

DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, AND COUNSELING

COURSE PREFIX: CNS

COURSE NUMBER: 618

CREDIT HOURS: 3

I. TITLE: Issues in Mental Health Counseling

II. COURSE DESCRIPTION AND PREREQUISITE(S): A course designed to survey the foundations of community and agency mental health counseling. Topics such as administration and supervision of mental health systems, needs assessment and program development, education and consultation practices, as well as case management and treatment services will be covered.

III. COURSE OBJECTIVES:

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Council for Accreditation of Counseling & Related Education Programs (CACREP) Standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. understand the historical overview of the counseling profession and various settings in which clinical mental health counselors work (Section II: G.1.a., G.1.b.; Section III CMHC: A1, A3, A4, A5, C5);
- B. gain awareness of professional identity and roles of clinical mental health counselors including participation on interdisciplinary teams and current and emerging trends (Section II: G.1.c.; Section III CMHC: A1, A3, A5, A7, A9, C9);
- C. identify ethical and legal aspects of counseling (Section II: G.1.j.; Section III CMHC: A2);
- D. understand the counseling process including accurate documentation and case conceptualization (Section II: G.5.c.; Section III CMHC: C7, D7);
- E. demonstrate counseling needs assessment, development and delivery of program evaluations, diagnosis, and treatment planning and execution (Section II: G.8.a., G.8.d., G.8.e.; Section III CMHC: C3, E3, F2, I2, J3);
- F. identify community resources, referral systems, and case management (Section II: G.1.c., G.5.f.; Section III CMHC: C5);
- G. understand education and consultation practices (Section II: G.1.b., G.5.f.; Section III CMHC: C1, D3, D4, E4);
- H. identify the framework for understanding advocacy, consultation, and working on an interdisciplinary team (Section II: G.1.h., G.1.i, G.5.f.; Section III CMHC: A8, C1, C3, C5, D3, E4, E6, F2); and
- I. demonstrate knowledge in research, evidenced based practices, and public policy related to clinical mental health counseling (Section II: G.8.a., G.8.d., G.8.e.; Standard III CMHC: E4, E6, F2, I3).

The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2014 Code of Ethics Preamble).

IV. CONTENT OUTLINE:

- A. Clinical Mental Health Preparation
- B. Clinical Mental Health Credentials
- C. History
- D. Use of Theory
- E. Work Settings
- F. Systems of Care
- G. Collaboration
- H. Ethics
- I. Multicultural concerns
- J. Agency Development
- K. Evidenced Based Practice
- L. Needs Assessments
- M. Documentation

V. INSTRUCTIONAL ACTIVITIES:

- A. Lectures
- B. Group discussions
- C. Written assignments
- D. Reading assignments
- E. Demonstrations
- F. Guest speakers

- G. Movie clips
- H. Site visits

VI. FIELD, CLINICAL AND/OR LAB EXPERIENCES:

Community Counseling Agency/Site visits

VII. TEXTS AND RESOURCES:

A. Required Texts:

Sheperis, D. S., & Sheperis, C. J. (2015). *Clinical mental health counseling: Fundamentals of applied Practice*. Springfield, IL: Thomas.

Lewis, J. A., Packard, T. R., & Lewis, M. D. (2012). *Management of human services programs* (5th ed.). Belmont, CA: Brooks/Cole.

B. Other Readings as assigned via Canvas

C. References:

American Counseling Association. (2014). *ACA Code of Ethics 2014*. Alexandria, VA: Author.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

D. Journals

E. Community Counseling Agencies

VIII. EVALUATION AND GRADING PROCEDURES:

A. Course Requirements:

Professional Disclosure Statement 60 points (total)

(Four Parts: 15 points each)

Insurance Benefits Paper 40 points

Advocacy Project 70 points

Team Agency Project 100 points

Documentation Assignments:

Treatment Plan 15 points

Case Note 15 points

Exam 50 points

Attendance 100 points

Points: 450 Total Points

A 90-100% B 80-89% C 70-79% D 60-69% F 60% or below

B. Assignment Descriptions:

1. Professional Disclosure Statement (60 points total)

Ongoing deadlines

(Standard II: G.1.b., G.5.c., G.5.f.; Section III CMHC: A3, A4, A5, C1)

The purpose of this assignment is to develop your understanding of the importance of an established professional disclosure statement, both for yourself and for your clients (not to mention interviewing for practicum/field sites and jobs!). It will help you learn how to communicate essential information regarding your approach to counseling. This assignment will have four parts, each with its own deadline. *We will review a content rubric in class to help guide this process.*

Due 1/28 - Part A (15 points): Find three sample professional disclosure statements by current professionals, ideally in your area of interest (age, issue, setting, etc). You may be able to find samples on the internet, or by calling local professionals and requesting a copy in the mail (they may refer to this as their professional brochure; it may take the form of a website). Carefully compare these statements and compile a written list of what you believe to be the three *most* and the three *least* effective features (you may wish to refer to your textbooks for guidelines). Bring your samples and your list to class for discussion in peer groups and post to Canvas.

Due 2/4 - Part B (15 points): You will prepare a first draft of your own professional disclosure statement (DRAFT

1). This will be a foundational statement which can be adapted over time. In the statement you may include any specialized training, licenses, credentials, past experience and other information that would be helpful for a client to know prior to entering a counseling relationship with you (Refer to *Issues and Ethics* text and the ACA Ethics 2005 for guidelines). This is a good opportunity to think about how you want to notify future clients of your intern status and taping and supervision requirements. Also describe the principles of mental health, and systemic operations which promote mental health in a multicultural society. Bring two (2) copies of DRAFT 1 to the designated class meeting for peer critique.

Due 2/18 - Part C (15 points):

- a. Use peer critiques to make revisions and create DRAFT 2 (save a copy, you will need to turn this in later!).
- b. After you are satisfied with your revisions you are to obtain feedback from at least two (2) people outside the counseling profession (potential consumers of services). These individuals must be culturally different from you in at least two significant ways. Provide them with a copy and ask for written (on your draft) and verbal feedback. Take notes; solicit concrete suggestions.
- c. Write a brief reflection (up to 1 page) about the feedback you received and what you learned (about how you and counseling in general were perceived).

Due 2/25 - Part D (15 points):

Use the feedback from Part C, along with anything else you have observed or learned to create a FINAL DRAFT. Submit entire packet of work. Submission guidelines are as follows:

- a. Statements will be graded for content, professionalism (spelling, accuracy of information, clarity of communication), accuracy of reflecting your personal approach and philosophy, and creativity.
- b. All materials are to be placed in a folder in the following order:
 - 1 – *Top*-content rubric (to be provided in class); check off areas and sign.
 - 2 – Final Draft
 - 3 – Your reflection on consumer feedback
 - 4 – Consumer feedback (their written and oral feedback on draft 2)
 - 5 – Draft 2
 - 6 – Peer Critique (their written and oral feedback on draft 1)
 - 7 – Draft 1
 - 8 – Your list of best/worst features from critique of 3 samples
 - 9 – *Bottom*-Professional samples (3)

2. Insurance Benefits Paper (40 points)

Due 3/11

(Section III CMHC: A7, C9)

The purpose of this assignment is to have some personal experience with trying to understand and access insurance coverage for mental health issues. Using your own health insurance policy** (if you do not have insurance, pick a managed care company and explore their mental health benefits package) and determine if the policy covers mental health and/or substance abuse coverage. Call the 800 number on the card and obtain the following information:

- Type of coverage available for (a) inpatient, (b) outpatient, and (c) partial hospitalization for (i) mental health (MH) and (ii) substance abuse (SA).
- Determine the fees, deductibles, and co-pays for the above three modalities, for both coverage areas (MH and SA).
- Ask if they will pay for out-of-network providers (i.e. professionals or programs of your choice that are not on their plan), and at what rates or percentages.
- Determine eligibility for services and whether pre-existing conditions are covered.
- Ask about reimbursement rates if treatment is not deemed 'medically necessary'.
- Find out if you would need a referral by a primary physician for counseling.

Throughout your information gathering, keep notes on two areas:

1. Information provided (or not) in response to your questions.
2. Thoughts and feelings that come up for you throughout the process.

Once you have completed your investigation of benefits, you are to write an integrative summary of this information and process. Your summary should contain the following:

1. A summary of information obtained in response to your questions. (1+ page)
2. A summary of your thoughts and feelings in going through the inquiry process (1+ page)

3. A discussion of the implications this process might have for a potential service provider, for clients, and for you as a counselor. (2 pages)

Submission guidelines:

- APA formatting. Title page, no abstract.
- Grammar, spelling, punctuation, clarity of thought and sentence structure.
- Approximately 4- 5 pages (no longer). Edit accordingly.

3. Exam

Due 4/29

(Section III: CMHC: A3, A7, C1, C3, C5, C9)

Students will complete a take home exam that will be short answer/essay and will cover material from class discussions, readings and assigned articles.

4. Advocacy Project. (70 points)

Due 4/22

(Section II: G.1.h., G.1.i.; Section III CMHC: E4, E6, F2)

As counselors and agents of social change, we impact the community and the profession in a variety of ways. Our voices and knowledge create change for our profession and for our clients. Two avenues to effect such change include contacting legislative bodies that create laws that effect our profession and clients and/or researching human services for our clients and ourselves. Both opportunities involve education and advocacy. You are to write a letter or email related to legislative action. You will need to explore the ACA and state counseling association websites to become aware of the need for various legislative actions. Examples include legislative actions that provide reimbursement for counselors' services, that promote counselors' rights to practice within the limits of their training, that advocate for services for students in schools etc.

Letter to Legislature:

To create a thoughtful and well-informed letter/email, you will need to engage in your own research on the subject and include that information in your letter/email with correct referencing of resources (you must cite at least two professional references of research in the body of your letter and include a references page). You may not use a standard letter that an organization has prepared. This letter/email must be in your own words. In the letter highlight the advocacy processes needed to address institutional and social barriers that impeded access, equity, and success for clients. In addition, include relevant research that supports and advocates for effective strategies to support client advocacy, pertinent to your specific advocacy project, and influence public policy in order to enhance equity, increase funding, and promote programs that affect the practice of counseling. Thoroughly discuss/show your knowledge of state, local, and national policy related to the issue you are advocating for.

Presentation:

You will also be asked to make a 5-10 minute presentation of the advocacy project you chose in order to rally support and inform your fellow colleagues.

Reflection:

In your reflection paper make sure to address what you learned about the role and process of a professional counselor in advocating on behalf of the profession, what you learned about yourself as an advocate, and as a result of this project, what role advocacy will have in the future.

The project is worth 70 points (30 points for the letter to the legislature and 30 points for the reflection write-up, and 10 points for the presentation. Grading will be based on content, clarity, creativity of presentation, ownership, and enthusiasm for the project. See attached grading rubric for this assignment.

5. Character Documentation Assignments (15 points each)

Due 2/11

(Section II: G.5.g.; Section III CMHC: D7)

Each student will be responsible for writing either a SOAP note or a DAP note documenting a fictional TV, movie, or book character. The case notes should reflect the character at the beginning of the show, movie, or book and the changes h/she undergoes throughout the course of the TV, movie, or book. In addition, using the same case study, you will write a sample treatment plan outlining the presenting problem, long and short-term goals, objectives and interventions. This will be discussed further in class.

6. Create Your Own Agency/Program Plan Team Assignment (100 points) Ongoing Deadlines/Final Project Due 4/29

(Section II: G.8.d., G.8.e.; Section III CMHC: A8, B2, C1, I2, I3, J2)

Clinical mental health counselors must develop facilitative communications skills, develop cognitive complexity for effective conceptualization and treatment options for diverse clients across a wide array of treatment concerns, and must develop skills in professionalism, including treatment and program level planning, assessment of client and program needs, infusion of evidence-based practices, implementation of client level and program level planning and evaluation of effectiveness at both the client service level as well as program level.

Purpose:

This final project will allow you to demonstrate the knowledge of community agency principles, to apply counseling theories to a specific treatment issue, to use evidence based practices to develop up-to-date intervention methods, to become familiar with issues in program development, implementation, and outcome assessment at both the client and program levels. In order to successfully complete the final project, your team will develop cognitive complexity, and improve your research and writing skills.

Preparing the Sections of the Plan:

First your team must select a presenting issue common to the community mental health setting (e.g. sexual abuse, depression, complicated bereavement) and a specific population (children, adolescents, a specific racial or ethnic group). Next you will conduct a literature review of the presenting issue for a given population utilizing both journal articles, internet resources and an interview with a practicing community counselor who works provides services to the target population and issue. Then using your literature review and appropriate notes from your site interview, you will develop your program plan.

Section One: Foundations

The final project should have three major sections, as well as an introduction and summary remarks. The first, foundations, would discuss the historical and philosophical factors that have influenced services for the selected issue and population, how the presenting issue is defined/diagnosed/both, identify the risk factors for the issue to emerge, as well as the protective factors that prevent or at least slow down the emergence, report prevalence of the issue, identify various levels of training, preparation, and licensure for working with the issue/population, identify ethical considerations/challenges to service delivery, as well as identify multicultural competencies within the selected issue/population.

Section Two: Knowledge and Skills

The second section, knowledge and skills, would discuss the practice parameters, beginning with how to engage clients with the presenting issue, an actual intervention plan, including diagnostic and placement decisions, client recruitment, retention, and discharge, treatment modalities to be utilized, range of mental health services that could be implemented in your agency, and length of anticipated involvement in the program.

Section Three: Contextual Concerns

The third section, contextual concerns, would address needs assessment, how it would be implemented, what needs for collaboration with other professionals and settings are relevant to the issue/population, discuss potential outcomes for clients, present a potential budget for implementing the program, and discuss how one would evaluate overall effectiveness. Appendices would include an individual/couple/family treatment plan sample, a one page chart of planning, implementation and evaluation goals, and a summary of the interview, the questions asked, and your notes.

Further discussion regarding assignment will take place during class. The rubrics contain all necessary information for each part of the assignment.

7. Attendance: 100 points.

Additional notes on assignments:

- a. For each paper, be ready to have a class discussion about the subject matter.
- b. Concerning the assignments, this syllabus is subject to change throughout the course of the semester. Updated versions of the syllabus will be posted on Canvas.
- c. All papers will be written in APA format. If you have questions about formatting, refer to the sample and power point instructions.
- d. All assignments will be posted to Canvas, unless otherwise stated in the syllabus or in class. When uploaded assignments save in the following format **pender_rebecca_nameofassignment**.
- e. *Policy on late assignments:* If an assignment is late, 1 point will be deducted for each day the assignment is late. If you have difficulty turning in your assignment on time, contact the instructor PRIOR to the due date of the

assignment. Otherwise, points will be taken off for the assignment being late. Assignments will not be accepted more than one week late and all assignments must be turned in by the last day of class.

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

In addition, missing 2 sessions will necessitate withdrawal from the course. Further, students will lose participation and attendance points whenever they miss scheduled class sessions. If they come to class late or leave early they could be counted as absent.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days.

Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:

Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

Course Specifics for CNS 618 (Spring 2015)**CACREP Counseling Program Specifics for CNS 618**

Clinical Mental Health Counseling Objectives		Assessment
Foundations A1	Understands the history, philosophy, and trends in clinical mental health counseling.	Class Discussion
Foundations A3	Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.	Class Discussion, Professional Disclosure Statement, Team Agency Project
Foundations A4	Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	Class discussion, Professional Disclosure Statement
Foundations A7	Is aware of professional issues that affect clinical mental health counselors	Class Discussion, Insurance Paper
Foundations A8	Understands the management of mental health services and programs, including areas such as administration, finance, and accountability	Class discussion, Team Agency Project, Character Documentation
Foundations B2	Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.	Class discussion, Team Agency Project
Prevention & Intervention C1	Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.	Class Discussion, Professional Development Statement, Team Agency Project,
Prevention & Intervention C3	Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).	Class Discussion, Team Agency Project
Prevention & Intervention C5	Understands the range of mental health service delivery-such as inpatient, outpatient, partial treatment and after care- and the clinical mental health counseling services network	Class Discussion, Team Agency Project
Prevention & Intervention C9	Understands the professional issues relevant to the practice of clinical mental health counseling.	Class Discussion, Professional Development Statement, Insurance Paper
Prevention & Intervention D3	Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	Class Discussion

Diversity & Advocacy E4	Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling	Class Discussion, Advocacy Project
Diversity & Advocacy E6	Knows public policies on the local, state, and national level that affect the quality and accessibility of mental health services	Class Discussion, Team Agency Project, Advocacy Project
Diversity & Advocacy F2	Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.	Advocacy Project, Class Discussion, Team Agency Project
Research I2	Knows models of program evaluation for clinical mental health programs.	Class Discussion, Team Agency Plan
Research I3	Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling	Class Discussion, Team Agency Plan
Research J3	Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.	Class Discussion, Team Agency Plan

TENTATIVE COURSE SCHEDULE AND ASSIGNMENTS

Date	Topic	Assignments/ Readings Due	CACREP Standard(s)
1/14/15	Course Overview What is Clinical Mental Health Counseling; Ethical and Legal Issues	<u>Readings:</u> Sheperis & Sheperis (2015) Chapter 1 and 2 <u>Assignments: none</u>	Section II: G.1.a, G.1.j; Section III: A1, A2, A7, B1, C9
1/21/15	Education, Credentialing, and Professional Development; Employment Settings for CMHC (Madisonville Visit)	<u>Readings:</u> Sheperis & Sheperis (2015) Chapter 3, 4 <u>Assignments: none</u>	Section II: G.1.a, G.1.b., G.1.b., G.1.g., G.1.j.; Section III: A2, A3, A4, A7, C5, C9, E6
1/28/15	Professional Advocacy in CMHC; Working within the Managed Care System	<u>Readings:</u> Sheperis & Sheperis (2015) Chapter 5 and 8 <u>Assignments:</u> Professional Disclosure Part A Due	Section II: G.1.a., G.1.b, G.1.f., G.1.h., G.1.i.; Section III: A1, A2, A3, A7, B2, E1, E2, E3, E4, E5, E6
2/4/15	Client Assessment and Diagnosis; Case Conceptualization and Treatment Planning; Professional Disclosure Feedback Review	<u>Readings:</u> Sheperis & Sheperis (2015) Chapter 6 and 7; Canvas Reading <u>Assignments:</u> Professional Disclosure Part B Due	Section II: G.5.b., G.5.c., G.5.f., G.7.a.; Section III: A2, A3, A4, A5, C1, C2, C7, D2, E1, G1, G2, K1
2/11/15	Consultation and Referrals; Prevention and Crisis Intervention (Madisonville Visit)	<u>Readings:</u> Sheperis & Sheperis (2015) Chapter 9 and 10 <u>Assignments:</u> Character Documentation Due	Section II: G.1.b, G.1.c.; Section III: A2, A3, A8, A9, B1, C1, C5, C6, C7, C8, D4, D5, D6, D7, D9, E1, K5
2/18/15	Facing the Challenges of Management Knowing the Environment Planning and Program Design	<u>Readings:</u> Lewis, Packard, & Lewis Chapters 1, 2, and 3 <u>Assignments:</u> Professional Disclosure Part C	Standard II: G.1.b., G.1.c., G.2.a., G.2.b., G.2.d., G.5.b., G.5.c., G.5.f.; Section III CMHC: A1, A3, A4, A5, A7, A8, C1, C9, D4
2/25/15	Systems of Care Multi-agency Collaborations Managing Data Developing MH Programs (Madisonville Visit)	<u>Readings:</u> Lewis, Packard, & Lewis Chapters 4, 5, 6 Canvas Readings System of Care Reading <u>Assignments:</u> Professional Disclosure Part D Team Agency Population Statement and Program Plan Due Team/Agency Organization Plan Due	Standard II: G.1.b., G.1.c., G.1.i., G.1.j., G.2.d., G.5.b., G.5.c., G.5.f.; Section III CMHC: A1, A2, A3, A4, A5, A7, B1, C1, C3, C8, C9, E1, E3
3/4/15	Assessment & Program Evaluation Managing Finances to Meet Program Goals Developing and Managing Human Resources	<u>Readings:</u> Lewis, Packard, & Lewis Chapters 8, 9, 10 <u>Assignments: none</u>	Section II: G.8.a., G.8.d., G.8.e.; Section III CMHC: F2, I2, I3, J3

3/11/15	ACA Annual Conference: No Class	GROUP WORK TIME <u>Assignments:</u> Insurance Paper Due	Section III: A7, C9
3/18/15	Spring Break (MSU): No Class		
3/25/15	Psychopharmacology; Forensic Mental Health Counseling	<u>Readings:</u> Sheperis & Sheperis (2015) Chapter 11 and 12 <u>Assignments:</u> In class- identify Evidenced-Based Practices for Team/Agency	Section II: G.8.3.; Section III: A7, B1, C5, C7, C9, E3, G3, I2, I3
4/1/15	Addictions Counseling; Clinical Supervision; Internet Based Counseling (Madisonville Visit)	<u>Readings:</u> Sheperis & Sheperis (2015) Chapter 13, 14 and 15 <u>Assignments:</u> Team/Agency Needs Assessment Due Team/Agency Evaluation and Budget Plan Due	Section II: G.1.e., G.8.d.; Section III: A1, A2, A4, A5, A7, A8, A9, B1, B2, C2, C5, C6, D3, D9, E1, G4, I1, I3, J2, K2
4/8/15	Special Topics		
4/15/15	Special Topics (Madisonville Visit)		
4/22/15	Special Topics Advocacy Project Presentations	<u>Assignments:</u> Advocacy Project Due	Section II: G.1.h., G.1.i.; Section III: E4, E6, F2
4/29/15	Agency Roll-out Course Evaluations and Wrap-Up	<u>Assignments:</u> Team Handout for Class Final Agency Project Due Exam Due	Section II: G.8.d., G.8.e.; Section III CMHC: A3, A7, A8, B2, C1, C3, C5, C9, I2, I3, J2

Rubrics

Professional Disclosure Statement Assignment (4 parts, 60 total points)

Part A: Sample Professional Disclosure Statements (15 points)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Section II Professional Orientation and Ethics: G.1.b. Section III CMHC: Foundations: A3	Student thoroughly describes aspects of three professional disclosure statements that are the most and the least effective features, including the roles and responsibilities of the counselor. =7-9	Student partially describes aspects of three professional disclosure statements that are the most and the least effective features, including the roles and responsibilities of the counselor.. =5-6	Student partially describes aspects of two professional disclosure statements that are the most and the least effective features, including the roles and responsibilities of the counselor. =3-4	Student fails to describe aspects of three professional disclosure statements that are the most and the least effective features or only describes one professional statement =0-2	

Assignment Instructions	Student posts assignment and all three examples on Canvas and brings to class for discussion = 3	Student posts assignment and two examples on Canvas and brings to class for discussion =2	Student posts assignment and all three examples on Canvas but does not bring to class or student brings to class for discussion but does not post to Canvas =1	Student fails to post assignment and all three examples on Canvas and/or bring to class for discussion =0	
Professional Writing	Refined level of writing that excellently adheres to APA format, including appropriate margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 3	Appropriate level of writing that adheres to APA format with few mistakes in margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 2	Writing mostly does not demonstrate APA format. = 1	Inappropriate writing and missing APA formatting. = 0	
Total Points Possible: 15					/15

Part B: Draft One (15 points)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Section II Professional Orientation and Ethics: G.1.b. Section III CMHC : A3	Student thoroughly describes the roles, functions, and responsibilities of a professional counselor. = 3	Student partially describes the roles, functions, and responsibilities of a professional counselor. =2	Student fails to describe 2-3 of the following concepts: the roles, functions, and responsibilities of a professional counselor. =1	Student fails to describe more than 3 of the following: the roles, functions, and responsibilities of a professional counselor. =0	
Section II Helping Relationships: G.5.f. Section III CMHC : A4	Student thoroughly identifies the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. =3	Student identifies the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. =2	Student partially identifies the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. =1	Student fails to identify the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. =0	
Section II Helping Relationships: G.5.b., G.5.c.	Student thoroughly describes counselor characteristics and behaviors that influence helping processes, and essential skills.	Student partially describes counselor characteristics and behaviors that influence helping processes and essential skills.	Student fails to describe 2-3 of the following concepts: counselor characteristics and behaviors that influence helping processes and essential skills.	Student fails to describe more than 3 of the following: counselor characteristics and behaviors that influence helping processes and essential skills.	

Section II Helping Relationships: G.5.b.,	Student thoroughly describes the theory/model and basic principles regarding the view of human nature and how and how clients change. =3	Student describes the theory/model and basic principles regarding the view of human nature and how clients change. =2	Student partially describes the theory/model and basic principles regarding the view of human nature and how clients change. =1	Student fails to describe the theory/model and basic principles regarding the view of human nature and how clients change. =0	
Section III CMHC Foundations: A5: Counseling, Prevention, Intervention: C1	Student thoroughly identifies how supervision/consultation is will be utilized. clients change. =3	Student identifies how supervision/consultation is will be utilized. =2	Student partially identifies how supervision/consultation is will be utilized. =1	Student fails to identify how supervision/consultation is will be utilized. =0	
Assignment Instruction	Student brings two copies of Draft One to Class for peer feedback =yes		Student does not bring two copies of Draft One to class for Feedback =no		
Total Points Possible: 15					/15

Part C: Draft Two and Consumer Feedback (15 points)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Peer Critiques	Student utilized peer feedback to create Draft Two of Statement. =4		Student did not show evidence he/she utilized peer feedback to create Draft Two. =0		
Consumer Feedback	Student received feedback from two consumers (who are not involved in a helping profession) that is different from him/her in at least two ways. Student describes these differences in his/her write-up and submits a scanned copy of feedback on Canvas. =3-4	Student received feedback from one consumer (who is not involved in a helping profession) that is different from him/her in at least two ways. Student describes these differences in his/her write-up and submits a scanned copy of feedback on Canvas. =2	Student did either did not request feedback from two consumers or did not post feedback to the Canvas site. =1	Student failed to provide feedback from consumers in his/her write-up and/or on Canvas. =0	
Write-Up	Student thoroughly reflects on the feedback received from consumers and what he/she learned. =3-4	Student reflects on the feedback received from consumers and what he/she learned. =2	Student partially reflects on the feedback received from consumers and what he/she learned. =1	Student fails to reflect on the feedback received from consumers and what he/she learned. =0	
Professional Writing	Refined level of writing that excellently adheres to APA format, including appropriate margins, font, running head,	Appropriate level of writing that adheres to APA format with few mistakes in margins, font, running head, sentence & paragraph	Writing mostly does not demonstrate APA format. = 1	Inappropriate writing and missing APA formatting. = 0	

	sentence & paragraph structure, & citations & reference list (if necessary). = 3	structure, & citations & reference list (if necessary). = 2			
Total Points Possible: 15					/15

Part D: Final Draft (15 points)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Section II Professional Orientation and Ethics: G.1.b. Section III CMHC : A3	Student thoroughly describes the roles, functions, and responsibilities of a professional counselor. = 3	Student partially describes the roles, functions, and responsibilities of a professional counselor. =2	Student fails to describe 2-3 of the following concepts: the roles, functions, and responsibilities of a professional counselor. =1	Student fails to describe more than 3 of the following: the roles, functions, and responsibilities of a professional counselor. =0	
Section II Helping Relationships: G.5.f. Section III CMHC : A4	Student thoroughly identifies the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. =3	Student identifies the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. =2	Student partially identifies the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. =1	Student fails to identify the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. =0	
Section II Helping Relationships: G.5.b., G.5.c.	Student thoroughly describes counselor characteristics and behaviors that influence helping processes, and essential skills.	Student partially describes counselor characteristics and behaviors that influence helping processes and essential skills.	Student fails to describe 2-3 of the following concepts: counselor characteristics and behaviors that influence helping processes and essential skills.	Student fails to describe more than 3 of the following: counselor characteristics and behaviors that influence helping processes and essential skills.	
Section II Helping Relationships: G.5.b.,	Student thoroughly describes the theory/model and basic principles regarding the view of human nature and how and how clients change. =3	Student describes the theory/model and basic principles regarding the view of human nature and how clients change. =2	Student partially describes the theory/model and basic principles regarding the view of human nature and how clients change. =1	Student fails to describe the theory/model and basic principles regarding the view of human nature and how clients change. =0	
Section III CMHC Foundations: A5: Counseling, Prevention, Intervention: C1	Student thoroughly identifies how supervision/consultation is will be utilized. clients change. =3	Student identifies how supervision/consultation is will be utilized. =2	Student partially identifies how supervision/consultation is will be utilized. =1	Student fails to identify how supervision/consultation is will be utilized. =0	
Assignment Instruction	Student turns in all documents in appropriate order.=		Student does not turn in all documents in appropriate order.=no		

Total Points Possible: 15	/15
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Insurance Benefits Paper (40 points) Section III CMHC: A7, C9

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Section III CMHC: A7	Student thoroughly describes the role of the professional counselor when interacting with insurance companies and the implications his/her findings have on mental health services. =15	Student describes the role of the professional counselor when interacting with insurance companies and the implications his/her findings have on mental health services. =10	Student partially describes the role of the professional counselor when interacting with insurance companies and the implications his/her findings have on mental health services. =5	Student fails to describe the role of the professional counselor when interacting with insurance companies and the implications his/her findings have on mental health services. =0	
Section III CMHC Counseling, Prevention, Intervention: C9	Student thoroughly describes the information obtained regarding mental health and substance abuse services including ethics related to reporting to insurance companies. =15	Student describes the information obtained regarding mental health and substance abuse services including ethics related to reporting to insurance companies. =10	Student partially describes the information obtained regarding mental health and substance abuse services including ethics related to reporting to insurance companies. =5	Student fails to describe the information obtained regarding mental health and substance abuse services including ethics related to reporting to insurance companies. =0	
Professional Writing	Refined level of writing that excellently adheres to APA format, including appropriate margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). =9-10	Appropriate level of writing that adheres to APA format with few mistakes in margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). =7-8	Writing mostly does not demonstrate APA format. =4-6	Inappropriate writing and missing APA formatting. =0-3	
Total Points Possible: 40					/40

Create Your Own Agency/Program Plan Team Assignment

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Part One: Program Plan and Population Statement (15 points)					
CMHC Counseling, Prevention and	Group thoroughly identifies the models, methods, and principles of program	Group identifies the models, methods, and principles of program	Group partially identifies the models, methods, and principles of program	Group fails to identify the models, methods, and principles of program	

Intervention: C3	development and service delivery for their agency. =10	development and service delivery for their agency. =7	development and service delivery for their agency. =4	development and service delivery for their agency. =0	
Section Requirements	Group includes all components of part one (program plan, population statement, and mission statement). =5	Group includes most components of part one (program plan, population statement, and mission statement). =3	Group includes some components of part one (program plan, population statement, and mission statement). =1	Group is missing most of the components of part one (program plan, population statement, and mission statement). =0	
Part Two: Organizational Plan (15 points)					
CMHC Foundations: A3	Group thoroughly identifies the roles and functions of mental health counselors in various settings and the relationship as part of an interdisciplinary team. = 5	Group identifies the roles and functions of mental health counselors in various settings and the relationship as part of an interdisciplinary team. =3	Group partially identifies the roles and functions of mental health counselors in various settings and the relationship as part of an interdisciplinary team. =1	Group fails to identify the roles and functions of mental health counselors in various settings and the relationship as part of an interdisciplinary team. =0	
CMHC Counseling, Prevention, Intervention: C1	Group describes operation of their agency and involvement with other networks. = 5	Group describes operation of their agency and involvement with other networks. =3	Group partially describes operation of their agency and involvement with other networks. =1	Group fails to describe operation of their agency and involvement with other networks. =0	
Section Requirements	Group includes all components of part one (organizational plan, interagency team members, structure and design of program, organizational structures). =5	Group includes most of the components of part one (organizational plan, interagency team members, structure and design of program, organizational structures).=3	Group some of the components of part one (organizational plan, interagency team members, structure and design of program, organizational structures). =1	Group fails to include most of the components of part one (organizational plan, interagency team members, structure and design of program, organizational structures). =0	
Part Three: Evidenced Based Practices (15 points)					
Section II Research and Evaluation: G.8.3	Group thoroughly describes evidenced based practices related to their agency and how those articles will be utilized in the creation of their agency. =4	Group describes evidenced based practices related to their agency and how those articles will be utilized in the creation of their agency. =3	Group partially describes evidenced based practices related to their agency and how those articles will be utilized in the creation of their agency. =2	Group fails to describe evidenced based practices related to their agency and how those articles will be utilized in the creation of their agency. =0	
Section III Counseling, Prevention, Intervention CMHC: C9	Group thoroughly identifies any professional issues related to their particular agency. =4	Group identifies any professional issues related to their particular agency. =3	Group partially identifies any professional issues related to their particular agency. =2	Group fails to identify any professional issues related to their particular agency. =0	
Section III Research and	Group thoroughly identifies evidenced based practices that	Group identifies evidenced based practices that they	Group partially identifies evidenced based practices that	Group fails to identify evidenced based practices that they	

Evaluation CMHC: I3	they will utilize in their agency. =4	will utilize in their agency. =3	they will utilize in their agency. =2	will utilize in their agency. =0	
Section Requirements	Student brings two evidenced based articles to class prepared to discuss and submits this section of agency plan. =3	Student brings one evidenced based articles to class prepared to discuss and submits this section of agency plan. =2	Student brings one evidenced based articles to class prepared to discuss or submits this section of agency plan. =1	Student does not follow through on assignment requirements. =0	
Part Four: Needs Assessment (15 points)					
Section II Research and Evaluation: G.8.d.	Group thoroughly develops a needs assessment to determine the need of their agency. =10	Group develops a needs assessment to determine the need of their agency. =7	Group partially develops a needs assessment to determine the need of their agency. =3	Group fails to develop a needs assessment to determine the need of their agency. =0	
Section III CMHC Research and Evaluation: J2	Group thoroughly describes the importance of needs assessments and how they will use this assessment in creation/maintenance of program. =5	Group describes the importance of needs assessments and how they will use this assessment in creation/maintenance of program. =3	Group partially describes the importance of needs assessments and how they will use this assessment in creation/maintenance of program. =1	Group fails to describe the importance of needs assessments and how they will use this assessment in creation/maintenance of program. =0	
Part Five: Agency Evaluation and Budget (15 points)					
Section II Research and Evaluation: G.8.d.	Group thoroughly develops a program evaluation to determine the success of their agency. =3	Group develops a program evaluation to determine the success of their agency. =2	Group partially develops a program evaluation to determine the success of their agency. =1	Group fails to develop a program evaluation to determine the success of their agency. =0	
Section III CMHC Research and Evaluation: I 2, I3	Group thoroughly describes models of program evaluation and evidenced based program/outcome evaluations. =3	Group describes models of program evaluation and evidenced based program/outcome evaluations. =2	Group partially describes models of program evaluation and evidenced based program/outcome evaluations. =1	Group fails to describe models of program evaluation and evidenced based program/outcome evaluations. =0	
Section III CMHC Research and Evaluation: J2	Group thoroughly describes the importance of program evaluation and how they will use this assessment in maintenance of program. =3	Group describes the importance of program evaluation and how they will use this assessment in maintenance of program. =2	Group partially describes the importance of program evaluation and how they will use this assessment in maintenance of program. =1	Group fails to describe the importance of program evaluation and how they will use this assessment in maintenance of program. =0	
Section III CMHC Foundations: A8	Group thoroughly describes the management of mental health agencies including administration, finance, and accountability. =3	Group describes the management of mental health agencies including administration, finance, and accountability. =2	Group partially describes the management of mental health agencies including administration, finance, and accountability. =1	Group fails to describe the management of mental health agencies including administration, finance, and accountability. =0	

Section III CMHC Foundations: B2	Group fully shows evidence of how they will use their knowledge of public policy, financing and regulations to improve service delivery to clients. =3	Group shows evidence of how they will use their knowledge of public policy, financing and regulations to improve service delivery to clients. =2	Group partially shows evidence of how they will use their knowledge of public policy, financing and regulations to improve service delivery to clients. =1	Group fails to show evidence of how they will use their knowledge of public policy, financing and regulations to improve service delivery to clients. =0	
Part Six: Final Project and Presentation/Handout (25 points)					
Section Requirements	Group thoroughly and creatively presents agency to class, with handouts/media of their choice. =10	Group presents to class but is lacking creativity and does not provide handouts/media of their choice. =7	Group presents to class but is lacking creativity and does not provide handouts/media of their choice. =4	Group does not present agency to class, with handouts/media of their choice. =0	
Final Requirements	Group agency includes all of the components listed above: program plan, population statement, mission statement, organizational plan, evidenced based practice, needs and program evaluation, and budget and administration concerns. =10	Group agency includes most of the components listed above: program plan, population statement, mission statement, organizational plan, evidenced based practice, needs and program evaluation, and budget and administration concerns. =7	Group agency includes some of the components listed above: program plan, population statement, mission statement, organizational plan, evidenced based practice, needs and program evaluation, and budget and administration concerns. =4	Group agency is missing many of the components listed above: program plan, population statement, mission statement, organizational plan, evidenced based practice, needs and program evaluation, and budget and administration concerns. =0	
Professional Writing	Refined level of writing that excellently adheres to APA format, including appropriate margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 5	Appropriate level of writing that adheres to APA format with few mistakes in margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 3	Writing mostly does not demonstrate APA format. = 1	Inappropriate writing and missing APA formatting. = 0	
Total Points Possible: 100					/100

Advocacy Project. (70 points)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
Section II Professional Orientation and Ethics: G.1.h.	Student thoroughly demonstrates knowledge of the roles and processes of the professional	Student demonstrates knowledge of the roles and processes of the professional	Student partially demonstrates knowledge of the roles and processes of the professional	Student fails to demonstrate knowledge of the roles and processes of the professional	

	counselor advocating on behalf of the profession. = 10	counselor advocating on behalf of the profession. = 7	counselor advocating on behalf of the profession. = 4	counselor advocating on behalf of the profession. = 0	
Section II Professional Orientation and Ethics: G.1.i.	Student thoroughly demonstrates a need for advocacy processes to address institutional and social barriers that impede access, equity, and success for client. =10	Student demonstrates a need for advocacy processes to address institutional and social barriers that impede access, equity, and success for client. =7	Student partially demonstrates a need for advocacy processes to address institutional and social barriers that impede access, equity, and success for client. =4	Student fails to demonstrate a need for advocacy processes to address institutional and social barriers that impede access, equity, and success for client. =0	
Section III CMHC: Diversity and Advocacy E4	Student thoroughly understands effective strategies to support client advocacy and influence public policy to enhance equity, increase funding, and promote programs in counseling. =10	Student understands effective strategies to support client advocacy and influence public policy to enhance equity, increase funding, and promote programs in counseling. =7	Student partially understands effective strategies to support client advocacy and influence public policy to enhance equity, increase funding, and promote programs in counseling. =4	Student fails to understand effective strategies to support client advocacy and influence public policy to enhance equity, increase funding, and promote programs in counseling. =10	
Section III CMHC: Diversity and Advocacy E6	Student thoroughly shows evidence of knowledge of public policy at the state, local and nation levels that impact the profession. =10	Student shows evidence of knowledge of public policy at the state, local and nation levels that impact the profession. =7	Student partially shows evidence of knowledge of public policy at the state, local and nation levels that impact the profession. =4	Student fails to show evidence of knowledge of public policy at the state, local and nation levels that impact the profession. =10	
Section III CMHC: Diversity and Advocacy F2	Student thoroughly shows evidence of advocating for the profession through submission of letter to legislation. = 10	Student shows evidence of advocating for the profession through submission of letter to legislation. = 7	Student partially shows evidence of advocating for the profession through submission of letter to legislation. = 4	Student fails to show evidence of advocating for the profession through submission of letter to legislation. = 0	
Professional Writing	Refined level of writing that excellently adheres to APA format, including appropriate margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 10	Appropriate level of writing that adheres to APA format with few mistakes in margins, font, running head, sentence & paragraph structure, & citations & reference list (if necessary). = 7	Writing mostly does not demonstrate APA format. = 4	Inappropriate writing and missing APA formatting. = 0	
Class Presentation	Student thoroughly described, via a 5 minute	Student described, via a presentation, the mental health	Student partially described, via a presentation, the	Student failed to describe, via a presentation, the	

	presentation, the mental health issue he/she is advocating for and provides a copy of the letter to the class. =10	issue he/she is advocating for and provides a copy of the letter to the class. =7	mental health issue he/she is advocating for and provides a copy of the letter to the class. =4	mental health issue he/she is advocating for and provides a copy of the letter to the class. =0	
Total Points Possible: 70					/70

Character Documentation Assignments (15 points each)

CACREP Standards	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
CASE NOTE= 15					
Section II Helping Relationships: G.1.b., G.1.c.; Section III CMHC Foundations: A8; Counseling, Prevention, Intervention: C7, D4, D7	Student thoroughly identified, in case note format, the client's presenting issue, what was discussed during session, the interventions utilized and the plan for the next session. =9-10	Student identified, in case note format, the client's presenting issue, what was discussed during session, the interventions utilized and the plan for the next session. =7-8	Student partially identified, in case note format, the client's presenting issue, what was discussed during session, the interventions utilized and the plan for the next session. =5-6	Student failed to identify, in case note format, the client's presenting issue, what was discussed during session, the interventions utilized and the plan for the next session. =0-4	
Case Note Formatting	Student utilized either the SOAP or DAP note format and was free from spelling/grammar errors. =5	Student did not utilize the SOAP or DAP note format and case note contained several errors in grammar and spelling. =0			
Total = 15					
TREATMENT PLAN= 15					
Section II Helping Relationships: G.1.b., G.1.c.; Section III CMHC Foundations: A8; Counseling, Prevention, Intervention: C7, D4, D7	Student thoroughly develops a treatment plan including goals, interventions, problem statement, and objectives. 9-10	Student develops a treatment plan including goals, interventions, problem statement, and objectives =7-8	Student partially develops a treatment plan including goals, interventions, problem statement, and objectives. 5-6	Student fails to develop a treatment plan including goals, interventions, problem statement, and objectives. =0-4	
Treatment Plan Formatting	Student adequately describes all major components of a mental health treatment plan and the plan is free from any spelling/grammar errors. =4-5	Student adequately describes most of the components of a mental health treatment plan and the plan has few, if any grammar/spelling errors. =2-3	Student describes some of the major components of a treatment plan and also has several grammar/spelling errors. =1	Student does not include necessary components for an effective treatment plan. =0	
Total Points Possible: 30					/30