**Wake Forest University**

**Department of Counseling**

**CNS 739: Advanced Skills and Crisis Management**

**Spring 2024**

**Thursdays, 12:30-3:00 p.m.**

**253 Greene Hall**

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**Course Content**

This course focuses on expanding the development of your counseling skills (as begun in CNS 737), with a particular emphasis on the knowledge, skills, and awareness needed to work effectively with clients who may be in crisis. To better assist your clients in the future, this course will also place a high priority on each student’s ability to develop a greater sense of self-awareness and introspection. A central element of counseling, and specifically crisis intervention, is sitting with, holding, and tolerating intense emotional experiences. Therefore, this course will enhance your own ability to experience, and assist others in experiencing, a full range of human emotions.

**Methods of instruction**

Instructional methods in this course include lectures, discussions, case studies, experiential activities related to course content, and other interactive activities.

**Required Texts**

Young, M. E. (2021). *Learning the art of helping: Building blocks and techniques.* (7th ed.)

Pearson.

James, R. K., & Gilliland, B. E. (2017). *Crisis intervention strategies* (8th ed.). Brooks/Cole.

**Required Articles and Chapters**

Granello, D. H. (2011). The process of suicide risk assessment: Twelve core principles.

*Journal of Counseling & Development, 88*(3), 363-370. https://doi.org/10.1002/j.1556-6678.2010.tb00034.x

Hutchinson, D. R. (2012). Giving and receiving feedback. *The counseling skills practice*

*manual.* Sage.

Ivers, N. N., & Perry, R. L. (2014). A time to tell? Legal issues regarding the duty to

warn and protect. *Journal of Human Services, 34*(1), 70-81.

McGlothlin, J., Page, B., & Jager, K. (2016). Validation of the SIMPLE STEPS model of

suicide assessment. *Journal of Mental Health Counseling, 38*(4), 298-307.

Miller, W. R., & Rollnick, S. (2013). *Motivational interviewing* (3rd ed.). Guilford Press.

Norcross, J. C., Zimmerman, B. E., Greenberg, R. B., & Swift, J. K. (2017). Do all

therapists do that when saying goodbye? A study of commonalities in termination behaviors. *Psychotherapy, 54*(1), 66-75. <http://dx.doi.org/10.1037/pst0000097>

Sommers-Flanagan, J., & Sommers-Flanagan, R. (2021, July 7). [Taking a strengths-based approach to suicide assessment and treatment.](https://ct.counseling.org/2021/07/taking-a-strengths-based-approach-to-suicide-assessment-and-treatment/?utm_source=counselinginsider&utm_medium=email&utm_campaign=counselingtoday&utm_term=article&utm_content=suicideassessment) *Counseling Today*.

**Learning Outcome Objectives**

This course has two primary and related emphases:

1. To further develop students’ existing counseling skills.
2. To provide students with specific training in managing crisis situations within a counseling setting.

**I. Advanced Counseling Skills**

* 1. Students will demonstrate effective use of the following evidence-based counseling skills:

Active Listening Minimal Encouragers Summaries

Attending Opening and Closing Termination (3.E.9.)

Challenging Reflections of Content

Focusing Reflections of Feeling

Feedback Reflections of Meaning

Goal Setting Self-Disclosure

Invitations Silence

* 1. Students will develop an awareness of the implications of counselor and client characteristics and their effect on the helping process (e.g., age, gender, culture, verbal and nonverbal behaviors, ethical and legal issues, capabilities, developmental level). 3.E.7., 3.E.8.
	2. Students will learn to deepen their awareness of themselves and the influence of their own thoughts, feelings, and behaviors on the counseling process and relationship. 3.E.8.
	3. Students will learn the conditions under which particular theoretical models and techniques can be utilized most effectively. 3.E.1., 3.E.3., 3.E.13., 3.E.15.
	4. Students will demonstrate the ability to conduct an effective counseling interview. 3.E.9.

**II. Crisis Management**

* 1. Students will develop awareness of crisis intervention, trauma-informed care, and community-based strategies, such as Psychological First Aid. 3.E.19., 3.E.20.
	2. Students will conduct appropriate assessments in crisis situations. 3.E.19., 3.E.20., 3.G.13-15.
	3. Students will describe the effects of crisis on persons of all ages/developmental levels 3.E.20.
	4. Students will demonstrate effective intervention skills and will learn strategies for assessing the effectiveness of their interventions. 3.E.15.
	5. Students will demonstrate effectiveness in conducting suicide risk assessments, developing specific interventions related to suicide, and consider the effects of completed suicide on others. 3.E.19, 3.G.13.

**Course Requirements**

Professionalism requires accepting personal responsibility for your growth and respecting others’ rights to do the same. Courtesy, collegiality, and respect for conflicting opinions are expected. In addition, it is expected that all work submitted will be original, complete, and neatly presented.

1. **Attendance and Participation**

Experiential class and dyadic/triadic processing activities that provide opportunities to interact with and learn from peers are significant factors in your educational growth and development. You are expected to attend class regularly and participate in class discussions, class/dyad/triad experiences, and presentations. You cannot pass this course without active participation in all components of the course. Practice outside of class is not graded, but it is strongly encouraged. If you cannot attend a class session because of sickness or an emergency, please contact me. It is your responsibility to obtain missed notes and assignments. Due to the experiential and cooperative learning elements of this course, missing more than one class period will affect your grade. Specifically, each missed class after the first missed class will result in a 10% grade deduction. In a professional training program, punctuality is also important. Please be on time for class. If you are tardy for class, just as you would do with an employer, please let me know. Two tardies will count as an absence.

1. **Skills Competence**

You must demonstrate competence in the various skills and stages of counseling. Skills competency assessment will be based on video recorded interviews and written assessment papers. Activities will include in class and ongoing counseling dyads/triads. You will be assessed on your ability to incorporate skills and techniques discussed in class into your own helping style, your ability to assess the appropriateness and inappropriateness of skills in your own helping style, and on your awareness of ethical and diversity issues which impact the helping relationship. **Failure to meet these criteria will result in a non-passing grade, regardless of the point total.**

1. **Informed Consent**

To participate in class, you must sign and return the Informed Consent Form to your instructor.

1. **Confidentiality and Classroom Behavior**

Due to the nature of this course, it is imperative that the classroom be a safe place for personal exploration and growth. Students are expected to practice confidentiality in their practice dyad and triad groups. Moreover, students are expected to remain respectful during class time discussions. Additionally, diversity and cultural awareness are core components of this course, and it is expected that the classroom will be a safe and respectful environment for everyone. When value differences arise, respectful communication is expected. Professional, ethical conduct is mandatory.

**Course Policies**

The prerequisite for this course is CNS 737: Basic Counseling Skills and Techniques. Please refrain from texting, emailing, using your cellphone or any social networking media during this class. Your course grade will be reduced for each violation of this policy. During class, you will be expected to grapple with questions related to the readings, discuss matters in a thoughtful and civil way, and participate actively in small group and large group discussions and activities. Please submit all assignments through Canvas, unless otherwise directed.

**Email**

Correspondence and notices related to this course will be sent to your WFU email account or Canvas. To ensure you are aware of the happenings in and between classes, be sure to check these accounts on a regular basis (daily preferred).

**Canvas:**

The syllabus, updates, announcements, reading materials, course modules, and other materials related to the course will be made available through Canvas. If you have any problems, contact WFU 24/7 Canvas Support Line at 833-383-5792.

**Accommodations/Disability Statement**

Wake Forest University recognizes its responsibility for creating an institutional climate in which students with differing needs and abilities can thrive. If you have a disability that may require an accommodation for taking this course, please contact the Learning Assistance Center and Disability Services.

Contact Information:
118 Reynolda Hall, WFU
Winston- Salem, NC, 27109
Phone: 336-758-5929
Email: lacds@wfu.edu

[Student Portal (Links to an external site.)](https://olympic.accessiblelearning.com/WFU/)

[Center for Learning Access, and Student Success Website](https://class.wfu.edu/)

***Pro Humanitate***

As a part of the Wake Forest community, the faculty and staff of the Department of Counseling fully embrace the concept of *Pro Humanitate*. In each of our classes (graduate, undergraduate, face-to-face and virtual), we strive to affirm every person and every identity including but not limited to gender identity, affectional orientation, language, national origin, color, race, disability, sex, religion, creed, and ancestry. We embrace the development of critical thinkers that consistently aspire to become culturally responsive and encourage you to challenge your own biases while developing the necessary skills to enter your chosen profession. Further, the faculty and staff will promote the [Realizing Inclusion, Diversity, and Equity](https://diversity.wfu.edu/realizing-inclusion-diversity-and-equity/) (R.I.D.E.) framework in our teaching, research, supervision and advising. We hope that you will join us along this journey, with a commitment to advocacy and social justice in both your personal and professional lives. *Pro Humanitate*, to better the lives of all humans!

**Academic Integrity**

Students are expected to complete all work for this course in compliance with the WFU honor code. If you are unfamiliar with this policy, you should consult the [Judicial Affairs website](https://studentconduct.wfu.edu/honor-system-wfu/) in addition to the [WFU Graduate School Honor Code](https://prod.wp.cdn.aws.wfu.edu/sites/275/2021/06/Honor-Code-Policy_1-30-2020.pdf). All work handed in for this course must be the student’s own work. When writing or presenting about ideas that are not your own, you must properly cite the author(s). Note: Failure to give credit to other people for their ideas and work is plagiarism and is a violation of the WFU honor code and will result in a grade of 0 for that assignment along with other potential penalties.

Academic dishonesty may be an academic issue or a disciplinary issue, or both, depending on its pervasiveness and/or severity. Any student engaged in academic dishonesty may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation or suspension from the course, academic program, or University; or expulsion from the University.

*The list that follows includes examples, although not all-inclusive, of academic dishonesty:*

* Purchase of term papers turned in as one’s own or writing the term paper(s) for another student.
* Submission of same term paper to another class without permission.
* Providing another student answers during an exam.
* Use of notes or book during exam when prohibited.
* Collaboration on homework or take-home exams when instruction called for independent work.
* Providing test question(s) to student(s) in another section of the class.
* Falsifying records or the fabrication of information and/or citation in an academic exercise.
* Violation of computer policies.
* **Plagiarism:** appropriating or passing off as one’s work the writings, ideas, etc. of another, i.e.: copying without giving credit due, forgery, literary theft, and expropriation of some other’s work. Plagiarism also includes electronic information of all types.
* Assisting someone in doing any of the above.

For the complete academic honesty policy and tips to avoid plagiarism, please see your student handbook.

***The Use of Artificial Intelligence Tools***

The use of generative artificial intelligence (AI) tools (e.g., ChatGPT) **is permitted** in this course for the following activities:

* Brainstorming and refining your ideas
* Drafting an outline to organize your thoughts
* Checking grammar and style

The use of generative AI tools **is not permitted** in this course for the following activities:

* Generating sources for a writing assignment
* Writing a draft of a writing assignment
* Writing entire sentences, paragraphs, or papers to complete class assignments

Using AI in a way that is not permitted is a violation of the Honor Code. If you are uncertain about whether you can use AI in any other instance, please ask me.

**Other Academic Policies**

For further information on all academic policies, including the policies for adding and dropping a course, requesting a grade of incomplete, academic probation, termination of enrolment, reinstatement, and student and faculty expectations, see the Wake Forest Student Handbook: <http://college.wfu.edu/counseling/forms/forms-for-current-students/>

**Student performance evaluation criteria**

The Student Handbook indicates the following regarding grades in counseling skills courses: “The Department of Counseling requires students to make a grade of B or better in each prerequisite counseling skills and clinical course in order to enroll in the next course. In the event that a student makes a grade of B- or lower in one of the [counseling skills or clinical courses], that course must be repeated. A Notice of Performance Concern(s) may be presented to the student including additional remedial requirements for completion before or during the time the course is repeated. If a second grade of B- or lower is made in the same course, the student will be recommended for dismissal from the program. Please see the Appeal Policies section of the handbook for information on appealing grades.” (p. 31).

**Student Learning Outcomes / Key Performance Indicators**

There are four signature assignments for this course, the two video recordings and their corresponding self-assessment papers, that are to be submitted in Anthology Portfolio, an e-Portfolio, data storage, and data management program. The signature assignments will be used for course grade calculations (using the grading rubric), program evaluation reporting, and student learning outcomes (SLO) / key performance indicator (KPI) monitoring. For program evaluation reporting and SLO/KPI monitoring, we use a CACREP rubric that measures student learning on a scale from 1 (harmful) to 5 (exceeds expectations). The student learning outcome on which you will be evaluated for the video recording assignments is V.a.: Students demonstrate their use of evidence-based counseling strategies and techniques to develop and sustain therapeutic relationships. The student learning outcome on which you will be evaluated for the self-assessment assignments is I.b: Students possess awareness of themselves and an ability to self-evaluate.

Based on the 2024 CACREP standards (2.E.1.a., 2.C.1.a.), our counseling program is required to report aggregated SLO/KPI ratings, as well as monitor individual student SLO/KPI progress. The expectation is that students, on average and individually, will receive average CACREP rubric ratings of 4 (meets expectations) on each SLO/KPI measure. Student ratings on SLO/KPI measures that fall below a 3 (near expectations) may result in remediation.

**Summary of Grade Weights by Assignment**

|  |  |  |  |
| --- | --- | --- | --- |
| **Learning Activity** | **Points** | **Percent of Grade** | **Applicable Grading Rubric** |
| Crisis Resources Project3.E.20. | 30 | **15%** | Research Paper/Written Assignment |
| Midterm Video3.E.7., 3.E.8, 3.E.9., 3.E.15. | 55 | **27.5%** | Video Recording 1 Rubric |
| Self-Assessment Paper 13.A.11, 3.E.8. | 5 | **2.5%** | Self-Assessment 1 Rubric |
| Final Video3.E.7., 3.E.8, 3.E.9., 3.E.15., 3.E.19, 3.G.13. | 60 | **30%** | Video Recording 2 Rubric |
| Self-Assessment 23.A.11, 3.E.8., 3.E.19., 3.G.13. | 10 | **5%** | Self-Assessment 2 Rubric |
| Final Exam 3.E.19, 3.E.20., 3.G.13. | 40 | **20%** | N/A |
| Total | 200 | **100%** |  |

**Grading Scale Corresponding Points**

|  |  |  |
| --- | --- | --- |
| A | 93-100 | 185 and above |
| A- | 90-92 | 179-184 |
| B+ | 87-89 | 173-178 |
| B | 83-86 | 165-172 |
| B- | 80-82 | 159-164 |
| C+ | 77-79 | 153-158 |
| C | 70-76 | 139-152 |
| F | 0-69 | 138 and below |

**Late Assignments Policy**

Assignments should be submitted by 11:59 p.m. on the day they are due; otherwise, they are considered late. Please submit your assignments through Canvas. Unless arrangements have been made with the course instructors, students who submit late assignments will receive a 10% grade deduction for each day beyond the due date.

**Assignments**

1. **Midterm Video and Transcript– 55 Points**

For your first video recording, your instructor will pair you with a student actor from the theatre department. You should record a **30-minute segment** in which, as a counselor, you demonstrate your use of the following skills: mirroring, nonverbal minimal encouragers, verbal minimal encouragers, silence, open questions, reflections of content, reflections of feeling, reflections of meaning, confrontation, and goal setting. You will also be evaluated on your overall presence and your avoidance of the following skills: closed questions, advice-giving, interpretations, and judgment statements. The rubric for this assignment is at the end of the syllabus. You are expected to **transcribe all 30 minutes**. This includes writing word-for-word your counseling responses and summarizing client responses. The transcript for this assignment should be submitted in Anthology Portfolio via Canvas. (CACREP 2024 Standards: 3.E.7., 3.E.8, 3.E.9., 3.E.15.)

Here is a brief example of what the transcripts for your video recording assignments should look like:

Transcript

|  |  |  |
| --- | --- | --- |
| Counselor Response | Skill | Evaluation of Response |
| What would you like to work on today? | Open question | Effective response because it allowed client to describe her/his concern |
| Client mentioned that she’s having a difficult time with her mother. She said that they often fight about little things that end up being blown out of proportion. She also mentioned . . . . |
| O.k. so you and your mother are fighting a lot, and you mentioned that the other day when you were leaving the house you forgot to take out the trash and when you returned home your mom got mad at you and, before you knew it, you were in, as you put it, a knockdown-drag-out argument with her. | Paraphrase | Not as effective because it was too long. I should have said the following:Ok, so you and your mother aren’t getting along as well as you would like.  |
| Client indicated that my paraphrase was correct. She provided further details about her relationship with her mom, saying that things hadn’t always been so difficult between them but since she moved back into the house after her divorce things have been a challenge |

1. **Self-Assessment Paper #1 – 5 Points**

Write a **3-4 page self-assessment paper** describing your ability to utilize the counseling skills. Include areas of strength, areas of growth, and areas of weakness. In each area, describe how you plan to retain and/or improve these skills. This paper should be submitted in Anthology Portfolio via Canvas. (CACREP 2024 Standards 3.A.11, 3.E.8.)

1. **Final Video and Transcript – 60 Points**

This session will focus on your ability to assess and respond to a suicidal client. The recording and transcript should be 30 minutes in length. You are expected to represent your understanding and use of counseling skills and suicide response. Failure to assess suicidality or respond to suicidality will result in failure of the assignment. Students will be graded on their ability to use basic counseling skills during their suicide assessment, including overall presence, use of questions, and reflections, as well as the avoidance of advice-giving, interpretation, why questions, and judgmental responses. Specific to suicide assessment, students will be evaluated on their ability to address suicidal thoughts/beliefs/feelings appropriately, as well as to assess suicidal risk level. Students also will be evaluated on their ability to explore and identify the client’s compounding and protective factors associated with suicide. The rubric for this assignment is at the end of the syllabus. The transcript for this assignment should be submitted in Anthology Portfolio via Canvas (CACREP 2016 Standards: CACREP 2024 Standards: 3.E.7., 3.E.8, 3.E.9., 3.E.15., 3.E.19, 3.G.13.)

1. **Self-Assessment Paper #2 – 10 Points**

This reflection paper has two parts. For **part I**, you should reflect upon your ability to conduct a suicide assessment, including your perceived strengths, areas for growth, and weaknesses. You also should share specific, measurable, and attainable goals for retaining and/or improving your suicide assessment skills. Part I should be between 1.5 and 2 pages in length. For **part II**, please write a progress note based on your suicide assessment. This note should be between 2 and 2.5 pages in length. In the note, you should identify the suicide risk level of the client (e.g., moderate, advanced). You also should provide an explanation for this risk level, such as compounding factors, severity of suicidal thoughts, suicidal plans, protective factors, client resources, and/or suicide prevention supports. Lastly, you should describe the next steps you would take if the session were able to continue beyond 30 minutes. These steps should include, but are not necessarily limited to, additional suicide assessment information and protective factors you would want to obtain, as well as safety plan steps. (CACREP 2024 Standards: 3.A.11, 3.E.8., 3.E.19., 3.G.13.)

1. **Crisis Resources Project – 30 Points**

The purpose of this paper is for you to identify and learn more about resources for clients in crisis, particularly regarding client populations that you are working with currently or that you are interested in working with in the future. The assignment first requires you to explore the types of crises that can occur among the client population of interest to you. You will then identify and describe 3-5 local and/or national resources that could be helpful to clients experiencing crises that you identified in the opening portion of your paper. To complete your paper, you will write a conclusion section. The paper should conform to APA guidelines, which can be found in the APA publication manual (6th edition). The assignment should be submitted in Canvas.

**Crisis Resources Project**

* Identify your client population of interest, the types of crises they may encounter and why, and the resource needs they may have due to these crises. Use at least 2 peer-reviewed journal articles (or book chapters) to support your points. NOTE: James and Gilliland textbook and other assigned readings for this class can be used but will not count towards your 2 article/chapter minimum. (1 page). **7 points.**
* List and describe *(in your own words)* 3-5 crisis related resources (in your community and/or national) that might be helpful to your client population of interest (given the crises you mentioned in the first section of your paper), provide an explanation for why each resource can be helpful, and how to incorporate each of the resources with clients. You can identify these resources through internet searches of community and national resources, reviewing the literature on the types of crises you have described, and consulting with clinical supervisors. (3 pages). **20 points.**
	+ Example websites or organizations to find resources (NOTE: You do not have to use resources from these websites or organizations. This brief list is intended to provide you with ideas for resource searches): Substance Abuse and Mental Health Services Administration (SAMHSA), Alzheimer’s Association, National Institute on Mental Health, National Child Traumatic Stress Network, Alcoholics Anonymous, National Suicide Prevention Lifeline or local crisis hotline, referral site for evaluations for hospitalization, Safe on Seven (domestic violence services in Winston-Salem), local child protective services, LGBT community center or university center, local homeless shelters and services, local senior services, local food assistance, local financial assistance, etc.
* Conclusion – Summarize your biggest takeaways from this assignment and how you will apply these insights in practicum, internships, and career post-graduation. (.5 page). **3 points.** (CACREP 2024 Standards: 3.E.20.)
1. **Final Exam – 40 points**

The final exam will be given online through Canvas. It will consist of 30 multiple choice questions and two essay questions related to crisis intervention. It is worth 20% of your final grade. (CACREP 2024 Standards: 3.E.19., 3.E.20., 3.G.13.)

**Schedule of Classes and Learning Activity Due Dates\***

|  |  |  |
| --- | --- | --- |
| **Date** | **Topic** | **Assignments** |
| 01/18 | Syllabus, Classroom norms,Reflection of Feeling/Meaning | Young (2021): Chapters 6-7 |
| 01/25 | Confrontation, Focusing and Feedback, and Change Techniques | Young (2021): Chapters 8 (Challenging Skills) and 10 (Change Techniques, part 1)[Hutchinson (2012)](https://us.sagepub.com/sites/default/files/upm-assets/43142_book_item_43142.pdf) |
| 02/01 | Assessment and Goal Setting (Faculty Search Teaching Demo) | [Miller & Rollnick, Ch. 8](https://ebookcentral.proquest.com/lib/wfu/reader.action?docID=1034770&ppg=78) (Why focus)Young (2017): Chapter 9 (Assessment and Goal Setting Skills) |
| 02/08 | Goal Setting (continued), Change Interventions, and Change TalkActor Demonstration | Young (2021): Chapter 11 (Intervention and Action: Change Techniques, Part 2) [Miller & Rollnick, Chs. 12 & 13.](https://ebookcentral.proquest.com/lib/wfu/reader.action?docID=1034770&ppg=78) |
| 02/15 | Termination and Crisis Counseling | Young (2021): Chapter 12 (Outcome Evaluation and Termination Skills)James and Gilliland: Chapter 1, pp. 8-26[Norcross et al. (2017)](https://web.s.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=1&sid=9afe3256-1ee1-490b-98cb-0c5aeb2609d9%40redis) |
| 02/22 | Crisis Counseling  | Chapter 3, The Intervention and Assessment Models**Crisis Resource Projects Due** |
| 02/29 | Suicide Assessment/InterventionActor Demonstration | James and Gilliland: Chapter 8, pp. 211-225 (Myths About Suicide to Simone, Age 36)[McGlothlin et al. (2016)](https://drive.google.com/file/d/1GgBoR9_-8ctvdz8vJ3NjIsHrJ5eIznyI/view) |
| 03/07 | Suicide Assessment/Intervention | [Granello (2010)](https://onlinelibrary.wiley.com/doi/10.1002/j.1556-6678.2010.tb00034.x)[Sommers-Flanagan & Sommers-Flanagan (2021)](https://ct.counseling.org/2021/07/taking-a-strengths-based-approach-to-suicide-assessment-and-treatment/?utm_source=counselinginsider&utm_medium=email&utm_campaign=counselingtoday&utm_term=article&utm_content=suicideassessment)**Midterm Video and Self-Assessment 1 Due** |
| 03/14 | **Spring Break** | **No Class** |
| 03/21 | School Crisis | James and Gilliland: Chapter 13, pp. 456-472 (“School-Based Suicide Prevention and Intervention” to “Bereavement in Schools”) |
| 03/28 | Sexual AbuseActor Demonstration on DV | James and Gilliland, pp. 266-284 |
| 04/04 | Domestic Violence and Sexual Assault | James & Gilliland: Chapter 10: pp. 293-308 (“Psychological Factors” to “Shelters”), pp. 312-314 (“Intervention with Children” to “Courtship Violence”), pp. 319 to pp. 323 (“Treating Batterers” to “A Typical 24-Session Domestic Violence Reduction Group”), pp.328-329 (“Program Success” to end of chapter)Chapter 9: pp. 240-254 |
| 04/11 | Domestic Violence |  |
| 04/18 | TraumaActor Demonstration | James and Gilliland: Chapter 7: pp. 145-163 (Stop at “The Traumatic Wake of Iraq and Afghanistan”), pp. 169-181 (“Assessment of Billie Mac” to “Group Treatment”), pp. 192-200 (“Children and PTSD” to “Moving Beyond the Trauma”) Chapter 9, pp. 255-266**Final Video and Self-Assessment 2 Due** |
| 04/25 | Harm to Others and Large-Scale Crisis | Ivers & Perry (2014)James and Gilliland, chapter 17, pp. 586-604 |
| 05/02 | No Class – Reading Day |  |
| Mon, 05/06 | No Class – Exam Week | **Online Exam Due** |

\*Note: This schedule is tentative and may be changed by the instructor.

**WAKE FOREST UNIVERSITY – DEPARTMENT OF COUNSELING**

**CONFIDENTIALITY AGREEMENT AND INFORMED CONSENT FORM**

 During the skills classes offered by the Department of Counseling at Wake Forest University, you will be participating in work that requires intimate conversations with others. Sometimes you will be the person talking and deciding what to discuss. Please reveal only what you want others to know about your life because in this forum we cannot ensure absolute confidentiality. In addition, be aware that if you share certain things, such as information that would lead us to suspect that you are in danger of harming yourself or others, or if you disclose information about child or elder abuse, we will be ethically and possibly legally obligated to take action commensurate with the situation.

As a listener or as an observer, you have an ethical and moral obligation to treat the conversations as private information. That means you should not discuss the content of those conversations with anyone other than your fellow triad members and course instructors except in extenuating circumstances, such as if a student is in danger of harming self or others, or if a student discloses information about child or elder abuse. If you have concerns about a fellow student, please contact your instructor Dr. Nathaniel Ivers (iversnn@wfu.edu; 336-972-0484) immediately. Other than these emergency situations discussed above, when your instructor observes your practice sessions, he will be focusing on developing your skills, not the details of someone’s life.

In case of emergency, please provide us with the following contact information:

Home Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Alternate Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Emergency Contact Person: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Emergency Contact Person’s Phone Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

In practice counseling sessions, sometimes strong emotions emerge. If that occurs, you may consider attending individual counseling. The following websites provide a list of mental health services and national certified counselors in your area, respectively:

• <http://findtreatment.samhsa.gov/MHTreatmentLocator/faces/quickSearch.jspx>

• <http://www.nbcc.org/counselorfind>

Your signature below indicates that you understand the information presented on this form and you consent to participate in classroom role plays and follow these guidelines.

Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Advanced Skills Video Recording 1 Rubric**

Modified Counselor Competencies Scale-Revised (CCS-R: Lambie et al., 2015)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Score** | **Primary Counseling Skill(s)** | **Specific Counseling Skills and Therapeutic Conditions Descriptors** | **Exceeds Expectations / Demonstrates Competencies** | **Meets Expectations / Demonstrates Competencies** | **Near Expectations / Developing towards Competencies** | **Below Expectations / Unacceptable** | **Harmful** |
|  | **Nonverbal Skills** | **Includes Body Position, Eye Contact, Posture, Voice Tone, Rate of Speech, Use of silence, etc.** (*attuned to the emotional state and cultural norms of the client)* | Demonstrates effective nonverbal communication skills, conveying connectedness & empathy.Points: 2 | Demonstrates effective nonverbal communication skills for the majority of counseling sessions. Points: 1.75 | Demonstrates inconsistency in his or her nonverbal communication skills.Points: 1.5 | Demonstrates limited nonverbal communication skills.Points: 1 | Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental looks.Points: 0 |
|  | **Encouragers** | **Includes Minimal Encouragers, such as “hmm” or “uh-huh”** | Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship.Points: 3 | Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship.Points: 2.5 | Demonstrates inconsistency in his or her use of appropriate encouragers.Points: 2 | Demonstrates limited ability to use appropriate encouragers.Points: 1-1.5 | Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner.Points: 0 |
|  | **Questions** | **Use of Appropriate Open & Closed Questions** (*e.g., avoidance of double questions, too many questions, and unjustified closed question)* | Demonstrates appropriate use of questions, with an emphasis on open-ended questions.Points: 6 | Demonstrates appropriate use of questions for the majority of the counseling session, but may rely too much on questions and may use a few unjustified closed questions.Points: 5 | Demonstrates inconsistency in using open-ended questions, and may use closed questions frequently and use too many questions.Points: 4 | Demonstrates limited ability to use open-ended questions with restricted effectiveness.Points: 2-3 | Demonstrates poor ability to use open-ended questions, such as questions that tend to confuse the client or restrict the counseling process. Points: 0-1 |
|  | **Reflecting:*****Paraphrasing*** | **Basic Reflection of Content – Paraphrasing***Concise, precise, and nonjudgmental, avoids parroting* | Demonstrates appropriate use of paraphrasing as a primary therapeutic approach.Points: 8 | Demonstrates appropriate use of paraphrasing for the majority of counseling session, though a few of the paraphrases may be lengthy and less accurate.Points: 7 | Demonstrates paraphrasing inconsistently and inaccurately or paraphrases are mechanical or parroted responses or lack conciseness.Points: 5-6 | Demonstrates limited proficiency in paraphrasing or is often inaccurate and/or lengthyPoints: 2-4 | Demonstrates poor ability to paraphrase, such as being judgmental and or dismissivePoints: 0-1 |
|  | **Reflecting:*****Reflection of Feelings*** | **Reflection of Feelings***Concise, precise, and nonjudgmental, avoid parroting* | Demonstrates appropriate use of reflection of feelings as a primary approach.Points: 8 | Demonstrates appropriate use of reflections of feelings (majority of counseling session).Points: 7 | Demonstrates reflection of feelings inconsistently and is not matching the client.Points: 5-6 | Demonstrates limited proficiency in reflecting feeling and/or is often inaccurate.Points: 2-4 | Demonstrates poor ability to reflect feelings, such as being judgmental and/or dismissive.Points: 0-1 |
|  | **Reflecting:*****Summarizing*** | **Summarizing content, feelings, content, and meaning)** | Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and, at times, even meaning.Points: 5 | Demonstrates ability to appropriately use summarization during the session, but may not include feelings, behaviors, and/or meaning in the summaries or some may be overly lengthy or imprecise.Points: 4 | Demonstrates inconsistent and inaccurate ability to use summarizationPoints: 3 | Demonstrates limited ability to use summarization (e.g., summary suggests counselor did *not* understand client)Points: 2 | Demonstrates poor ability to summarize, such as being judgmental and/or dismissive.Points: 0-1 |
|  | **Reflecting:*****Reflections of Meaning*** | **Reflection of Meaning, including values, core beliefs, and worldviews** *(taking counseling to a deeper level)* | Demonstrates the use of reflections of meaning & promotes discussion of greater depth during counseling session.Points: 8 | Demonstrates ability to appropriately use advanced reflection, at least once, to support increased exploration of session.Points: 7 | Demonstrates inaccuracy in use of reflections of meaning and/or engages in interpretation rather than reflection.Points: 5-6 | Demonstrates an inability to move the session to a deeper level. May topic jump frequently in the session. Points: 2-4 | Demonstrates poor ability to use reflections of meaning, such as being judgmental and/or dismissive.Points: 0-1 |
|  | **Confrontation**  | **Confrontation**: *Counselor challenges client to recognize and evaluate inconsistencies* | Demonstrates the ability to challenge clients through verbalizing inconsistencies and discrepancies in the client's words and/or actions in a supportive fashion. balance of challenge and support.Points: 5 | Demonstrates the ability to challenge clients through verbalizing inconsistencies and discrepancies in the client's words and/or actions in a supportive fashion (can confront, but hesitant) or was *not* needed; therefore, appropriately *not* usedPoints: 4 | Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies and discrepancies in the client's words and/or actions in a supportive fashion. Used minimally/missed opportunity.Points: 3 | Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words and/or actions in a supportive and caring fashion, and/or skills is lacking.Points: 2 | Demonstrates poor ability to use confrontation, such as degrading client, harsh, judgmental, and/or aggressive.Points: 0-1 |
|  | **Goal Setting** | **Goal Setting:** Counselor collaborates with clients to establish realistic, appropriate, and attainable therapeutic goals. | Demonstrates consistent ability to establish collaborative and appropriate therapeutic goals with clients.Points: 10 | Demonstrates ability to establish collaborative and appropriate therapeutic goals with clientsPoints: 8-9 | Demonstrates inconsistent ability to establish collaborative and appropriate therapeutic goals with clients.Points: 6-7 | Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with clients.Points: 4-5 | Demonstrates poor ability to develop collaborative therapeutic goals, such as identifying unattainable goals, and agreeing with goals that may be harmful to the clients.Points: 0-3 |
| **Total Points (*out of a possible 55 points)*** |  |

**Self-Assessment 1 Rubric**

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| --- | --- | --- | --- | --- | --- | --- |
| **Score** | **Primary Counseling Skill(s)** | **Description of Criterion** | **Exceeds Expectations / Demonstrates Competencies** | **Meets Expectations / Demonstrates Competencies** | **Near Expectations / Developing towards Competencies** | **Below Expectations / Unacceptable** |
|  | **Depth of Reflection** | *Ability to assess one’s skill development, including strengths, areas of growth, and weaknesses. Also, ability to set attainable, realistic, and appropriate actions steps for retaining and improving skills.* | Demonstrates excellent self-awareness by thoroughly and thoughtfully assessing his or her strengths, growth areas, and weaknesses relative to skills development. Describes specific and realistic ways in which he or she plans to retain and/or improve skills.Points: 4 | Demonstrates self-awareness. Assesses his or her strengths, areas of growth, and weaknesses relative to skill development. Provides general details about how he or she plans to retain and/or improve these skills.Points: 3 | Demonstrates limited self-awareness and ability to assess his or her skills development, such as neglecting to discuss strengths, growth areas, or weaknesses and/or sharing realistic and appropriate plans for retaining and/or improving these skills.Points: 2 | Demonstrates little or no self-awareness in his or her attempt to reflect upon his or her skill development.Points: 1 |
|  | **Language Use / Style** | *Use of language that is appropriate and/or professional with respect to the purpose of the assignment. Sentence structure, grammar, and comprehension are evaluated.* | Demonstrates sophisticated and precise language, including excellent sentence structure and control of grammar.Points: 1 | Uses appropriate and precise language. Also, demonstrates control of grammar and sentence structure with only a few errors.Points: 0.7 | Uses some language that is inaccurate, and demonstrates partial control of sentence structure and grammatical conventions that do not significantly affect comprehensionPoints: 0.3 | Uses language that is inappropriate and/or unprofessional with respect to the purpose of the assignment. Demonstrate many issues relative to sentence structure and grammar, which makes comprehension very difficult.Points: 0.0 |
| **Total Points (*out of a possible 5 points)*** |  |

**Advanced Skills Video Recording 2 Rubric**

Modified Counselor Competencies Scale-Revised (CCS-R: Lambie et al., 2015)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Score** | **Primary Counseling Skill(s)** | **Specific Counseling Skills and Therapeutic Conditions Descriptors** | **Exceeds Expectations / Demonstrates Competencies** | **Meets Expectations / Demonstrates Competencies** | **Near Expectations / Developing towards Competencies** | **Below Expectations / Unacceptable** | **Harmful** |
|  | **Nonverbal Skills** | **Includes Body Position, Eye Contact, Posture, Voice Tone, Rate of Speech, Use of silence, etc.** (*attuned to the emotional state and cultural norms of the client)* | Demonstrates effective nonverbal communication skills, conveying connectedness & empathy.Points: 2 | Demonstrates effective nonverbal communication skills for the majority of counseling sessions. Points: 1.75 | Demonstrates inconsistency in his or her nonverbal communication skills.Points: 1.5 | Demonstrates limited nonverbal communication skills.Points: 1 | Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental looks.Points: 0 |
|  | **Encouragers** | **Includes Minimal Encouragers, such as “hmm” or “uh-huh”** | Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship.Points: 3 | Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship.Points: 2.5 | Demonstrates inconsistency in his or her use of appropriate encouragers.Points: 2 | Demonstrates limited ability to use appropriate encouragers.Points: 1-1.5 | Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner.Points: 0 |
|  | **Questions** | **Use of Appropriate Open & Closed Questions** (*e.g., avoidance of double questions, too many questions, and unjustified closed question)* | Demonstrates appropriate use of questions, with an emphasis on open-ended questions.Points: 5 | Demonstrates appropriate use of questions for the majority of the counseling session, but may rely too much on questions and may use a few unjustified closed questions.Points: 4 | Demonstrates inconsistency in using open-ended questions, and may use closed questions frequently and use too many questions.Points: 3 | Demonstrates limited ability to use open-ended questions with restricted effectiveness.Points: 2 | Demonstrates poor ability to use open-ended questions, such as questions that tend to confuse the client or restrict the counseling process. Points: 0-1 |
|  | **Reflecting:*****Paraphrasing*** | **Basic Reflection of Content – Paraphrasing***Concise, precise, and nonjudgmental, avoids parroting* | Demonstrates appropriate use of paraphrasing as a primary therapeutic approach.Points: 5 | Demonstrates appropriate use of paraphrasing for the majority of counseling session, though a few of the paraphrases may be lengthy and less accurate.Points: 4 | Demonstrates paraphrasing inconsistently and inaccurately or paraphrases are mechanical or parroted responses or lack conciseness.Points: 3 | Demonstrates limited proficiency in paraphrasing or is often inaccurate and/or lengthyPoints: 2 | Demonstrates poor ability to paraphrase, such as being judgmental and or dismissivePoints: 0-1 |
|  | **Reflecting:*****Reflection of Feelings*** | **Reflection of Feelings***Concise, precise, and nonjudgmental, avoid parroting* | Demonstrates appropriate use of reflection of feelings as a primary approach.Points: 5 | Demonstrates appropriate use of reflections of feelings (majority of counseling session).Points: 4 | Demonstrates reflection of feelings inconsistently and is not matching the client.Points: 3 | Demonstrates limited proficiency in reflecting feeling and/or is often inaccurate.Points: 2 | Demonstrates poor ability to reflect feelings, such as being judgmental and/or dismissive.Points: 0-1 |
|  | **Reflecting:*****Summarizing*** | **Summarizing content, feelings, content, and meaning)** | Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and, at times, even meaning.Points: 5 | Demonstrates ability to appropriately use summarization during the session, but may not include feelings, behaviors, and/or meaning in the summaries or some may be overly lengthy or imprecise.Points: 4 | Demonstrates inconsistent and inaccurate ability to use summarizationPoints: 3 | Demonstrates limited ability to use summarization (e.g., summary suggests counselor did *not* understand client)Points: 2 | Demonstrates poor ability to summarize, such as being judgmental and/or dismissive.Points: 0-1 |
|  | **Reflecting:*****Reflections of Meaning*** | **Reflection of Meaning, including values, core beliefs, and worldviews** *(taking counseling to a deeper level)* | Demonstrates the use of reflections of meaning & promotes discussion of greater depth during counseling session.Points: 5 | Demonstrates ability to appropriately use advanced reflection, at least once, to support increased exploration of session.Points: 4 | Demonstrates inaccuracy in use of reflections of meaning and/or engages in interpretation rather than reflection.Points: 3 | Demonstrates an inability to move the session to a deeper level. May topic jump frequently in the session. Points: 2 | Demonstrates poor ability to use reflections of meaning, such as being judgmental and/or dismissive.Points: 0-1 |
|  | **Suicide Assessment: Naming the Taboo** | **Naming the Taboo**: *Asking the client about suicidal thoughts/behaviors/feelings; Assessing for frequency, intensity, and duration of suicidal thoughts; utilizing SLAP model to assess suicide plans* | Demonstrates exceptional skill in naming the taboo, or asking about suicidal thoughts/behaviors/feelings. Also, astutely addresses core elements of a suicide assessment, including frequency, intensity, and duration of client’s suicidal thoughts. Also, effectively applies the SLAP model to assess client’s suicidal plans.Points: 15 | Demonstrates competency in performing a suicide assessment. Appropriately names the taboo by asking the client about suicidal thoughts/beliefs/feelings. Also, if suicidal ideation is present, student assesses frequency, intensity, and duration of suicidal thoughts. Also, demonstrates use of SLAP model to assess client’s suicidal plans.Points: 13-14 | May ask client about suicidal thoughts/beliefs/feelings, but does it with discomfort, is unclear, and/or is overly euphemistic. And/or, assesses aspects of suicidal ideation (e.g, frequency, intensity, duration), but may miss one or two of the elements. And/or, student demonstrates inconsistency in ability to apply the SLAP model to assess client’s suicidal plans.Points: 11-12 | Demonstrates limited ability to perform a suicide assessment. This may manifest in not asking about suicide when it is appropriate and important to do so, or, when named, it is done with judgment or discomfort. Additional elements of the assessment, such as intensity, duration, and frequency are not addressed or are addressed in a cursory way. Students demonstrates limited ability to utilize the SLAP model to assess client's suicidal plans.Points: 5-10 | Avoids asking about suicide, although sufficient clues of suicidality are present. If addressed, student expresses judgment associated with suicide. Misses important element of suicide assessment and fails to assess for suicidal plans.Points: 0-4 |
|  | **Suicide Assessment: Exploration of Compounding and Protective Factors** | **Exploration of Compounding and Protective Factors:** *Helping client identify internal coping skills and external supports (e.g., asking client about reasons to live, connections with others, positive coping skills); Identifying additional suicidal risk factors (e.g., alcohol, drug use) using components of the SIMPLE STEPS model.* | Demonstrates exceptional ability to help client identify internal coping skills and external supports. Also, uses skills very successfully to identify suicide risk factors, such as drug or alcohol use. Effectively uses components of the SIMPLE STEPS model.Points: 15 | Demonstrates skill in helping client to identify internal coping skills and external supports. Also, identifies suicidal risk factors, such as drug or alcohol use. Applies the SIMPLE STEPS model.Points: 13-14 | Demonstrates limited ability to explore compounding and protective factors. This may manifest in psychoeducation, in which student dictates to client what the client's protective or compounding factors should be, rather than exploring what these factors are for the client. This also may manifest in the counselor neglecting to assess for compounding and/or protective factors. This also may manifest in the student not applying counseling skills effectively to explore these factors, such as overusing closed questions.Points: 11-12 | Student neglects to assess for protective and risk factors related to the client's suicidal ideation. Or, student demonstrates a pejorative or demeaning response to client's thoughts or feelings about suicide. Demonstrates incompetence in ability to assess for suicide.Points: 5-10 | Student neglects to assess for protective and risk factors related to the client's suicidal ideation. Or, student demonstrates a pejorative or demeaning response to client's thoughts or feelings about suicide. Demonstrates incompetence in ability to assess for suicide.Points: 0-3Points: 0-4 |
| **Total Points (*out of a possible 60 points)*** |  |

**Self-Assessment 2 Rubric**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Score** | **Primary Counseling Skill(s)** | **Description of Criterion** | **Exceeds Expectations / Demonstrates Competencies** | **Meets Expectations / Demonstrates Competencies** | **Near Expectations / Developing towards Competencies** | **Below Expectations / Unacceptable** | **Harmful** |
|  | **Depth of Reflection** | *Ability to assess one’s skill development, including strengths, areas of growth, and weaknesses. Also, ability to set attainable, realistic, and appropriate actions steps for retaining and improving skills.* | Demonstrates excellent self-awareness by thoroughly and thoughtfully assessing his or her strengths, growth areas, and weaknesses relative to suicide assessment. Describes specific, measurable, attainable ways in which he or she plans to retain and/or improve skills.Points: 3 | Demonstrates self-awareness. Assesses his or her strengths, areas of growth, and weaknesses relative to suicide assessment. Provides general details about how he or she plans to retain and/or improve these skills.Points: 2.5 | Demonstrates limited self-awareness and ability to assess his or her suicide assessment, such as neglecting to discuss strengths, growth areas, or weaknesses and/or sharing realistic and appropriate plans for retaining and/or improving these skills.Points: 2 | Demonstrates little to no self-awareness regarding his or her suicide assessment abilities. May over-emphasize minor things but miss very important deficiencies. May not address plans for retaining and/or improving skillsPoints: 1-1.5 | Provides a wholly inaccurate assessment of his or her suicide assessment skills. This may be related to a lack of understanding of what a suicide assessment should look like, or an unwillingness to reflect upon deficiencies. This inaccurate appraisal of skills leads to an incomplete or inadequate plan for developing suicide assessment skills. A harmful response may also be one in which the student provides excuses for not performing his or her suicide assessment well and an unwillingness to take personal responsibility.Points: 0 |
|  | **Suicide Risk Assessment** | *Ability to identify suicide risk level and support this evaluation based on compounding and protective factors.* | Student accurately identifies suicide risk level of client. Student also clearly, concisely, and precisely explains the risk level based on compounding factors, severity of suicidal thoughts, suicide plans, protective factors, client resources, and suicide prevention supports.Points: 3 | Student accurately identifies suicide risk level of client. Student also demonstrates ability to support his or her risk assessment based on compounding and protective factors.Points: 2.5 | Student identifies a suicide risk level of client but doesn't clearly support his or her assessment with compounding and/or protective factors.Points: 2 | Student provides a suicide assessment, but it is not supported accurately, clearly, or logically by compounding or protective factors.Points: 1-1.5 | Student does not demonstrate an ability to assess suicidality. This may manifest in the student not supporting risk assessment with supporting information. It also may manifest in the student providing a risk level that is not consistent with the data collected during the session.Points: 0 |
|  | **Next Steps** | *Ability to describe steps counselor would take if the session went beyond 30 minutes. Should include additional assessment information to gather as well as safety planning steps.* | Student describes clear and logical steps he or she would take if the session were to continue beyond 30 minutes. These steps included additional suicidal info and protective factors that students would obtain, as well as safety planning steps.Points: 3 | Student describes steps he or she would take if the session were able to continue beyond 30 minutes. These include additional suicidal assessment information and protective factors, as well as safety planning steps.Points: 2.5 | Student describes some steps that he or she would take if the session went beyond 30 minutes. Some of these steps are overly general and/or some important steps were not considered.Points: 2 | Student provided very general suggestions related to what he or she would do if the session went beyond 30 minutes. Or, the steps the student mentioned were not helpful or would not add to the assessment. Or the student failed to describe safety planning steps he or she would take with the client.Points: 1-1.5 | Student describes steps he or she would take if the session were more than 30 minutes, but the steps are not connected to the suicide assessment, unhelpful, or harmful. Or, the student does not provide steps that he or she would take beyond the 30 minute session, and does not indicate that he or she would engage in safety planning.Points: 0 |
|  | **Language Use / Style** | *Use of language that is appropriate and/or professional with respect to the purpose of the assignment. Sentence structure, grammar, and comprehension are evaluated.* | Demonstrates sophisticated and precise language, including excellent sentence structure and control of grammar.Points: 1 | Uses appropriate and precise language. Also, demonstrates control of grammar and sentence structure with only a few errors.Points: 0.7 | Uses some language that is inaccurate, and demonstrates partial control of sentence structure and grammatical conventions that do not significantly affect comprehensionPoints: 0.5 | Uses language that is inappropriate and/or unprofessional with respect to the purpose of the assignment. Demonstrate many issues relative to sentence structure and grammar, which makes comprehension very difficult.Points: 0.3 | Uses language that is incomprehensible or grossly unprofessional, disrespectful, and/or judgmental.Points. 0 |
| **Total Points (*out of a possible 10 points)*** |  |

**Crisis Resource Project Rubric**

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| **Criteria** | **Exceeds Expectations****6-7 points** | **Meets Expectations****4-5 points** | **Below Expectations****0-3 points** |
| Identification of Client Population | Very clearly, thoroughly, accurately, and sensitively identifies a population of interest, the types of crises they may encounter and why, and the resources needs they may have due to these crises. Integrates outside sources (at least 2) very effectively. | Appropriately identifies a population of interest, the types of crises the population may encounter and why, and the resources needs the population may have due to these crises. Uses at least two outside sources. | Does not effectively or sensitively describe potential crises that their population of interest might encounter, or does not clearly identify resources needs of the population. If two outside sources are utilized, they are not well-integrated into the narrative. |
| **Criteria** | **Exceeds Expectations****17-20 points** | **Meets Expectations****14-16 points** | **Below Expectations****0-13 points** |
| Crisis-Related Resources | Demonstrates exceptional breadth and depth of knowledge related to community or national crisis resources that could be utilized to help the identified client population given the crises discussed in section 1. | Demonstrates general knowledge of community and/or national resources. However, descriptions may lack specificity, or they may not clearly or accurately relate to the identified populations or crises. | Demonstrates limited knowledge of crisis resources as evidenced by inaccurate, unclear, or limited information. |
| **Criteria** | **Exceeds Expectations****3 points** | **Meets Expectations****2 points** | **Below Expectations****1 point** |
| Conclusion | Very effectively summarizes specific and accurate takeaways from the assignment and clearly describes how these insights can be applied in counseling. | Provides a summary of takeaways and ideas for applying these takeaways in counseling. However, takeaways and ideas may be underdeveloped, such as lacking in specificity or clarity. | Summary is grossly lacking in specificity, clarity, or accuracy. |
| **Total Points (*out of a possible 30 points*)** |  |