

Course Title: COUN 4243 Suicide and Violence Assessment, Prevention, and Treatment

Course Number: COUN 4243

Semester Credits: 3

Midwestern State University

Gordon T. & Ellen West College of Education

Contact Information

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Semester: Fall 2023, 16 Weeks

Office: Online

Office Hours: Online by appointment only

Classroom: Online

Class Format: Online

In this Syllabus you will find:

- Content areas
- Knowledge and skills outcomes
- Methods of instruction
- Required text or reading
- Student performance evaluation criteria and procedures
- A disability accommodation policy and procedure statement

Instructor Response Policy:

During the week (Monday – Friday) I will respond to emails within 48 hours. Do not expect a response from me on Holidays and weekends. As professionals, it's important that we implement boundaries around home and work. Please try to ask your questions before the weekend.

COVID-19:

Scientific data shows that being fully vaccinated is the most effective way to prevent and slow the spread of COVID-19 and has the greatest probability of avoiding serious illness if infected in all age groups. Although MSU Texas is not mandating vaccinations in compliance with Governor Abbott's executive orders, we highly encourage eligible members of our community to get a vaccination. If you have questions or concerns about the vaccine, please contact your primary care physician or health care professional. Given the recent rise in cases, individuals are also strongly encouraged to wear facial coverings when indoors among groups of people, regardless of vaccination status. Although MSU Texas is not currently requiring facial coverings, they have been an effective strategy in slowing the spread.

COURSE DESCRIPTION

Explores suicide and violence assessment, prevention strategies and treatment protocols related to underlying substance use disorder.

COURSE RATIONALE

In this course students will gain the knowledge and understanding of suicide and violence assessment, prevention, and treatment in relation to addiction. Students will also explore how to refer for higher levels of care as well as when they are indicated.

REQUIRED TEXTBOOKS

The viewpoint of the text does not embody the viewpoint of Midwestern State University. If you notice something within your text that you feel is bias or incorrect, please reach out to the publisher with your concerns in hopes that they may be reflected within future editions.

Houston, M. N. (2017). *Treating suicidal clients & self-harm behaviors: Assessments, worksheets & guides for interventions and long-term care*. PESI.

Shea, S. C. (2011). *The practical art of suicide assessment: A guide for mental health professionals and substance abuse counselors*. Mental Health Presses.

Materials also being read in this course include those listed below.

Beltrani, A. (2022, July 12). *An introduction to violence risk assessments*. Palo Alto University. [Article](#).

Beltrani, A. (2022, Sept. 8). *General violence risk: A strength-based approach*. Palo Alto University. [Article](#).

People for the Ethical Treatment of Animals. (2023). *Animal abuse and human abuse: Partners in crime*. Peta. [Article](#).

Robinson, C. & Clausen, V. (2021, Aug. 10). *The link between animal cruelty and human violence*. FBI Law Enforcement Bulletin. [Article](#).

Sommers-Flanagan, J. (2022, April 1). *Suicide assessment for clinicians: A strength-based model*. Social Work Courses Online. [Article](#).

Substance Abuse and Mental Health Services Administration. (2009). *Quick guide for clinicians: Based on TIP 50 addressing suicidal thoughts and behaviors in substance abuse treatment*. SAMHSA. [Article](#).

COURSE OBJECTIVES

Knowledge and Skill Learning Outcomes: Addiction Counseling Competencies (Substance Abuse and Mental Health Services Administration, 2017)

Upon successful completion of this course, through the following competencies students will:

Understanding Addiction

- Appreciate the complexity inherent in understanding addiction.
- Be willing to form personal concepts through critical thinking.
- Recognize the social, political, economic, and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups and their living environments.
- Recognize the importance of contextual variables.
- Have sensitivity to multiple influences in the developmental course of addiction.
- Know varying courses of addiction.
- Be sensitive to multiple influences in the developmental course of addiction.
- Willingness to reserve judgment until completion of a thorough clinical evaluation.
- Know methods for differentiating substance use disorders from other medical or mental health conditions.

Treatment Knowledge

- Describe the philosophies, practices, policies, and outcomes of the most generally accepted and scientifically supported models of treatment, recovery, relapse prevention, and continuing care for addiction and other substance-related problems.
- Recognize the importance of family, social networks, and community systems in the treatment and recovery process.
- Exhibit openness to new information.
- Understand the value of an interdisciplinary approach to addiction treatment.
- Exhibit a commitment to professionalism.

Application to Practice

- Exhibit openness to a variety of treatment services based on client need.
- Understand the continuum of treatment services and activities.
- Be able to describe a variety of helping strategies for reducing the negative effects of substance use, abuse, and dependence.
- Know a variety of helping strategies, including but not limited to: evaluation methods and tools, stage-appropriate interventions, motivational interviewing, involvement of family and significant others, mutual-help and self-help programs, coerced and voluntary models, brief and longer term interventions
- Exhibit flexibility in choice of treatment modalities.
- Know cultural differences in verbal and nonverbal communication.
- Know resources to develop individualized treatment plans.
- Appreciation that different approaches work for different people.
- Respect for the client's racial, cultural, economic, and sociopolitical backgrounds.
- Know how to access and make referrals to available treatment settings and modalities.
- Be willing to respond and follow through in crisis situations.

- Willingness to consult when necessary.

Professional Readiness

- Know information and resources regarding racial and ethnic cultures, lifestyles, gender, and age as well as relevant needs of people with disabilities.
- Be willing to explore and identify one's own cultural values.
- Know the unique influence the client's culture, lifestyle, gender, and other relevant factors may have on behavior.
- Exhibit acceptance of other cultural values as valid for other individuals.
- Be willing to grow and change personally and professionally.
- Know the principles of crisis case management.
- Assessment and intervention methods that are appropriate to culture and gender.
- Acceptance of other cultural values as valid for other individuals.
- Know available resources for assistance in the management of crisis situations.
- Have understanding of the potential seriousness of crisis situations.
- Be willing to comply with regulatory and professional expectations.

Clinical Evaluation

- Be able to Establish rapport, including management of a crisis situation and determination of need for additional professional assistance.
- Know rapport-building methods and issues.
- Understand the range of human emotions and feelings.
- Know what constitutes a crisis.
- Recognition of personal biases, values, and beliefs and their effect on communication and the treatment process.
- Available sources of assistance.
- How to communicate effectively in emotionally charged situations.
- Understand assessing a client's mental status—presenting features and relationship to substance use disorders and psychiatric conditions.
- How to apply confidentiality rules and regulations.
- Respect for a client's perception of his or her experiences.
- Appreciation of the value of the data-gathering process.
- Facilitating information sharing and data collection from a variety of sources.
- Be able to provide appropriate documentation.

Treatment Planning

- Understand the role assessment plays in identifying client problems, resources, and barriers to treatment.
- Be able to assess information considering a client's age, developmental level, treatment readiness, gender, and racial and ethnic culture.
- Know how to communicate with the client in a manner that is sensitive to the client's age, developmental level, gender, and racial and ethnic culture.
- Know the roles and expectations of significant others involved in treatment.
- Be willing to make referrals to address the client's needs.
- Have respect for the input of a client and significant others.

- Know to consider the client's needs and preferences when selecting treatment settings.
- Understand importance of a client's age, developmental and educational level, gender, and racial and ethnic culture in coordinating resources.

Referral

- Understand service gaps and appropriate ways of advocating for new resources.
- Community resources for both affected children and other household members.
- Willingness to advocate on behalf of the client.
- Know State and Federal legislative mandates and regulations.
- Have respect for a client's ability to initiate and follow up with referral.
- Know crisis prevention and intervention methods.

Service Coordination

- Know how to access and transmit information necessary for referral.
- Understand assessing the level and intensity of client care needed.
- Know methods for obtaining relevant screening, assessment, and initial treatment planning information.
- Know biopsychosocial assessment methods.
- Know methods for determining a client's progress in achieving treatment goals and objectives.

Counseling

- Recognize the importance of cooperation and collaboration with the client
- Will use power and authority appropriately in support of treatment goals.
- Know how to work with a client to establish realistic, achievable goals consistent with achieving and maintaining recovery.
- Promote client knowledge, skills, and attitudes that contribute to a positive change in substance use behaviors.
- Work appropriately with the client to recognize and discourage all behaviors inconsistent with progress toward treatment goals.
- Know how to apply crisis prevention and management skills.
- Understand steps to aid in crisis resolution, including determination of what the client can do and what the counselor, family, or significant others in the client system should do, in accordance with the Health Insurance Portability and Accountability Act (HIPAA).

Learning Objectives

1. Students will be able to understand concepts of suicide and violence assessment, prevention, and treatment in relation to substance abuse.
2. Students will be able to discuss different methods of assessment, prevention, and treatment alongside substance abuse counseling.
3. Students will be able to discuss the ethics substance abuse counselors must abide by.
4. Students will be able to discuss the laws and codes regarding substance abuse counseling.
5. Students will understand an ethical decision making model and be able to walk through an ethical dilemma using an ethical decision making model.

COURSE EXPECTATIONS

Desire-to-Learn (D2L): Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Important Dates:

Last day for term schedule changes: Check date on [Academic Calendar](#).

Deadline to file for graduation: Check date on [Academic Calendar](#).

Last Day to drop with a grade of "W:" Check date on [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

Online Computer Requirements: Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ***Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule: A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy: A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exists in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Smoking/Tobacco Policy: College policy strictly prohibits the use of tobacco products in any building on campus. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy: To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Grade Appeal Process: Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice: Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Online Etiquette: It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the *American Counseling Association (ACA; 2014) Code of Ethics*, and treat all members of the class with respect.

Diversity: It is my intent to present material and activities that are respectful of diversity. It is also my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated.

Confidentiality: Upholding confidentiality is a major responsibility of the student. Anything discussed during supervision, online in this class, or shared by individual students about themselves is considered confidential. Please do not share any information shared to you by other students.

Academic Dishonesty: Students at Midwestern State University are an essential part of the academic community and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. It is each student's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
- Failure to appropriately cite references from published or unpublished works or print/non-print materials, including work found on the World Wide Web.
- Observing or assisting another student's work.
- Multiple Submission - Submitting a substantial portion or the entire same work (including oral presentations) for credit in different classes without permission or

knowledge of the instructor.

Statement of Disability: Disability Support Services (DSS) provides services to students with disabilities to insure accessibility to university programs. DSS offers information about accommodations and disability, evaluation referral, adaptive technology training and equipment, and interpreter services for academically related purposes.

If you suspect you have a disability that is impacting your academic performance or have been previously documented as a person with a disability, you will need to apply and provide documentation of that disability to the Disability Support Services. This documentation must be supplied by a qualified professional who is licensed or certified to diagnose the disability in question.

The Disability Support Services office is located in Room 168 of the Clark Student Center. If you need assistance, you can also contact them at (940) 397-4140.

Attendance: You will be required to post at least three academic paragraphs made up of 5 sentences each in each week's discussion board post (at least 200 words). You are also required to reply to at least one other student's discussion board post (at least 150 words). It is expected that you reflect on your peer's discussion post and that you make a thoughtful response that responds to the post they have written. ***You should not be copy and pasting each week's post, and doing so will result in loss of points.** Your discussion post is seen as your weekly attendance in class. Failing to post, reply, or do both each week results in loss of points and would be the same as if you did not attend class that week. An academic paragraph needs at least five sentences in it. There is a rubric in Appendix A (**See Appendix A**).

Late Work: All papers and assignments must be turned in the day they are due. ***No exceptions.** If you have an emergency, please let me know in advance, and/or email me your assignment the same day it is due. Any late papers will be lowered ***10%**. Late papers can only be turned in before the deadline for the following assignments. Please observe that your assignments are worth a considerable number of points and skipping even one assignment will most likely significantly lower your grade. Please begin planning your semester schedule accordingly.

Online Etiquette: It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the *American Counseling Association (ACA; 2014) Code of Ethics*, and treat all members of the class with respect.

Here are some **FREE** task management, anxiety and stress management, and writing resources you can consider using during this course and any other course!

Resources for Task Management:

- Jam board sticky notes on Google Jam Board: [Link to Jamboard on Google](#)
- Letting yourself bounce around when writing
 - Don't be confined to staying in the same paragraph or section; sometimes our brain gets stuck doing this! Try writing in another section if you're stuck and go back later to make sure everything flows!
- Read *Sunday Meeting* by Kerry Ann Rockquemore: [Link to Sunday Meeting Article](#)
 - **STEP #1:** Create Your Skeleton (5 minutes)
 - **STEP #2:** Brain Dump (10 minutes)
 - **STEP #3:** Introduce Your Tasks To Your Calendar
 - **STEP #4:** Decide What to Do With Everything That Doesn't Fit
 - **STEP #5:** Commit to Executing the Plan
- ToDoist Productivity Methods
 - Take the ToDoist quiz and see which productivity method is right for you!
 - [Link to Productivity Type Quiz](#)
 - Examples: Eat the Frog, The Pomodoro Technique, Getting Things Done, Kanban

Resources for Anxiety and Stress Management:

- Grounding when overwhelmed: [30 Grounding Techniques to Quiet Distressing Thoughts](#)
- Listening to music that lends to productivity
 - [Bilateral Stimulation Music](#) (listened to with headphones)
 - [Classical Study Music](#)
- Stress Management
 - [Manage Stress and Regain Control with 20 Tips to Better Living](#)
 - [Stress Management: How to Reduce and Relieve Stress](#)
 - [Ways to Manage Stress | Web MD](#)
- If at any point in this class the material triggers suicidal feelings or feelings to harm others, here are some resources you can use:
 - **988 Suicide & Crisis Line** at 988 connects you with 24-hour crisis support by calling, texting, or chatting on the website. You can also text 741-741.
 - **Boys Town** at 1-800-448-3000 Crisis, resource, and referral line that assists both teens and parents.
 - **Child-Help USA** at 1-800-422-4453 (1-800-4-A-Child) Assists both child and adult survivors of abuse, including sexual abuse. The hotline, staffed by mental health professionals, also provides treatment referrals.
 - **Covenant House Nineline** at 1-800-999-9999 Crisis counselors are available to talk to homeless individuals and at-risk kids; also offer an on-line forum.
 - **GriefShare** at 1-800-395-5755 for individuals struggling with grief.
 - **National Domestic Violence Hotline** at (800) 799-7233 for individuals experiencing domestic violence.
 - **SAMHSA's Treatment Locator** at 1-800-662-4357 provides you with information about local mental health services.

- **The Trevor Project Hotline** at 1-866-4-U-TREVOR for LGBTQIA+ individuals feeling suicidal.
- **Veterans Crisis Line** At 988, then PRESS 1, or Text 838-255 for veterans in distress.

Resources for Writing:

- Pomodoro Technique
 - [What is the Pomodoro Technique?](#)
 - The Pomodoro Technique is a time management method based on 25-minute stretches of focused work broken by five-minute breaks. Longer breaks, typically 15 to 30 minutes, are taken after four consecutive work intervals. Each work interval is called a pomodoro, the Italian word for tomato (plural: *pomodori*).
 - Tomato Timer: Link to [Tomato Timer](#)
- **Read about and learn APA 7 formatting** if you plan to take any other substance abuse/counseling/psychology courses or plan to pursue a counseling- or psychology-related degree, as APA 7 is the formatting utilized for academic writing. Not only will it help you to get better grades on papers that you submit, but it will help you to better navigate research articles that use APA 7 formatting (which can help with finding references for papers you write).
 - There are free resources uploaded on D2L that you can use to increase your knowledge!
 - Go to **Content > Examples of APA Format**
- Reading different articles or other types of writings on your topic
- [Reverse Outlines: A Writer's Technique for Examining Organization](#)
- Rule of Three: Down, Up, Dental (Book *Bird by Bird* by Anne Lamont)
 - **Down:** put something down
 - **Up:** next part is an updraft that you fix up
 - **Dental:** it's what you really want to say, "picking and polishing every tooth"
- Slow Motion Multi-Tasking (Tim Hartford)
 - [Slow-Motion Multitasking Nurtures Creativity](#)
- SMART goals: [SMART Goals - How to Make Your Goals Achievable](#)
- Use the writing center resources at Midwestern State University
- **Utilize the free tutoring and writing services offered at MSU** to enhance your writing.
 - Even as a current PhD student, I utilize the writing center at Texas Tech University to enhance my writing. Sometimes a second set of eyes helps us to catch things we would not have noticed reading our paper ourselves!
 - <https://msutexas.edu/academics/tasp/>
 - <https://msutexas.edu/academics/tasp/on-campus.php>
 - Use free writing resources that are offered on MSU's website that can help enhance the quality of papers that you write!
 - <https://msutexas.edu/academics/graduate-school/writing-resources.php>
- Working in a group of other writers to brainstorm
- Writing Rocks Method
 - [Rocks, Pebbles, Sand: How to implement in practice](#)

SEMESTER COURSE OUTLINE

Class Dates	Class Topics	Assignments/Reading
1. Week of Monday, August 28th, 2023 – Sunday, September 3rd, 2023	<ul style="list-style-type: none"> • Class Introductions • Review Syllabus • Read Class Instructions • Substance Abuse and Mental Health Services Administration (2009) Guide 	<ul style="list-style-type: none"> • Do Discussion Board Post & Comment on a Peer's Post • Read guide by Substance Abuse and Mental Health Services Administration (2009)
2. Week of Monday, September 4, 2023 – Sunday, September 10, 2023 Labor Day on 9/4/23!	<ul style="list-style-type: none"> • Suicide Assessment • Suicide Assessment for Clinicians: A Strength-Based Model 	<ul style="list-style-type: none"> • Do Discussion Board Post & Comment on a Peer's Post • Read Suicide Assessment for Clinicians: A Strength-Based Model (Sommers-Flanagan, 2022)
3. Week of Monday, September 11, 2023– Sunday, September 17, 2023	<ul style="list-style-type: none"> • Violence Assessment • Animal Violence • Beltrani (2022a) Article • Beltrani (2022b) Article • Robinson and Clausen (2021) Article • People for the Ethical Treatment of Animals (2023) Article 	<ul style="list-style-type: none"> • Do Discussion Board Post & Comment on a Peer's Post • Read Beltrani (2022a), Beltrani (2022b), Robinson and Clausen (2021), and People for the Ethical Treatment of Animals (2023) Articles
4. Week of Monday, September 18, 2023– Sunday, September 24, 2023	<ul style="list-style-type: none"> • Suicide Assessment • Suicide and Violence Reflection due by 9/24 at 11:59pm 	<ul style="list-style-type: none"> • Do Discussion Board Post & Comment on a Peer's Post • Read Ch. 1-2 (Shea, 2011) • Suicide and Violence Reflection due
5. Week of Monday, September 25, 2023– Sunday, October 1st, 2023	<ul style="list-style-type: none"> • Suicide Assessment 	<ul style="list-style-type: none"> • Do Discussion Board Post & Comment on a Peer's Post • Read Ch. 3-4 (Shea, 2011)

Class Dates	Class Topics	Assignments/Reading
6. Week of Monday, October 2nd, 2023 – Sunday, October 8th 2023	<ul style="list-style-type: none"> • Suicide Assessment 	<ul style="list-style-type: none"> • Do Discussion Board Post & Comment on a Peer’s Post • Read Ch. 5-6 (Shea, 2011)
7. Week of Monday, October 9th, 2023 – Sunday, October 15th, 2023	<ul style="list-style-type: none"> • Suicide Assessment • Review readings for Exam #1 	<ul style="list-style-type: none"> • Do Discussion Board Post & Comment on a Peer’s Post • Read Ch. 7, Appendices A, B and C (Shea, 2011)
8. Week of Monday, October 16th, 2023 – Sunday, October 22nd, 2023	<ul style="list-style-type: none"> • Treating suicidal clients & self-harm behaviors • Exam #1 Covering Shea (2011) Ch. 1-7 	<ul style="list-style-type: none"> • Do Discussion Board Post & Comment on a Peer’s Post • Read Ch. 1-2 (Houston, 2017) • Complete Exam #1
9. Week of Monday, October 23rd, 2023 – Sunday, October 29th, 2023	<ul style="list-style-type: none"> • Treating suicidal clients & self-harm behaviors 	<ul style="list-style-type: none"> • Do Discussion Board Post & Comment on a Peer’s Post • Read Ch. 3 (Houston, 2017)
10. Week of Monday, October 30th, 2023 – Sunday, November 5th, 2023 Halloween 10/31/23!	<ul style="list-style-type: none"> • Treating suicidal clients & self-harm behaviors 	<ul style="list-style-type: none"> • Do Discussion Board Post & Comment on a Peer’s Post • Read Ch. 4-5 (Houston, 2017)
11. Week of Monday, November 6th, 2023– Sunday, November 12th, 2023	<ul style="list-style-type: none"> • Treating suicidal clients & self-harm behaviors 	<ul style="list-style-type: none"> • Do Discussion Board Post & Comment on a Peer’s Post • Read Ch. 6 (Houston, 2017)

Class Dates	Class Topics	Assignments/Reading
12. Week of Monday, November 13th, 2023– Sunday, November 19th, 2023	<ul style="list-style-type: none"> Treating suicidal clients & self-harm behaviors Suicide and Violence Case Study due by 12/10 at 11:59pm 	<ul style="list-style-type: none"> Do Discussion Board Post & Comment on a Peer's Post Read Ch. 7 (Houston, 2017) Suicide and Violence Case Study due
13. Week of Monday, November 20th, 2023– Sunday, November 26th, 2023 Week of Thanksgiving!	<p><i>Nothing is due this week, not even a discussion board post; use this time to catch up on reading and work on your future paper.</i></p> <ul style="list-style-type: none"> Treating suicidal clients & self-harm behaviors 	<p><i>Nothing is due this week, not even a discussion board post; use this time to catch up on reading and work on your future paper.</i></p> <ul style="list-style-type: none"> Read Ch. 8 (Houston, 2017)
14. Week of Monday, November 27th, 2023– Sunday, December 3rd, 2023	<ul style="list-style-type: none"> Treating suicidal clients & self-harm behaviors 	<ul style="list-style-type: none"> Do Discussion Board Post & Comment on a Peer's Post Read Ch. 9-10 (Houston, 2017)
15. Week of Monday, December 4th, 2023 – Sunday, December 10th, 2023	<ul style="list-style-type: none"> Treating suicidal clients & self-harm behaviors Review readings for Exam #2 	<ul style="list-style-type: none"> Do Discussion Board Post & Comment on a Peer's Post Read Ch. 11-12 (Houston, 2017)
16. Week of Monday, December 11th, 2023– Friday, December 15th, 2023	<ul style="list-style-type: none"> Exam #2 on Ch. 1-12 for Houston (2017) 	<ul style="list-style-type: none"> Do Discussion Board Post & Comment on a Peer's Post Complete Exam #2

Enjoy your Winter break!

EVALUATION AND ASSIGNMENTS

****ALL WRITTEN ASSIGNMENTS MUST BE SUBMITTED VIA D2L AND ALL WORK MUST BE COMPLETED USING THE LATEST APA EDITION STYLE.**

Online Discussion Posts and Comments: (15 pts.) Students are required to answer questions or complete assignments regularly related to the weekly reading. Every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. You will be required to post at least three academic paragraphs made up of 5 sentences each in each week's discussion board post (at least 200 words). You are also required to reply to at least one other student's discussion board post (at least 150 words). It is expected that you reflect on your peer's discussion post and that you make a thoughtful response that responds to the post they have written. ***You should not be copy and pasting each week's post, and doing so will result in loss of points.** Each original post should include at least three academic paragraphs. An academic paragraph consists of a paragraph with at least five sentences in it. ***The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week, aside from the last week.** Follow directions to get full points each week. Late work will not be accepted.

Exam #1 (20 pts): Students will complete their first exam **covering Shea (2011) Chapters 1-7 + Appendices** on D2L Brightspace. Students may attempt the exam twice with their highest grade being kept. Students will have 120 minutes to take the exam. Students will only be able to access the exam while it is open, there is NO late work for exams. Exams feature multiple choice, and true/false questions (**Appendix B**).

Exam #2 (20 pts): Students will complete their second exam **covering Houston (2017) Chapters 1-12** on D2L Brightspace. Students may attempt the exam twice with their highest grade being kept. Students will have 120 minutes to take the exam. Students will only be able to access the exam while it is open, there is NO late work for exams. Exams feature multiple choice, and true/false questions (**Appendix C**).

Suicide and Violence Reflection (15 pts.): Suicide and violence can be difficult subjects to learn about, and understanding our own perspectives on these issues can be helpful with client interactions in the future. Students will choose **FIVE** learning engagement questions to answer in-depth through a reflection paper. For each question, it is expected that two academic paragraphs, with 5 sentences total in each paragraph, are written. Within their paper, students will identify their five questions to be answered, answer each question in a way that their perspectives are explained, and provide a personal summary and reflection on how this assignment will help them to work in the substance abuse field. **Please use the template located with D2L for this assignment.** Remember, all papers need to be written in APA 7 formatting (you can utilize Purdue Owl for guidance), using appropriate undergraduate level grammar, and academic writing. If you struggle with writing, please use spell check within Microsoft word, the Grammarly app, and Midwestern State University writing and tutoring services (**See Appendix D for Learning Engagement Questions and Rubric**).

Suicide and Violence Case Study (30 pts.): Students will discuss and make a plan to address suicide and violence concerns for a fictional client through selection of one case study out of four options (Case Study A, B, C, or D). When writing this paper, students are invited to creatively add additional aspects to the case study chosen to develop the required sections. Within their

paper, students will use the case study to assess and refer the client, potential influential issue(s) that need to be explored (e.g., health issues, drug use, trauma, family conflict), create a safety plan (including risk factors, protective factors, support people, coping skills, reasons for living), explore cultural considerations, list ethical concerns involved in the case, and provide a personal summary and reflection on their plan could impact their future work as a substance abuse counselor. **Please use the template located with D2L for this assignment.** Remember, all papers need to be written in APA 7 formatting (you can utilize Purdue Owl for guidance), using appropriate undergraduate level grammar, and academic writing. If you struggle with writing, please use spell check within Microsoft word, and the Grammarly app (**See Appendix E for Case Studies A-D and Rubric**).

Points Breakdown

Assignment	Points
Online Discussion Posts and Comments D2L	15
Suicide and Violence Reflection D2L Dropbox	15
Exam #1: D2L	20
Exam #2: D2L	20
Suicide and Violence Case Study D2L Dropbox	30
Total Points	100

Grade Classifications:

1. A = 90-100
2. B = 80-89
3. C = 70-79
4. D = 60-69
5. F = 59 or Below

EXPECTATIONS AND GUIDELINES

Classroom Behaviors: Department of Counseling students are expected to demonstrate appropriate classroom behavior, consistent with their counselor-in-training roles. Counselors-in-training are expected to convey attentiveness and respect in all professional and classroom settings. Specifically, these include:

- Avoiding tardiness and late arrival to class.
- Being attentive and participative in class and online.
- Not using cell phones and text messaging during class.
- Not surfing the web, emailing, tweeting, or using instant messaging (IM) during class.
- Minimizing eating and disruptive snacking during class.
- Avoiding personal conversations with students during class, which are disruptive to fellow students and the learning environment.

STUDENT ETHICS AND OTHER POLICY INFORMATION

Ethics: For further information about Midwestern State University's policies regarding student ethics and conduct, please contact 940-397-4135 (Student Support Services).

Special Notice: Students whose names do not appear on the class list will not be permitted to participate (take exams or receive credit) without first showing proof of registration (Schedule of Classes and Statement of Account).

Campus Carry: Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#). As this is an online class, this policy should not apply, but please familiarize yourself with this and other campus policies.

Limited Right to Intellectual Property: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

Midwestern State University Mission Statement: MSU is a leading public liberal arts university committed to providing students with rigorous undergraduate and graduate education in the liberal arts and the professions. Through an emphasis upon teaching, augmented by the opportunity for students to engage in research and creative activities alongside faculty and to participate in co-curricular and service programs, Midwestern State prepares its graduates to embark upon their careers or pursue advanced study. The university's undergraduate education is based upon a comprehensive arts and sciences core curriculum. The understanding that students gain of themselves, others, and the social and natural world prepares them to contribute constructively to society through their work and through their private lives.

Midwestern State University Counseling Program Objectives:

- Reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society
- Reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies
- Address student learning
- Written so they can be evaluated

Please refer to your Clinical Mental Health student handbook, and or your practicum and internship manual located within the D2L shell for review.

References + Additional Useful References

- American Counseling Association. (2014). *2014 ACA code of ethics*. [Article](#).
- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.).
- American Psychological Association. (2020). *2020 APA publication manual* (7th ed.). [Book](#).
- Barnett, J. E., & Johnson, W. B. (2015). *Ethics desk reference for counselors* (2nd ed.). [Book](#).
- Forester-Miller, H., & Davis, T. E. (2016). *Practitioner's guide to ethical decision making*.
American Counseling Association. [Article](#).
- Houston, M. N. (2017). *Treating suicidal clients & self-harm behaviors: Assessments, worksheets & guides for interventions and long-term care*. PESI.
- Ling, T. J., & Hauck, J. M. (2017). The ETHICS model: Comprehensive, ethical decision making. *Vistas online: American Counseling Association*. [Article](#).
- Mahaffey, B. A., & Wilson, S. (2015). Utilizing a case study and an ethical decision-making model for supervision and counselor education. *Vistas Online: American Counseling Association*. [Article](#).
- National Association for Alcoholism and Drug Abuse Counselors. (2021). *NAADAC/NCC AP code of ethics for addiction professionals*. [Article](#).
- People for the Ethical Treatment of Animals. (2023). *Animal abuse and human abuse: Partners in crime*. Peta. [Article](#).
- Purdue University. (2022). *APA formatting and style guide* (7th ed.). Purdue Online Writing Lab. [Website](#).
- Registered Nurses' Association of Ontario. (2017). *Section five: Suicide risk and self-harm assessment teaching activities and resources*. RNAO. [Article](#).

Robinson, C. & Clausen, V. (2021, Aug. 10). *The link between animal cruelty and human violence*. FBI Law Enforcement Bulletin. [Article](#).

Substance Abuse and Mental Health Services Administration. (2017). *TAP 21 addiction competencies*. [Article](#).

Shea, S. C. (2011). *The practical art of suicide assessment: A guide for mental health professionals and substance abuse counselors*. Mental Health Presses.

Texas Administrative Code. (2021). *Texas administrative code rules for Licensed Chemical Dependency Counselors*. [Article](#).

Texas Department of State Health Services. (2011). *Licensed Chemical Dependency Counselor program*. [Article](#).

Appendix A

RUBRIC FOR DISCUSSION POSTS

Online Discussion Posts and Comments: (15 pts.) Students are required to answer questions or complete assignments regularly related to the weekly reading. Every week students will be required to answer questions about the reading or be asked to reflect on a particular topic for that week. Students may also be required to engage in short creative projects instead of questions about the readings. If there is a discussion, students are required to participate and comment on at least one other person's thread. You will be required to post at least three academic paragraphs made up of 5 sentences each in each week's discussion board post (at least 200 words). You are also required to reply to at least one other student's discussion board post (at least 150 words). It is expected that you reflect on your peer's discussion post and that you make a thoughtful response that responds to the post they have written. ***You should not be copy and pasting each week's post, and doing so will result in loss of points.** Each original post should include at least three academic paragraphs. An academic paragraph consists of a paragraph with at least five sentences in it. ***The assignments and weekly comments are due by Sunday at 11:59 pm at the end of the week, aside from the last week.** Follow directions to get full points each week. Late work will not be accepted.

Online Etiquette: It is expected that students use formal, professional language when corresponding online. It is expected that you use complete sentences, address one another with respect, follow the *American Counseling Association (ACA; 2014) Code of Ethics*, and treat all members of the class with respect.

Rubric of Online Assignments and Comments (Possible 15 Pts.)

Week	Points Earned	Comments
1 (1pt)		
2 (1pt)		
3 (1pt)		
4 (1pt)		
5 (1pt)		
6 (1pt)		
7 (1pt)		
8 (1pt)		
10 (1pt)		
11 (1pt)		
12 (1pt)		
13	Nothing due the week of Thanksgiving! Enjoy the break!	
14 (1pt)		
15 (1pt)		
16 (1pt)		
Total Points Earned	Total Points Out of 15	

Appendix B

EXAM #1 INFORMATION

Exam #1 (20 pts): Students will complete their first exam covering **Shea (2011) Chapters 1-10** on D2L Brightspace. Students may attempt the exam twice with their highest grade being kept. Students will have 120 minutes to take the exam. Students will only be able to access the exam while it is open, there is NO late work for exams. Exams feature multiple choice, and true/false questions.

Material covered from Shea (2011):

PART ONE THE EXPERIENCE OF SUICIDE: ETIOLOGY, PHENOMENOLOGY, AND RISK FACTORS

- 1 Suicide: The Ultimate Paradox
- 2 Descent into the Maelstrom: Etiology and Phenomenology of Suicide
- 3 Risk Factors: Harbingers of Death

PART TWO UNCOVERING SUICIDAL IDEATION: PRINCIPLES, TECHNIQUES, AND STRATEGIES

- 4 Before the Interview Begins: Overcoming the Taboo against Talking about Suicide
- 5 Validity Techniques: Simple Tools for Uncovering Complex Secrets
- 6 Eliciting Suicidal Ideation: Practical Techniques and Effective Strategies

PART THREE: PRACTICAL ASSESSMENT OF RISK: FLEXIBLE STRATEGIES AND SOUND FORMULATIONS

- 7 Putting It All Together: Safe and Effective Decision Making

APPENDICES

- Appendix A How to Document a Suicide Assessment
- Appendix B Safety Contracting Revisited: Pros, Cons, and Documentation
- Appendix C A Quick Guide to Suicide Prevention Web Sites

Appendix C

EXAM #2 INFORMATION

Exam #2 (20 pts): Students will complete their second exam **covering Houston (2017) Chapters 1-12** on D2L Brightspace. Students may attempt the exam twice with their highest grade being kept. Students will have 120 minutes to take the exam. Students will only be able to access the exam while it is open, there is NO late work for exams. Exams feature multiple choice, and true/false questions.

Material covered from Houston (2017):

1. Suicide: What You Need to Know
2. Identifying at-Risk Clients: DSM-5 Diagnoses at Increased Suicide Risk
3. Suicide Risk Assessment
4. Short-Term Treatment: Crisis Intervention
5. Long-Term Treatment of Suicidal Clients
6. Special Populations
7. Non-Suicidal Self-Injury (NSSI)
8. Social Media, Trends and Peer Acceptance
9. Treatment of Non-Suicidal Self-Injury Behaviors
10. Teletherapy and Suicidal Clients
11. Ethical and Legal Implications.
12. Consultation and Self-Care

Appendix D

SUICIDE AND VIOLENCE REFLECTION QUESTIONS AND RUBRIC

Learning Engagement Questions (Registered Nurses' Association of Ontario, 2017)

1. How would you explore a client's spiritual and personal beliefs about death and violence?
2. Do people have the right to kill themselves when it is related to mental illness (including addiction)? Do people have the right to harm others?
3. Does age, gender, or additional health concerns make a difference in terms of attitude regarding suicide? Regarding violence?
4. Is it normal to feel suicidal or homicidal? Why or why not?
5. Counseling professionals have a duty to protect clients' safety, and as such are allowed to break confidentiality when clients are a threat to themselves through suicidality and/or to others through homicidality. Do you think this is right? Why or why not?
6. How might our beliefs about the individual's right to suicide or violence play out in our interactions with patients/clients?
7. How do our professional standards help to guide us in working with individuals presenting with suicidal/homicidal ideation/behavior? Use the below code of ethics.
 - *See: National Association for Alcoholism and Drug Abuse Counselors. (2021). *NAADAC/NCC AP code of ethics for addiction professionals*. [Article](#).
8. How do our professional standards fit with the current move to legalize assisted death/suicide? Use the below code of ethics.
 - *See: National Association for Alcoholism and Drug Abuse Counselors. (2021). *NAADAC/NCC AP code of ethics for addiction professionals*. [Article](#).
9. Do some people deserve to die? And to be physically punished?
10. What's the difference between suicidal ideation/behavior and self-harm behavior?
11. What might it mean if a person is engaging in "cutting behaviors" to deal with stress?
12. What are your own beliefs about suicide, death and choice? Violence?

Suicide and Violence Reflection Rubric (Possible 15 pts.)

Criteria	1 Improvement Needed	2 Developing Proficiency	3 Accomplished	Pts
Title Page & References Page (if applicable)	Student does not provide a title page or references page (if applicable) for the assignment.	Student appropriately provides a title page and references page (if applicable) with a moderate amount of academic writing, grammatical, or APA errors.	Student exceptionally provides a title page and references page (if applicable) that has little to no academic writing, grammatical, or APA errors.	
Introduction to the Assignment	Student does not provide an introduction to the assignment.	Student appropriately writes an introduction to the assignment and meets the one academic paragraph minimum requirement for the section. This section has a moderate amount of academic writing, grammatical, or APA errors.	Student exceptionally writes an introduction to the assignment and meets the one academic paragraph minimum requirement for the section. This section has little to no academic writing, grammatical, or APA errors within the section.	
Five Questions Chosen	Student does not identify any of the questions that were required to be chosen from for this assignment.	Student appropriately identifies five questions for reflection and meets the two-paragraph minimum requirement for the section. This section has a moderate amount of academic writing, grammatical, or APA errors.	Student exceptionally answers five reflection questions and meets the two-paragraph minimum requirement for each section. Each section has little to no academic writing, grammatical, or APA errors.	
Personal Reflection	Student does not provide a personal reflection within this section.	Student appropriately provides a personal reflection and meets the two-paragraph minimum requirement for the section. This section has a moderate amount of academic writing, grammatical, or APA errors.	Student exceptionally provides a personal reflection and meets the two-paragraph minimum requirement for the section. This section has little to no academic writing, grammatical, or APA errors.	

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Criteria	1 Improvement Needed	2 Developing Proficiency	3 Accomplished	Pts
Summary	Student does not provide a summary section.	Student provides a summary section and meets the one-paragraph minimum. This section has a moderate amount of academic writing, grammatical, or APA errors.	Student exceptionally provides a summary and meets the one-paragraph minimum. This section has little to no academic writing, grammatical, or APA errors.	
Total points out of 15				

Appendix E

SUICIDE AND VIOLENCE CASE STUDY CASES AND RUBRIC

Suicide and Violence Case Study (30 pts.): Students will discuss and make a plan to address suicide and violence concerns for a fictional client through selection of one case study out of four options (Case Study A, B, C, or D). When writing this paper, students are invited to creatively add additional aspects to the case study chosen to develop the required sections. Within their paper, students will use the case study to assess and refer the client, potential influential issue(s) that need to be explored (e.g., health issues, drug use, trauma, family conflict), create a safety plan (including risk factors, protective factors, support people, coping skills, reasons for living), explore cultural considerations, list ethical concerns involved in the case, and provide a personal summary and reflection on their plan could impact their future work as a substance abuse counselor. **Please use the template located with D2L for this assignment.** Remember, all papers need to be written in APA 7 formatting (you can utilize Purdue Owl for guidance), using appropriate undergraduate level grammar and academic writing. If you struggle with writing, please use spell check within Microsoft word, and the Grammarly app.

Case Study A

Sarah is a 40-year-old mixed Caucasian and Black woman who has been married for 15 years to her husband David. Together Sarah and David are atheists, successful chiropractors, and have 3 biological children who ages 10, 8, and 7. Sarah started noticing recently that David is spending less time at home, is late to work, smells weird when coming home, is secretive in how he uses his phone, and is defensive when asked about these noticed changes. One night, David comes home with his girlfriend with whom he uses drugs when he thinks his family is out of town on vacation. Much to his surprise, his family is woken in the middle of the night by loud laughter echoing in the kitchen, and Sarah and their children see David naked and using cocaine in the kitchen with his girlfriend who was also naked. Sarah is enraged and gets into a fight with her husband, which led to the police being called to a domestic dispute, both being arrested for domestic violence, and the children being taken into CPS custody. After being released on bond, Sarah comes to counseling with “feelings too big to manage,” and during intake states “maybe it would just be better if I killed him and myself, then the kids wouldn’t be in pain anymore since we’re clearly such failures as parents.”

Case Study B

Omar is a 12-year-old African-America boy that is described by his parents to typically be “happy, a joy to be around, and an enjoyable child to have.” His parents report that he is typically excited to pray at their family’s Muslim mosque each week and often asks others how he can pray for them. However, in the past 6 months something changed; Omar went to visit a trusted uncle in another state for Spring Break and upon return he started to make consistent, worrisome statements like “I want to die,” “I’m going to hell,” and “I’m going to kill you!” when he does not like redirection given to him by adults. Omar often swings at his parents, has hit other students and his siblings, has been caught burning the family dog, is on the verge of going to juvenile detention, and has been caught running into traffic multiple times. His parents are

bringing him into therapy because they are not sure what to do after a doctor told them “it’s just puberty and will get better soon,” whereas they think “this is more than just puberty changes ... something is wrong ... we saw him burning himself with a cigarette this morning and we’re worried his uncle did something to him.”

Case Study C

Gabriel is a Caucasian 22-year-old male assigned at birth that is questioning his gender and sexual identities, despite growing up in a strict Mormon home that dictated “he” should have a “sealed” marriage with a Mormon woman, have many children, become a missionary, and eventually become a leader in the Mormon church like his father. During childhood, Gabriel was only allowed to interact with others from his family’s Mormon church, and thus did not interact with persons different from him. Gabriel is a senior at Brigham Young University, and through meeting classmates from different backgrounds for the first time is now questioning his entire identity after trying some psychedelics. Regretfully, Gabriel informed family members that he was questioning his gender and sexual identities, and now his father is refusing to pay for his senior year tuition, for any of his books, for his fraternity dues, for his apartment rent, or his vehicle-related bills. Gabriel comes into the student counseling center at BYU expressing that he “can’t take it anymore” and “I wish I would just die, this is too much to handle ... I’m so mad at my dad I could kill him!” Towards the end of the session, apparently recent cuts on the client’s arms become visible.

Case Study D

Paloma is a 74-year-old Spanish woman who moved to the United States from Spain when she was 35 years old after marrying her husband Gordon, a US citizen who is now 76 years old. Paloma is a mother to 4 children, currently has 12 grandchildren, and has been a devout Catholic all her life. For most of her life, Paloma has had great health, running 5 marathons and doing a few triathlons, but this week she was diagnosed with stage 4 brain cancer (also known as glioblastoma). This discovery was made following discovery of malpractice and negligence committed by her neurologist, Dr. Larry Chen. Paloma had been seeing Dr. Chen regularly for memory and brain checks across the past 6 years due to noticing her memory changing, but unfortunately he was reading the wrong patient’s test results each time he met with Paloma following completion of lab work and scans. As a result, Paloma comes to counseling because she is feeling homicidal towards Dr. Chen and is strongly contemplating taking her life because she cannot stand the idea of doing chemotherapy, experiencing health decompensation, and her family being burdened by the symptoms and side effects of her having aggressive brain cancer.

Suicide and Violence Case Study Rubric (Possible 30 pts.)

Criteria	1 Improvement Needed	2 Some Development	3 Developing	4 Proficient	5 Accomplished	Pts
Introduction to the Assignment	Student does not provide an introduction to the assignment.	Student writes an introduction to the assignment, however it is vague and/or does not meet the one academic paragraph minimum. The student may also have poor academic writing, or APA 7 formatting.	Student writes an introduction to the assignment, however it is has moderate academic writing, grammar issues, punctuation issues or APA 7 formatting problems.	Student appropriately writes an introduction to the assignment and meets the one academic paragraph minimum requirement for the section. This section has a moderate to low amount of academic writing, grammatical, or APA errors.	Student exceptionally writes an introduction to the assignment and meets the one academic paragraph minimum requirement for the section. This section has little to no academic writing, grammatical, or APA errors within the section.	
Case Chosen	Student does not identify a chosen case study from the syllabus within this section.	Student identifies a chosen case study however it is vague and/or does not meet the two-paragraph minimum. The student may also have poor academic writing, or APA 7 formatting.	Student identifies a chosen case study, however it is has moderate academic writing, grammar issues, punctuation issues or APA 7 formatting problems.	Student identifies a chosen case study and meets the two-paragraph minimum requirement for the section. This section has a moderate to low amount of academic writing, grammatical, or APA errors.	Student exceptionally identifies a chosen case study and meets the two-paragraph minimum requirement for the section. This section has little to no academic writing, grammatical, or APA errors.	

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Criteria	1 Improvement Needed	2 Some Development	3 Developing	4 Proficient	5 Accomplished	Pts
Screening, Assessment, and Referral	Student does not identify screening, assessment, or referral information within this section.	Student identifies screening, assessment, or referral information; however, it is vague and/or does not meet the two-paragraph minimum. The student may also have poor academic writing, or APA 7 formatting.	Student identifies screening, assessment, or referral information, however it is has moderate academic writing, grammar issues, punctuation issues or APA 7 formatting problems.	Student appropriately identifies screening, assessment, or referral information and meets the two-paragraph minimum requirement for the section. This section has a moderate to low amount of academic writing, grammatical, or APA errors.	Student exceptionally identifies screening, assessment, or referral information and meets the two-paragraph minimum requirement for the section. This section has little to no academic writing, grammatical, or APA errors within the section.	
Safety Plan	Student does not identify a safety plan to use for the case study client within this section.	Student offers a safety plan to use for the case study client, however, it is vague and/or does not meet the four-paragraph minimum. The student may also have poor academic writing, or APA 7 formatting.	Student offers a safety plan to use for the case study client, however it is has moderate academic writing, grammar issues, punctuation issues or APA 7 formatting problems.	Student appropriately offers a safety plan to use for the case study client and meets the two-paragraph minimum requirement for the section. This section has a moderate to low amount of academic writing, grammatical, or APA errors.	Student exceptionally offers a safety plan to use for the case study client and meets the two-paragraph minimum requirement for the section. This section has little to no academic writing, grammatical, or APA errors within the section.	

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Criteria	1 Improvement Needed	2 Some Development	3 Developing	4 Proficient	5 Accomplished	Pts
Cultural and Ethical Considerations	Student does not provide a section on cultural and ethical considerations for the case study client.	Student provides cultural and ethical considerations for the case study client; however, it is vague and/or does not meet the two-paragraph minimum. The student may also have poor academic writing, or APA 7 formatting.	Student provides cultural and ethical considerations for the case study client, however it is has moderate academic writing, grammar issues, punctuation issues or APA 7 formatting problems.	Student provides cultural and ethical considerations for the case study client and meets the two-paragraph minimum. This section has a moderate to low amount of academic writing, grammatical, or APA errors.	Student exceptionally provides cultural and ethical considerations for the case study client and meets the two-paragraph minimum. This section has little to no academic writing, grammatical, or APA errors within the section.	

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Criteria	1 Improvement Needed	2 Some Development	3 Developing	4 Proficient	5 Accomplished	Pts
Personal Reflection and Summary + References Page	Student does not provide a personal reflection and summary section, or a references page.	Student provides a personal reflection and summary section; however, it is vague and/or does not meet the two-paragraph minimum. The student may also have poor academic writing, or APA 7 formatting. There is a references page but it has poor APA 7 formatting.	Student writes a personal reflection and summary section, however it is has moderate academic writing, grammar issues, punctuation issues or APA 7 formatting problems. There is a references page but it has moderate APA 7 formatting issues.	Student provides a personal reflection and summary section and meets the two-paragraph minimum. This section has a moderate to low amount of academic writing, grammatical, or APA errors. There is a references page but it has moderate to low APA 7 formatting issues.	Student exceptionally provides a personal reflection and summary section and meets the two-paragraph minimum. This section has little to no academic writing, grammatical, or APA errors within the section. There is a references page but it has little to no APA 7 formatting issues.	
Total points out of 30						

I have abided by the Midwestern State University Code of Academic Integrity on the above assignments.