

Crisis Counseling

EDPC 5333

University of Texas at El Paso:

Associate Professor: Carleton H. Brown, Ph.D, NCC, CSC, LPC

Class location: *Online*
Meeting Time: Opportunities for Zoom class “meet up” are available for check-in
Office: College of Education, Rm 710
Phone: 915-747-8687
E-mail: chbrown@utep.edu
Office hours: *Online* Office Hour Mondays 10am -noon (via email and/or Blackboard), *by appointment* and/or during class period.

Course Description:

The course is designed to develop the knowledge and skills required to effectively intervene and assist children, adults, and families during times of crisis. The history and development of crisis intervention in schools and community settings will be examined and will acquaint students with major theories of crisis intervention.

Required Course Material:

To ensure a smooth start to our course, I would advise you to get acquainted with our course platform and resources at the earliest. Please refer to the Student Registration Page for a comprehensive step-by-step guide, accompanied by a short video, that will assist you in registering for the MindTap course. This will be an integral component of our learning, and you can conveniently log in via your Learning Management System (LMS).

Textbook/Product Title: MindTap for Crisis Intervention Strategies

Author: James

Edition: 8th

ISBN: 9781305860445

Publisher: Cengage

For step-by-step registration instructions and to access your Cengage class materials, please visit: <https://startstrong.cengage.com/mindtap-blackboard-ia-no/>

Should you face any registration issues, do not hesitate to contact Cengage support.

Students facing help materials may receive assistance at the following link:

https://www.cengage.com/coursepages/25_UTEP

Tech Support/Chat: Chat live with a support representative at support.cengage.com

Technical Status: Check techcheck.cengage.com to ensure Cengage isn't experiencing technical difficulties.

Caution: Please be wary of purchasing access codes from unauthorized sellers offering discounts. Such sites might be involved in illegal acquisitions and could pose risks to your personal data.

****Additional reading assignments will be referred to in class, blackboard or e-mailed to students. *Also, it would benefit students to have access to a computer. If students do not, they may check out a laptop from UTEP technology support: https://www.utep.edu/technologysupport/TSCenter/tsc_eqcheckout.html***

Supplemental Resources:

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th Ed). Washington, DC: Author.

Brock et al. (2016). *School Crisis Prevention and Intervention: The PREPaRE Model* (2nd Ed). Bethesda, MD: National Association of School Psychologists.

Duffey, T. & Haberstroh, S. (Eds.) (2020). *Introduction to Crisis and Trauma Counseling*. Alexandria, VA: American Counseling Association.

Follman, M. (2022). *Trigger Points: Inside the Mission to Stop Mass Shootings in America*. New York, NY: Harper Collins.

Kline, M. & Levine, P. A. (2008). *Trauma-Proofing Your Kids*. Berkeley, CA: North Atlantic Books.

Myer et al. (2022). *Crisis Intervention: Ethics Casebook*. Alexandria, VA: American Counseling Association.

Related Professional Standards Course Objectives:

This course is designed to meet the 2016 Council for the Accreditation of Counseling and Related Educational Programs (CACREP) professional standards (****includes initial 2024 CACREP standards***), Texas Administrator Code (TAC) for School Counselors (2017), and the Texas Educator Certification Exam Domains and Competencies for School Counselors (TECEDC) (2021):

Goals/Objectives	CACREP Standards (Core and/or specialty area)	TeXeS School Counselor (TAC & TECEDC)	Learning Activities	Outcome Measures
GOAL A: Understand crisis components of related core counseling subject areas				
Demonstrate the ability to articulate one’s crisis related knowledge and understanding... Objective 1-a ...about the counseling	2.F.1.i, 2.F.1.j.,		Reading related sections of Crisis Interventions Strategies, instructional lectures... ...online learning modules, video activity, quiz, and	Passing grade of Chs. 6 and 15 Quizzes and

<p>profession and ethical practice in counseling.</p> <p>Objective 1-b ...about social and cultural diversity.</p> <p>Objective 1-c ...about human growth and development.</p> <p>Objective 1-e ...about helping relationships, counseling theories, and the counseling process from individual and family system perspectives.</p>	<p>3.A.3* (counselors' roles responsibilities, and relationships as members of specialized practice and interprofessional teams including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management)</p> <p>2.F.2.a.,</p> <p>2.F.3.d., 2.F.3.g., 2.F.3.l., 5.c.2.f.(MH) 5.D.2.h (RC) 3.C.13* (effects of crisis, disasters, stress, grief, and trauma across the lifespan)</p> <p>2.F.5.m., 5.g.2.e. (SC) 5.h.9.14*(SC) <i>(school counselor roles and responsibilities in relation to the school crisis and management; techniques of social-emotional and trauma-informed counseling in school settings)</i></p> <p>3.E.19,20* <i>(suicide prevention and response models and</i></p>	<p>TECEDC: Domain II. C4; C6</p> <p>TAC Standard V.</p>	<p>case studies.</p> <p>...online learning modules, video activity, quiz, and case studies.</p> <p>...online learning modules, video activity, quiz, and case studies.</p> <p>...online learning modules, video activity, quiz, and case studies.</p>	<p>Assignments</p> <p>Ch. 2 quiz and Assignments</p> <p>Chs. 1, 5, 7, and 9-12 Quizzes and Assignments</p> <p>Chs. 4, 6, 8, and 13 - 14 Quizzes and Assignments</p>
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<p>Objective 1-g ...about assessments.</p>	<p><i>strategies; crisis intervention, community-based, and disaster mental health strategies)</i></p> <p>2.F.7.b., 2.F.7.i.</p> <p>3.G.13,14,15* <i>(procedures for assessing and responding to risk of aggression or danger to others, self-inflicted harm, and suicide; procedures for assessing clients' experience of trauma; procedures for identifying and reporting signs of abuse and neglect)</i></p>		<p>...online learning modules, video activity, quiz, and case studies.</p>	<p>Ch. 3 Quiz and Assignments</p>
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Content

This course is designed to introduce students to the crisis counseling profession

- Orientation and introduction to the crisis field
- Handling specific crisis
- Crisis in the human services workplace

Methods of Instruction

Content is offered through lectures, readings, simulated practices, quizzes, and exam.

Additional expectations, evaluations, and course requirements

Students are expected to read assigned materials, participate in class activities and assessments. Participation refers to critical analysis and reflective feedback of subject matter and direct involvement in class exercises and/or counseling practices. Any consistent non-participation, late work or revised assignments will be penalized and may be refused credit depending on the instructor's discretion.

Grading Scale

The scale used to assess the demonstration of achievement of student learning outcomes is as follows (grades are based on percentage of possible points):

90-100% of Total Points=A 85-89% of

Total Points = B
 75-84% of Total Points = C
 65-74% of Total Points =D
 <65% of Total Points =F

Overall Level of Achievement of Student Learning Outcomes & CACREP Standards

4 = Exceeds Expected Outcome = 90% - 100% of possible points
 3 = Expected Outcome = 85% - 89% of possible points
 2 = Less Than Expected Outcome = 84% - 75% of possible points
 1 = Worst Possible Outcome = Less than 75% of possible points

Syllabus Adjustments

The instructor reserves the right to alter as necessary information listed in the syllabus to improve student-learning needs and in response to unplanned circumstances. ***Class information and online announcements takes precedent over syllabus.***

Academic Honesty

Students are expected not to violate the UTEP Handbook of Operating Procedures especially in respect to academic dishonesty, plagiarism, cheating and collusion. Plagiarism involves failing to cite someone else's work, copying someone else's work (without appropriate citation) and copying self work without correctly citing. For more information regarding plagiarism, please review the latest APA publication manual. Cheating may include engaging in practices that benefit student's test or assessment results that are not appropriate or fair-minded. Collusion includes working with someone else to engage in academic dishonesty.

About Late Work

In our commitment to academic integrity and the success of each student, the following Late Submission Policy is established to clarify the expectations and consequences concerning the timely completion of assignments.

1. Interactive Assignments (Reflections & CPA 3 Responses):

- **Due Date Importance:** Interactive assignments such as Reflections (Part I – IX) and CPA 3 Responses involve essential discussion components. These discussions facilitate peer feedback and are integral to the learning process.
- **No Late Discussion Submissions:** Once the deadline has passed, the discussion component cannot be made up. As such, late submissions will result in a loss of points that may significantly impact the assignment grade.
- **Grading Impact:** Timely submissions are crucial for proper grading and ensuring all students receive feedback and grades promptly.

2. Manually Graded Assignments:

- **Timeliness:** Assignments requiring manual grading by the instructor must be submitted on schedule to maintain current and accurate grade reporting.
- **Potential for Non-Grading:** Late submissions risk not being graded in time for inclusion in the final grade calculations if submitted past the grading period.
- **Revisions:** Late assignments, even when accepted, may not afford the student the opportunity to revise and resubmit for a passing grade after final grades have been submitted to the UTEP System.

3. Automatically Graded Assignments (Quizzes):

- **Flexibility in Submission:** Students may submit these assignments after the original pacing deadline but must do so before the date of the final exam.
- **No Retakes:** To maintain fairness and integrity, once a quiz is completed, it cannot be retaken, regardless of the score achieved.

Specific Policy Points:

- **Late Submission Penalties:** Interactive assignments and manually graded assignments submitted late will incur a significant point deduction, as participation in discussions and timely feedback are essential components of these tasks. The exact penalty will be determined by the instructor with consideration of the quality of the work submitted, and time needed for grading.
- **Deadline for Quizzes:** All quizzes must be completed before the final exam date. This ensures that all assessments are accounted for before final grades are determined.
- **No Extensions:** There will be no extensions for quizzes once they are completed, and no opportunity for retaking them to improve grades.
- **Exceptions:** Exceptions to this policy may be considered on a case-by-case basis for documented emergencies or extenuating circumstances. Students must communicate with the instructor as soon as possible to discuss potential accommodations.
- **Responsibility:** It is the student's responsibility to manage their time effectively and be aware of all assignment deadlines as posted in the course syllabus, Blackboard, online platform and communicated during class.
- **Communication:** Students are encouraged to reach out to the instructor with any concerns about meeting deadlines well in advance of the due date.

Concluding Statement:

Adherence to this policy is essential for the fairness and academic integrity of the course. It allows for all students to participate equally, ensures timely feedback, and maintains a schedule conducive to the learning process. Your cooperation and understanding are greatly appreciated.

Accommodations

Please contact the Center for Accommodations and Support Services (CASS) if you are in need of reasonable academic or physical accommodations. Contact information may be found at www.sa.utep.edu/cass.

Students with Disabilities

1. If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services located in Union E Room 203. **Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis.** Failure to report to this office will place a student on the inactive list and nullify benefits received from being on the active list of disabled students. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the professor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the

Americans with Disabilities Act (ADA).

2. Please do not hesitate to contact the professor if you experience difficulty with this course at any time during the semester.

Class Behavior

Class behavior that interferes or impedes class instruction and/or work is not tolerated. Disruptive behavior may include inappropriate speech or gestures and intentional negative actions toward another person. Such behavior may result in removal from class and/or disciplinary actions per program decision.

Class Attendance

Class attendance (**in-person, virtual and online**) of every class is expected. Engaged involvement is necessary for adequate education at the graduate level. In the case of unusual circumstances such as a family crisis, students should contact the instructor and make appropriate arrangements prior to absence. The instructor may request evidence of documentation for excused absences. ***Failure to turn in three assignments results in students being dropped from course.***

On-line Assignments

Throughout this term, students will be asked to complete on-line class assignments. These class assignments are intended to assist students in deepening their understanding of the material. Although, individually, they are not weighed as much as the assessments, they are important (i.e. add-up) to successfully passing the course. The points for these assignments can be viewed in Appendix 3.

Inclement Weather

Unless UTEP has made an announcement to close or delay classes, we are still having class. UTEP's decision is based off of several factors including "current and forecasted weather conditions, street conditions, and any decisions made by the major public-school districts to cancel classes". However, many of you live a considerable distance from UTEP, in your case, you have to consider reasonable safety measures for your situation in terms of coming to class.

APPENDIX 1**Tentative Course Schedule (See BB syllabus for exact dates)**

Date	Class Topic	Readings	Pacing date
Week 1	Class orientation, Approaching Crisis Intervention, Culturally Effective Helping in Crisis	James & Gilliland (2017), chapters 1-2	Parts I-III Reflection Assignments Chs. 1 and 2 quizzes and assignments: Week 2
Week 2	The Intervention and Assessment Models, The Tools of the Trade	James & Gilliland (2017), chapters 3-4	Parts IV-VI Reflection Assignments Chs. 3 and 4 quizzes and assignments: Week 3
Week 3	Crisis Case Handling, Telephone and Online Crisis Counseling	James & Gilliland (2017), chapters 5-6	Parts VII-IX Reflection Assignments Chs. 5 and 6 quizzes and assignments: Week 4
Week 4	Posttraumatic Stress Disorder, Crisis of Lethality	James & Gilliland (2017), chapters 7-8	<i>CPA 3, Scenario 1</i> Chs. 7 and 8 quizzes and assignments: Week 5
Week 5	Sexual Assault, Partner Violence	James & Gilliland (2017), chapters 9-10	<i>CPA 3, Scenario 2</i> Chs. 9 and 10 quizzes and assignments: Week 6

Week 6	Family Crisis Intervention, Personal Loss: Bereavement and Grief	James & Gilliland (2017), chapters 11-12	CPA 3, Scenario 3 Chs. 11 and 12 quizzes and assignments: Week 7
Week 7	Crises in Schools, Violent Behavior in Institutions, Legal and Ethical Issues on Crisis of Trauma	James & Gilliland (2017), chapters 13-15	Study For Final Exam Chs. 13 - 15 quizzes and assignments: Week 8
Week 8	Complete Final Exam		Date of Final Exam (see BB syllabus)

APPENDIX 2

Assignment Descriptions

Activity	What is it?	Why it matters?
Blackboard Reflection Assignments	<p>For these assignments, be sure to make sure you do the following:</p> <ul style="list-style-type: none"> Fully answer each part of the prompt/question in your initial post (well-thought out and original). Responses should be a minimum of a paragraph. Mention something from the lecture, assigned readings or reference something you have read to support at least one of your points Discuss a favorable (also called a pro), and an unfavorable (also called a con) for at least one of your points Do not forget to read your classmates posts, and provide meaningful feedback to at least two of your classmates. Your feedback must stay on topic and should be more than simply 	<p>These class assignments are intended to assist students in deepening their understanding of the material</p>

	agreeing or disagreeing but thoughtful.	
Quiz: Did I Get It?	Multiple-choice, auto-graded quiz questions designed to increase retention and reading comprehension.	Students who take a quiz after reading can improve their course grade by 15% (Daniel & Brouda, 2004).
Video Activity	Students watch a video surrounding the main theme(s) of the chapter and are asked to respond to questions regarding concepts presented in the video.	The videos and associated questions help students make multiple connections about the chapter’s content. Through these videos, students are also provided an opportunity for reflection and can begin to build foundational understanding of the chapter content.
Case Study	<p>A brief case study related to chapter themes is presented along with short-answer questions.</p> <p>For these assignments, students address specific counseling issues referencing crisis intervention terms, models, and strategies in particular relevant tools discussed in lectures/reading assignments to guide their counseling approach.</p>	Students are able to practice theories and concepts related to the chapter’s content through real-world examples.
Helper Studio	Students watch a brief role-play video and are then asked to answer brief, related questions and record and upload their response, based on the chapter concepts, to the role play as they would a client.	Students are able to elevate thinking through questions and practice their skills.
Competence Performance Assessment (CPA) 3 [See Appendix 5 for rubric]	<p>Demonstration of knowledge and understanding of children and adolescents in relation to substance abuse, risk factors, and communication with families.</p> <p>CPA 3 requires students to complete in-depth reflection responses regarding risk factors, substance abuse and family communication. Students will analyze three assigned counseling scenarios.</p>	<p>CPA 3 requires students to complete in-depth reflection responses regarding risk factors, substance abuse and family communication.</p> <p><i>Essential questions for</i></p>

	<p>Students must read each assigned scenario and respond and answer questions <i>via blackboard</i>. In answering the questions and responding to the counseling scenario, students will need to <i>explicitly weigh both sides of his or her given argument, include supporting references from assigned readings, class discussion and/or review of the literature (e.g. intext citations, reference section)</i>. Students' answers must be original and well thought out. Students will also need to respond to other students' posts (must respond to multiple students). Students' response to other's post must be on topic, meaningful feedback, and go beyond simple responses (e.g. I agree or I feel the same). Students' responses must also encourage group discussion and their responses must be appropriate discussion etiquette.</p> <p>CPA 3:</p> <p><i>Quality of Initial Post:</i> Does the response explain various approaches to the topic? Does the response <i>explicitly</i> weigh the pros and cons of a selected approach? Does the response include supportive commentary based off of assigned readings, class discussion, and/or a review of the literature (e.g. intext citations, reference section)? Is the response original and well thought out?</p> <p><i>Relevance of feedback:</i> Have you stayed on topic? Are you providing meaningful feedback? Does your responses go beyond simple responses (e.g. I agree, I feel the same etc.)?</p> <p><i>Contribution to Learning Community:</i> Have you responded to multiple posts (other than your own initial post)? Have you attempted to encourage group discussion? Have you presented appropriate discussion etiquette (i.e. language, insults)?</p>
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APPENDIX 3

Table of Assignment Content

Topic/Chapter	Assignments	Points
See Calendar (i.e. Weeks 1 -6)	Part I Part II Part III Part IV Part V Part VI Part VIII Part IX CPA 3, Scenario 1 CPA 3, Scenario 2 CPA 3, Scenario 3	20 20 20 20 20 20 20 20 20 60 60 60
Chapter 1 Approaching Crisis Intervention	Quiz: Did I get it? Video Activity: Triage Assessment of a Battered Woman Video Activity: Early Crisis Intervention Case Study: You Decide on Communicating a Crisis	20 10 10 10
Chapter 2 Culturally Effective Helping in Crisis	Quiz: Did I get it? Video Activity: Multicultural Crisis Case Study: You Decide on Diversity in a Multicultural World	15 10 10
Chapter 3 The Intervention and Assessment Models	Quiz: Did I get it? Video Activity: Hybrid Model – A Pregnant Woman with a Group Video Activity: Woman Losing Custody of Child Case Study: You Decide on Finding Equilibrium	15 10 10 10
Chapter 4 Tools of the Trade	Quiz: Did I get it? Video Activity: Relationship Crisis Case Study: You Decide to Listening to Others in Crisis	15 10 10
Chapter 5 Crisis Case Handling	Quiz: Did I get it? Video Activity: A College Student with BPD Case Study: You Decide on Crisis Cases vs. Long Term Therapy	15 10 10
Chapter 6 Telephone and Online Crisis Counseling	Quiz: Did I get it? Bonus: Helper Studio: Crisis Line Case Study: You Decide on Challenging Calls	15 15 10
Chapter 7 Posttraumatic Stress Disorder	Quiz: Did I get it? Video Activity: Hybrid Model – A War Veteran with PTSD Case Study: You Decide on Reacting to Trauma	15 10 10
Chapter 8 Crisis of Lethality	Quiz: Did I get it? Video Activity: Crisis of Lethality Towards Others Video Activity: A High School Student Being Bullied	15 10 10

	Case Study: You Decide on Feeling Unable to Go On	10
Chapter 9 Sexual Assault	Quiz: Did I get it? Video Activity: The Stigma of Sexual Assault Video Activity: Crisis in the Workplace Case Study: You Decide on Healing from Sexual Assault	15 10 10 10
Chapter 10 Partner Violence	Quiz: Did I get it? Video Activity: A Minimizing Batterer Video Activity: Partner Jealousy Case Study: You Decide on Dealing with Domestic	15 10 10 10
Chapter 11 Family Crisis Intervention	Quiz: Did I get it? Video Activity: Family Counseling Case Study: You Decide on Family Resolution	15 10 10
Chapter 12 Personal Loss: Bereavement and Grief	Quiz: Did I get it? Video Activity: A Displaced Worker Video Activity: Unexpected Loss Case Study: You Decide on Moving Through Loss	15 10 10 10
Chapter 13 Crises in Schools	Quiz: Did I get it? Video Activity: A Bullied High School Student Video Activity: Client Support Case Study: You Decide on Mobile Bullying Bonus: Helper Studio: Jerry	15 10 10 10 15
Chapter 14 Violent Behavior in Institutions	Quiz: Did I get it? Video Activity: Violence on Campus Case Study: You Decide on Workplace Violence	15 10 10
Chapter 15 Legal and Ethical Issues on Crisis of Trauma	Quiz: Did I get it? Video Activity: Legal and Ethical Issues in Crises Case Study: You Decide on When to Warn	15 10 10

APPENDIX 4

Demonstration Knowledge of Foundation of Crisis Counseling

The comprehensive final exam has been designed to assess the achievement of understanding the crisis counseling competencies of core counseling subject areas. The exam topics will cover basic education or training, handling specific crisis, and crisis in the human services workplaces.

APPENDIX 5

Competence Performance 3 (CPA 3): Scenario 1, 2, and 3 Analysis Rubric

Criteria	1	2	3	4	5
Understanding and Reading the Case Study	Minimal understanding, significant details missing	Partial understanding, some key elements identified Few ethical issues identified,	Adequate understanding, most key elements identified Some ethical issues identified,	Good understanding, nearly all key elements identified	Excellent understanding, all key elements comprehensively identified All relevant ethical issues comprehensively identified and thoroughly addressed using LASER protocol
Identification of Ethical Issues Using LASER Protocol	Ethical issues not identified or addressed	minimal application of LASER protocol	partially addressed using LASER protocol	Most ethical issues identified, well addressed using LASER protocol	Excellent analysis, comprehensive and insightful evaluation
Analysis of Crisis Workers' Responses	Minimal analysis, little to no evaluation	Basic analysis, some evaluation	Adequate analysis, reasonable evaluation	Good analysis, thorough evaluation	Excellent personal reflection, deep and insightful engagement
Personal Reflection and Response	Minimal personal reflection, little engagement	Basic personal reflection, some engagement	Adequate personal reflection, reasonable engagement	Good personal reflection, thoughtful engagement	Excellent application of LASER protocol, thorough and accurate analysis
Application of the LASER Protocol	LASER protocol not applied or incorrectly applied	Basic application of LASER protocol, some errors or omissions	Adequate application of LASER protocol, minor errors or omissions	Good application of LASER protocol, thorough and mostly accurate analysis	Excellent prioritization, comprehensive and effective triage planning Excellent communication strategies, exceptionally clear and highly appropriate methods
Triage and Prioritization of Actions	No prioritization or triage plan presented	Basic prioritization, minimal triage planning	Adequate prioritization, reasonable triage planning	Good prioritization, thorough triage planning	Excellent review and reflection, deep and insightful analysis Excellent communication in staying on topic, providing meaningful feedback, and responses that go beyond one or two sentences
Communication Strategies	Poor communication strategies, unclear or inappropriate methods	Basic communication strategies, limited clarity or appropriateness	Adequate communication strategies, reasonable clarity and appropriateness	Good communication strategies, clear and appropriate methods	Excellent review and reflection, deep and insightful analysis
Review and Reflection	No review or reflection presented	Minimal review and reflection, limited insights	Adequate review and reflection, some insights	Good review and reflection, thoughtful insights	Excellent communication in staying on topic, providing meaningful feedback, and responses that go beyond one or two sentences
Relevance of Feedback	Poor communication in staying on topic, providing meaningful feedback, and responses that go beyond one or two sentences	Minimal communication in staying on topic, providing meaningful feedback, and responses that go beyond one	Adequate communication in staying on topic, providing meaningful feedback, and responses that go beyond one	Good communication in staying on topic, providing meaningful feedback, and responses that go beyond one or two sentences and	Excellent communication in staying on topic, providing meaningful feedback, and responses that go beyond one or two sentences and

<p>Contribution to Learning Community</p>	<p>and beyond simple responses (e.g. I agree, I feel the same etc.)</p>	<p>or two sentences and beyond simple responses (e.g. I agree, I feel the same etc.)</p>	<p>or two sentences and beyond simple responses (e.g. I agree, I feel the same etc.)</p>	<p>beyond simple responses (e.g. I agree, I feel the same etc.)</p>	<p>beyond simple responses (e.g. I agree, I feel the same etc.)</p>
	<p>Poor in responding to multiple posts (other than your initial post)-encouraging group discussion, and presenting appropriate discussion etiquette (i.e. language, insults etc.).</p>	<p>Minimal in responding to multiple posts (other than your initial post)-encouraging group discussion, and presenting appropriate discussion etiquette (i.e. language, insults etc.).</p>	<p>Adequate in responding to multiple posts (other than your initial post)-encouraging group discussion, and presenting appropriate discussion etiquette (i.e. language, insults etc.).</p>	<p>Good in responding to multiple posts (other than your initial post)-encouraging group discussion, and presenting appropriate discussion etiquette (i.e. language, insults etc.).</p>	<p>Excellent in responding to multiple posts (other than your initial post)-encouraging group discussion, and presenting appropriate discussion etiquette (i.e. language, insults etc.).</p>
<p>Post by Due Date</p>	<p>Poor in posting initial post and responding to a minimum of two classmates by the due date.</p>	<p>Minimal in posting initial post and responding to a minimum of two classmates by the due date.</p>	<p>Adequate in posting initial post and responding to a minimum of two classmates by the due date.</p>	<p>Good in posting initial post and responding to a minimum of two classmates by the due date.</p>	<p>Excellent in posting initial post and responding to a minimum of two classmates by the due date.</p>