

Syllabus
ED 7302: MANAGEMENT OF GUIDANCE, COUNSELING, AND
HUMAN SERVICES PROGRAMS
Clinical Mental Health Counselors
Sul Ross State University
Fall 2020

Instructor: Ronda Hayes, MEd, CSC, LPC-Supervisor

E-Mail: rhayes@sulross.edu

Office Number: (432) 837-8170

Emergency Phone: (325) 650-0419

Office Location: MAB-309G

On Campus Office Hours: by appointment (email for appointment)

Off Campus: by appointment via virtual communication

The instructor is available via email (for personal correspondence), Blackboard Discussion Board for class questions and clarifications), and, in case of an emergency, telephone.

*Note: You must have successfully completed **ED 5307 Graduate Research AND ED 5314, Personality and Counseling Theory**, prior to enrolling in this course.*

CATALOG COURSE DESCRIPTION:

A professional orientation course covering program development, organization, management and accountability; professional organizations; codes of ethics; legal aspects of practice; standards of preparation; position functions.

Required Texts:

Lewis, J. A., Packard, T., & Lewis, M. D. (2012). *Management of human service programs (5th ed.)*. Belmont, CA: Brooks/Cole. ISBN-13: 978-0-84003-427-4

American Psychological Association (2010). *Publication Manual of the American Psychological Association (6th ed.)*. Washington, DC: American Psychological Association.

CACREP MENTAL HEALTH COUNSELING STANDARDS

Students who are preparing to specialize as clinical mental health counselors will demonstrate the knowledge and skills necessary to address a wide variety of circumstances within the context of clinical mental health counseling.

	CACREP STANDARD	ACTIVITY	SLOs
	Contextual Dimensions		
2.F.1.a.	History and philosophy of the counseling	Philosophy of Counseling	SLO1

	CACREP STANDARD Contextual Dimensions	ACTIVITY	SLOs
	profession and its specialty areas	Assignment	SLO2
2.F.1.b.	The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation	Program Personnel Job Descriptions Assignment	SLO1 SLO2 SLO3
2.F.1.c.	The counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	Program Personnel Job Descriptions Assignment	SLO1 SLO2 SLO3
2.F.1.e.	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Community Needs Assessment Assignment Demographics Assignment	SLO1 SLO2 SLO3
2.F.1.i.	Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Discussion of the APA Code of Ethics and the Texas Code of Ethics for LPCs Discussion of Professional Organizations	SLO1
5.C.2.a.	roles and settings of clinical mental health counselors	Textbook Chapter 6 Discussion Board	SLO1 SLO2 SLO3
5.C.2.c.	mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	Textbook Chapters 2, 6 Discussion Board Needs Assessment and Demographics Assignments	SLO1 SLO2 SLO3
5.C.2.i.	legislation and government policy relevant to clinical mental health counseling	Texas Administrative Code Discussion Board	SLO3
5.C.2.j.	cultural factors relevant to clinical mental health counseling	Textbook Chapter 2 Needs Assessment Demographics	SLO1
5.C.2.k.	professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	Discussion Board	SLO3
5.C.2.l.	legal and ethical considerations specific to clinical mental health counseling	APA Code of Ethics Texas Code of Ethics for LPCs Discussion	SLO3
5.C.3.d.	strategies for interfacing with integrated behavioral health care professionals	Textbook Chapters 2, 6 Program Development	SLO3
5.C.3.e.	strategies to advocate for persons with mental health issues	Textbook Chapter 2, 3, 4, Discussion Board Program Development	SLO1 SLO2 SLO3

Student Learning Outcome:

The student will be able to:

1. Demonstrate their ability to apply within guidance and counseling, their knowledge of human development, diversity, and factors that affect client's ability to achieve their potential.
2. Demonstrate their ability to plan, implement, and evaluate a developmental counseling program, this program will incorporate assessment, as well as individual and group counseling services utilizing appropriate theoretical frameworks, techniques, and interventions to address personal, interpersonal/social, and educational needs.
3. Demonstrate the ability to communicate and collaborate effectively with others in diverse settings, including the community in order to facilitate client success, and will demonstrate the ability to apply ethical, legal, and professional standards.

Course Objectives:

The student will be able to:

1. Write a comprehensive and developmental counseling program for a human services agency.
2. Demonstrate knowledge of the components of a developmental counseling program.
3. Demonstrate an understanding of professional organizations and codes of ethical practice.
4. Apply appropriate standards of preparation in the implementation and management of a counseling program while reflecting the requirements of the position.
5. Demonstrate an understanding of designing, implementing, and evaluating developmentally appropriate guidance instruction for individuals at various stages of development.
6. Apply knowledge of procedures for developing a counseling curriculum (e.g., establishing learning goals and objectives, indicators of competence, expected results, and evaluative criteria).
7. Demonstrate how to help individuals develop age-appropriate knowledge and skills in the areas of self-confidence, motivation to achieve, decision-making and problem-solving, interpersonal effectiveness, communication, cross-cultural effectiveness, and responsible behavior.

Counselor Education Marketable Skills

1. Graduates will demonstrate oral and written communication skills to apply in careers related to mental and behavioral health including school counseling.
2. Graduates will demonstrate knowledge of ethics, social justice issues, and multicultural concerns to apply in careers related to mental and behavioral health including school counseling.
3. Graduates will demonstrate knowledge of human growth development throughout the lifespan to apply in careers related to mental and behavioral health including school counseling.

Course Requirements:

Comprehensive Counseling Program: Students will work individually to develop a human service/agency program for a community population or agency. A guideline describing the format for your program is posted on Blackboard.

Your program must follow the lecture instructions, the program format, and the scoring rubric guidelines and include all specified sections to receive full credit. It will demonstrate your understanding of American School Counselor Association/ACA Code of Ethics or the ethical standards for Licensed Professional Counselors. Due dates for each portion of the program is posted on Blackboard and included in this syllabus.

Participation: Since ED 7302 is an online course, participation will be evaluated in Blackboard online discussions. It is the student's responsibility to check the Discussion Board and Sul Ross email DAILY for the duration of the course.

In order for you to remain enrolled in ED 7302, you must reply to the Blackboard Discussion Board "Online Participation Policy" forum by the deadline posted on the Due Dates listing contained in this syllabus. It is policy at Sul Ross State University that if a student is enrolled in an online course and fails to stay active for a period of 3 weeks, fails to submit assignments, and/or does not reply to emails from the instructor, he/she will receive a final grade of "F."

You may access the "Online Participation Policy" forum by entering Blackboard, then selecting Discussion Board. Please follow the directions regarding your required response.

*****Additional individual assignments may be given.**

All written assignments must follow the writing style found in the most current edition of the American Psychological Association Publication Manual (APA Manual). See *American Psychological Association Publication Manual* (required reading)

<http://www.apastyle.org/stylehelper/> If you chose to utilize excerpts of materials from existing programs in schools, agencies, or those you find through research, you must cite the

source in the body of your paper and include a reference entry at the conclusion of your document.

Papers should have one-inch margins, 12-point type, and double line spacing. Number all pages; edit for English usage, grammar and style. Papers with multiple errors may not be accepted or will receive a reduction in grade. An emphasis in this particular course is writing in a manner to demonstrate your professionalism and scholarship.

Academic Integrity:

Students in this class are required to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be timely, prepared, and focused. Meaningful, respectful, and pertinent online participation is also expected.

Examples of academic dishonesty include but are not limited to: submitting work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation.

SRSU Disability Services:

The University is committed to equal access in compliance with the Americans with Disabilities Act of 1990 (ADA) and Section 504 of the Rehabilitation Act of 1973. The Disability Services Coordinator in Counseling and Student Support Services has the responsibility to ensure students with disabilities the opportunity for full participation in programs, services, and activities. Students seeking disability services need to contact the Disability Services Coordinator located in the University Center Room 211. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8178; Fax: 432-837-8724.

Technological Assistance:

Students, refer to the information posted on the main Blackboard login page for information regarding Blackboard Support Staff assistance with technological difficulties. The Help Desk is also available to students 24 hours a day, 7 days a week and may be accessed by phoning 888-691-5071.

Helpful Resources:

American Counseling Association (with many specialized branches)
 Texas Counseling Association
 Texas State Board of Examiners of Professional Counselors
 Texas Administrative Code
 American Psychological Association
 ERIC, PsycINFO, other social science research databases
 Texas Health and Human Services Agency
 Texas Rehabilitation Commission
 CPS/Texas Department of Family and Protective Services
 Governor's Job Bank (state agencies listed on this link)
 College for Texans

GRADING:

Note: Grades are earned based on the quality of the work completed. **Assignments submitted after due dates will receive no credit.** Grades of **Incomplete (I)** are not given in the Professional Studies Division of Sul Ross State University *except* in the *most extreme* situations. A grade of “A” will not be given in this course unless the student’s writing reflects graduate level quality and the written career program is superior. A grade of C or below will not be accepted and the student must retake the course.

FINAL GRADING: A=100-91% B=90-81% C=80-71% F=70-0%

50%- **Individual Project (Comprehensive Agency Program)**

25%- **Discussion Board**

25%- **Description of the Overall Program – Three Components**

LATE ASSIGNMENTS WILL NOT BE ACCEPTED.

Due Dates for Assignments for ED 7302 Clinical Mental Health— Fall 2020

Read the assigned chapters and complete the assignments PRIOR to the deadline. The deadline is midnight Central Standard Time (CST) on the due date. *Assignments submitted after the deadline will receive no credit.*

August 24 – Online Ed 7302 course officially begins

August 27—**Introduce Yourself Due** in Discussion Board

August 27— **“Online Participation Policy” Due** in Discussion Board. Must be completed prior to receiving credit on assignments.

August 30 – Read the syllabus and download all documents.

September 6—**Table of Contents Due**

September 7 – Post your **Program Information Due** in Blackboard Discussion. Include the name of the program, the target audience, and the purpose of the program.

September 8 — Read Chapters 1-3 – **Summaries and Reflections Due** in Discussion Board

September 10 —**Mission Statement Due**

September 13 - Submit your **Personal Philosophy of Counseling** to Smarthinking

September 15— **Personal Philosophy of Counseling Due** include the Smarthinking report separately

September 18 — Read Chapters 4-6 – **Summaries and reflections Due** in Discussion Board

September 23 – **Ethics Assignment Due** on the Discussion Board

September 26 — **Texas Administrative Code Assignment Due** on the Discussion Board

September 28 – Read Chapters 7-9 – **Summaries and Reflections Due** in Discussion Board

October 3 - Submit your **Demographics** to Smarthinking

October 5 —**Demographics Due** include the Smarthinking report separately

October 8 - Submit your **Needs Assessment** to Smarthinking

October 10—**Needs Assessment Due** include the Smarthinking report separately

October 13- Read Chapters 10-12– **Summaries and Reflections Due** in Discussion

October 20– Submit your **Description of the Overall Program** to Smarthinking

October 22 — **Description of the Overall Program Due** include the Smarthinking report

October 28 - Submit your **Management** to Smarthinking

October 30 — **Management Due** include the Smarthinking report separately

November 4 – Submit your **Job Descriptions** to Smarthinking

November 10 – Last day to drop with a 'W'

November 6 – **Job Descriptions Due** of all personnel, including office manager, secretaries, mental health providers, directors, etc. include the Smarthinking report separately

November 10—**Budget Due**

November 14– Submit your **Funding Process** to Smarthinking

November 16— **Funding Process Due** include your Smarthinking report separately

November 19—**Evaluations Due** of the program and employees

November 21 – **Schedules Due**

November 24— **Brochure Due**

November 30—**Referrals/Resources List Due**

December 2—**Appendices Due** (listing of items in your appendix)

December 4 – **Final Table of Contents with page numbers Due**

December 6 —**Title Page Due**

December 10- Grades Due for Graduating Students (noon)

December 10 – Graduation

Students, I recommend that you never wait until the due date in order to submit a quiz or an assignment as technology has a way of causing the most trouble when you need it the most.

ED 7302
Rubric to Rate Discussion Posts and Papers

Student Name: _____ Date: _____

Topic: _____

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Integration of Knowledge	The paper did not incorporate knowledge from the literature or class in relevant and meaningful ways	The paper somewhat incorporated knowledge from the literature in relevant and meaningful ways	The paper incorporated knowledge from the literature in relevant and meaningful ways	The paper effectively incorporated knowledge from the literature in relevant and meaningful ways	The paper very effectively incorporated knowledge from the literature in relevant and meaningful ways	
Organization and Presentation	The paper lacked topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper occasionally included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections among topics, and a seamless flow	
Focus	The paper's topic lacked focus and a clear direction	The paper's topic had occasional focus, direction, and purpose	The paper's topic had focus and clarity of direction and purpose	The paper's topic had effective focus and clarity of direction and purpose	The paper's topic had very effective focus and clarity of direction and purpose	
Level of Coverage	The paper lacked depth, elaboration, and relevant material	The paper occasionally included depth, elaboration, and relevant material	The paper included depth, elaboration, and relevant material	The paper effectively included depth, elaboration, and relevant material	The paper very effectively included depth, elaboration, and relevant material	

