



**CG 621**  
**Crisis Intervention and**  
**Consultation**  
**Term & Year**

VALUES • EDUCATION • SERVICE

**Course Delivery Method:** Online, Zoom, Blackboard  
**Course Section:**  
**Meeting Time and Place:**  
**Course Credit Hours:** 3 Credit Hours

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**FACULTY CONTACT INFORMATION:**

Instructor:

Phone:

Email:

Office Hours: As posted; By appointment before class on Wednesday.

Website: Course site in Blackboard

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**I. Course Description**

The purpose of this course is to instruct students on crisis intervention strategies, with specific focus on working effectively with disaster response, suicidal crisis, and persons recovering from acute trauma such as sexual assault or domestic violence.

**II. Course Objectives (CACREP)/Counseling Program Standards/Institutional Standards:**

**Course Objectives**

As a result of taking this course, the degree candidate will become proficient with the following standards:

**CACREP 2016 Standards**

PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

**2016.2.F.1.c.** counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

HUMAN GROWTH AND DEVELOPMENT

**2016.2.F.3.g.** effects of crisis, disasters, and trauma on diverse individuals across the lifespan

COUNSELING AND HELPING RELATIONSHIPS

**2016.2.F.5.l.** suicide prevention models and strategies

**2016.2.F.5.m.** crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

ASSESSMENT AND TESTING

**2016.2.F.7.c.** procedures for assessing risk of aggression or danger to others, self-

inflicted harm, or suicide

**2016.2.F.7.d.** procedures for identifying trauma and abuse and for reporting abuse

### III. Texts/Materials for the Course

Miller, G. (2012). *Fundamentals of Crisis Counseling*. John Wiley & Sons, Inc., Hoboken, N.J.

#### Websites utilized in course

<http://www.nimh.nih.gov/health/topics/coping-with-traumatic-events/index.shtml>

<http://www.samhsa.gov/dtac/CCPtoolkit/start.htm>

<http://www.samhsa.gov/dtac/proguide.asp>

<http://www.samhsa.gov/dtac/CCPtoolkit/ISPtrainings.htm>

#### Articles for the Course

Brown, F. F., & Rainer, J. P. (2006). Too much to Bear: An introduction to crisis intervention and therapy. *Journal of Clinical Psychology*, 62(8), 953-957.

Ingraham, C. L. (2003). Multicultural consultee-centered consultation: When novice consultants explore cultural hypotheses with experienced consultees. *Journal of Educational and Psychological Consultation*, 14(3&4), 329-362.

Jordan, K. (2010). *An ethical decision-making model for crisis counselors*. Retrieved from [http://counselingoutfitters.com/vistas/vistas10/Article\\_89.pdf](http://counselingoutfitters.com/vistas/vistas10/Article_89.pdf)

Juhnke, G. A., & Granello, P. F. (2005). Shattered dreams of professional competence: The impact of client suicides on mental health practitioners and how to prepare for it. *Journal of Creativity in Mental Health*, 1(3/4), 205-223.

Meyers, L. (2015). Facing the specter of client suicide. *Counseling Today*, retrieved from: <https://ct.counseling.org/2015/10/facing-the-specter-of-client-suicide/>

Wei, Y., Szumilas, M., & Kutcher, S. (2010). Effectiveness of mental health psychological debriefing for crisis intervention in schools. *Educational Psychology Review*, 22, 239-347.

#### Recommended Readings/Knowledge Base

Allen, M., Annandale, N., Gstettenbauer, A., Rutherford, M., Lyman, B. & Conklin, E. (2004). Providing effective crisis intervention for students and families from diverse backgrounds. Paper presented at the National Association of School Psychologists Annual Convention, Dallas, TX.

Athey, J. & Moody-Williams, J. (2003). *Developing cultural competence in disaster Mental health programs: Guiding principles and recommendations*. Washington, DC: US Department of Health and Human Services. Available online at [http://media.shs.net/ken/pdf/SMA03-3828/CulturalCompetence\\_FINALwithcovers.pdf](http://media.shs.net/ken/pdf/SMA03-3828/CulturalCompetence_FINALwithcovers.pdf)

Center for Trauma, Response, Recovery, and Preparedness (Cultural Competency and Disaster Mental Health) [http://www.ctrp.org/resources\\_cultural\\_comp.htm](http://www.ctrp.org/resources_cultural_comp.htm)

Del Valle, P. (2002). Traumatized refugee children. In Brock, S. E., Lazarus, P. J., and Jimerson, S. R., (Eds.), *Best Practices in school crisis prevention and intervention* (pp. 599-614). Bethesda, MD: National Association of School Psychologists.

Dougherty, A.M. (2014). *Psychological Consultation and Collaboration in School and*

- Community Settings (6<sup>th</sup> ed.)*. Brooks/Cole, Belmont, CA.
- Jimerson, S. R. & Huff, L. C. (2002). Responding to a sudden, unexpected death at school: Chance favors the prepared professional. In Brock, S. E., Lazarus, P. J., and Jimerson, S. R.,(Eds.), *Best Practices in school crisis prevention and intervention* (pp. 449-485). Bethesda, MD:National Association of School Psychologists.
- Rosen, C. S., Greene, C. J., Young, H. E., Norris, F. H. (2010) *Tailoring Disaster Mental Health Services to Diverse Needs: An analysis of 36 Crisis Counseling Projects*. National Association of Social Workers.
- Scott. D. A., Royal, C. W., Kissinger, D.B (2015) *Counselor as Consultant*. Sage, Los Angeles, CA.

**Recommended Websites:**

- <https://tlpca.net/resources/crisis-services/>
- <http://www.ed.gov/offices/OSERS/OSEP/earlywrn.html>
- [http://www.nasponline.org/resources/crisis\\_safety/index.aspx#general](http://www.nasponline.org/resources/crisis_safety/index.aspx#general)
- <http://www2.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>
- <http://www.counseling.org/sub/dmh/redcross.aspx>
- <http://www.bt.cdc.gov/mentalhealth/responders.asp>
- <http://www.bt.cdc.gov/mentalhealth/>
- <http://emergency.cdc.gov/preparedness/mind/>
- <http://www.atsdr.cdc.gov/publications/100233-RelocationStress.pdf>
- <http://www.bt.cdc.gov/masscasualties/copingpro.asp>

**IV. Course Requirements, Assessment (Learning Outcomes), and Evaluation Methods**

**Assignment A: QPR and Psychological First Aid Training**

As the student moves toward becoming a professional counselor, attending high quality, nationally recognized trainings are part of the roles and responsibilities of becoming a professional counselor. Mental Health and School Counselors are increasingly called on to intervene as a first line responder to mental health crisis including such varied clients experiencing recent trauma as suicidality, domestic violence, sexual assault, natural disaster and other causes of acute trauma for our clients.

To complete the QPR assignment, students will attend class or a recorded session of the training and the PFA trainings. Students will upload certificates of completion from these courses to vialivetext online. More details will be provided via email and in Assignment Completion Guides section of this syllabus.

**CACREP 2016.2.F.1.c.** counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

**CACREP 2016 2.F.5.m** crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid

**CACREP 2016 2.F.5.l** suicide prevention models and strategies

**CACREP 2016 2.F.3.g** essential interviewing, counseling, and case conceptualization

skills

**CACREP 2016.2.F.7.c.** procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

**Assignment B: Reflection on DCS Speaker**

In this reflection, students will reflect on procedures for identifying trauma and abuse for reporting abuse and discuss presentation by Speaker from Department of Children’s Services. Student must include direct reference to text and/or lecture material with reflection. 2 pages minimum.

**CACREP 2016 2.F.7.d.** procedures for identifying trauma and abuse and for reporting abuse

**Assignment C: Reflection on Mobile Crisis and Crisis Stabilization Unit**

In this reflection, students will reflect on procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide, and discuss impressions of presentation. Student must include direct reference to text and/or lecture material with reflection. 2 pages minimum.

**CACREP 2016 2.F.7.c** procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide

**Assignment D: Homework**

Homework and Class Participation (will include “pop” quizzes on assigned reading and posted or emailed copies of article Summaries) Most likely posted to Blackboard each week.

**Participation**

Students will be expected to participate during online classes, discussion boards, and Zoom presentation. This will also include attending all online classes and presentations. Instructor will send Zoom links for “Live Class” each week it meets online

**Course Evaluation/Assessment**

Assignments will be evaluated based on program standards using various assessment tools, including rubrics. The University official Graduate Education grading system will be utilized.

Percentage	Grade
100-95	A
94-90	A-
89-87	B+
86-84	B
83-80	B-
79-75	C
74-70	C-

## **Class Attendance**

Regular class attendance and participation in discussions are expected of all class members, and may be considered as part of the grading process. Missing more than 1 class may require completion of an additional written coursework assignment, and/or result in a drop of ½ letter grade for the course. In extreme circumstances and at professor's discretion, an additional major project may be assigned to make up for missed classes.

## **V. Methods of Instruction**

Methods of Instruction Methods of instruction will include didactic lectures, collaboration, demonstration, evaluation, analyses of research articles, and student presentations. Active participation and learning through dialogue is strongly encouraged in this Masters level course. It is expected that the students will share the responsibility for others and their own learning.

## **VI. Information Literacy/Technological Resources**

### **Technology**

Incoming students must be computer literate and be able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. Computer access must be available on a personal computer.

### **Via/LiveText**

**Each student will be required to establish an account with the LiveText program by the second class session.** LiveText is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions will be distributed on a separate handout at your first class session. LiveText may be purchased online at **<http://livetext.com>** or through the LMU Bookstore. LiveText Help is available on the Graduate Office web page – see the web page address on the previous page.

### **Library Resources**

The Carnegie-Vincent Library provides access to three outstanding databases in the Education field: **ERIC**, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; **Professional Collection**, a custom selection of more than 300 full text periodicals for educators covering the subject areas of “health and fitness, school law, drug and alcohol abuse, learning disabilities, sports, arts and humanities, social sciences, and psychology;” and **ProQuest Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text. Additionally, the library provides access to over 100 other

databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

**VII. COURSE OUTLINE/ASSIGNMENTS/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:**

[Include all major assignments, exams, quizzes, and a reading schedule for the semester. If changes are made, the professor must communicate in writing to the students (see Section XIV).]

Internship is a Seminar course, with weekly group supervision times of at least 2 hours. These times are reserved for discussion of clients, presentation of student mini-CEU lectures, tape review, discussion of diagnostic, assessment and treatment issues, and other topics related to seminar format of course.

<p>MEETING 1 June 4  Zoom Meeting</p>	<p>Introduction, Review Syllabus Chapter 1: Introduction Case Study 1, page 9</p>
<p>MEETING 2 June 11</p>	<p>Chapter 2: Crisis Theories, Domains, and Intervention Models Chapter 3: Disaster Mental Health Counseling Chapter 4: Settings and Commonly Occurring Diagnoses Chapter 5: Special Populations and Legal/Ethical Issues Case Study 2.1, pg. 17-18 Case Study 3.1, pg. 36 Case Study 2.1, pg. 17-18 Case Study 3.1, pg. 36  <b>CACREP 2016.2.F.1.c.</b> counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</p>
<p>MEETING 3 June 18</p>	<p>Guest Speaker, DCS, will be recorded June 15 in case you are unable to attend on the 15<sup>th</sup>  <b>HOMEWORK (Due June 25<sup>st</sup>): READ and submit a one page</b> reflection of the following Articles: Brown et. al. Wei  <b>CACREP 2016 2.F.7.d.</b> procedures for identifying trauma and abuse and for reporting abuse</p>
<p>June 25</p>	<p>Review homework and case studies <b>CACREP Standard 2016.2.F.3.g</b> effects of crisis, disasters, and trauma on diverse individuals across the lifespan</p>
<p>Meeting 4</p>	<p>Guest Speaker, QPR Suicide Training, June 22</p>

July 2	<p>MUST ATTEND ON DATE SCHEDULED</p> <p><b>Homework due July 2:</b>  QPR certificate  PFA certificate by end of the semester  Review The National Child Traumatic Stress Network (NCTSN) website</p> <p><b>CACREP 2016.2.F.3.g</b> effects of crisis, disasters, and trauma on diverse individuals across the lifespan  <b>CACREP 2016.2.F.7.c</b> procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide  <b>CACREP 2016.2.F.5.i.</b> suicide prevention models and strategies  <b>CACREP 2016.2.F.5.m</b> crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid</p>
MEETING 5 July 9	<p>Discuss Homework Assignments  Chapter 6 – Assessment  Chapter 7 – Current Additional Therapies and Concepts  Chapter 8 – Working with Different Cultures</p> <p><b>CACREP Standard 2016.2.F.3.g</b> effects of crisis, disasters, and trauma on diverse individuals across the lifespan</p>
MEETING 6 July 16	<p>Chapter 9 – Self-Care  <b>Homework due July 16:</b>  read and submit a one-page reflection of Ingraham article</p>
MEETING 7 July 23	<p>Guest Speaker, Mobile Crisis, will be recorded on July 20  <b>CACREP 2016.2.F.7.c</b> procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide</p> <p>Review</p>

**VIII. HONORS CONTRACT ADDENDUM INFORMATION (IF APPLICABLE): NA**

**IX. TRANSPARENT INSTRUCTION:**

The Quality Enhancement Plan (QEP) for LMU, Transparent Instruction in General Education and Gateway Courses for Student Success, is committed to improving student success through targeted course assignments. LMU is focused on providing instructional assignments to students in a clear and concise manner that is inclusive of all learners.

Each qualifying course will have a minimum of two transparent assignments in which the Purpose, Tasks, and Criteria (PTC) will be explained. The Purpose will identify the

learning objectives including the skills and knowledge to be gained—both for the class and beyond college. The Tasks will list the activities and steps that students will perform to complete the assignment. The Criteria will detail the grading rubrics and point structure. An annotated example may be provided to model exemplary work.

X. [EACH INSTRUCTOR MAY INSERT MISCELLANEOUS COURSE ELEMENTS HERE, AS DESIRED – NUMBERED IN SEQUENCE]: [OPTIONAL SECTION(S).] NA

XI. IMPORTANT DATES IN THE ACADEMIC CALENDAR FALL 2020:

Event	Date(s)
Classes Begin	August 17
Last Day to Add Classes	August 26
Labor Day (no classes)	September 7
Last Day to Drop Course without “WD”	September 15
Mid-Terms	October 5-9
Homecoming (classes held as scheduled)	October 8-11
Last Day to Drop Course without “F”	October 23
Thanksgiving holiday (no classes)	November 25-27
Last Day of Classes	December 4
Final Exams	December 7- 11
Commencement (10 a.m.)	December 12

XII. UNIVERSITY SERVICES:

**ACADEMIC SUPPORT SERVICES:** LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is located in the Carnegie-Vincent Library on the Harrogate campus. Visit <https://www.lmunet.edu/academic-and-student-services/index.php> for more information regarding the Tagge Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program

**COUNSELING:** LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at [jason.kishpaugh@lmunet.edu](mailto:jason.kishpaugh@lmunet.edu) and/or 423.869.6277 (800-325-0900 ext. 6277).

XIII. UNIVERSITY POLICIES:

**UNDERGRADUATE ATTENDANCE:** To maximize the learning experience at Lincoln Memorial University, students are expected to attend all classes. It is the student’s responsibility to complete all course requirements even if a class is missed. The University understands that certain absences are unavoidable and recognizes the following as excused absences:



- Personal illness – health care provider validation typically required; chronic illnesses which may cause absences should be disclosed to the instructor (see course syllabus for specific guidelines)
- Death or critical illness in the family as defined in LMU Student Handbook (see Bereavement Policy)
- Jury duty
- Military duties
- Religious observances of a student’s faith
- Participation in a university-sponsored activity – with official notification from University personnel

Faculty may require documentation for excused absences. Additional excused absences are determined at the discretion of the faculty member. Faculty members must allow each student who is absent due to a reason recognized as an “excused absence” the opportunity to make up work missed without any reduction in the student’s final course grade. The make-up work should be done in a timely manner which is determined at the discretion of the faculty member as outlined in the course syllabus. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes, lies solely with the student. In the case of foreseeable absences, students are responsible for notifying the faculty member in advance of the absence. The desired notification method is determined by the faculty member and is outlined in the course syllabus. Failure of the student to notify faculty of an excused absence may result in the absence being considered unexcused, in which case the opportunity for make-up work could be lost. Neither the absence, nor the notification of the absence, relieves the student from course requirements. Misrepresenting the reason for a class absence to a faculty member is a violation of the University’s academic integrity policy (which can be found in the LMU Undergraduate Catalog <https://www.lmunet.edu/academics/catalogs.php>).

The LMU Athletics Division will provide official notification of excused absences directly to the instructor. It is also the student athlete’s responsibility to notify the instructor of any absence PRIOR to the absence. For examinations (tests or quizzes) which conflict with excused athletic absences, the student athlete must notify the instructor BEFORE the absence and reach an exact agreement on the time and date of the make-up exam/quiz. Major projects/papers/presentations affected by excused absences must also follow the make-up process as outlined above.

Online Classes – In the instance of a foreseeable absence that could impact online learning, students should make every effort to complete online assignments as regularly scheduled. If a circumstance arises that prevents a student from having online access during the absence, the student must communicate with the faculty member regarding the reason for the absence, lack of online access, and possible make-up options.

*Approved at Academic Council October 18, 2018*

**UNOFFICIAL WITHDRAWALS:** Any student who ceases attending classes before the end of the semester, or summer term, without completing the official withdrawal from the University, automatically receives the grade “F” for such course(s), so noted on the student’s academic transcript, and may be administratively withdrawn. Unofficial Withdrawals are

reviewed after grades post for each term. Any student earning all F's is considered an Unofficial Withdrawal. Financial Aid confirms attendance past the 60% point of the term and a timeline in which to provide that documentation. Adequate attendance documentation can be an email statement directly from the instructors stating the student attended past the 60% date, hard copy print outs of online coursework submitted after the 60% date, or hard copy tests submitted after the 60% point. If attendance is not confirmed, LMU will make an R2T4 calculation, thru FAA Access, using the 50% point of the term as the withdrawal date. Adjustments are made and refunds returned to the appropriate program(s) with the DOE, at the time of processing the Unofficial Withdrawal student record. Financial Aid then notifies the student of the adjustments made via the results of the R2T4 calculation, why the calculation had to be made, and what financial responsibilities the student has.

**ADMINISTRATIVE WITHDRAWALS:** Students who have not attended courses by the ninth class meeting of the semester (or equivalent for summer terms) will be reported to the Registrar's Office, Financial Aid, and the Tagge Center and may be administratively withdrawn with a WD recorded on the transcript for each course. Students who cease attending classes prior to the end of the semester, mini-term, or summer term without completing the official withdrawal from the University may also be administratively withdrawn, with an F recorded on the transcript for each course. (See "Unofficial Withdrawal.")

**FOR POLICY INFORMATION REGARDING VERIFICATION OF IDENTITY AND IDENTITY PROTECTION PLEASE CLICK ON THE FOLLOWING LINKS:**

[Verification of Identity](#)

[Protection of Identity](#)

[No Additional Charges](#)

**STUDENTS WITH DISABILITIES POLICY:** LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor's receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at [dan.graves@lmunet.edu](mailto:dan.graves@lmunet.edu) and/or 423.869.6531 (800-325-0900 ext. 6587).

**DISCRIMINATION AND ACADEMIC INTEGRITY POLICIES** can be found in the student handbooks and catalogs published online as part of the LMU Website:

Catalogs: <https://www.lmunet.edu/academics/catalogs>

Handbooks: <http://www.lmunet.edu/student-life/handbooks>

**HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT:**

Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. “Retaliation” includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

LMU is committed to providing an environment free of all forms of discrimination, including gender or sex-based discrimination. All LMU employees are Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to report the information to the Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the LMU Office of Mental Health Counseling, Duke Hall 202. For more information, call (423) 869-6277, or schedule an appointment online at <https://www.lmunet.edu/counseling/index.php>.

If you have experienced discrimination and would like to make a report to the University, contact: Jeana Horton, Title IX Coordinator/Institutional Compliance Officer, by email at [titleix@lmunet.edu](mailto:titleix@lmunet.edu), or by phone at (423) 869-6618. The Title IX Coordinator/Institutional Compliance Officer’s office is located at D.A.R.- Whitford Hall, Room 210, and the Duncan School of Law, Room 249. The Harassment, Discrimination, and Sexual Misconduct Policies are located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations.

**HAZING:** Hazing is any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

**COURSE EVALUATIONS:** In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

**OUTCOMES ASSESSMENT TESTING:** Degree requirements include participating in all outcomes assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

All Associate degree students, which includes: Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology; Associate of Arts – General Studies; and Associate of Science – General Studies, students must take the General Education Proficiency Profile examination. Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of The Lincoln Liberal Arts Core Curriculum at both the Associates and Baccalaureate levels. Students graduating from an Associate’s degree program are tested in the semester of graduation. Students pursuing a baccalaureate degree are tested when enrolled in LNCN 300. Students are strongly encouraged to become familiar with the tests which are used and to perform at their highest level on each of these tests. Students achieving scores and ratings demonstrating achievement more than one standard deviation above the LMU average shall receive a LMU General Education Outstanding Achievement Certificate.

Students pursuing a baccalaureate degree must exceed a minimum score on both the ETS Proficiency Profile exam and the ETS Essay Writing Exam or pay an additional fee of \$20 per exam to repeat the necessary exam for which they fall below the achievement level set by the LMU General Education Committee. Results of the repeated test(s) will be used by the LMU General Education Committee to determine if the student has met or exceeded the student learning outcomes of The Lincoln Liberal Arts Core Curriculum. If the student’s subsequent results from repeated testing fall below the achievement levels set by the LMU GE Committee, the GE Committee will prescribe a specific remediation plan and mechanisms to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum student learning outcomes. Until that achievement is successfully demonstrated, the student will have a grade of No Credit (N.C.) assigned for LNCN 300.

The expected levels to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum are:

- Essay Writing - greater than a rating of 2
- ETS Proficiency Profile – greater than one standard deviation less than the three-year LMU average on this exam. Score from repeated exams are not included in this average calculation.

**IN THE EVENT OF INCLEMENT WEATHER** Students should check their LMU email during delays/closures to receive information from individual faculty regarding potential

assignments and/or other course information.

**INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY:** Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

**XIV. MISSION STATEMENT:**

**LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT** can be found at the following link to LMU's website: <HTTPS://WWW.LMUNET.EDU/ABOUT-LMU/HERITAGE-MISSION.PHP>.

**XV. STUDENT COMMUNITY ENGAGEMENT:** A cornerstone of the University's mission is service to humanity. As part of the University's Student Service Initiative, undergraduate students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: <https://www.lmunet.edu/leadership-and-outreach/index.php> or contact the Director of Leadership and Outreach, Hannah Wilson, at [Hannah.wilson@lmunet.edu](mailto:Hannah.wilson@lmunet.edu).

**XVI. TurnItIn.com notification:** Students agree that by continued enrollment in this course that all required papers may be subject to submission for textual similarity review to TurnItIn.com for detection of plagiarism. All submitted papers will be included as source documents in the TurnItIn.com reference database solely for the purpose of detecting plagiarism of such papers. Use of TurnItIn.com service is subject to the Usage Policy posted at the TurnItIn.com site.

**XVII. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS.**

## APPENDIX A

### Assignment Completion Guides

#### Rubric QPR and PFA Training

To complete this assignment, student will complete the QPR Training, as hosted by the Tennessee Suicide Prevention Network, and the Psychological First Aid trainings below. Each of these trainings culminates in a competency-based exam for which a certificate of course completion is awarded. Student must upload certificates from BOTH courses to receive passing credit for this assignment.

Upload certificate of completion.

#### Content Analysis Rubric

	Above Sufficient 3 points	Sufficient 2 points	Below Sufficient 1 point
<p><b>Suicide Prevention Models and Strategies</b></p> <p>CACREP Standard <b>2016.2.F.5.1</b></p>	Degree candidate displays proficient knowledge of suicide prevention models and strategies as evidenced by certificate of completion from QPR training.	Degree Candidate attended and completed QPR Training to become sufficient in suicide prevention models and strategies, but did not pass test demonstrating proficiency of knowledge.	Candidate shows vague knowledge of suicide prevention models and strategies, and presented evidence other than a degree of completion from a national suicide network as evidence of this knowledge.
<p><b>Crisis Intervention for Trauma</b></p> <p><b>CACREP Standard 2016.2.F.5.m</b> crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid</p>	Degree candidate displays proficient knowledge of crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid, as evidenced by certificate of completion from PFA training.	Degree Candidate registered and completed PFA Training to become sufficient in crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid, but did not pass test demonstrating proficiency of knowledge.	Candidate shows vague knowledge of crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid, and presented evidence other than a degree of completion from a PFA network as evidence of this knowledge.

<p><b>Effects of crisis, disasters and trauma on diverse individuals</b></p> <p><b>CACREP 2016 2.F.3.g</b> effects of crisis, disasters, and trauma on diverse individuals across the lifespan</p>	<p>Counseling degree candidate demonstrates comprehensive and nuanced understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan, integrates material from text and/or course lectures, and clearly relates appropriate counseling and crisis intervention strategies.</p>	<p>Counseling degree candidate demonstrates clear understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan.</p>	<p>Counseling degree candidate demonstrates vague or little understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan.</p>
<p><b>Risk Assessment Procedures</b></p> <p><b>CACREP 2016.2.F.7.c</b> procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide</p>	<p>Counseling degree candidate demonstrates comprehensive and nuanced understanding of the procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide</p>	<p>Counseling degree candidate demonstrates clear understanding of the procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide</p>	<p>Counseling degree candidate demonstrates vague or little understanding of the procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide</p>

## Rubric for Reflection on DCS Speaker

**Description:**

In this reflection, students will reflect on procedures for identifying trauma and abuse for reporting abuse, and discuss presentation by Speaker from Department of Children’s Services. Student must include direct reference to text and/or lecture material with reflection. 2 pages minimum.

**CACREP Standard**

**2016 2.F.7.d.** procedures for identifying trauma and abuse and for reporting abuse

### Content Analysis Rubric

	<b>3 Above Sufficient</b>	<b>2 Sufficient</b>	<b>1 Below Sufficient</b>
<p><b>Identifying Trauma and Reporting Abuse</b></p> <p><b>CACREP Standard 2016 2.F.7.d.</b> procedures for identifying trauma and abuse and for reporting abuse</p>	<p>Counseling degree candidate demonstrates comprehensive and nuanced understanding of procedures for identifying trauma and abuse and for reporting abuse, and the importance of reporting abuse in the context of confidentiality in the counseling relationship, as well as integrate material from text and/or course lectures.</p>	<p>Counseling degree candidate demonstrates clear understanding of procedures for identifying trauma and abuse and for reporting abuse.</p>	<p>Counseling degree candidate demonstrates vague or little understanding of procedures for identifying trauma and abuse and for reporting abuse.</p>



## Rubric for Reflection on Mobile Crisis Speaker

### Description:

In this reflection, students will reflect on procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide, and discuss impressions of trip to a Mobile Crisis Unit or Crisis Stabilization Unit. Student must include direct reference to text and/or lecture material with reflection. 2 pages minimum.

### Content Analysis Rubric

	<b>3 Above Sufficient</b>	<b>2 Sufficient</b>	<b>1 Below Sufficient</b>
<b>Procedures for Assessing Risk</b>  <b>CACREP Standard 2016.2.F.7.c</b> procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	Counseling degree candidate demonstrates comprehensive and nuanced understanding of procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide, and the importance of reporting abuse in the context of confidentiality in the counseling relationship, as well as integrate material from text and/or course lectures.	Counseling degree candidate demonstrates clear understanding of procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.	Counseling degree candidate demonstrates vague or little understanding of procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.

**Rubric: Reflection on Visit to Domestic Violence Shelter, Homeless Shelter, or Sexual Assault Prevention Center**

**Description:**

In this reflection, students will reflect on procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide, and discuss impressions of Visit to Domestic Violence Shelter, Homeless Shelter, or Sexual Assault Prevention Center. Student must include direct reference to text and/or lecture material with reflection. 2 pages minimum.

This experience will assess the following CACREP Standard: **2016.2.F.3.g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan**

**Content Analysis Rubric**

	<b>3 Above Sufficient</b>	<b>2 Sufficient</b>	<b>1 Below Sufficient</b>
<p><b>Effects of crisis, disasters, and trauma on diverse individuals</b></p> <p><b>CACREP Standard 2016.2.F.3.g</b> effects of crisis, disasters, and trauma on diverse individuals across the lifespan</p>	<p>Counseling degree candidate demonstrates comprehensive and nuanced understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan, integrates material from text and/or course lectures, and clearly relates appropriate counseling and crisis intervention strategies.</p>	<p>Counseling degree candidate demonstrates clear understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan.</p>	<p>Counseling degree candidate demonstrates vague or little understanding of the effects of crisis, disasters, and trauma on diverse individuals across the lifespan.</p>