

Syllabus
ED 7302: MANAGEMENT OF GUIDANCE, COUNSELING, AND
HUMAN SERVICES PROGRAMS
Clinical Mental Health Counselors
Sul Ross State University
Spring 2021

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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:

Summers, N. (2016). Fundamentals of Case Management Practice: Skills for the Human Services. Boston, Ma: Cengage. ISBN 978-1-305-09476-5

American Psychological Association (2020). Publication Manual of the American Psychological Association (7th 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:

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.

SAFE ASSIGN:

The Safe Assignment Tool is an advanced plagiarism prevention system deeply integrated with the Blackboard Learning Management System. SafeAssignment compares student papers submitted to Blackboard against an enormous wide range of sources and provides instructors with detailed Originality Reports. Because of SafeAssignment's flexibility, this product is an effective plagiarism prevention system that helps instructors to raise student awareness about plagiarism and to educate students about the ways to avoid plagiarism. You can check your similarity report and make corrections if needed. With your similarity report, you will note highlighted areas that have similarity noted between your paper and another source. You will click on the tab within the colored square to see the percentage of the similarity. Percentages above 20% must be corrected. It does not matter if the source that is being noted for similarity is not the same source that you used. The system is telling you what you have written is too similar to another source and you need to make corrections. You may need to change up some of the wording or order of information to make it your information. More than three or four words in a row that are identical to the originating author can be detected. You can submit your paper

as many times as you would like. This system is designed to assist students with increasing awareness of plagiarism. Typically, plagiarism is an accidental occurrence and occurs when students do not realize their writing is overly similar to another source.

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%- Exercises, Activities

25%- Discussion

25%- Quizzes

LATE ASSIGNMENTS WILL NOT BE ACCEPTED.

Due Dates for Assignments for ED 7302 Clinical Mental Health

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.**

Introduce yourself and sign the online participation policy – Due January 15

Each Chapter will take between two and three hours to complete, plan accordingly

Module One – Due January 17

Section 1: Foundations for Best Practices in Case Management

Chapter 1

- Why am I here? Activity
- Read the Chapter: Case Management: Definitions and Responsibilities
- Quiz: Did I get it?
- Exercise: Decide on the Best Course of Action
- Video Activity: Case Management Definition and Responsibilities
- Video Activity: Monitoring: Making a Site Visit
- **What does this mean to me? Reflection Activity Discussion Board**

Module Two – Due January 24

Chapter 2

- Why am I here? Activity
- Read the Chapter: Ethics and Other responsibilities for Human Service Workers
- Quiz: Did I get it?

- Exercise: Ethically, What went wrong?
- Exercise: Decide on the Best Course of Action
- Exercise: Ethics
- **What does this mean to me? Reflection Activity Discussion Board**

Chapter 3

- Why am I here? Activity
- Read the Chapter: Applying the Ecological Model: A Theoretical Foundation for Human Services
- **Quiz: Did I get it?**
- Video Activity: Applying the Ecological Model
- Case Study: Applying the Ecological Model to Arlie's Situation
- Helper Studio: Identifying Strengths
- **What does this mean to me? Reflection Activity Discussion Board**

Module Three – Due January 31

Section 2: Useful Clarifications and Attitudes

Chapter 4

- Why am I here? Activity
- Read the Chapter: Cultural Competence
- **Quiz: Did I get it?**
- Exercise: Testing Your Cultural Competence
- Video Activity: Cultural Competence
- Case Study: Cultural Considerations: A Case History
- **What does this mean to me? Reflection Activity Discussion Board**

Chapter 5

- Why am I here? Activity
- Read the Chapter: Attitudes and Boundaries
- **Quiz: Did I get it?**
- Exercise: Demonstrating warmth, Genuineness, and Empathy
- Video Activity: Attitudes and Boundaries
- Helper Studio: Personal Boundaries
- **What does this mean to me? Reflection Activity Discussion Board**

Module Four – Due February 7

Chapter 6

- Why am I here? Polling Activity
- Read the Chapter: Clarifying Who Owns the Problem
- Quiz: Did I get it?
- Exercise: Who Owns the Problem
- Video Activity: Clarifying Who Owns the Problem
- Case Study: Who Owns these Problems
- What does this mean to me? Reflection Activity Discussion Board

Module Five – Due February 14

Sections 3: Effective Communication

Chapter 7

- Why am I here? Activity
- Read the Chapter: Identifying Good Responses and Poor Responses
- Quiz: Did I get it?
- Exercise: Identifying Roadblocks
- Video Activity: Identifying Good and Poor Responses
- Helper Studio: Adapting to Change
- What does this mean to me? Reflection Activity Discussion Board

Chapter 8

- Why am I here? Activity
- Read the Chapter: Listening and Responding
- Quiz: Did I get it?
- Exercise: Reflective Listening
- Video Activity: Listening and Responding
- Case Study: Listening and Responding to Libby
- What does this mean to me? Reflection Activity Discussion Board

Module 6 – Due February 21

Chapter 9

- Why am I here? Activity
- Read the Chapter: Asking Questions
- Quiz: Did I get it?
- Exercise: What is wrong with These Questions?
- Case Study: Asking Questions

- Helper Studio: Reconciling Different Points of View
- **What does this mean to me? Reflection Activity Discussion Board**

Chapter 10

- Why am I here? Activity
- Read the Chapter: Bringing Up Difficult Issues
- **Quiz: Did I get it?**
- Exercise: Expressing Your Concern
- Video Activity: Bringing up Difficult Issues
- Exercise: Developing An I-message
- **What does this mean to me? Reflection Activity Discussion Board**

Module 7 – Due February 28

Chapter 11

- Why am I here? Activity
- Read the Chapter: Addressing and Disarming Anger
- **Quiz: Did I get it?**
- Exercise: Practicing Disarming
- Video Activity: Addressing and Disarming Anger
- Case Study: Talking to Marcus When He is Angry
- **What does this mean to me? Reflection Activity Discussion Board**

Module 8 – Due March 7

Chapter 12

- Why am I here? Activity
- Read the Chapter: Collaborating with People for Change
- **Quiz: Did I get it?**
- Video Activity: Collaborating with People for Change
- Case Study: Collaborating with Andy for Change
- Helper Studio: Stages of Change
- **What does this mean to me? Reflection Activity Discussion Board**

Chapter 13

- Omit

Module 9 – Due March 14

Section 4: Meeting Clients and Assessing their Strengths and Needs

Chapter 14

- Why am I here? Activity
- Read the Chapter: Documenting Initial Inquires
- Quiz: Did I get it?
- Exercise: Intake of a Middle-Aged Adult
- Exercise: Intake of an Inform, Older Person
- Video Activity: The Initial Interview
- Exercise: Documenting Initial Inquires
- What does this mean to me? Reflection Activity Discussion Board

Chapter 15

- Why am I here? Activity
- Read the Chapter: The First interview
- Quiz: Did I get it?
- Video Activity: Social Histories and Client Assessment, Part One
- Exercise: The First Interview
- Case Study: A First Interview with Kerrie, the Case Manager
- What does this mean to me? Reflection Activity Discussion Board

Module 10 – Due March 21

Chapter 16

- Why am I here? Activity
- Read the Chapter: Social Histories and Assessment Forms
- Quiz: Did I get it?
- Exercise: Assessment of a Middle-Aged Adult
- Exercise: Assessment of a Child
- Exercise: Assessment of an Infirm, Older Person
- Video Activity: Social Histories and Client Assessment, Part Two
- Case Study: Writing Impressions and Recommendations
- Helper Studio: Client Assessment Part Two
- What does this mean to me? Reflection Activity Discussion Board

Module 11 – Due March 28

Chapter 17

- Why am I here? Activity
- Read the Chapter: Using the DSM
- Quiz: Did I get it?
- Video Activity: Using the DSM
- Exercise: Using the DSM
- Case Study: Diagnosing Casey
- What does this mean to me? Reflection Activity Discussion Board

Chapter 18

- Why am I here? Activity
- Read the Chapter: The Mental Status Examination
- Quiz: Did I get it?
- Exercise: Using the MSE Vocabulary
- Video Activity: The Mental Status Exam
- Case Study: Describing Ethel Correctly
- What does this mean to me? Reflection Activity Discussion Board

April 1 – last day to apply for August or December graduation without a late fee

April 1 – last day to drop with a grade of 'W'

Module 12 – Due April 4

Chapter 19

- Why am I here? Activity
- Read the Chapter: Receiving and releasing Information
- Quiz: Did I get it?
- Exercise: Send for Information Related to a Middle-Aged Adult
- Exercise: Send for Information Related to a Child
- Video Activity: Receiving and releasing Information
- What does this mean to me? Reflection Activity Discussion Board

Section 5: Developing a Plan with the Client

Chapter 20

- Why am I here? Activity
- Read the Chapter: Developing a Service Plan at the Case Management Unit
- Quiz: Did I get it?
- Video Activity:
- Exercise: Planning for a Middle-Aged Adult v2
- Exercise: Planning for a Child v2
- Exercise: Maintaining Your Charts

- Video Activity: Developing a Service Plan
- What does this mean to me? Reflection Activity Discussion Board

Module 13 – Due April 11

Chapter 21

- Why am I here? Activity
- Read the Chapter: Preparing for a Service Planning Conference or Disposition Planning Meeting
- Quiz: Did I get it?
- Exercise: Developing a Service Directory
- Video Activity: Planning for a Service Conference:
- Case Study: A Better Way to Present Brad's Case
- What does this mean to me? Reflection Activity Discussion Board

Module 14 – Due April 18

Chapter 22

- Why am I here? Activity
- Read the Chapter: Documentation and Recording
- Quiz: Did I get it?
- Exercise: Assembling the Record
- Video Activity: Making the Referral and Assembling the Record
- Case Study: Referring Arta for Services
- What does this mean to me? Reflection Activity Discussion Board

Chapter 23

- Why am I here? Activity
- Read the Chapter: Monitoring Services or Treatment
- Quiz: Did I get it?
- Exercise: Recording Your Meeting with the Client
- Exercise: Using Government Guidelines to Correct Errors
- Exercise: Spotting Recording Errors
- Case Study: Documenting Braden's Contact
- What does this mean to me? Reflection Activity Discussion Board

Module 15 – Due April 25

Section 6: Monitoring Services and Following the Client

Chapter 24

- Why am I here? Activity
- Read the Chapter: Developing Goals and Objectives at the Provider Agency
- Quiz: Did I get it?
- Video Activity: Monitoring Services and Treatment
- Exercise: Monitoring the Services or Treatment
- Case Study: Deciding How to Monitor Annamary's Situation
- What does this mean to me? Reflection Activity Discussion Board

Chapter 25

- Why am I here? Activity
- Read the Chapter: Developing Goals and Objectives at the Provider Agency
- Quiz: Did I get it?
- Exercise: Developing Goals and Objectives I
- Exercise: Developing Goals and Objectives II
- Exercise: Developing Goals and Objectives III
- Exercise: Developing Goals and Objectives IV
- Exercise: Developing Goals and Objectives V
- Video Activity: Developing Goals and Objectives at the Provider Agency
- Case Study: Goals and Objectives for LaRon
- What does this mean to me? Reflection Activity Discussion Board

Module 16 – Due May 2

Chapter 26

- Why am I here? Activity
- Read the Chapter: Terminating the Case
- Quiz: Did I get it?
- Exercise: Termination of a Middle-Ages Adult Case v2
- Exercise: Termination of a Child Case v2
- Video Activity: Terminating the Case
- Case Study: Helping Gabriella Leave the Agency's Services
- What does this mean to me? Reflection Activity Discussion Board

May 5 – End of term

May 7 – 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	

