

**Syllabus****EDUA 7302: MANAGEMENT OF COUNSELING PROGRAMS**  
**Clinical Mental Health Counselors**  
**Sul Ross State University**  
**Spring 2026**

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**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 **EDSR 5307 Graduate Research AND EDUA 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 **(text will be available in Cengage Mindtap). You will purchase access to Cengage. Please see Blackboard for instructions.**

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: American Psychological Association. (required in all graduate courses)

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). ISBN 978-0890425763 **(You will need this for DUA 6341)**

**CACREP MENTAL HEALTH COUNSELING STANDARDS**

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

	<b>CACREP STANDARD Contextual Dimensions</b>	<b>ACTIVITY</b>	<b>SLOs</b>
2.F.1.a.	History and philosophy of the counseling profession and its specialty areas	Philosophy of Counseling Assignment	SLO1 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	SLO1 SLO2 SLO3

	<b>CACREP STANDARD</b> <b>Contextual Dimensions</b>	<b>ACTIVITY</b>	<b>SLOs</b>
		Program Development	

**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:**

Graduates will be able to:

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

## *Connecting with Students for Success*

As a part of a research study, I am committed in this course to the following:

I will know your name

I will provide user-friendly, timely feedback on your assignments

I will hold high standards and support you to achieve them

I will hold an individual meeting with each student during the semester

**Course Requirements:**

**Participation:** Since EDSR 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 EDSR 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, Mary Schwartze 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. **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.**

**Assignments may be adjusted at the professor's discretion.**

**Due Dates for Assignments for EDUA 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.** You may work ahead. 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.*

Each chapter will take two hours to complete, so plan accordingly.

Quizzes will not be reopened.

**Class starts January 14**

**Due January 18 – register with Cengage – see Blackboard for instructions. You will have free access for a week or two but must then register and pay the required fee to continue in the course. Do not wait until the last minute to do this.**

**Due January 19 - Introduce yourself, sign the online participation policy, and the confidentiality agreement**

**Although the textbook and assignments refer to 'case managers', you are to refer to yourself and the CMs as 'therapists' or 'counselors' in all the assignments and exercises.**

**\*\*Schedule a Virtual Meeting with Dr. Hayes before January 31 (meetings must be completed by February 20). \*\***

**You can find the link in the email you received from her. If you cannot find an email, then please send her an email so she can respond to you with the link.**

For all but three of the modules, you will cover two chapters per week.

Each chapter contains a 'Why am I here', quiz, video activity, and a helper studio.

You must complete the 'Why am I here' quiz, discussion board (one per week), Video activity (one per week), and helper studio for each chapter.

You will complete the one discussion board reflective posting over one of the chapters you have read, and you will read your fellow students' postings and respond to them.

## **Module One – Due January 25**

### **Section 1: Foundations for Best Practices in Case Management**

#### **Chapter 1**

- Why am I here? Activity
- Read "Case Management: Definitions and Responsibilities"
- **Quiz: Did I get it?**
- Video Activity: Case Management
- Helper Studio: The Case Manager Mindset
- **What does this mean to me? Reflection Activity Discussion Board**
  - Good therapists know about numerous resources in their communities. How will you begin to learn about and compile a list of community resources?
  - Good therapists can leverage support for their clients. Do you feel comfortable approaching civic leaders and legislators on behalf of your clients? Explain why or why not.

- How will you go about seeing your clients as individuals? Will your work on their plans reflect that you see them as individuals? How will you do that? (answer all three questions and explain)

## Module Two – Due February 1

### Chapter 2

- Why am I here? Activity
- Read “Ethics and Other Responsibilities for Human Service Workers”
- **Quiz: Did I get it?**
- Video Activity: Ethics for Human Services
- Helper Studio: Confidentiality

### Chapter 3

- Why am I here? Activity
- Read “Applying the Ecological Model: A Theoretical Foundation for Human Services”
- **Quiz: Did I get it?**
- Helper Studio: Identifying Strengths
- **What does this mean to me? Reflection Activity Discussion Board**
  - When I look at the problems people have and the problems people often bring to a social service agency, will I be likely to fall back on looking only at the person as the main cause of the problem they are having?
  - Am I likely to want people to change to accommodate a difficult environment before I would tackle problems in the person's environment?
  - How comfortable am I calling a meeting with county commissioners, a state representative, the school superintendent or my state senator in order to address issues affecting my clients? Do I see myself as having little influence? Do I think that these people would not have time for me? my clients?

## Section 2: Useful Clarifications and Attitudes

## Module Three – Due February 8

### Chapter 4

- Why am I here? Activity
- Read “Cultural Competence”
- **Quiz: Did I get it?**
- Video Activity: Cultural Competence
- Helper Studio: Disability Culture

### Chapter 5

- Why am I here? Activity
- Read “Attitudes and Boundaries”

- Quiz: Did I get it?
- Helper Studio: Personal Boundaries
- **What does this mean to me? Reflection Activity Discussion Board**

*Juan was asked by his boss, Mr. Hamilton, to make copies of portions of a client's chart and give them to the school. Juan did this, even though it was unethical to do so without a written release of information form. Juan had just been hired and knew a release was needed from his education at the local community college, but was reluctant as a new employee to challenge his boss during the second week on the job. When the state came in to investigate a complaint about the release of this information without written permission to do so, they blamed Juan and the incident was written up and placed in his personnel file.*

*Margaret is well-educated and confident. She holds a degree from a well-known university. She was asked the second week she worked at the agency to make copies of portions of a client's chart and give them to the school. Margaret did not challenge her boss about the fact that there was no release signed giving permission to send these records to the school. She did not challenge him because she was a new employee but she simply ignored the request. No records were sent. When the state came in to investigate the complaint about the records released by Juan, they found documentation of the request from Margaret's boss for the release of the client's files to the school but no written release from the family. They wrote up the incident and placed it in their files related to this state-funded agency. A copy of their report went to the board of directors of the agency but they dismissed it, filing it away among the board records and taking no action.*

- Who do you find to be the unethical party here? Explain.
- Looking at the names of the people involved do you think differences in treatment of the parties may have had to do with differences in ethnicity and race? Explain.
- Why do you think Margaret ignored the request and Juan did not? Explain.
- How much of the difference in their behaviors is related to their personality and how much to their circumstances? Explain.
- How do you explain the behavior of the board? Explain.
- Is Juan likely to be lax ethically or did the circumstances play a role? Explain.
- Was placing an incident report in Juan's file a correct thing to do given the release of information? Explain.
- Is Margaret more ethical than Juan? Explain.
- Does Margaret's race and social class play a role in her decision to ignore her boss' request? Explain.
- How much of Juan's compliance related to job insecurity? Does he have more reason than Margaret to feel insecure about keeping his job? Explain.

## Module Four – Due February 15

### Chapter 6

- Why am I here? Polling Activity
- Read “Clarifying Who Owns the Problem”
- **Quiz: Did I get it?**
- Video Activity: Clarifying Who Owns the Problem
- Helper Studio: Guilt and Self-Blame

### Section 3: Effective Communication

#### Chapter 7

- Why am I here? Activity
- Read “Identifying Good Responses and Poor Responses”
- **Quiz: Did I get it?**
- Helper Studio: Adapting to Change
- **What does this mean to me? Reflection Activity Discussion Board**
  - For the following questions, think of a time when someone told you about a problem he or she was experiencing. Explain your answers.
  - How did you feel as the person told you about this problem?
  - What did you say to the person?
  - Did you find or attempt to find a solution to the problem? Explain
  - How did the person respond to what you said?
  - Did you respond by reassuring the person that things would be better?
  - Did you respond by minimizing the problem so it would not seem so overwhelming to the person? Explain
  - If the person was angry, was crying, or was very emotional, were you uncomfortable? Explain

#### Module Five – Due February 22

#### Chapter 8

- Why am I here? Activity
- Read “Listening and Responding”
- **Quiz: Did I get it?**
- Video Activity: Listening and Responding
- Helper Studio: Building Trust

#### Chapter 9

- Why am I here? Activity

- Read "Asking Questions"
- Quiz: Did I get it?
- Helper Studio: Reconciling
- What does this mean to me? Reflection Activity Discussion Board

*In our work, people often tell us things about themselves and their situations that are difficult to hear. In which of the following situations would you find it difficult to ask a question and gain more information? There are no right or wrong answers; this is more about learning where your discomfort level is. Each of these people has been referred to your agency for an evaluation. As case manager, you are taking the intake information and a social history to pass on to the psychologist or psychiatrist who will conduct the evaluation.*

*Jacob is the victim of child sexual abuse by a man who befriended him when his father died and his mother was most often at work. Jacob tells you most of the encounters took place at the man's house and garage in the alley. Jacob is crying.*

- Would you find it difficult to ask a question to gain more information?  
Explain  
*Emily is 16 and has been arrested for killing her baby. She is crying and tells you she just could not take the baby's crying any longer.*
- Would you find it difficult to ask a question to gain more information?  
Explain  
*Pete tells you he knows why he was referred to the agency. He has always had an issue with wanting to have sex with young girls. He feels he can sometimes control those urges, but fears he may not be able to forever. He tells you he did molest a young girl some years before, but no one ever found out*
- Would you find it difficult to ask a question to gain more information?  
Explain  
*Agnes has been referred to your agency for evaluation after neighbors complained about the smell coming from her house and the police and city inspectors found she was living in filth. They found dead cats and many living cats. There were several dogs as well. The house was covered in feces and smelled of cat urine.*
- Would you find it difficult to ask a question to gain more information?  
Explain  
*Bill is weeping and keeps saying he is so sorry, so sorry. He has been arrested for maiming his wife in a brutal domestic violence episode that took place at their home Tuesday evening. His wife is hospitalized with numerous injuries and has been in a coma since the incident.*

- Would you find it difficult to ask a question to gain more information?  
Explain

## Module Six – Due March 1

### Chapter 10

- Why am I here? Activity
- Read “Bringing Up Difficult Issues”
- **Quiz: Did I get it?**
- Video Activity: Bringing up Difficult Issues
- Helper Studio: resolving Differences

### Chapter 11

- Why am I here? Activity
- Read the Chapter: Addressing and Disarming Anger
- **Quiz: Did I get it?**
- Helper Studio: Responding to Anger
- **What does this mean to me? Reflection Activity Discussion Board**
  - *Complete the sentences. Answer the questions. Explain your answers.*
  - When someone is angry with me I usually ...
  - When someone is angry with me I usually feel ...
  - If a client became angry with you, would you take it personally?
  - If someone is angry or accusing, do you usually feel a need to defend yourself?
  - For me, separating myself from another person's anger that seems to be directed at me will be ...
  - When I am around name-calling, raised voices, angry exchanges, or belligerence, I usually ...

## Module 7 – Due March 8

### 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
- Helper Studio: Stages of Change

### Chapter 13

- Omit

## Section 4: Meeting Clients and Assessing their Strengths and Needs

### Chapter 14

- Why am I here? Activity
- Read the Chapter: Documenting Initial Inquiries
- **Quiz: Did I get it?**
- Helper Studio: Identifying Needs
- **What does this mean to me? Reflection Activity Discussion Board**
  - *For the following questions, think of a time when you had to call for a service or assistance and the call did not go well. Perhaps it was your doctor's office, the veterinarian, a lawyer's office, or an appliance or utility repair company.*
  - To what extent did the other person's attitude affect the outcome of the call? What was that attitude and how was that expressed?
  - How did the other person's attitude affect your attitude?
  - When you called, what would you have wanted the other person to do or say to make you feel comfortable asking for service or assistance?
  - What five attributes should the person taking your call at an office, agency, or service have to make you feel comfortable making that call?

### Module 8 – Due March 15

#### Chapter 15

- Why am I here? Activity
- Read the Chapter: The First Interview
- **Quiz: Did I get it?**
- Helper Studio: Client Assessment Part 1
- **What does this mean to me? Reflection Activity Discussion Board**
  - Describe a time when you went to see a doctor or a counselor.
  - What attitudes did the professional or the professional's staff exhibit that made your visit comfortable? How did they do that?
  - What attitudes did the professional or the professional's staff exhibit that made your visit uncomfortable? How did they do that?
  - How did you respond to the visit as a result of the way you were treated during the visit?
  - List five things you would want professionals with whom you are consulting to do or say that would make you feel comfortable when you first meet them. Explain.

#### Chapter 16

- Why am I here? Activity
- Read the Chapter: Social Histories and Assessment Forms
- **Quiz: Did I get it?**

- Video Activity: Social Histories and Client Assessment, Part Two
- Helper Studio: Client Assessment Part 2

## Module 9 – Due March 22

### Chapter 17

- Why am I here? Activity
- Read the Chapter: Using the DSM
- Quiz: Did I get it?
- Helper Studio: The Process of Diagnosis
- What does this mean to me? Reflection Activity Discussion Board
  - Think about a time when you, a friend, a relative, or someone you know well was sick and it was unclear what was wrong. How did you and others feel when a diagnosis was given? How did you and others feel when there did not seem to be a diagnosis or the doctors did not seem to know what was wrong? Explain
  - When you are sick or have a problem, do you want to know there is a diagnosis and what that diagnosis is? Why? How does knowing the diagnosis help?
  - Has there ever been a time in your life — or the life of someone close to you — when a diagnosis was given in a way that was not helpful? Describe what happened?
  - Have you or someone close to you ever had a diagnosis that you wanted to keep a secret and hoped no one would ever know? Explain why or why not.
  - How do you think you might feel about discussing openly with a client their diagnosis of schizophrenia, depression, or pedophilia? Are there diagnoses that you would find easier to discuss with a client than others? Explain

### Chapter 18

- Why am I here? Activity
- Read the Chapter: The Mental Status Examination
- Quiz: Did I get it?
- Video Activity: The Mental Status
- Help Helper: Assessing Dangerous to Self

## Module 10 – Due March 29

### Chapter 19

- Why am I here? Activity
- Read the Chapter: Receiving and Releasing Information
- Quiz: Did I get it?
- Helper Study: Obtaining Information from Other Agencies
- What does this mean to me? Reflection Activity Discussion Board

- Describe a time when you or someone close to you received care or service that would have been enhanced by obtaining the records of previous care or service with another entity. What were the consequences if the previous records were not received? If the records were received how was the service enhanced?
- Are there records you would not want to have released to another agency? Explain
- To what extent should you have a say in deciding exactly what gets released and what does not get released of your own records? Explain
- If you sign a release of information form, are you likely to make sure it specifies to whom the records will go and that the form is time-limited? Explain
- Who in your family would you want to protect from having too much information released? Explain

## 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: Developing a Service Plan
- Helper Studio: Strengths and the Service Plan

### Module 11 – Due April 5

### 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?**
- Video Activity: Planning for a Service Planning Conference
- **What does this mean to me? Reflection Activity Discussion Board**
- *The following questions are designed to help you reflect on service planning meetings and your role as a therapist when presenting a case to other professionals. You may draw upon your experiences in other professional and/or academic situations when answering these questions.*
- Do you prefer to work independently or as part of a team?
- Discuss the benefits and drawbacks of each working style.
- How do you feel when formally presenting your ideas to people who have more knowledge and experience than you?
- Do you feel confident or intimidated? Explain.
- What strategies do you use to feel comfortable and to gain support from your audience?

- How do you respond when people with more experience express criticism of your work or ideas?
- Do you strongly support your own perspective?
- Tacitly accept their feedback? Pursue a dialogue to integrate the different perspectives?
- How do you manage any "personal" feelings that can arise in these situations?

## Chapter 22

- Why am I here? Activity
- Read the Chapter: Making the Referral and Assembling the Record
- **Quiz: Did I get it?**
- Video Activity: Making the Referral and Assembling the Record
- Helper Studio: Issues in Referrals

## Module 12 – Due April 12

### Chapter 23

- Why am I here? Activity
- Read the Chapter: Documentation and Recording
- **Quiz: Did I get it?**
- Helper Studio: Record Keeping
- **What does this mean to me? Reflection Activity Discussion Board**
- *The following questions are designed to help you reflect on issues related to documentation and your role as the person who documents for the record contacts with your clients. For each, write what you think you would write in the record following the incident described.*
- 1. After a client threw a glass of water at you in anger because her prescription was not ready when she came in.
- 2. After a client disrupted your group on symptoms management, yelling at the other clients and insisting on talking about his topics rather than the ones you prepared.
- 3. After a client called you a "vile bitch" after he was informed that he needed to pay his bill himself today.
- 4. After a client sat in your office saying nothing in response to your questions. He smelled from a lack of hygiene and had not followed through on looking for a job as you and he had planned.
- 5. After a client came in and lodged a complaint against you for insensitivity.
- 6. Are any of your responses judgmental or punitive given your understanding of the concepts in this chapter? Explain.

## Section 6: Monitoring Services and Following the Client

**Chapter 24**

- Why am I here? Activity
- Read the Chapter: Monitoring Services or Treatment
- **Quiz: Did I get it?**
- Video Activity: Monitoring Services and Treatment
- Helper Studio: Responding to Crises

**Module 13 – Due April 19****Chapter 25**

- Why am I here? Activity
- Read the Chapter: Developing Goals and Objectives at the Provider Agency
- **Quiz: Did I get it?**
- Video Activity: Developing Goals and Objectives at the Provider Agency
- Helper Studio: The Importance of Goals
- **What does this mean to me? Reflection Activity Discussion Board**
  - *The following questions are designed to help you reflect on how people choose what goals are right for them and your role as a case manager in helping with that process.*
  - 1. Choose one thing you would pick as a goal for yourself that you feel you need to work on right now. Explain.
  - 2. How will you get there? What steps will you take toward meeting your goal?
  - 3. What is the target date for completing the goal? Is this date realistic? Why or why not?
  - 4. Who can or will support you in meeting my goal?
  - 5. Is there any treatment intervention you think would help you meet this goal?

**Module 14 – Due April 26****Chapter 26**

- Why am I here? Activity
- Read the Chapter: Terminating the Case
- **Quiz: Did I get it?**
- Video Activity: Terminating the Case
- Helper Studio: Termination
- **What does this mean to me? Reflection Activity Discussion Board**
  - *The following questions are designed to help you reflect on termination issues for you and for your clients.*
  - Compare and contrast your current feelings about working in the social service field with those you held at the start of this course.

- Compare and contrast your view of the clients of social service agencies with when you began this course.
- What were your reasons for studying for this field? Are they the same reasons today as they were at the beginning of this course?
- What more would you like to learn that you did not cover well enough in this or other courses preparing you for the field?
- Related to this course, write an Impressions and Recommendations section on yourself. Describe the progress you made, interventions by instructors that supported you, milestones you accomplished, and further educational and experiential needs that remain.

**\*\*\*Complete the Connecting with Students Survey\*\*\***

**May 8 – Graduation**

**EDUA 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
<b>Integration of Knowledge</b>	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	
<b>Organization and Presentation</b>	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	The paper consistently included topic sentences, transitions from one topic to another, relevant connections among topics	The paper consistently and effectively employed topic sentences, transitions from one topic to another, relevant connections among topics	The paper uniformly and very effectively employed topic sentences, transitions from one topic to another, relevant connections	

		among topics, and a seamless flow	and a seamless flow	relevant connections among topics, and a seamless flow	among topics, and a seamless flow	
<b>Focus</b>	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	
<b>Level of Coverage</b>	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	
<b>Sub-skill</b>	<b>Beginning 1</b>	<b>Basic 2</b>	<b>Proficient 3</b>	<b>Advanced 4</b>	<b>Exceptional 5</b>	<b>Score</b>
<b>Grammar/ Spelling</b>	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	
<b>References and Sources</b>	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	
<b>APA Style</b>	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	The paper was completely and accurately	

				few exceptions	based on APA style	
<b>Total Score</b>						
<b>Mean Score</b>						

Comments: \_\_\_\_\_