**Campbellsville University**

**School of Education**

**G5, 2017**

**SGC 532 Students Victimized by Crisis and Abuse**

**Professor: Rahsheeno Griffith, PhD**

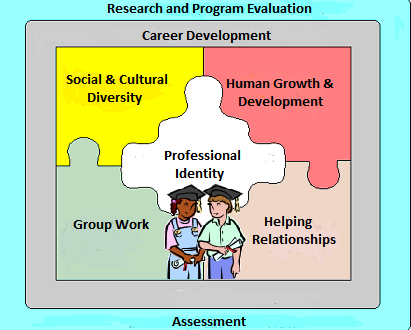
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# “Empowerment for Learning”

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**Textbook**:

Jackson-Cherry, L. & Erford, B. (2014). *Crisis Assessment, Intervention, and Preventio*n,

Upper Saddle River, NJ: Pearson.

**Pre-requisites**: None

**Course Description**: This course explores issues such as abuse, neglect, and violence and how they affect the development and functioning of students. Other topics include strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children.

**PROFESSIONAL STANDARDS addressed in this course:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Aligned with**  **Assessment**  **(point values)** | **Kentucky Standards for Guidance Counseling Programs** | **Kentucky Guidance Counselor Program Objectives and Curriculum** | **CU Diversity Indicators** | **InTASC** | **ILA Standards** | **TSSA** | **ISLLC** | **CAEP Advanced Standards for Teaching and Learning** | **CACREP Common Core Curricular Areas** | **CACREP**  **Counselor Professional Knowledge, Skills and Practices** |
| Case Studies  350 pts.  Obj.: 1 - 9 | B 7 | 3 c | C.2.c, 3.c | 1 c, 3 f, 4 g, 5 d, g, 9 d, e, f, 10 b, d, e, f, i | 4 | I D, II C, VI B, C, D | 2 A, 3 C, 4 B, C, D, 5 B, C, D, E, 6 A | A.1.1, A.1.2 | 1.b, c, d, 3.c, f, g, 5.a, g | C.6, G.1, 2 |
| Discussion Forums  80 pts.  Obj. 1-9 | B 7 | 3 c | C.2.c, 3.c | 1 c, 3 f, 4 g, 5 d, g, 9 d, e, f, 10 b, d, e, f, i | 4 | I D, II C, VI B, C, D | 2 A, 3 C, 4 B, C, D, 5 B, C, D, E, 6 A | A.1.1, A.1.2 | 1.b, c, d, 3.c, f, g, 5.a, g | C.6, G.1, 2 |
| Weekly Quizzes  80 pts.  Obj. 1-9 | B7 | 3 c | C.2.c, 3.c | 1 c, 3 f, 4 g, 5 d, g, 9 d, e, f, 10 b, d, e, f, i | 4 | I D, II C, VI B, C, D | 2 A, 3 C, 4 B, C, D, 5 B, C, D, E, 6 A | A.1.1, A.1.2 | 1.b, c, d, 3.c, f, g, 5.a, g | C.6, G.1, 2 |
| Effects of Crisis and Abuse on Children and Adolescents Research and Reflection Paper  100 pts.  Obj: 5-8 | B7 | 3 c | C.2.c, 3.c | 9 d | 4 | I D, VI B | 5 D, 6 A | A.1.1, A.1.2 | 3.c, f | C.6, G.1, 2 |
| Field Experience Reflection  100 pts.  Obj. 3, 5, 7, 9 | B7 | 3 c | C.2.c, 3.c | 1 c, 3 f, 4 g, 5 d, g, 9 d, e, f, 10 b, d, e, f, i | 4 | I D, II C, VI B, C, D | 2 A, 3 C, 4 B, C, D, 5 B, C, D, E, 6 A | A.1.1, A.1.2, A.2.1, A.2.2 | 1.b, c, 5.g | C.6, G.1, 2 |
| Class Participation  80 pts.  Obj. 1-9 | B7 | 3 c | C.2.c, 3.c | 1 c, 3 f, 4 g, 5 d, g, 9 d, e, f, 10 b, d, e, f, i | 4 | I D, II C, VI B, C, D | 2 A, 3 C, 4 B, C, D, 5 B, C, D, E, 6 A | A.1.1, A.1.2 | 1.b, c, d, 3.c, f, g, 5.a, g | C.6, G.1, 2 |

**Kentucky Standards For Guidance Counseling Programs Addressed:**

B. 7. Knowledge of prevention and crisis intervention strategies.

**Kentucky Guidance Counselor Program Objectives and Curriculum Addressed:**

3. c. Human behavior including an understanding of developmental crisis, disability,

exceptional behavior, addictive behavior, psychopathology, and situational and

environmental factors that affect both normal and abnormal behavior.

**Council For Accreditation of Counseling and Related Educational Programs (CACREP) Common Core Curricular Areas Addressed:**

1. b. Professional roles, functions, and relationships with other human services

providers, including strategies for interagency/interorganization collaboration

and communications;

1.c. counselors’ roles and responsibilities as members of an interdisciplinary

emergency management response team during a local, rational, or national

crisis, disaster or other trauma-causing event;

1.d. self-care strategies appropriate to the counselor role;

3. c. effects of crises, disasters, and other trauma-causing events on persons of

all ages;

3. f. human behavior, including an understanding of developmental crises, disability,

psychopathology, and situational and environmental factors that affect both

normal and abnormal behavior;

3. g. theories and etiology of addictions and addictive behaviors, including strategies

for prevention, intervention, and treatment;

5. a. an orientation to wellness and prevention as desired counseling goals;

5. g. crisis intervention and suicide prevention models, including the use of

psychological first aid strategies.

**Council For Accreditation of Counseling and Related Educational Programs (CACREP) School Counselor Professional Knowledge, Skills, and Practices Addressed:**

C. 6. Understands the potential impact of crises, emergencies, and disasters on students,

Educators, and schools, and knows the skills needed for crisis intervention.

G. 1. Understands the influence of multiple factors (e.g., abuse, violence, eating

disorders, attention deficit hyperactivity disorder, childhood depression) that

may affect the personal, social, and academic functioning of students.

G. 2. Knows the signs and symptoms of substance abuse in children and adolescents, as

well as the signs and symptoms of living in a home where substance abuse

occurs.

**CU Diversity Proficiencies (from KSGCP) Addressed:**

C.2.c. Understands issues that may affect the development and functioning of students (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression, and suicide.

3.c. Understands human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

**Interstate Teacher Assessment and Support Consortium (*InTASC*) Addressed:**

InTASC 1 Learner Development

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 9 Professional Learning and Ethical Practice InTASC 10 Leadership and Collaboration

**International Literacy Association (*ILA*) Addressed:**

Standard 4 Diversity

**Council for Accreditation of Educator Programs (*CAEP*) Standards for Advanced Programs Addressed:**

Standard A.1 Content and Pedagogical Knowledge

Standard A.2 Clinical Partnerships and Practice

Standard A.3 Candidate Quality, Recruitment, and Selectivity

Standard A.4 Program Impact

Standard A.5 Provider Quality Assurance and Continuous Improvement

**Technology Standards for School Administrators (TSSA) Addressed:**

Standard I. Leadership and Vision

Standard II. Learning and Teaching

Standard VI. Social, Legal, and Ethical Issues

**Educational Leadership Policy Standards (ISLLC) Addressed:**

Standard 2 Advocating, nurturing, and sustaining a school culture and instructional program

conducive to student learning and staff professional growth

Standard 3 Ensuring management of the organization, operation, and resources for a safe,

efficient, and effective learning environment

Standard 4 Collaborating with faculty and community members, responding to diverse

community interests and needs, and mobilizing community resources

Standard 5 Acting with integrity, fairness, and in an ethical manner

Standard 6 Understanding, responding to and influencing the political, social, economic, legal,

and cultural context

**SPECIFIC OBJECTIVES:**

Upon completion of this course, candidates will:

1. Candidates will summarize the key elements of crisis intervention.

2. Candidates will examine crucial elements of safety and self-care in crisis situations.

3. Candidates will explain ethical and legal considerations involved in counseling students involved in crisis situations.

4. Candidates will role play essential crisis intervention skills.

5. Candidates will identify strategies for risk assessment and intervention of students who may be violent or the victims of violence.

6. Candidates will examine strategies for working with students who have substance abuse issues.

7. Candidates will examine strategies for working with students who have been the victim of sexual assault or sexual abuse.

8. Candidates will identify strategies for working with students who are dealing with grief and loss.

9. Candidates will discuss emergency preparedness in the school and community.

**COURSE TASKS/Requirements:**

**Class Participation (80 pts.)** Candidates will be graded on their attendance in the synchronous class times and their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class, ie. small and large group online discussions, study questions and reflective writing assignments.

**Field Experiences (100 pts.)** Candidates will interview a school counselor, a building administrator, and a district administrator about the school and district crisis plan focusing on specific counselor responsibilities working with the student body and individual students in times of crisis. (3 hours)

**and**

Candidates will interview a school counselor, a building administrator, and a district administrator about the school and district crisis plan focusing on specific counselor responsibilities in reporting suspected abuse. (3 hours)

Candidates will write a reflection based on the total field experience and will submit with the completed and signed Field Experience Summary Form.

**Discussion Forums (80 pts.)** Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST.**

**Weekly Quizzes (80 pts.)** Students will take weekly quizzes based on the assigned readings for the course.

**Effects of Crisis and Abuse on Children and Adolescents Research and Reflection Paper ( 100 pts.)** Candidates will review literature about the effects of crisis and abuse on children and adolescents’ emotional, physical, and social development and will reflect on the implications for their practice.

**Case Studies (350 pts.)** Candidates will read and write a 3-5 page response to discussion questions about case studies that represent issues and challenges faced by school counselors.

**EVALUATION Process and expectations:**

Candidate work will be evaluated utilizing rubrics and scoring guides. Built into all rubrics are criteria for making connections between the course content and your current practice. In addition, rubrics contain criteria for adherence to due dates, APA style, and length. All assignments for the course are due Saturday night at midnight **EST** of the week they appear on the Moodle Class.

**GRADING SCALE:** A 90-100%

B 80-89%

C 70-79%

D 60-69%

F 0-59%

**RUBRICS:**

**SGC 532 Students Victimized by Crisis and Abuse**

**Discussion Forum Scoring Guide**

Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum. Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week. They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned. For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted. All discussion forums for the week are due on Saturday evenings at midnight EST.**

**Initial Response**

**4 pts.**

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| --- | --- | --- | --- | --- |
| **Category** | **4** | **3** | **2** | **1** |
| **General Assignment**  **KSGC** B 7 **KCPGO** 3 c **InTASC** 1 c, 3 f, 4 g, 5 d, g, 9 d, e, f, 10 b, d, e, f, i **CAEP** A.1.1, A.1.2 | **All topics** introduced in the prompt are **fully** addressed. | **All topics** introduced in the prompt are **addressed.** | **Some topics** introduced in the prompt are addressed. | The **prompt is not addressed** in the response. |
| **Length** | **More than 10 complex** sentences. | **7-10 complex** sentences. | **4-6** sentences. | **1-3** sentences |
| **Support**  **KSGC** B 7 **KCPGO** 3 c **InTASC** 1 c, 3 f, 4 g, 5 d, g, 9 d, e, f, 10 b, d, e, f, i **CAEP** A.1.1, A.1.2 | Arguments and/or statements are **logical and supported** by information from the **text and articles.** | Arguments and/or statements are **logical** but made with **little or loose support** from the text and articles. | Arguments and/or statements are **logical but not supported.** | Arguments and/or statements are **not logical.** |
| **Connections**  **KSGC** B 7 **KCPGO** 3 c **InTASC** 1 c, 3 f, 4 g, 5 d, g, 9 d, e, f, 10 b, d, e, f, i **CAEP** A.1.1, A.1.2 | Response makes **clear connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **loose connections** to **current or past experiences in the classroom, school, or political environment.** | Response makes **little real life connection.** | **No attempt** is made **to connect prompt to real life** situations. |
| **Mechanics** | Response is **free** from grammatical, spelling, or punctuation errors. | A **few** grammar, spelling, or punctuation errors exist, but **they do not impact the understanding of the reader.** | **Several** grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors **impede the understanding of the reader.** |

**Response to Peer (You must respond to two peer initial responses per discussion forum)**

**3 pts. each**

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| --- | --- | --- | --- |
| **Category** | **3** | **2** | **1** |
| **General Assignment**  **KSGC** B 7  **KCPGO** 3 c  **InTASC** 1 c, 3 f, 4 g, 5 d, g, 9 d, e, f, 10 b, d, e, f, i  **CAEP** A.1.1, A.1.2 | Response provides **constructive criticism or information.** | Response provides **no constructive criticism** and demonstrates **little understanding** of the content. | Student **does not respond** to the initial response or the response is **inappropriate.** |
| **Length** | **More than 5 complex** sentences. | **3-5 complex** sentences. | **1-2** sentences. |

**SGC 532 Field Experience Reflection**

**Scoring Guide**

**100 pts.**

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| --- | --- | --- | --- | --- |
| **Category** | **90-100** | **80-90** | **70-80** | **Below 70** |
| **General Assignment**  KSGCPB 7 KPOCGP 3 c InTASC 1 c, 3 f, 4 g, 5 d, g, 9 d, e, f, 10 b, d, e, f, i CAEP A.1.1, A.1.2, A.2.1, A.2.2 | Reflection contains information from all parts of the field experience in equal amounts | Reflection contains information from all parts of the field experience, but some are more developed than the others. | Reflection contains information from most of the field experience. | Reflection only contains information from a small part of the field experience. |
| **General Assignment**  KSGCPB 7 KPOCGP 3 c InTASC 1 c, 3 f, 4 g, 5 d, g, 9 d, e, f, 10 b, d, e, f, i CAEP A.1.1, A.1.2, A.2.1, A.2.2 | Overall topics/headings are developed and supported with information from entire field experience. | The parts of the field experience are in separate un-integrated sections of the paper. | The reflection contains a list of experiences and with little real reflection. | Reflection contains little information. |
| **Length** | Five or more full pages of content | Four to five full pages of content | Three to four full pages of content | Less than three full pages of content |
| **Support**  KSGCPB 7 KPOCGP 3 c InTASC 1 c, 3 f, 4 g, 5 d, g, 9 d, e, f, 10 b, d, e, f, i CAEP A.1.1, A.1.2, A.2.1, A.2.2 | Observations and/or statements are logical and supported by information from the text and/or articles. | Observations and/or statements are logical but made with little or loose support from the text and/or articles. | Observations and/or statements are logical but not supported. | Observations and/or statements are not logical. |
| **Connections**  KSGCPB 7 KPOCGP 3 c InTASC 1 c, 3 f, 4 g, 5 d, g, 9 d, e, f, 10 b, d, e, f, i CAEP A.1.1, A.1.2, A.2.1, A.2.2 | Reflection makes clear connections to SGC content | Reflection makes loose connections to SGC content. | Reflection makes little connection to SGC content. | No attempt is made to connect the experience to SGC content. |
| **Mechanics** | Response is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors impede the understanding of the reader. |
| **Timeliness** | Assignment is submitted by the due date. | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**SGC 532 Case Study**

**Scoring Guide**

**50 pts.**

Write a 3-5 page response to the discussion questions at the end of the case study you chose. Do not rewrite the questions in your response.

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| --- | --- | --- | --- | --- |
| **Category** | **45-50** | **40-44** | **35-39** | **Below 35** |
| **General Assignment**  KSGCP: B7  KGCPOC: 3 c  InTASC: 1 c, 3 f, 4 g, 5 d, g, 9 d, e, f, 10 b, d, e, f, i  CAEP: A.1.1, A.1.2 | Reflection contains a response to each question in equal amounts. | Reflection contains a response to each question, but some are more developed than others. | Reflection contains a response to most of the questions. | Reflection only contains a response to few or only one of the questions. |
| **Length** | Three to five full pages of content | Two to three full pages of content | One-two full pages of content | Less than one full page of content |
| **Support**  KSGCP: B7  KGCPOC: 3 c  InTASC: 1 c, 3 f, 4 g, 5 d, g, 9 d, e, f, 10 b, d, e, f, i  CAEP: A.1.1, A.1.2 | Observations and/or statements are logical and supported by information from the text. | Observations and/or statements are logical but made with little or loose support from the text. | Observations and/or statements are logical but not supported. | Observations and/or statements are not logical. |
| **Connections**  KSGCP: B7  KGCPOC: 3 c  InTASC: 1 c, 3 f, 4 g, 5 d, g, 9 d, e, f, 10 b, d, e, f, i  CAEP: A.1.1, A.1.2 | Reflection makes clear connections to SGC 532 content | Reflection makes loose connections to SGC 532 content. | Reflection makes little connection to SGC 532. | No attempt is made to connect the experience to SGC 532. |
| **Mechanics** | Response is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors impede the understanding of the reader. |
| **Timeliness** | Assignment is submitted by the due date. | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**SGC 532 Literature Review and Reflection**

**Scoring Guide**

**100 pts.**

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| --- | --- | --- | --- | --- |
| **Category** | **90-100** | **80-90** | **70-80** | **Below 70** |
| **Sources** | Includes citations for 9-10 scholarly studies about topic | Includes citations for 6-8 scholarly studies about topic | Includes citations for 3-5scholarly studies about topic | Includes citations for fewer than 3 scholarly studies about topic |
| **Sources**  KSGCP: B7 KGCPOC: 3c InTASC: 9d  CAEP: A.1.1, A.1.2 | All scholarly studies clearly related to the topic, the effects of crisis and abuse on children and adolescents | Most scholarly studies clearly related to the topic, the effects of crisis and abuse on children and adolescents | Some scholarly studies clearly related to the topic, the effects of crisis and abuse on children and adolescents | Few scholarly studies clearly related to the topic, the effects of crisis and abuse on children and adolescents |
| **Sources** | All sources are current, published within the last ten years | Most sources are current, published within the last ten years | Some sources are current, published within the last ten years | Few sources are current, published within the last ten years |
| **Literature Review**  KSGCP: B7 KGCPOC: 3c InTASC: 9d  CAEP: A.1.1, A.1.2 | Overall topics/headings based on themes/threads throughout the literature are developed and supported with citations from all of the literature | Overall topics/headings are developed, but they do not represent themes/threads throughout the literature and are supported by only a few studies. | Scholarly studies are described in separate un-integrated sections of the paper. | Scholarly studies are listed with little description. |
| **Literature Review**  KSGCP: B7 KGCPOC: 3c InTASC: 9d  CAEP: A.1.1, A.1.2 | Includes discussion of relevant theories, thoroughly explaining relationship with topic, the effects of crisis and abuse on children and adolescents | Includes discussion of relevant theories, briefly explaining relationship with topic, the effects of crisis and abuse on children and adolescents | Mentions relevant theories but does not clearly connect to the topic, the effects of crisis and abuse on children and adolescents | Includes discussion of theories, but they are not relevant to the topic, the effects of crisis and abuse on children and adolescents |
| **Reflection**  KSGCP: B7 KGCPOC: 3c InTASC: 9d  CAEP: A.1.1, A.1.2 | Reflection makes clear connections to SGC content | Reflection makes loose connections to SGC content. | Reflection makes little connection to SGC content. | No attempt is made to connect the experience to SGC content. |
| **Mechanics** | Response is free from grammatical, spelling, or punctuation errors. | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | Several grammar, spelling, and punctuation errors exist. | Grammar, spelling, and punctuation errors impede the understanding of the reader. |
| **Timeliness** | Assignment is submitted by the due date. | Assignment is submitted one day late. | Assignment is submitted two days late. | Assignment is submitted more than two days late. |

**Disability Statement:** Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Director of Disability Services at (270) 789-5450 to inquire about services.

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#### Plagiarism Policy

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice- President for Academic Affairs will be notified of either consequence.

## Campbellsville University’s Online Attendance Policy

Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.

## Incomplete Statement

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

**Title IX Statement:** Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment

and to comply with Title IX of the Education Amendments of 1972 and guidance from

the Office for Civil Rights, the University requires all responsible employees, which

includes faculty members, to report incidents of sexual misconduct shared by students

to the University's Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone – 270-789-5016

Email – twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are

available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

**Student Academic Progress (SAP)**

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

## Communication Requirement

Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.

## Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

**REFERENCES:**

Aspiranti, K., Pelchar, T., McCleary, D., Bain, S., & Foster, L. (2011). Development and

reliability of the comprehensive crisis plan checklist. *Psychology in the Schools*, 48(2),

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Austin, S., Reynolds, G., & Barnes, S. (2012). School leadership and counselors working together to address bullying. *Education,* 133(2), 283-290.

Balkin, R., Leicht, D., Sartor, T., & Powell, J. (2011). Assessing the relationship between therapeutic

goal attainment and psychosocial characteristics for adolescents in crisis residence. *Journal of*

*Mental Health*, 20(1), 32-42.

Burnham, J. (2009). Contemporary fears of children and adolescents: Coping and resiliency in

The 21st century. *Journal of Counseling & Development*, 87(1), 28-35.

Cain, D., Plummer, C., Fisher, R., & Bankston, T. (2010). Weathering the storm: Persistent effects

and psychological first aid with children displaced by Hurricane Katrina. *Journal of Child &*

*Adolescent Trauma,* 3(4), 330-343.

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