Syllabus
EDUA 7302: MANAGEMENT OF COUNSELING PROGRAMS
Clinical Mental Health Counselors
Sul Ross State University
Fall 2022

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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 <u>*must*</u> *have successfully completed* **<u>ED 5307 Graduate Research</u>** *AND* **<u>ED 5314, Personality and Counseling Theory,</u>** *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.

<u>Required Texts:</u>

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.

<u>CACREP MENTAL HEALTH COUNSELING STANDARDS</u>

        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 **Contextual Dimensions**	**ACTIVITY**	**SLOs**
2.F.1.a.	History and philosophy of the counseling profession and it's specialty areas	Philosophy of Counseling Assignment	SLO1 SLO2

	CACREP STANDARD Contextual Dimensions	ACTIVITY	SLOs
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 <u>without citation</u>.

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, Mary Scwartze Grisham, located in Ferguson Hall, room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, TX 79832. Telephone: 432-837-8203; 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. <u>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.</u>

<u>FINAL GRADING:</u>   **A=100-91%   B=90-81%   C=80-71%   F=70-0%**

50%- **Exercises, Activities**
25%- **Discussion**
25%- **Quizzes**

<u>LATE ASSIGNMENTS WILL NOT BE ACCEPTED</u>.

Assignments will be adjusted as needed by the professor.

<u>Due Dates for Assignments for ED 7302 Clinical Mental Health</u>

Read the assigned chapters and complete the assignments <u>PRIOR</u> to the deadline. The deadline is midnight Central Standard Time (CST) on the due date. Assignments submitted after the deadline will receive no credit. You may work ahead. 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.

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

Students, I recommend that you never wait until the due date to submit a quiz or an assignment as technology has a way of causing the most trouble when you need it the most. Quizzes will not be reopened.

Classes start August 22

Introduce yourself and sign the online participation policy – Due August 26

Module One – Due August 28

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?
- Complete all activities
- What does this mean to me? Reflection Activity Discussion Board

Module Two – Due September 4

Chapter 2
- Why am I here? Activity
- Read the Chapter: Ethics and Other responsibilities for Human Service Workers
- Quiz: Did I get it?
- Complete all activities
- 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?
- Complete all activities
- What does this mean to me? Reflection Activity Discussion Board

Module Three – Due September 11

Section 2: Useful Clarifications and Attitudes

Chapter 4
- Why am I here? Activity
- Read the Chapter: Cultural Competence
- Quiz: Did I get it?
- Complete all activities
- 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?
- Complete all activities
- What does this mean to me? Reflection Activity Discussion Board

Module Four – Due September 18

Chapter 6
- Why am I here? Polling Activity
- Read the Chapter: Clarifying Who Owns the Problem
- Quiz: Did I get it?
- Complete all activities
- What does this mean to me? Reflection Activity Discussion Board

Module Five – Due September 25

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?
- Complete all activities
- 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?
- Complete all activities
- What does this mean to me? Reflection Activity Discussion Board

Module 6 – Due October 2

Chapter 9
- Why am I here? Activity
- Read the Chapter: Asking Questions
- Quiz: Did I get it?
- Complete all activities
- 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?
- Complete all activities
- What does this mean to me? Reflection Activity Discussion Board

Module 7 – Due October 9

Chapter 11
- Why am I here? Activity
- Read the Chapter: Addressing and Disarming Anger
- Quiz: Did I get it?
- Complete all activities
- What does this mean to me? Reflection Activity Discussion Board

Module 8 – Due October 16

Chapter 12
- Why am I here? Activity
- Read the Chapter: Collaborating with People for Change
- Quiz: Did I get it?
- Complete all activities
- What does this mean to me? Reflection Activity Discussion Board

Chapter 13
- Omit

Module 9 – Due October 23

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?
- Complete all activities
- 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?
- Complete all activities
- What does this mean to me? Reflection Activity Discussion Board

Module 10 – Due October 30

Chapter 16
- Why am I here? Activity
- Read the Chapter: Social Histories and Assessment Forms
- Quiz: Did I get it?
- Complete all activities
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- What does this mean to me? Reflection Activity Discussion Board

Module 11 – Due November 6

Chapter 17
- Why am I here? Activity

- Read the Chapter: Using the DSM
- Quiz: Did I get it?
- Complete all activities
- 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?
- Complete all activities
- What does this mean to me? Reflection Activity Discussion Board

Module 12 – Due November 13

Chapter 19
- Why am I here? Activity
- Read the Chapter: Receiving and releasing Information
- Quiz: Did I get it?
- Complete all activities
- 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?
- Complete all activities
- What does this mean to me? Reflection Activity Discussion Board

Module 13 – Due November 20

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?
- Complete all activities
- What does this mean to me? Reflection Activity Discussion Board

Module 14 – Due November 27

Chapter 22
- Why am I here? Activity

- Read the Chapter: Documentation and Recording
- Quiz: Did I get it?
- Complete all activities
- 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?
- Complete all activities
- What does this mean to me? Reflection Activity Discussion Board

Module 15 – Due December 4

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?
- Complete all activities
- 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?
- Complete all activities
- What does this mean to me? Reflection Activity Discussion Board

Module 16 – December 7

Chapter 26
- Why am I here? Activity
- Read the Chapter: Terminating the Case
- Quiz: Did I get it?
- Complete all activities
- What does this mean to me? Reflection Activity Discussion Board

December 9 – Graduation

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	

Sub-skill	Beginning 1	Basic 2	Proficient 3	Advanced 4	Exceptional 5	Score
Grammar/ Spelling	The paper contained numerous errors of grammar and spelling	The paper contained some errors of grammar and spelling	The paper contained very few errors of grammar and spelling	The paper contained only one or two errors of grammar and spelling	The paper contained no errors of grammar and spelling	
References and Sources	The paper did not include content from peer reviewed journal articles and/or scholarly books/book chapters and instead cited web site material of questionable veracity	The paper included content from a few peer reviewed journal articles and scholarly books/book chapters and instead included material from web sites of questionable credibility	The paper included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper effectively included content from peer reviewed journal articles and scholarly books/book chapters and only included material from credible web sites	The paper very effectively included content from peer reviewed journal articles or scholarly books/book chapters and only included material from credible web sites	
APA Style	The paper did not use APA style	The paper was partly based on APA style	The paper was mostly based on APA style	The paper was based on APA style with only a few exceptions	The paper was completely and accurately based on APA style	
Total Score						
Mean Score						

Comments:_____
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