for licensure/endorsement who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs.

ACA Code of Ethics Statement – Personal Values
A.4.b. Personal Values Counselors are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature.

Professional Dispositions Statement

Introduction: Although academic performance is a crucial factor in evaluating candidate performance, there are other interpersonal and professional skills that are equally important in determining the professional readiness of a particular candidate to enter their chosen field. Therefore, in addition to academic performance, students in the CLES Department will also be evaluated on the following professional readiness indicators. Failure to adhere to any of these expected professional dispositions will result in a remediation plan and may in some cases result in dismissal from the student's program of study.
Indicators of Professional Readiness: Essential characteristics expected of all candidates matriculated in a degree program in the CLES Department are as follows:

1. Willingness and ability to self-explore and reflect on experiences in order to grow as a professional;
2. Ability to demonstrate excellent listening skills;
3. Ability to effectively communicate with others;
4. Ability to work respectfully, appropriately, and effectively with authority figures including university professors and site supervisors;
5. Ability to hear and accept critical feedback and to integrate and make changes based on communicated feedback;
6. Ability to act according to the professional expectations of the classroom and school/agency placement sites especially with regard to:
   - Appropriate dress
   - Promptness
   - Respectful attitude and behavior;
7. Ability to work effectively with administrators, staff, students/clients, and parents;

8. Ability to engage students/clients in a competent, ethical, and professional manner that respects and enhances their inherent dignity and worth;
9. Demonstrated adherence to the ethical guidelines related to ability to recognize and value client diversity in terms of race, ethnicity, gender, sexual orientation, disability, social class, etc.;
10. Demonstrated ability to practice in a manner consistent with the ACA/NASP or other professional ethical guidelines; especially those related to ensuring the welfare of all students/clients and doing no harm to students/clients.

Course Objectives and Learning Outcome Measure

	Objectives	CACREP Standards	KSDE Standards	Conceptuel Framework	Outcome Measure
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	5.C.2.h	Standard 7 PS 7.2.4	PR	PR ME
2	Effects of crisis, disasters, and other trauma-causing events on persons of all ages	2.F.3.g 5.C.2.f		HDD	BD ME
3	Crisis intervention and suicide prevention models, including the use of psychological first aid strategies	2.F.5.m	Standard 4 PS 4.2.1	CTA	CS ME CP
4	Understands the impact of crises, disasters, and other trauma-causing events on people; knows case conceptualization skills	2.F.5.g 5.C.2.h		HDD	ME FP BD
5	Understands the operation of an emergency management system within community and school settings.	2.F.5.m	Standard 4 PS 4.3.1	T	ME FP BD
6	Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events		Standard 4 PS 4.3.1	PR	CS FP
7	Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event	2.F.5.m 5.C.2.f		CTA	CS FP

Academic Requirements and Evaluation

Reading: It is expected that you will come to class having read the chapters assigned in order to facilitate discussion. Your opinions are important to both the class and your experience in the program, so please come to class prepared.

Attendance and Participation: A rich and healthy exchange of ideas, reading, and feedback is essential to your growth as a counselor in terms of your ethical decision making skills. You are expected to be an active speaker as well as an active listener, contributing usefully to class discussions. Learning to be an ethical counselor involves assessing one's personal values and assumptions and learning to understand the values and assumptions of others. Therefore, students will be expected to discuss their personal values and assumptions in class. Wise students will avoid missing class; participation is an opportunity to gain additional insight into concepts and to share ideas.

Attendance and participation (5% of final grade). Missing more than two class periods could result in point deductions. It is the student's responsibility to notify the instructor prior to an absence you know will occur.

Complete All Assignments on Time: Students are expected to complete all assignments as instructed and ON TIME. Late assignments will be considered only in cases of exceptional circumstances. In all cases, it is the student's responsibility to contact the instructor to discuss special considerations/modifications of assignments or completion of missed work. **No extra credit.**

Blackboard Instruction

If you are new to Blackboard I would recommend that you view the Blackboard Tutorial. The purpose of the tutorial is to familiarize you with the basic sections and procedures associated with Blackboard.

- Check the 'Announcements' page on Bb on a regular basis.
- For you to be able to successfully complete this course, an essential pre-requisite is that your instructor is able to communicate with you via e-mail. This course is conducted on the platform known as Blackboard. All e-mails that I send to you are sent via Blackboard. Thus, it is very important to ensure that there is a current e-mail address for you on Blackboard. **To make sure that there is an accurate e-mail address for you:**
- Look for the button **"Tools"** once you enter the course and Click **"Tools"**.
- Then click **"Personal Information".**
- Next click **"Edit Personal Information".**

Here you will have an opportunity to provide accurate information about yourself. Be sure to enter current e-mail address that you plan to use for this course. If you change your e-mail address in the middle of the semester, it is your responsibility to make the necessary change on Blackboard. Once you have entered your correct address **"SUBMIT"** the information so it can be updated. **NOTE: Please do not e-mail me individually with your e-mail addresses because I cannot make the change on Blackboard. You will need to do this yourself.**

Class Protocol

Class attendance and participation (hybrid) are considered important parts of the learning process, and therefore it is expected and strongly encouraged. Note that because of the broad multidisciplinary nature of the course, material presented in class may not be covered in the

readings. The student is responsible to know all the material presented, whether from the readings or from class. The student is expected to expend sufficient effort to learn the material, to respect the instructor, and to be attentive and participatory in the classroom.

Grading Scale:
WSU uses a +/- grading scale for final grades and to calculate grade point average. In this class, grades are assigned according to the following charts.

	Evaluation		Due day
1	Class Attendance (CA)		
2	Blackboard Discussions (BD)		
3	Video Activities (VA)		
4	Chapter Quiz (CQ)		
5	Chapter Exercise (CE)		
6	Final Paper – Case Study (FP)		
	Total Points		

Letter Grade	Grade Points	Percentages	Interpretation
A	4.00	100% - 93%	The A range denotes excellent performance
A-	3.70	92% - 90%	
B+	3.30	89% - 87%	The B range denotes good performance
B	3.00	86% - 83%	
B-	2.70	82% - 80%	
C+	2.30	79% - 77%	The C range denotes satisfactory performance
C	2.00	76% - 73%	
C-	1.70	72% - 70%	
D+	1.30	69% - 67%	The D range denotes unsatisfactory performance
D	1.00	66% - 63%	
D-	0.70	62% - 60%	
F	0.00	< 60%	F denotes failing performance

Activities and Assessments

1. **Class Attendance/Participation:** An important aspect of this course is the exchanging of ideas, opinions, questions, and information. Consequently, you are expected to come to each class **fully** prepared to participate in classroom discussions. (Class Attendance/Participation will be assessed through the hours you spend on Cengage)

***In arriving at this total, points will be awarded in class discussions as follows**:*

Obviously well-prepared, significant contributions (more than 5 hours)	10
Well-prepared, good contributions (4-5 hours)	8
Some preparation, minimal contributions (2-3 hours)	6
Simply there, little contributions (less than 1 hours)	4
No contribution, no participation (less than 30 mins)	0

Your point total is determined by averaging ratings of your contributions over several class sessions.

2. **Final paper – Case Study:** Students will be expected to write a paper that demonstrates a systematic approach (e.g., the ABC Model of Crisis Intervention) to crisis decision-making that counselors can use when confronted with crisis situations.

This project will require students to:

- Identify a crisis scenario (e.g., the scenario can be from the textbook, personal experience, or Internet) and provide a summary explaining elements of the scenario (e.g., who, what, how).
- Develop a counseling strategy (e.g., the ABC Model of Crisis Intervention) for solving the crisis.
- APA format, 5-10 pages, including reference (5-10 citations from the textbook or other resources) and cover page.

3. **Video Activities/Chapter Quiz/Chapter Exercises** will be provided through Blackboard (e.g., instructions, rubrics, due dates).

4. **Blackboard Discussion:** Students are expected to make at least two postings per discussion board. Students may use Blackboard (http://www.wichita.edu/blackboard) to communicate with the instructor and/or other students. The instructor will monitor these postings, and participation points will be awarded based on quality of participation.

2.1 Blackboard Discussion Grading:

Highly Effective = 4 or 5; Extensive knowledge or skills
Effective = 3 or 4; Substantial knowledge or skills
Developing = 2 or 3; Inadequate knowledge or skills
Ineffective = 0 or 1; Lack of knowledge or skills

	Discussion Rubric			
Criteria	**Highly Effective**	**Effective**	**Developing**	**Ineffective**
Quality of Post	Appropriate comments: thoughtful & reflective	Responds but with minimum efforts. (e.g., I agree with …)	Poor comments	No posting
Relevant of Post	Prompts further discussion of topic	Makes short or irrelevant remarks	Poor remarks	No posting
Engagement with others	Responds to ideas in a way that advances discussion	Mostly summarizes what others have said without adding to discussion	Poor response to other posts in thread	Ignore other posts in thread

UNIVERSITY POLICIES

Technology Expectations
Students have access to technology support from multiple sources. WSU OneStop 855-978-1787 can assist students with a range of issues, including those relating to Blackboard and SafeAssign. The College of Education also offers technology services to students. For example, digital video cameras are available for 48-hour checkout. To request a reservation, please contact coe.tech@wichita.edu. The student lounge on the second floor of Corbin South provides computer work stations where students can also print materials. A learning space in Corbin 156A is open to students when not reserved for program content/professional development delivery. And finally, WSU's Ablah Library features a C-Space where students have access to varied technological resources such as color printing, 3D printing, a sound booth, and computer work stations.

Concealed Carry Policy
The Kansas Legislature has legalized concealed carry on public university campuses. Guns must be out of view, concealed either on the body of the carrier, or backpack, purse or bag that remains under the immediate control of the carrier. Gun owners must familiarize themselves with WSU's Concealed Carry Policy at http://webs.wichita.edu/?u=wsunews&p=/weapons_policy_documents and the Kansas Board of Regent's policy at http://www.kansasregents.org/about/policies-by-laws-missions/board_policy_manual_2/chapter_ii_governance_state_universities_2/chapter_ii_full_text#weapons. If you believe that there has been a violation of this policy, please contact the University Police Department at 316 978-3450.

Title IX
Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Wichita State University does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the University's educational programs or activities. Students are asked to immediately report incidents to the University Police Department, (316) 978- 3450 or the Title IX Coordinator (316) 978-5177. Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Counseling and Testing Center (316) 978-3440 or Student Health Services (316)978-3620. For more information, visit the WSU Title IX website.

Additional Concealed Carry Language for lab courses or other courses where student belongings are unattended and out of immediate control
Under the Concealed Carry Policy, a backpack or other bag used to carry a handgun must be within the immediate control of the individual. This course requires students to leave belongings such as backpacks or other bags out of reach and unattended for the duration of class time. Students who choose to carry a concealed handgun in a backpack or other bag must plan each day accordingly, and are responsible for making alternate arrangements as necessary. Wichita State does not provide publicly available secure storage for concealed handguns. If you believe that there has been a violation of this policy, please contact the University Police Department at 316 978-3450

Names and Pronouns
Everyone has the right to be addressed as and referred to by the name and pronouns (including non-binary pronouns) that they choose and that correspond to their gender identity. Class rosters have a student's legal name and do not include pronouns, therefore, all students will be asked in class to indicate the names and pronouns they use for themselves. A student's chosen name and pronouns are to be respected at all times in the classroom.

CARE Team
Wichita State University is committed to the safety and success of and cares about all members of the University community. If you or someone you know needs support, is distressed, or exhibits concerning behavior that is interfering with their own or others' academic or personal success or the safety of members of our community, resources and assistance are available. As your Faculty, I may seek support for you. If you or another member of our campus community is in need of help, please submit a concern at www.wichita.edu/ubit or call any CARE team member listed on that webpage. In case of emergency, please call the University Police Department at (316) 978-3450 or 911.

Diversity and Inclusive
Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property
Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Disabilities
If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 320, (316) 978-3309 (voice/tty). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing
The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially

open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Shocker Alert System
Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services
WSU's Student Health clinic is located in Ahlberg Hall. Hours are 8:00am to 4:00pm (3:00pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation
Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording
Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course

Important Academic Dates
For _____semester 20__, classes begin _____, _____ 20__, and end ____, ____, 20__. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is ____, 20__. There are no classes on _____, 20__. The final exam period is _____, 20__.

Tentative Course Schedule

Week	Date	Topics	Reading, Assignments
1		Introduction/Overview; An Overview of Crisis Intervention / Ethical and Professional Issues	Chapter 1 & 2; see Bb
2		The ABC Model of Crisis Intervention / Intervening with Crises Related to Danger to Self, Others, or Being Gravely Disabled	Chapter 3 & 4; see Bb
3		Developmental and Cultural Crises/ Crises of Loss: Death, Relationship Breakups and Economic Loss	Chapter 5 & 6; see Bb
4		Crises Related to Personal Trauma / Crises Related to Sexuality	Chapter 9 & 10; see Bb

5		Community Disaster, Trauma, and PTSD	Chapter 7
6		Crises Related to Military Service	Chapter 8
7		Substance Use Related Disorders and Crises	Chapter 11
8		Crises Related to Aging, Serious Physical Illness, and Disabilities	Chapter 12
9		Book Summary	Chapter 1-12

Course Resources and Bibliography

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WICHITA STATE UNIVERSITY
COLLEGE OF EDUCATION
Counseling, Educational Leadership, Educational and School Psychology

Case Study Rubric

	Highly Effective	Effective	Developing	Ineffective
Content and Pedagogical Knowledge	The case study response demonstrates comprehension in and includes the essential knowledge components of all 3 core areas in the case study response. The 3 core areas include: (CACREP Section 5. A. 1-3) foundations, contextual dimensions, and practice.	The case study response demonstrates comprehension in and includes the essential knowledge components of no less than 3 core areas in the case study response.	The case study response demonstrates incomplete comprehension in and includes the essential knowledge components of no less than 2 core areas in the case study response.	The case study response displays a lack of comprehension and inclusion of the essential knowledge components. none of the core knowledge component were presented in the case study.
Skills Developed	The case study adheres to formal APA writing format. The case study contains correct title page, abstract, grammar, sentence structure, and citation/reference, usage. It contains a minimum of 5 citation/references. The case study adheres to all components of Academic Honesty as described in COEd and CLES syllabi.	The case study adheres to some formal APA writing format components; however, the case study has deficiencies or errors in format structure, grammar, sentence structure, or citation and references. It contains a minimum of 4 citation/references.	The case study poorly demonstrates incomplete adherence to APA writing format, contains errors in each of the identified format components. It contains a minimum of 3 citation/references. The case study has not adhered to the Academic Honesty components of CLES Department and Counseling Program	The case study does not demonstrate adherence to APA writing format, contains errors in each of the identified format components. It contains a minimum of 2 citation/references. The case study has not adhered to the Academic Honesty components of CLES Department and Counseling Program.
Awareness/Integration instruction to the Counseling Profession and Case Study	The case study demonstrates the ability to analyze the information taught over the term of the program, and synthesize it into an ethically coherent case study that accurately	The case study demonstrates the ability to analyze the information taught over the term of the program, and synthesize it into an ethically coherent case study that accurately	The case study poorly demonstrates an ability to accurately analyze information taught during the term of the program, and synthesize it into an ethically coherent,	The case study does not demonstrate an ability to accurately analyze information taught during the term of the program, and synthesize it into an ethically coherent, accurately

	applies acceptable counseling theories and methods to the client presented in the case.	applies acceptable counseling theories and methods to the client presented in the case. The case study is deficient in one or more (but no more than three) theoretical,	accurately conceptualized plan of action for the case study client provided.	conceptualized plan of action for the case study client provided.
Identifying Data	Presents a broad range of background data to provide an accurate, detailed description of the client.	Presents sufficient relevant background data to provide an accurate, general description of the client. Selected data is consistent with the theory of choice.	Presents some relevant background to describe client. The data is insufficient to form a full description of the client or is inconsistent with the theory of choice.	Does not present sufficient relevant background data to provide an accurate, general description of the client OR the selected data is not consistent with the theory of choice.
Relevant History (based on theory of choice)	Provides a breadth of detailed data to provide an accurate, complex description of relevant historical factors in the client's life.	Provides sufficient data to provide an accurate description of relevant historical factors in the client's life. Selected data is consistent with the theory of choice.	Presents some relevant data to provide a description of relevant historical factors in the client's life. The data is insufficient to form a full historical picture of the client. Or data provided is not consistent with the theory of choice.	Does not provide sufficient data to provide an accurate description of relevant historical factors in the client's life OR the selected data is not consistent with the theory of choice.
Presenting Problem	Provides a clear description of the presenting problem from both the client and the counselor perspectives. The history of the problem and probable causes are included.	Provides a clear description of the presenting problem from both the client and the counselor perspectives. The problem description is consistent with the theory of choice.	Provides some descriptive information regarding of the presenting problem from the client and counselor perspectives. The data is insufficient to form a full picture of the presenting problem from the counselor and client perspectives. AND/OR The problem description is not consistent with the theory of choice.	Does not provide a clear description of the presenting problem from both the client and the counselor perspectives OR the problem description is not consistent with the theory of choice.
Interpersonal Style	Describes the client's basic style in relationship to others	Describes the client's basic style in relationship to others	Provides some information regarding the client's basic	Does not describe the client's basic style in relationship to

	and the counselor and relates it to relevant history and the nature of the presenting problem and the client's coping skills.	and the counselor. The description is consistent with the theory of choice.	style in relationship to others. The data is insufficient to form a full picture of the client's basic style AND/OR the description is inconsistent with the theory of choice.	others and the counselor OR the description is not consistent with the theory of choice.
Environmental Factors	Identifies important environmental stressors and supports in the overall life context of the client and relates them to the presenting problem and the client's coping skills.	Identifies important environmental stressors and supports in the overall life context of the client. The description is consistent with the theory of choice.	Provides some information on environmental stressors and supports in the overall life context of the client. The data is insufficient to form a full picture of environment stressors and supports in the client's life. And/Or the environmental information is inconsistent with the theory of choice.	Does not identify important environmental stressors and supports in the overall life context of the client OR the description is not consistent with the theory of choice.
Personality Dynamics	Describes the cognitive, emotional and behavioral characteristics of the client, how they inter-relate, and correlates them to the presenting problem, relevant history, and interpersonal style.	Describes the cognitive, emotional and behavioral characteristics of the client and correlates them to the presenting problem. The description is developmentally appropriate.	Provides some descriptive information regarding the behavioral characteristic of the client and/or does not correlate the description to the presenting problem. And/Or the information is not developmentally appropriate	Does not describe the cognitive, emotional and behavioral characteristics of the client OR the description is not developmentally appropriate.
Counseling Objectives	Describes counseling objectives which are logically consistent with the presenting problem, consistent with the client's history, interpersonal style, personality dynamics and environmental factors.	Describes counseling objectives which are logically consistent with the presenting problem. The objectives are contextually and developmentally appropriate.	Provides counseling objectives which are not logically consistent with the presenting problem and/or the objectives are not contextually and developmentally appropriate.	Does not describe counseling objectives which are logically consistent with the presenting problem OR The objectives are not contextually and developmentally appropriate.
Treatment Plan	A detailed description of the chosen treatment plan is provided which is consistent	A detailed description of the chosen treatment plan is provided which is consistent	Some treatment plan information is provided and/or the information	A detailed description of the chosen treatment plan is not provided OR which is not

	with the problem definition, counseling objectives and consistent with the theory of choice.	with the problem definition and counseling objectives.	presented is not consistent with the problem definition and counseling objectives.	consistent with the problem definition and/or counseling objectives.
Evaluation of Counseling	A description of the client's progress and counselor self-evaluation is provided as well as projections of future counseling processes or reasons for termination.	A description of the client's progress and counselor self-evaluation is provided.	Some descriptive information on the client's progress is given and counselor self-evaluation is provided. And/or Information is not complete or not consistent.	A description of the client's progress and counselor self-evaluation is not provided.
Ethical Aspects of Case	Describes real or possible ethical matters relevant to the case, resolution of the matter and ethical decision-making process used.	Describes real or possible ethical matters relevant to the case.	Provides some ethical aspects of the case, information is not relevant or is incomplete.	Fails to describe real or possible ethical matters relevant to the case.