SYLLABUS

EPCE 5377

Crisis Intervention Counseling

Summer II 2021

*Information about the instructor:*

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*Information about the course:*

Course Prefix and Number: EPCE 5377 – D01

Course Title: Crisis Counseling

Course Credit: 3 semester hours

Semester and Year: Summer II 2021

Class meeting time and location: Online – Blackboard

Course Description: The course overviews topics related to crisis intervention.

Textbook:

[James, R. K. & Gilliland, B. E. (2016).](https://www.dropbox.com/s/a7izgztq2jv1774/crisis%20text%20large.pdf?dl=0) *[Crisis Intervention Strategies](https://www.dropbox.com/s/a7izgztq2jv1774/crisis%20text%20large.pdf?dl=0)*[, 8](https://www.dropbox.com/s/a7izgztq2jv1774/crisis%20text%20large.pdf?dl=0)[th](https://www.dropbox.com/s/a7izgztq2jv1774/crisis%20text%20large.pdf?dl=0)

[Ed. Belmont, CA: Brooks/Cole.](https://www.dropbox.com/s/a7izgztq2jv1774/crisis%20text%20large.pdf?dl=0)

*Course Purpose:*

The purpose of EPCE 5377 is familiarize LPCs and Professional School Counselors with several major approaches to crisis intervention. Specific topics include basic and advanced crisis intervention skills, ethical issues in crisis intervention counseling, addressing Post Traumatic Stress Disorder, sexual assault, intimate partner violence, chemical dependency, personal loss and grief, crisis negotiations, burnout, and disaster response.

1. Conceptual framework - EPCE 5377 is grounded in a college-wide framework related to NCATE and a program-specific framework that is related to CACREP, the accrediting body for programs in counselor education. The College of Education’s (COE) conceptual framework is found at http://www.educ.ttu.edu/NCATE/default.htm. The theme of the conceptual framework is “Professional Educators Opening Doors to the Future.” The “open” theme stresses that learning experiences should equip students with knowledge, skills, and “dispositions” that will be instrumental in helping students to be successful in their professional pursuits. CACREP standards can be viewed at <http://www.cacrep.org/for-programs/2016-cacrep-standards/> Both NCATE and CACREP stress the importance of professional ethics/values as well as skills and knowledge in the use of technology and a commitment to multicultural competence and awareness.

Thus, this course considers both NCATE and CACREP accreditation. It captures several initiatives that are transforming educator preparation at the university. Many aspects of these reforms are found throughout this course—reforms that will change you.

* 1. You will develop higher-level skills and products. Learning outcomes in this course will still include knowledge and reasoning, but these will serve as prerequisites to higher level skill and product competencies you will develop.
	2. You will learn what is valued by employers and counseling professionals. State and national standards (i.e. ASCA National Model, advocacy competencies, codes of ethics), CACREP accreditation standards (2016), professional literature, a variety of focus groups, and counseling supervisors/employers were all involved in determining the learning outcomes for this course.
	3. Instruction will be connected to improved beneficence within the profession as well as positive outcomes of clients/students you will be counseling.
	4. You will learn to use technology in innovative ways.
	5. Crisis counseling techniques are an integral part of this course, and you will be learning specific techniques that improve counseling skills and affect outcomes of future clients/students.
	6. This course does not stand alone, but is part of an integrated program that has well-articulated and distinctive outcomes.
1. CACREP Standards and the Literature Associated with the CACREP knowledge standards are met in this course completely through chapter quizzes. However, the discussion questions and group project will subjectively engage skills and dispositions in students through the use of rubrics supplied at the end of this document, to help round out your knowledge, skills, and dispositions in Crisis Counseling

*2.F.1.l self-care strategies appropriate to the counselor*

Chapter 16: Human Services Workers in Crisis: Burnout, Vicarious Traumatization, and Compassion Fatigue

*2.F.3.g effects of crisis, disasters, and trauma on diverse individuals across the lifespan*

Chapter 1: Approaching Crisis Intervention

Chapter 2: Culturally Effective Helping

Chapter 17: Disaster Response

*2.F.5.l suicide prevention models and strategies*

Chapter 8: Crisis of Lethality

*2.F.5.m crisis intervention, trauma-informed, community-based strategies, such as Psychological First Aid*

Chapter 3: Intervention and Assessment Models

Chapter 4: Tools of the Trade

*2.F.7.c procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide*

Chapter 8: Crisis of Lethality

*5.C.2.f impact of crisis and trauma on individuals with mental health diagnoses*

Chapter 5: Crisis Case Handling

*5.G.2.e school counselor roles and responsibilities in relation to the school emergency management plans, and crises, disasters, and trauma*

Chapter 13: Crises in Schools

*6.B.5.f leadership roles and strategies for responding to crises and disasters*

Chapter 4: Tools of the Trade

1. *Course Overview:* EPCE 5377 is a required course in the clinical mental health program that engages students in the study of topics related to crisis counseling. The specific topics covered in this course include the following: definition and characteristics of crisis; history of crisis intervention; theories of crisis intervention; cultural considerations in crisis intervention; assessment in crisis intervention; essential skills in crisis intervention; steps in crisis intervention; case management in crisis intervention; telephone and online crisis counseling; treating PTSD; addressing crisis of lethality; treating sexual assault victims; addressing partner violence; addressing crisis related to addiction; treating personal loss (bereavement and grief); issues related to crisis in schools; crisis in the workplace; crisis and hostage negotiation; human services workers burnout, vicarious traumatization, and compassion fatigue; and disaster response.
2. Course Purposefulness

This course provides specialized knowledge and skills training in crisis counseling interventions. Students will learn to assess crisis and incorporate developmentally, ethnically, legally, and gender appropriate strategies and techniques to meet the needs of clients in crisis. Students will examine various theoretical, behavioral, applied techniques for counseling clients in crisis.

1. Student learning outcomes and assessment of outcomes:

At the end of this course, students will: Assessments Chapter Readings

|  |  |  |
| --- | --- | --- |
| demonstrate an understanding of the definition of a crisis and its characteristics | 1, 2, 3 Q, DP, GP | 1, 2, 3 |
| demonstrate knowledge of the history of crisis intervention | 1, 2, 3 Q, DP, GP | 1, 2, 3 |
| demonstrate knowledge of models of crisis intervention | 4, 5 Q, DP, GP | 4, 5 |
| demonstrate knowledge about cultural factors in crisis intervention | 4, 5 Q, DP, GP | 4, 5 |
| demonstrate knowledge about assessment in crisis intervention | 8 Q, DP, GP | 8 |
| demonstrate knowledge the essential skills needed in crisis intervention | 8, 13 Q, DP, GP | 8, 13 |
| knowledge of steps involved in crisis intervention | Q, DP | 4 |
| knowledge about case management considerations in crisis intervention | Q, DP | 5 |
| knowledge about online and phone interventions in crisis counseling | Q, DP | 6 |
| knowledge about treating sexual assault victims | Q, DP | 9 |
| knowledge about PTSD | Q, DP | 7 |
| knowledge about legal and ethical issues in crisis intervention | Q, DP | 1 |
| knowledge about partner violence and its treatment | Q, DP | 10 |
| knowledge about addressing crisis in addictions | Q, DP | 11 |
| knowledge about addressing personal loss in crisis counseling | Q, DP | 12 |
| knowledge about addressing crisis in schools | Q, DP | 13 |
| knowledge about crisis in the workplace | Q, DP | 14 |
| knowledge about crisis related to hostage situations | Q, DP | 15 |
| knowledge about service workers’ burnout, compassion fatigue, and vicarious traumatization | Q, DP | 4, 16 |
| knowledge about disaster response | Q, DP | 1, 17 |

1. Class schedule, instructional topics, and assignments

|  |  |  |  |
| --- | --- | --- | --- |
| Week | Chapters to Read | Discussions  | Assignments/Quiz |
| Week 1 |  1, 2, 3, |  1 |  Quizzes 1, 2, 3 |
| Week 2 |  4, 5 |  2 |  Quizzes 4, 5 |
| Week 3 |  8, 13 |  3 |  Quizzes 8, 13 |
| Week 4 |  16, 17 |  4 |  Quizzes 16, 17 |
| Week 5 | Group Project Due August 6, at 11:59pm |

1. Evaluation procedures
	1. Group Project Presentation – 200 points – Lead, Follow

You will be working together with your group members to create an *engaging* professional presentation. The following are the minimum standards to receive a B. You must go above and beyond in your program to earn an A. This above the status quo intangibles are the value-added dimensions you must bring to counseling. At the conclusion of the group assignment your group members will give you a score for your participation in the group process, it will be confidential so people may speak freely. There is no right way to do this project, jump in and rise to the top of the class! Learning to cope with vagueness in instruction and direction is VITAL to developing into a strong counselor, especially in a crisis! Embrace your opportunity!

* + 1. Creative Title
		2. 5 Learning Objectives – answer this question, after this presentation the participants will be able to…
		3. Three sentence overall program summary
		4. Brief literature defining the crisis intervention and relevance – 6 peer-reviewed APA style references from the past 7 years
		5. Each of the group members must have a speaking part of 4-5 minutes
		6. You will deliver this program asynchronously using your choice of technologies.
		7. You must include the Following in your presentation:
			1. Hypothetical case study
			2. Crisis model to handle the case study
			3. Ethical and Legal Issues
			4. Diversity and Social Justice Issues
			5. Professional Development Suggestions
			6. Real community resources from any metro area in the USA.
* Name of Resource: Telephone Number:
* Physical Address: Website:
* What types of mental health professionals are employed in this resource (e.g., LPCs, MFTs, Psych, SW) Costs and fee structure
* Services Offered
	1. Discussion Board Interactions – 270 points for original post 135 for response total = 405
		1. Each week you will have chapters to read:

Week 1 – Chapters 1, 2, 3 90

Week 2 – Chapters 4, 5 60

Week 3 – Chapters 8, 13 60

Week 4 – Chapters 16, 17 60

* + 1. Your original post is due Friday, 11:59 PM CST of the week. Original posts must be 300-400 words and include at least one citation from a textbook and peer-reviewed journal article. Any resource quoted or summarized must be referenced in the post and the citation written below at the end in APA format. Original posts are due by Friday, 11:59 PM CST.
		2. Your response to one classmate’s original post (at least) is due Monday, 11:59 PM CST of the week. In your reply you may ratify, object or compare/contrast information in the posting. Whatever response you choose, you must go beyond a simple statement of opinion and rationalize your responses with logic and evidence. Enhance your classmate’s original post by adding information if you agree. If you challenge your classmate’s posting, you must support your position by providing clear logic and cite references.
	1. Chapter Quizzes – 382 possible points

There will be 9 chapter quizzes minimum.

|  |  |
| --- | --- |
| ch1 | 38 |
| ch2 | 33 |
| ch3 | 36 |
| ch4 | 40 |
| ch5 | 36 |
| ch8 | 47 |
| ch13 | 42 |
| ch16 | 50 |
| ch17 | 60 |
|  | 382 |

1. Grading policy

Grades will be determined by average scores earned over the semester on your Discussions, Group Project, and Quizzes. 980 total points possible

|  |  |  |  |
| --- | --- | --- | --- |
| 100% | 980 | 980 | A+ |
| 90% | 980 | 882 | A |
| 80% | 881 | 784 | B |
| 70% | 783 | 686 | C |
| 60% | 685 | 588 | D |

1. Methods

This is a completely online course. It is organized to encourage you to complete chapter readings and activities each week. Quizzes may be taken any time after the first week of class but all must be completed by Aug 4 11:59pm CST. Exams have a generous time limit and may be taken more than once.

VIII. Required readings

[James, R. K. & Gilliland, B. E. (2016).](https://www.dropbox.com/s/a7izgztq2jv1774/crisis%20text%20large.pdf?dl=0) *[Crisis Intervention Strategies](https://www.dropbox.com/s/a7izgztq2jv1774/crisis%20text%20large.pdf?dl=0)*[, 8](https://www.dropbox.com/s/a7izgztq2jv1774/crisis%20text%20large.pdf?dl=0)[th](https://www.dropbox.com/s/a7izgztq2jv1774/crisis%20text%20large.pdf?dl=0)

[Ed. Belmont, CA: Brooks/Cole.](https://www.dropbox.com/s/a7izgztq2jv1774/crisis%20text%20large.pdf?dl=0)

1. Course Policies
	1. Attendance: Students are expected to participate in all activities in class online.
	2. Absences: This is an online course so there are no absences, but I will be able to tell if you have logged in or not, and for how long, and other metrics. Lack of participation will be evident.
	3. Make-up: Course assignments may be completed and turned in for full credit with written proof of illness or emergency. Please work with the Dean of students for extended leave of absence.
	4. On-line behavior: Class discussions on-line are to be conducted with civility and respect for other students. Students who fail to be civil and respectful will be banned from the discussion forum and receive a 0 for the remaining assignments.
2. Scholastic Dishonesty

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and high standard of integrity. The attempt of students to present as their own any work not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offenders liable to serious consequences, possibly suspension.

“Scholastic dishonesty” includes, but it not limited to, cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, and any act designed to give unfair academic advantage to the student (such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor) or the attempt to commit such an act.

Counselor Education students are expected to exhibit ethical conduct at all times and are subject to the Ethical Codes or Standards of the Texas State Board of Examiners for Professional Counselors, The American Counseling Association, and /or the American School Counselor Association.

1. Americans With Disabilities Act Information

Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor’s office hours. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, you may contact the Student Disability Services office in 335 West Hall or 806-742-2405.

1. A student must register with Student Disability Services and file appropriate documentation in order to be eligible for any disability benefits and services described in this operating policy. The university-approved mechanism for establishing reasonable accommodation is written notification in the form of a Letter of Accommodation from Student Disability Services. The Letter of Accommodation indicates to faculty that the student has given proof of her/his disability and that the accommodation noted is considered appropriate and reasonable. No further proof of disability should be required of the student. Students presenting other kinds of verification should be referred to Student Disability Services for the appropriate identification. No requirement exists that accommodation be made prior to completion of the approved university process.

Faculty members are not permitted to provide accommodations for a student’s disability needs unless the student provides a Letter of Accommodation from Student Disability Services. Ideally, Letters of Accommodation should be presented to instructors at the beginning of the semester; however, Letters of Accommodation may be submitted at any point during a semester. If a Letter of Accommodation is presented after a semester begins, the accommodation applies only from the date presented to and signed by the faculty member until the completion of the semester. One week is considered a reasonable amount of time to allow the faculty member to implement the accommodation.

1. Religious Observations – Again, online course. If you are unable to use technology on the weekends due to religious observance please submit your work prior to the observance. Please inform the professor.
2. Violence and Sexual Harassment

The university is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state law, the university prohibits discrimination based on sex and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence, sexual violence, and any other misconduct based on sex. Any acts that fall within the scope of this policy hereinafter are referred to as Sexual Misconduct.

While sexual orientation and gender identity are not explicitly protected categories under state or federal law, it is the university’s policy not to discriminate in employment, admission, or use of programs, activities, facilities, or services on this basis. Discriminatory behavior is prohibited regardless of the manner in which it is exhibited, whether verbally, in writing, by actions, or electronically displayed or conveyed.

This policy applies to all university students and employees, visitors, applicants for admission to or employment with the university, as well as university affiliates and others conducting business on campus. This policy will apply to on-campus and off-campus conduct of which the university is made aware and which adversely impacts the educational and employment environments of the university. The university will take all reasonable steps to prevent recurrence of any Sexual Misconduct and remedy discriminatory effects on the Reporting Party and others, if appropriate.

The full description of the University’s policy on violence and sexual harassment can be found in OP 40.03. - https://www.depts.ttu.edu/titleix/

1. Title IX

Texas Tech University is dedicated to providing a safe and equitable learning environment for all students. Discrimination, sexual assault, and harassment are not tolerated by the university. You are encouraged to report any incidents to The Student Resolution Center: (806) 742-SAFE (7233). The TTU Counseling Center (http://www.depts.ttu.edu/scc/) provides confidential support (806-742-3674) and the Voices of Hope Lubbock Rape Crisis Center has a 24-hour hotline: 806-763-RAPE (7273). For more information about support, reporting options, and other resources, go to: <http://www.depts.ttu.edu/sexualviolence/>

1. Civility/Etiquette

Students are encouraged to follow the eight ethical principles supported in the Strive for Honor brochure. They are:

* Mutual Respect – Each member of the Texas Tech community has the right to be treated with respect and dignity.
* Cooperation and Communication – We encourage and provide opportunities for the free and open exchange of ideas both inside and outside the classroom.
* Creativity and Innovation – A working and learning environment that encourages active participation.
* Community Service and Leadership – Exemplary professional and community service through research, creative works, and service programs that extend beyond the university environment.
* Pursuit of Excellence – Texas Tech University is committed to achieving excellence following best practices in its professional work, displaying the highest standards in its scholarly work, and offering venues to showcase national and international examples of achievement.
* Public Accountability – We strive to do what is honest and ethical even if no one is watching us or compelling us “to do the right thing”.
* Diversity – An environment of mutual respect, appreciation, and tolerance for differing values, beliefs, and backgrounds.
* Academic Integrity – Being responsible for your own work ensures that grades are earned honestly.

In addition to above, a rubric to rate citizenship in the classroom appears at the end of this syllabus.

Bibliography

American Red Cross. (2001). Emotional health issues for victims. Web site: www.trauma-pages.com/notalone.htm

Arrendondo, P., Toporek. R., Brown, S. P., Jones, J., Locke, D. C., Sanchez, J., & Stadler, H. (1996). Operationalizations of the multicultural counseling competencies. Journal of Multicultural Counseling and Development, 24, 42-78.

Bowman, S. L., & Roysircar, G. (2011). Training and Practice in Trauma, Catastrophes, and Disaster Counseling. Counseling Psychologist, 39(8), 1160-1181.

Cavaiola, A. A., & Colford, J. E. (2006). A practical guide to crisis intervention. Boston: Lahaska Press.

Davidson, P. W. (1999). Characteristics of older adults with intellectual disabilities referred for crisis intervention. Journal of Intellectual Disability Research, 43, 38-47.

Echterling, L. G., Presbury, J., & McKee, J. E. (2005). Crisis intervention: Promoting resilience and resolution in troubled times. Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.

Greenstone, J. L., & Leviton, S. C. (2002). Elements of crisis intervention. Pacific Grove, CA: Brooks/Cole.

Greenstone, J. L. (2011). Review of Crisis and disaster counseling: lessons learned from Hurricane Katrina and other disasters. International Journal Of Emergency Mental Health, 13(1), 57-58.

Linehan, M. M. (2011). Dialectical behavior therapy and telephone coaching. Cognitive And Behavioral Practice, 18(2), 207-208. doi:10.1016/j.cbpra.2010.06.003

Minton, C. (2010). The Status of Crisis Preparation in Counselor Education: A National Study and Content Analysis. Journal Of Professional Counseling: Practice, Theory & Research, 38(2), 5-17.

Morris, C., & Minton, C. (2012). Crisis in the Curriculum? New Counselors' Crisis Preparation, Experiences, and Self-Efficacy. Counselor Education And Supervision, 51(4), 256-269.

Morris, A. F. (2011). Psychic aftershocks: Crisis counseling and disaster relief policy. History Of Psychology, 14(3), 264-286. doi:10.1037/a0024169

Sandoval, J. (2002). Handbook of Crisis Counseling, Intervention, and Prevention in the Schools. Mahwah, N.J.: L. Erlbaum Associates.

Sawyer, C., Peters, M., & Willis, J. (2013). Self-Efficacy of Beginning Counselors to Counsel Clients in Crisis. Journal Of Counselor Preparation & Supervision, 5(2), 30-43. doi:10.7729/52.0042

Crisis Counseling (EPCE 5377) is a required course. Accordingly, students in EPCE 5377 will successfully:

* 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 event.
* Students will be able to discuss the professional credentialing process for crisis counselors.
* 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 develop appropriate strategies for self-care when working in crisis situations.
* Students will demonstrate knowledge of the history of crisis intervention to include the importance of volunteerism and the social movement behind crisis intervention.

Rubrics

Texas Tech University

College of Education/Counselor Education

Rubric to Rate Professionalism and Class Citizenship

Student Name: Class: Date: Instructor:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Subskill | Unacceptable1 | Poor2 | Fair/Adequate3 | Good4 | Excellent5 | Score |
| **Dress** | Usually inappropriate for class context | Often inappropriate for class context | Usually appropriate for class context | Almost always appropriate for class context | Always appropriate for class context |  |
| **Attentiveness** | Usually distracted by emails, texts, Facebook, calls, etc.  | Often distracted by emails, texts, Facebook, calls, etc.  | Usually focused and free of distractions from emails, texts, Facebook, calls, etc. | Almost always focused and free of distractions from emails, texts, Facebook, calls, etc. | Always focused and free of distractions from emails, texts, Facebook, calls, etc. |  |
| **Engagement** | Rarely contributes to class discussions | Often fails to contribute to class discussions  | Usually contributes to class discussions | Almost always makes valuable contributions to class discussions | Always makes very valuable contributions to class discussions |  |
| **Punctuality** | Usually late to class | Often late to class | Occasionally slightly late to class  | Rarely late to class | Never late to class |  |
| **Respectful** | Usually ignores or disrupts speaker | Often ignores or disrupts speaker | Usually listens to speaker | Almost always listens responsively to speaker | Always listens very responsively to speaker |  |
| **Non-defensiveness** | Usually responds to feedback defensively  | Often responds to feedback somewhat defensively | Usually responds to feedback non-defensively | Almost always responds to feedback productively  | Always utilizes feedback in productive and positive ways  |  |
| **Attendance** | Often misses class | Occasionally misses class | Attends almost all classes | Rarely misses class | Never misses class |  |
| **Preparedness**  | Usually ill- prepared for class, e.g., failure to read text | Often is ill- prepared for class, e.g., failure to read text | Usually comes to class prepared | Almost always comes to class well prepared | Always comes to class very well prepared  |  |
| **Teamwork** | Usually slides or skates away from accepting work on the team | Often slides or skates away from accepting duties on a team | Usually accepts duties and responsibilities on a team effort | Almost always accepts and takes initiative to complete team tasks | Always assumes a leadership role on a team by not only contributing to the team’s mutual task but also by going beyond assigned responsibilities |  |
| **Morale**  | Usually creates negative morale by being negative and recalcitrant | Often creates negative moral by being negative and recalcitrant | Usually achieves a balance of being cooperative while being proactive and having the courage of one’s convictions | Almost always achieves a balance of being cooperative while expressing proactivity in ways that enhance the class | Always conveys cooperation while also asserting proactive leadership that enhances the class |  |

Comments:

**Texas Tech University**

**College of Education/Counselor Education**

**A&E Rubric (Piece of Crisis Project):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Element** | **Exceptional****5** | **Advanced****4** | **Proficient****3** | **Basic****2** | **Beginning****1** |
| **Breadth of References** | A large range of services were included (5+) | A medium range of services were included (3+) | A small range of services were completed (<3) | One services per section was included | Nothing was included |
| **Coverage of Chapters** | Student covered all chapters | Student covered half of the chapters | Students covered a 4th of the chapters | Student covered an 8th of the chapters | Student covered no chapters |
| **Synopsis of Services:** | Student covered the chart with rich, and meaningful information that thoroughly detailed all aspect of the referral source | Student wrote a paragraph that covered the referral source but limited the details | Student covered the referral source minimally leaving out specific details | Student had an unorganized cut/paste description of the referral source | Student did not complete this section |

**Texas Tech University**

**College of Education/Counselor Education**

**Rubric to Rate Oral Presentations**

Student Names: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class: \_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Rater: \_\_\_\_\_

Topic of Presentation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subskill** | **Beginning****1** | **Basic****2** | **Proficient****3** | **Advanced****4** | **Exceptional****5** | **Score** |
| **Organization** | The presentation lacked organization | The presentation was somewhat organized | The presentation was organized for the most part | The presentation was well organized | The presentation was very well organized with clear transitions |  |
| **Timing** | The presentation lacked timing, resulting in poor coverage toward the end | The presentation somewhat lacked a logical allocation of time to given topics | The presentation allotted equal time to topics | The presentation allotted time in a thoughtful way, depending on the topic | The presentation allocated time artfully wherein basic to more complex topics were addressed seamlessly |  |
| **Documentation** | The presentation lacked facts, research, evidence, and sources | The presentation included sparse facts, research, evidence, and resources | The presentation offered facts, research, evidence, and resources | The presentation provided relevant facts, research, evidence, and resources | The presentation provided very relevant and current facts, research, evidence, and resources  |  |
| **Content** | The presentation included irrelevant and unrelated content | The presentation focused on content that was somewhat relevant and coherent | The presentation focused on relevant and coherent content based in adequate preparation | The presentation contained very relevant and coherent content that reflected good preparation | The presentation was exceptionally conceived wherein topics were highly relevant and coherent and clearly reflected extensive preparation |  |
| **Team Work** | The team appeared to lack an effective distribution of responsibilities | The team demonstrated evidence of some distribution of responsibilities | The team showed evidence of an effective distribution of responsibilities | The team showed evidence that responsibilities were thoughtfully distributed according to skills and interests | The team showed evidence of a synergistic assignments of responsibilities that made the presentation very effective |  |
| **Presentation Delivery** | The presenters lacked effective use of voice volume, tone, animation, grammar, and pronunciation | The presenters use of voice volume, tone, animation, grammar, and pronunciation was somewhat effective | The presenters use of voice volume, tone, animation, grammar, and pronunciation was effective | The presenters use of voice volume, tone, animation, grammar, and pronunciation was quite effective | The presenters use of voice volume, tone, animation, grammar, and pronunciation was very effective |  |
|  |  |  |  |  |  |  |
| **Audience Engagement** | The presentation failed to establish and maintain audience interest and attention | The presentation somewhat established and maintained audience interest and attention | The presentation established and maintained audience interest and attention | The presentation effectively established and maintained audience interest and attention | The presentation very effectively established and maintained audience interest and attention |  |
| **Use of audio-visual aides** | The presentation failed to employ visuals or technology | The presentation used visuals such as a PowerPoint but it lacked appropriate formatting | The presentation employed varied types of visuals with appropriate formatting  | The presentation employed quite effective use of varied types of visuals with appropriate formatting | The presentation employed very effective use of varied types of visuals with appropriate formatting |  |
| **Presenters’ Demeanor****As appropriate for digital presentation** | Presenters lacked animation, eye contact with the audience, poise, and professionalism | Presenters somewhat conveyed animation, eye contact with the audience, poise, and professionalism | Presenters conveyed animation, eye contact with the audience, poise, and professionalism | Presenters effectively conveyed animation, eye contact with the audience, poise, and professionalism | Presenters very effectively conveyed animation, eye contact with the audience, poise, and professionalism |  |
| **Mean Score** |  |  |  |  |  |  |

Comments:

**Texas Tech University**

**College of Education/Counselor Education**

**Discussion Participation Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Criteria** | **Poor**1  | **Acceptable**2  | **Good**3  | **Excellent**4  | **Superior**5  |
| **Participation** | No postings or one post with no response to a classmate’s original post | Posts an inadequate assignment with shallow thought and preparation; doesn’t address all aspects of the task | Posts adequately developed assignment that addresses most aspects of the task; lacks full development of concepts | Posts well developed assignment that addresses and develops most aspects of the task | Posts above average and well developed assignment that addresses all aspects of the task |
| **Initial Posting/s** | Posts no follow-up response or one follow-up response to others, but no original posting | Provides a weak contribution to discussion (“I agree” or “I disagree”); does not improve the quality of the discussion | Elaborates on an existing posting with additional comment, experience, or observation | Demonstrates analysis of others' posts; provides meaningful discussion by building on previous posts | Provides a full understanding of others’ posts and forms an exceptional response that builds on previous posts |
| **Content**  | Posts information that is off-topic, incorrect, or irrelevant to discussion | Repeats but does not add significant information to the discussion | Posts information that is factually correct; lacks full development of concept or thought | Posts factually correct, reflective and substantive contribution; advances discussion | Provides a reflective, intriguing, and factually correct contribution by supporting his/her post with multiple references |
| **Integration of Knowledge**  | Includes no references or supporting experience relevant to topic | Uses personal experience, but no references to readings or research | Incorporates some references from literature and personal experience | Uses references to literature, readings, or personal experience to support comments | Uses multiple references to literature, readings, or personal experience; includes the references throughout the post |
| **Clarity & Mechanics** | Posts long, unorganized or inappropriate content that may contain multiple errors | Communicates in a friendly and helpful manner with some errors in clarity or mechanics | Contributes valuable information to discussion with minor clarity or mechanics errors | Contributes to discussion with clear, concise comments formatted in an easy to read style that had few grammatical or spelling errors | Semantics and grammar were clear and concise; formatting was correct and there were no spelling errors present |

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**Texas Tech University**

**Counselor Education**

**Rubric to Rate Dispositions**

**Student: Class: Date: Instructor:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subskill** | **Unacceptable****1** | **Poor****2** | **Fair/Adequate****3** | **Good****4** | **Excellent****5** | **Score** |
| **Attendance and Punctuality** | Often misses class and is usually late | Occasionally misses class and/or is often late to class | Attends almost all classes and/or is sometimes late to class | Rarely misses class and is rarely late to class | Never misses class and is never late to class |  |
| **Preparedness**  | Usually ill- prepared for class, (e.g., failure to read text) | Often is ill- prepared for class, (e.g., failure to read text) | Usually comes to class prepared | Almost always comes to class well prepared | Always comes to class very well prepared  |  |
| **Engagement** | Rarely contributes to class discussions | Often fails to contribute to class discussions  | Usually contributes to class discussions | Almost always makes valuable contributions to class discussions | Always makes very valuable contributions to class discussions |  |
| **Attentiveness** | Usually distracted by emails, texts, Facebook, calls, etc.  | Often distracted by emails, texts, Facebook, calls, etc.  | Usually focused and free of distractions from emails, texts, Facebook, calls, etc. | Almost always focused and free of distractions from emails, texts, Facebook, calls, etc. | Always focused and free of distractions from emails, texts, Facebook, calls, etc. |  |
| **Respectful** | Usually ignores or disrupts speaker | Often ignores or disrupts speaker | Usually listens to speaker | Almost always listens responsively to speaker | Always listens very responsively to speaker |  |
| **Teamwork** | Usually avoids or manipulates to find ways to escape working on the team | Often avoids or manipulates to find ways to escape accepting duties on the team | Usually accepts duties and responsibilities and participates in the team effort | Almost always assumes responsibility and displays initiative in completing team tasks. | Always assumes a leadership role on a team by not only contributing to the team’s mutual tasks but also by exceeding assigned responsibilities |  |
| **Non-defensiveness** | Usually responds to feedback defensively  | Often responds to feedback somewhat defensively | Usually responds to feedback non-defensively | Almost always responds to feedback productively  | Always utilizes feedback in productive and positive ways  |  |
| **Morale**  | Usually creates negative morale by being negative and recalcitrant | Often creates negative moral by being negative and recalcitrant | Usually achieves a balance of being cooperative while being proactive and having the courage of one’s convictions | Almost always achieves a balance of being cooperative while expressing proactivity in ways that enhance the class | Always conveys cooperation while also asserting proactive leadership that enhances the class |  |
| **Decorum/ Presentation/ Presence/Attire** | Usually inappropriate for class context | Often inappropriate for class context | Usually appropriate for class context | Almost always appropriate for class context | Always appropriate for class context |  |
| **Professional Behaviors** | Usually demonstrates inappropriate behaviors in and outside of TTU (e.g., excessive drinking to the point of danger to self or others; swearing) | Often demonstrates inappropriate behaviors in and outside of TTU(e.g., excessive drinking to the point of danger to self or others; swearing) | Usually demonstrates appropriate behaviors in and outside of TTU | Almost always demonstrates appropriate behaviors in and outside of TTU | Always demonstrates appropriate behaviors in and outside of TTU |  |
| **Boundary Issues**  | Usually both ignores and crosses boundaries | Often both ignores and crosses boundaries | Usually has appropriate boundaries | Almost always has appropriate boundaries | Always has appropriate boundaries |  |
| **Professional Identity as a Counselor** | Usually does not identify as a professional counselor, does not attend counseling conferences, is not a member of ACA, its divisions, or branches | Often does not identify as a professional counselor, does not attend counseling conferences, is a member of ACA, its divisions, or branches | Usually identifies as a professional counselor, attends some counseling conferences, and is a member of ACA, its divisions, or branches | Almost always identifies as a professional counselor, attends and presents at counseling conferences, and is a member of ACA and its divisions, and branches | Always identifies as a professional counselor, attends and presents at counseling conferences, and is a member of ACA, its divisions, and branches |  |
| **Mean Rating Total** |  |  |  |  |  |  |

**Comments:**