PCOU 5175 Sec 602– Independent Study: Professional Counseling Practices

Fall 2020

Course Credits: 3 hours
Instructor: Wendy Killam, LPC
Office: HSTC 231
Office Hours: by zoom Tuesday 1:00pm to 4:00pm & Thursdays 1:00pm to 3:00pm or by appointment, send email for zoom link
Phone: 936.468.1366
Email: wkillam@sfasu.edu

Course Description:

Professional Counseling Practices COUN 539
A foundational course in theoretical and applied information on community counseling services that includes a variety of delivery systems, staffing procedures, emergency services, treatment paradigms and collaboration among mental health professionals.
Prerequisites: COU 520, 531.

Text/Readings:

REQUIRED:

Materials on grant writing in course shell
Materials on Community Counseling model in course shell

LiveText Statement:
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

College Diversity Statement
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.
Additional Readings:

http://www.dshs.state.tx.us/counselor
http://www.burke-center.org
http://www.healinghelpers.org
http://www.mentalhealthscreening.org
http://www.nami.org
http://npl.sfasu.edu/communityservices/
http://tfcbt.musc.edu/

Course Information:
As a foundation course for those planning to be counselors in community/agency settings, this course includes theoretical and applied information regarding community counseling services. A variety of delivery systems, staffing procedures, emergency services, treatment paradigms and the need for collaboration among mental health professionals in the community counseling setting are discussed. Additionally, didactic and experiential course work will deal with history and development, organization/management and administration, policies and procedures, and personnel programs of mental health agencies. This course emphasizes that a widely diverse client population brings a wide variety of human concerns to mental health community agencies. Community mental health agency programs and services are conceptualized as primary, secondary, tertiary intervention level strategies.

Course Objectives/Intended Learning Outcomes:
Through the activities and objectives in COU 539 students will become prepared, competent, successful, caring and enthusiastic counseling professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular class attendance, writing projects, exams, and discussions, students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. As described in this syllabus, COU 539 follows the mission, vision and core values of the College of Education and Stephen F. Austin State University which is aligned with the counseling curriculum, clinical experiences, and assessments.

COUNSELOR EDUCATION PROGRAM LEARNING OUTCOMES

Professional Orientation and Ethical Practice (CACREP 2.F.1)
Students will be able to articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for legal and ethical practice, and advocating for the profession and clients that are served.

Social and Cultural Diversity (CACREP 2.F.2)
Students will demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

Human Growth and Development (CACREP 2.F.3)
Students are able to demonstrate an understanding of development across the lifespan and the impact on normal and abnormal functioning.

Career Development (CACREP 2.F.4)
Students are able to utilize career development theory in the development of individualized and developmentally appropriate career development activities and interventions.

Counseling and Helping Relationships (CACREP 2.F.5)
Students are able to demonstrate the skills necessary to engage in an effective and therapeutic helping relationship.
Group Counseling and Group Work (CACREP 2.F.6)
Students demonstrate competency in preparing and facilitation of group counseling.

Assessment and Treatment Planning (CACREP 2.F.7)
Students demonstrate the ability to identify effective assessment strategies in order to facilitate treatment planning.

Research and Program Evaluation (CACREP 2.F.8)
Students will demonstrate an understanding of research methods to inform evidence-based practice.

This course is designed to meet CACREP standards as described in the following matrix:

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Method of Instruction</th>
<th>Performance Assessment</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand theories, models, and strategies for understanding and practicing consultation</td>
<td>Lecture, textbook, online material, class discussions</td>
<td>Discussion, quizzes</td>
<td>CACREP 2F.5.c</td>
</tr>
<tr>
<td>Describes strategies to promote client understanding of and access to a variety of community-based resources</td>
<td>Lecture, textbook, online material, class discussions</td>
<td>Discussion, quizzes</td>
<td>CACREP 2.F.5.k</td>
</tr>
<tr>
<td>Understand 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</td>
<td>Lecture, textbook, online material, class discussions</td>
<td>Discussion, quizzes</td>
<td>CACREP CMH C.2.c</td>
</tr>
<tr>
<td>Describes legislation and government policy relevant to clinical mental health counseling</td>
<td>Lecture, textbook, online material, class discussions</td>
<td>Discussion, quizzes</td>
<td>CACREP CMH C.2.i</td>
</tr>
<tr>
<td>Understand record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling</td>
<td>Lecture, textbook, online material, class discussions</td>
<td>Discussion</td>
<td>CACREP CMH C.2.m</td>
</tr>
<tr>
<td>Describes strategies for interfacing with the legal system regarding court-referred clients</td>
<td>Lecture, textbook, online material, class discussions</td>
<td>Discussion</td>
<td>CACREP CMH C.3.e</td>
</tr>
<tr>
<td>Describe strategies for interfacing with integrated behavioral health care professionals</td>
<td>Lecture, textbook, online material, class discussions</td>
<td>Discussion</td>
<td>CACREP CMH C.3.d</td>
</tr>
</tbody>
</table>
COURSE REQUIREMENTS:
Grades will be assigned based on the quality of each student’s fulfillment of the following requirements.
* APA writing guidelines: Publication Manual of the American Psychological Association (7th Ed.)

Evaluation & Assessments:
Reflection Papers – 200 pts
Agency Review – 200 pts
Agency resource page – 50 pts
Grant proposal – 400 pts
Discussions 150

NO LATE ASSIGNMENTS WILL BE ACCEPTED FOR ANY REASON (barring emergencies, discussed with instructor; determination of remediation will be discussed at that time)

Grades:
A = 900-1000 points
B = 800-899 points
C = 700-799 points
F = 699 or below

Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction &amp; orientation to class&lt;br&gt;Review of Syllabus&lt;br&gt;Review of grant proposal material&lt;br&gt;Review of Agency Review and other assignments</td>
</tr>
<tr>
<td>Week 2</td>
<td>Chapter 4&lt;br&gt;Employment Settings for Clinical Mental Health Counselors (CMHC)</td>
</tr>
<tr>
<td>Weeks 3 and 4</td>
<td>Chapter 5&lt;br&gt;Professional and Social Advocacy in Clinical Mental Health&lt;br&gt;&lt;br&gt;Week 4 – Discussion to select Grant etc.</td>
</tr>
<tr>
<td>Weeks 5-8</td>
<td>Chapter 5&lt;br&gt;Professional and Social Advocacy in Clinical Mental Health&lt;br&gt;&lt;br&gt;Mid-Term Discussion – week 8&lt;br&gt;DUE: Grant – Cover Letter and Executive Summary – Week 6</td>
</tr>
<tr>
<td>Weeks 9 -12</td>
<td>Chapter 8&lt;br&gt;Working within the Managed Care System&lt;br&gt;DUE: Grant – Statement of Need – Due week 9</td>
</tr>
<tr>
<td>Weeks 13-15</td>
<td>Chapter 9&lt;br&gt;Consultation and Referrals&lt;br&gt;DUE: Agency Review – Due week 13&lt;br&gt;DUE: Grant – Project Description – Due week 15&lt;br&gt;Final Discussion</td>
</tr>
</tbody>
</table>
(1) **Agency Case Review – 200 points + 50 points for agency outline / resource page**

Students will conduct an in-depth review of a community mental health agency that serves a population that is of interest to them. The agency visited should not be a current or previous employer or internship site. Students will conduct interviews with agency personnel, review relevant agency documents, and make observations of physical space. Elements of the case study include:

- Basic Overview and Brief History of Agency
  - Employment setting, service delivery type
- Overview of Administrative Structure
- Agency Goals
- Advocacy efforts or special interests
- Services Provided and Fee for Service
- Description of Clientele Served
- Role of Counselors in the Agency
- Types of Counseling Provided

The final paper submitted to D2L dropbox will be 3-4 pages in length. Students should also provide a 1 page outline (in addition to the 3-4 page agency review) of the agency and vital information to their peers so that students may begin to build a community resource database. This is posted in D2L in separate section.

It is recommended that students make contact with potential agencies early to ensure sufficient time to schedule meetings and make observations at several points during the semester. Students are representatives of the University, and must dress and act in a professional and courteous manner at all times.

- You must also write a thank you letter to the individual you met with and turn in this thank you letter with your review assignment. This can be in an appendix. **YOU MUST SEND THIS LETTER TO THE INDIVIDUAL**
- Cite your book and other resources; APA style

**NO LATE ASSIGNMENTS WILL BE ACCEPTED FOR ANY REASON** (barring emergencies, discussed with instructor; determination of remediation will be discussed at that time)

<table>
<thead>
<tr>
<th>Format</th>
<th>APA Formatting</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
<td>Well written, proper grammar, syntax, punctuation, paragraphing</td>
<td>20%</td>
</tr>
<tr>
<td>Organization</td>
<td>Coherent, logical thought progression, succinct, balanced</td>
<td>20%</td>
</tr>
<tr>
<td>Content</td>
<td>Demonstrates an understanding of the assignment. Answered all areas outlined in instructions. *Academic, peer reviewed, research support</td>
<td>20%</td>
</tr>
<tr>
<td>Length</td>
<td>Your grade will automatically be reduced, if you do not meet minimum length requirements</td>
<td>20%</td>
</tr>
</tbody>
</table>
(2) Grant Proposal – 400 points total - 100 points each section

It is pertinent that review all of the materials in the Grant folder, in order to complete the grant proposal submissions. We will not review these sections. After the first day of classes. You must review and the materials in D2L and submit assignment in D2L.

You will have a sample request for proposal (RFP). Using the information on the RFP, you will design your grant. Each week you will complete a portion of the grant, submitting by the due date. On the final due date, you will submit the entire grant. Read further directions in DTL for information to get started (RFP instructions).

Papers are to be written in an academic form, using APA format, including a title page and reference page. You will be expected to use peer-reviewed academic publications. Use academic research and peer-reviewed journal articles only (Wiki pages and blogs are not either of these). Do not use news sites, websites, .orgs or even .edus (unless you are directly told to). Use your library for academic peer-reviewed publications. If you do not have an author or date on your reference, then you should likely not use the source! I must be able to find your source, so you must have it properly referenced or you will lose points.

Rubric is based on above rubric. Please see instruction sheet in D2L for further information regarding rubric. If you have not completed ALL the required information for any given proposal section, you will automatically lose 20% on that section.

DUE Week 2: Grant - Cover Letter and Executive Summary – 1 page + 1 page
July 18th

DUE Week 3: Grant – Statement of Need – 2 pages
July 25th

DUE Week 4: Grant – Project Description – 3 pages
August 1st

DUE Week 5: Complete Grant Proposal – All Previous sections + Budget, Organization Information, and Conclusion – budget – 1 page; org. info – 1 page; conclusion – 2 paragraphs
August 8th

- You will receive feedback and corrections on each section. The final submission must include the edits I have included in the feedback.
- APA style (see previous sections for more information.
Course Evaluations:
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical! In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

Student Ethics and Other Policy Information:
Attendance: Students are expected to arrive on-time prepared for class. If you miss class that counts as an absence. If you are more than 10 minutes late that counts as half an absence. Two or more absences from the course will result in a one letter grade deduction.
Students with Disabilities: To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Academic Integrity
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.
Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp.
If you plagiarize a paper you will receive a 0 on the paper and there will not be the opportunity for you to rewrite the paper. It is important that you give credit where due. Cheating on an exam will result in the grade of F in the course.
Withheld Grades Semester Grades Policy (A-54)
Ordinarily, at the discretion of the instructor of record and with the approval of the academic
chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which the WH is assigned, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

LiveText statement:
This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or
any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

**Course Specifics:**

This course requires quite a bit of writing. You should have a backup plan in case your primary computer that you use goes out. It is also a good idea to back up your work especially for major assignments.

Meeting the requirements as outlined is the student’s avenue for successful completion of the course. No additional assignments will be given or accepted for “extra credit.” Late work is not accepted unless arrangements are made in advance or there is a major extenuating circumstance (i.e. death in immediate the family or unexpected hospitalization.)