This is a web-enhanced class. It is necessary that you access Blackboard to see the requirements for each of the three Saturday face-to-face sessions. Saturday 9-5. All times are local to the site of the class. This class meets in Bowling Green, KY.

1. Course:
   CNS 592 Crisis Counseling. Theory and practice of crisis counseling. Application of intervention and prevention strategies in individual, family and systemic crisis, disaster and trauma causing events. Pre-requisites are admission to or completion of approved program in a helping profession, or instructor permission.

2. Purpose of the Course:
   This course is designed to provide students with an understanding of, as well as opportunities to develop basic and advanced strategies in crisis counseling skills and procedures.

3. Course Objectives:
   This course is designed to achieve learning outcomes consistent with the following 2009 CACREP Accreditation Standards:

G. Common core curricular experiences and demonstrated knowledge in each of the eight common core curricular areas are required of all students in the program.

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:

   c. counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event
3. HUMAN GROWTH AND DEVELOPMENT—studies that provide an understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:

c. effects of crises, disasters, and other trauma-causing events on persons of all ages;

Mental Health Counseling – Foundations: Knowledge

A 9. Understands the impact of crises, disasters, and other trauma-causing events on people.
A 10. Understands the operation of an emergency management system within clinical mental health agencies and in the community.

Counseling, Prevention, and Intervention: Knowledge

C 6. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.

Diagnosis: Knowledge

K 5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event.

Diagnosis: Learning Skills and Practices

L 3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

4. Course Readings and Texts:

a. The required text for this course:


b. Additional assigned and supplemental course readings and resources are available on the WKU Blackboard site for this course. Check weekly reading assignments in this syllabus and on the course Blackboard site.

c. Assigned Readings Expectation: Students are expected to complete reading assignments for each scheduled class meeting and be prepared for class learning activities. See the Schedule noted at the end of the syllabus.
5. **Methods of Instruction:**

   The course is a mixture of lecture, large and small group discussion/exercises, role-play groups, group presentations and communication between student and instructor.

6. **Course Requirements:**
   a. **Attendance and Preparation:**

   Attendance is required. This includes both the Blackboard experience for individual and group participation and attendance at the three face-to-face sessions. Students missing more than one class session (a deduction of participation points will apply) will be dropped from the class or after midterm, students will receive a failing grade and be asked to repeat the entire course. There is no exception to this policy.

   b. **Class Participation:**

   Class participation will be evaluated based on the following: class attendance, timely completion of required blackboard postings, class interaction that demonstrates completion of class assignments, and active involvement in class activities. Points are attributed for participation in each class session.

   c. **Exams:** There will be both a midterm and final examination over the Blackboard, classroom and text assigned work. These examinations constitute the two critical assignments for this class that cover CACREP standards. Rubrics at end of syllabus.

7. **Student Requirements:**

   **Student Evaluation Criteria and Procedures:**

   Rubrics for the assignments are noted at the end of the syllabus. Percentages of points counting towards the final grade are distributed as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation/Attendance</td>
<td>20</td>
</tr>
<tr>
<td>Examination</td>
<td>20</td>
</tr>
<tr>
<td>Blackboard Assignments</td>
<td>20</td>
</tr>
<tr>
<td>Student Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Term Paper (required for “A” Grade)</td>
<td>20</td>
</tr>
<tr>
<td>Total Points</td>
<td>100</td>
</tr>
</tbody>
</table>
Grades for the course are determined by the following:

- **A**: 90% - 100% of total points plus the Term Paper
- **B**: 80% - 89% of total points
- **C**: 70% - 79% of total points
- **D**: 60% - 69% of total points
- **F**: 59% and below

For the A grade,
7-8 Page Term Paper that describes response to a particular crisis as discussed with the instructor. APA style. At least 6 sources.

7. **Late or Missing Assignments:**
   
   Late or missing assignments will have an impact on student evaluation. Certain assignments cannot be made up. This policy is related to the attendance policy.

8. **Attendance Policy:**
   
   For weekend classes include the following statement:
   
   Attendance is required during all scheduled class meetings. Exceptions will be determined in consultation with the department head.
   
   Consequences for unexcused absences include receiving an “F” or “Incomplete” in the course; and will be determined in consultation with department head.

9. **Use of Current Research:**
   
   Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard site.

10. **Use of Technology in Course Delivery:**
    
    Technology may be used to deliver part of the course. Blackboard maybe used for email for communication, submission of papers via attachments or use of Blackboard to distribute readings, for discussions, group assignments that involve developing PowerPoint slides, requiring internet searches as components of research assignments, etc. Students are advised of any technological competencies expected to successfully complete the course.
11. Students with Disabilities Who Require Accommodations:
Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A200. The OFSDS telephone number is (270)745-5004; TTY is 745-3030. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

12. Academic Integrity:
Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university.

Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer’s words, but also paraphrases or summaries of another writer’s concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member.

Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an “F” for the assignment in question or an “F” for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

13. Academic Performance:
As graduate students and professionals-in-training, graduate studies should be viewed from the prospective of professional development. Graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance. Review the rubric used to evaluate students’ professional performance in each course at:

Most courses syllabi include a statement on attendance. You should be well aware of the policy for each course and of the consequences of not following it. If there is no statement on attendance in the course syllabus, you should ask the professor for a formal statement to
the class of the policy. Even if a course does not require attendance, you should clearly understand that there is an expectation that you should attend class regularly.

Understand that students’ academic performance (grades) is monitored. See the graduate catalog and Department of Counseling & Student Affairs Graduate Student Handbook for more details. Some courses have a policy about late or missing assignments. You should be well aware of the policy for each course and of the consequences of not following it.

Specific directions for your assignments might become less clear. For example, some of your instructors may not provide specific rubrics for particular assignments. This is to encourage your creativity, as well as to generate reflective thought and some degree of ownership in the final product of the assignment. Many of your graduate professors will require your assignments to be written in APA format, a professional writing style.

14. **Flexibility Clause:**
   The aforementioned requirements, assignments, policies, evaluation procedures, etc are subject to change. Candidates’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

15. **Graduate Student Handbook**
   Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department’s web site. Included in that document is the process that requires all students to be routinely evaluated using the Professional Performance Review process and rubric. The handbook discusses this and other important information.

16. **Course Schedule**

   **Tentative Class Schedule**
   CNS 592 – Summer 2012

   The class is conducted in three Saturdays plus Blackboard; therefore, each Saturday is considered a "session".

<table>
<thead>
<tr>
<th>Standard/Activity</th>
<th>Resource</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong> – The following work is due for the first face-to-face session:</td>
<td></td>
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</tr>
<tr>
<td>Do the pre-chapter quizzes for Kanel, chapters 1-4. (G.1.c.; G.3.c.)</td>
<td>Class Discussion</td>
<td></td>
</tr>
<tr>
<td>Define “crisis.” What makes an incident a crisis? What factors influence the intensity of a crisis? (A.9. 10). Please give examples of crises that you might encounter in your personal life as well as professional life?</td>
<td></td>
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</tbody>
</table>
Bring two discussion questions each for chapters 1-4.
Homework: Read chapters 5-8. Do the pre-chapter quizzes. Write two discussion questions for each chapter.
Enter into Blackboard Discussion as assigned in class.
Work with your small group on presentation for Session 2. Topic will be assigned in class.

Session 2 – Bring home work as indicated.

Crisis Intervention Model. Kanel, chapters 5-8. (C.5.; G.1.c.; G.3.c.) Class discussion
Class Presentations and role play exercise (K.5.; L.3.) Class discussion and feedback
Essay Examination as described in the syllabus. This is a critical performance activity.
Homework: Read chapters 9-12. Do the pre-chapter quizzes. Write two discussion questions for each chapter.
Enter into Blackboard Discussion as assigned in class.
Discussion in small groups on presentations for Session 3. Topics will be discussed.

Session 3 – Bring homework as indicated.

Chapter discussion Kanel 9-12. (G.1.c; G.3.c.; A.9, 10; C.5.) Class Discussion
Student presentations as described in the syllabus. This is a critical performance activity.
Homework: Term paper on the Crisis Counseling topic agreed to in conjunction with instructor.

Note: Because of the small class size, format, and goals of this class, this schedule is flexible. It is a rough outline of the progression we make during the class. Responses to individual needs of students will influence our course.

Note: If you have special instructional needs, please approach me privately and I will try to accommodate. This syllabus and grading requirements may be changed if unforeseen, extenuating circumstances occur.

Students are encouraged to use the internet for research using web sites provided by the instructor. Communications with the instructor include email with attachments of required assignments.

Essay Examination (CMHC A.9&10; C.5; L.3)

Students will complete an essay examination that has questions directly related to these standards. Student answers are to be complete with direct reference to the standard. Essay questions are assessed according to the enclosed rubric.
**Presentation Project** (G.1.c, G.3.c., CMHC K.5)

Students should research a professional issue or current trend in the field of crisis counseling. The topic should be timely and relevant to current counseling and mental health practices and clearly supported in current literature. To prepare for this project presentation, the following guidelines should be followed: (a) locate, study, and incorporate at least 7 professional and peer reviewed counseling or marriage and family related journal articles published no more than 5 years ago, as well as information from related web-sites, magazines (e.g., Counseling Today), and current books; (b) conduct interviews with 2 different mental health professionals who have at least 5 years of licensed experience in the field, as well as in the given topic area. Interviews can take place face-to-face or via e-mail. Proof of interviews must be included (i.e., business card, sample of notes from interview); and reference to interviewees should be incorporated appropriately within the presentation. In addition, all of the above references must: (a) be directly relevant to the content of the presentation and (b) provide an adequate amount of information in order to satisfactorily address the required content. See Syllabus Appendix for interview guidelines and grading rubric.

**Presentation Format:** The presentation should be formatted on Power Point. Headings must be used to clearly designate each of the required content elements. (For example, a first level header would be: “Important Elements in Assessing a Crisis Situation.” A second level header might be “Appropriate Crisis Intervention Strategies.”) The power point should be no more than 15 slides, neatly organized, and eye catching. Correct spelling, grammar and APA formatting (i.e., references on slides, headings) are required.

**Presentation Content:** The presentation must address the elements listed below.

A. The nature of crisis within the context of the profession
B. How crisis counseling has impacted the counselor’s role and responsibility as part of an interdisciplinary emergency response team.
C. The developmental and multicultural aspects in the effect of crises, disasters, and other trauma-causing events on people.
D. Exhibits an understanding of the impact of crises, disasters, and other trauma-causing events on people and the operation of an emergency management system within the mental health agencies and community.
E. Exhibits and understanding of the principles of crisis intervention during a crisis situation.
F. Explains how diagnosis is a part of crisis response and the impact of mental health diagnosis upon developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

Each required element should meet or include the following: (a) information and sub-topics should be synthesized from all of the references used (any given sub-topic should not be a summary of one source); (b) is elaborated upon with
appropriate and informative sub-topics, as well as references; (c) references should be listed on slide as appropriate; (d) information illustrates a thoughtful, conceptualization of the required element as evidenced by the use of one's own words (versus cutting and pasting from various resources); relevant and appropriate personal contributions to the information; the ability to connect relevant references and resources in order to support a contention or point; and (e) information contributes to the knowledge base of audience (e.g., beyond the information presented through the course).

Reference Page: A reference page must accompany the presentation. References must be in correct APA formatting and spelling; and represent the requirements of references for this project.

**Student Evaluation Criteria and Procedures:**
Rubrics for the assignments are noted at the end of the syllabus.
NOTE: ALL Students MUST create an account in the CEBS Electronic Portfolio System.

Please note that the College of Education and Behavioral Sciences mandates that all students create an account in the CEBS Electronic Portfolio system. Additionally, you are expected to upload assignments for specific classes that indicate that you have met a critical performance standard, which is any piece of evidence (document, image, video, etc.) required by a program and produced by the student that demonstrates the student has met a standard (in whole or in part). For CNS592, you are required to upload your Transcript and Personal Reflection Paper. Also, please note that this is a requirement for NCATE (the National Council for Accreditation of Teacher Education).

If you have not registered for the CEBS Electronic Portfolio, Create a New Student Account. If you need directions, please follow the instructions at:
http://edtech2.wku.edu/portfolio/studenthelp/student_instructions.php

Please note the following directions:

***Your paper should be saved as a Microsoft Word document.

- Go to http://www.wku.edu
- Select "Academics" (on left side)
- Select "College of Education & Behavioral Sciences"
- Select Electronic Portfolio System (under Educational Technology)
- Select "Student Login" (you need your WKU ID and password)
- Select CNS592 (click on "View Critical Performances"
- You will see "Transcript"
- Click on "Upload/View Files"
- Follow the directions to upload your document (this is similar to adding an email attachment)
## CACREP 2009 Standards Covered in This Course and Method of Assessment

<table>
<thead>
<tr>
<th>Section II Professional Identity</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>G-1 Professional Orientation and Ethical Practice</strong></td>
<td></td>
</tr>
<tr>
<td>c. Counselor’s roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national disaster or other trauma-causing event. Standard assessed in student presentation.</td>
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<tr>
<td><strong>G-3 Human Growth and Development</strong></td>
<td></td>
</tr>
<tr>
<td>b. Effects of crises, disasters, and other trauma-causing events on people. Standard assessed in student presentation.</td>
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</tbody>
</table>

### Mental Health Counseling – Foundations


A10. Understands the operation of an emergency management system within clinical mental health agencies and in the community. Standard assessed in essay examination.

### Counseling, Prevention, and Intervention: Knowledge

C5. Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events. Standard assessed in essay examination.

### Diagnosis: Knowledge

5. Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event. Standard assessed in student presentation.

### Diagnosis: Learning Skills and Practice

L3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. Standard assessed in essay examination.
### Essay Examination Evaluation Rubric

**CNS 592**

**Student:** _____________________

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Student inconsistently, or rarely meets assignment requirements and expectations 1</th>
<th>Student somewhat meets assignment requirements and expectations 2</th>
<th>Student meets assignment requirements and expectations 3</th>
<th>Student exceeds assignment requirements and expectations 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Essay response regarding the impact of crises, disasters and other trauma-causing events upon individuals, groups and systems. <em>(CMHC Foundations: Knowledge A. 9)</em></td>
<td>(a) limited description of the manifestation of the problem; (b) limited description of relevant symptoms and behaviors; (c) limited explanation regarding the impact of the crisis on individuals and groups.</td>
<td>(a) description of the manifestation of the problem is somewhat appropriate (b) exhausted and comprehensive description of relevant issues; (c) description of relationship (or lack thereof) between crisis and individual/group issues appropriately identified and described in exhausted detail</td>
<td>(a) appropriate description of the manifestation of the crisis; (b) exhausted and comprehensive description of relevant issues; (c) description of relationship (or lack thereof) between crisis and individual/group issues appropriately identified and described in exhausted detail</td>
<td>(a) effective, clear, and appropriate description of the manifestation of the crisis; (b) exhausted and comprehensive description of relevant issues; (c) description of relationship (or lack thereof) between crisis and individual/group issues appropriately identified and described in exhausted detail</td>
</tr>
</tbody>
</table>
2. Essay response regarding the operation of an emergency management system within clinical mental health agencies as it applies to crises and impact upon individuals, groups and systems. *(CMHC Foundations: Knowledge A.10).*

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>limited description of the manifestation of the problem; b) limited description of relevant symptoms and behaviors; c) limited explanation regarding the impact of the crisis on individuals and groups.</td>
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</tbody>
</table>

3. Essay response regarding the principles of crisis intervention for people during crises, disasters and other trauma-causing events as it applies to crises and impact upon individuals, groups and systems. *(CMHC Counseling, Prevent, Intervention: Knowledge C. 5).*

<table>
<thead>
<tr>
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</tr>
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<td>effective, clear, and appropriate description of the manifestation of the crisis; b) exhausted and comprehensive description of relevant issues; c) description of relationship (or lack thereof) between crisis and individual/group issues appropriately identified and described in exhausted detail</td>
</tr>
</tbody>
</table>
4. Essay response regarding the differentiation between diagnoses and developmentally appropriate reactions during crises. *(CMHC Diagnosis: Knowledge L.3).*

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) limited description of the manifestation of the problem; (b) limited description of relevant symptoms and behaviors; (c) limited explanation regarding the impact of the crisis on individuals and groups.</td>
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</tr>
<tr>
<td>Evaluation Item</td>
<td>Student inconsistently or does not meet assignment requirements and expectations</td>
<td>Student somewhat meets assignment requirements and expectations</td>
<td>Student meets assignment requirements and expectations</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>Presentation Format: formatted on Power Point; headings used to clearly designate each of the required content elements; no more than 15 slides, neatly organized, and eye catching</td>
<td>The requirements were not met; many elements of assignment were not designated with headings; content was difficult to read, unorganized and unclear; the power point was carelessly constructed; slide count not met.</td>
<td>Requirement slightly met; some of the required elements of assignment were not designated with headings; content was sometimes not easy to read; lack of organization; slide count not met</td>
<td>Power Point used; headings used to clearly designate each of the required content elements; number of slides did not surpass 15; content delivered with clarity and organization</td>
</tr>
<tr>
<td>Presentation Format: APA formatting, spelling and grammar</td>
<td>APA formatting nonexistent; various spelling errors made throughout the document</td>
<td>Multiple mistakes in APA formatting, spelling</td>
<td>Few errors made in APA formatting and/or spelling</td>
</tr>
<tr>
<td>Presentation Content: Topic</td>
<td>Topic is not timely or relevant; and is not supported in current literature</td>
<td>Topic is somewhat timely and current; inconsistently supported in current literature</td>
<td>Timely and relevant to current counseling and mental health practices; supported in current literature</td>
</tr>
<tr>
<td>Presentation Content: The role and responsibility as member of an interdisciplinary emergency crisis response team and the impact of these crises on people. (G.1.c.)</td>
<td>(a) information and sub-topics are not synthesized from references; (b) the required element is hardly supported through the use of appropriate and informative sub-topics; (c); references are rarely or not listed on slides as appropriate; (d) a thoughtful, conceptualization of the required element is questionable and is not demonstrated; (e) information rarely if ever contributes to the knowledge base of audience</td>
<td>(a) information and sub-topics are somewhat synthesized from references; (b) the required element is supported through the use of appropriate and informative sub-topics; (c); references are inconsistently listed on slides as appropriate; (d) a thoughtful, conceptualization of the required element is questionable and often not demonstrated; (e) information hardly contributes to the knowledge base of audience</td>
<td>(a) information and sub-topics are adequately synthesized from all of the references used; (b) the required element is adequately supported through the use of appropriate and informative sub-topics; (c); references should be listed on slide as appropriate; (d) information adequately illustrates a thoughtful, conceptualization of the required element; (e) information adequately contributes to the knowledge base of audience</td>
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<tr>
<td>Presentation Content: An understanding of the development and cultural needs of individuals regarding the effects of crises, disasters, and other trauma-causing events on persons of all ages. (G.3.c.)</td>
<td>(a) information and sub-topics are not synthesized from references; (b) the required element is hardly supported through the use of appropriate and informative sub-topics; (c); references are rarely or not listed on slides as appropriate; (d) a thoughtful, conceptualization of the required element is questionable and is not demonstrated; (e) information rarely if ever contributes to the knowledge base of audience</td>
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<tr>
<td>Presentation Content: The relevant information regarding the use of diagnosis in crises and the differentiation between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.(K.5).</td>
<td>(a) information and sub-topics are not synthesized from references; (b) the required element is hardly supported through the use of appropriate and informative sub-topics; (c); references are rarely or not listed on slides as appropriate; (d) a thoughtful, conceptualization of the required element is questionable and not demonstrated; (e) information rarely if ever contributes to the knowledge base of audience</td>
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