



WICHITA STATE
UNIVERSITY

College of Education

CLES 806 Foundations of Clinical Mental Health Counseling (3 credit hours)
Master Syllabus

Instructor:
Office Location:
Telephone:
Email:
Office Hours:
Classroom:
Class Time:

How to use this Syllabus

This syllabus provides you with information specific to this course, and it also provides information about important university policies. This document should be viewed as a course overview; it is not a contract and is subject to change as the semester evolves.

Academic Honesty

Students are responsible for knowing and following the Student Code of Conduct http://webs.wichita.edu/inaudit/ch8_05.htm and the Student Academic Honesty policy http://webs.wichita.edu/inaudit/ch2_17.htm.

COEd Academic Honesty policy

A standard of honesty, fairly applied to all students, is essential to a learning environment. Students abridging a standard of honesty must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the college or University level and may result in suspension or dismissal. Dismissal from a college for academic dishonesty, constitutes dismissal from the University. (WSU Student Code of Conduct)

Course Description

Designed for persons pursuing careers in mental health counseling. Topics addressed include the history of mental counseling, an analysis of the current status of the mental health delivery system, and a futuristic look at mental health services. Examines professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling; models and principles of clinical supervision; consultation; management of mental health services and programs, including areas such as administration, finance, managed care and accountability; and ethical and legal standards in clinical mental health counseling. The legal and societal bases of clinical mental health services are explored within a social justice framework.

Definition of a Credit Hour

3 credit hour class: Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction and preparation/studying or course related activities for a total of 135 hours.

Course Delivery: (online)

Class time will include online discussions, experiential learning exercises, collaborative group work, some quizzes, and time for students to work on class assignments with immediate

feedback from peers and professor. Outside of class, students will access lectures, PowerPoints, and other learning materials from Blackboard as well as read all assigned readings

Prerequisites: graduate standing

Textbook: *Corey/Corey's Becoming a Helper, 7th Edition*

Additional Materials:

Kansas Behavioral Sciences Regulatory Board: <https://ksbsrb.ks.gov/professions/professional-counselors>

Kottle, J. A. & Shepard, D. S. (2015). Introduction to therapeutic counseling: Voices from the field. (8th Ed.) Brooks/Cole Cengage Learning.

Gerig, M. S. (2014). Foundations for clinical mental health counseling: An introduction to the profession, (2nd Ed.). Upper saddle, River NJ: Pearson.

American Counseling Association: <https://www.counseling.org/>

American Mental Health Counselors Association: <http://www.amhca.org/home>

Kansas Counseling Association: <https://kca.wildapricot.org/>

Measurable Student Learning Outcomes

Measurable Student Learning Outcomes

Upon successful completion of this courses students will be able to do the following:

- Identify and understand professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
- Understand models and principles of clinical supervision.
- Understand and demonstrate models of consultation.
- Understand the management of mental health services and programs, including areas such as administration, finance, managed care, and accountability.
- Understand the ethical and legal standards in clinical mental health counseling.

ID	Learner Outcomes The student will	CACREP Standards	KSDE Standards	Conceptual Framework*	Related Assessment
1	Demonstrate understanding of the history and development of clinical mental health counseling	5.C.1.a	N/A	CKS	BD, CQ, IR
2	Demonstrate understanding of theories & models related to clinical mental health counseling	5.C.1.b	N/A	CKS HDD	BD, CQ CS, VQ
3	Demonstrate understanding of principles, models, & documentation formats of biopsychosocial case conceptualization & treatment planning	5.C.1.c	N/A	CKS HDD	BD CQ FE
4	Demonstrate psychological tests & assessments specific to	5.C.1.d	N/A	HDD	BD CQ

	clinical mental health counseling				
5	Demonstrate understanding of neurobiological & medical foundations & etiology of substance use disorders and/or co-occurring disorders	5.C.2.e	N/A	HDD	CQ VQ
6	Demonstrate understanding of legislation & government policy relevant to clinical mental health counseling	5.C.2.i		CTA, HDD	BD CQ IR VQ
7	Demonstrate understanding of cultural factors relevant to clinical mental health counseling	5.C.2.j	N/A	CKS	CQ IR
8	Apply understanding of professional organizations, preparation standards, & credentials relevant to the practice of clinical mental health counseling	5.C.2.k	N/A	CTA	CQ IRP
9	Apply legal & ethical considerations specific to clinical mental health counseling	5.C.2.l	N/A	CKS	CQ FE VQ
10	Demonstrate understanding of record keeping, third party reimbursement, & other practice and management issues in clinical mental health counseling	5.C.2.m	N/A	T	CQ VQ FE
11	Demonstrate understanding of the role of counseling supervision in the profession	2.F.1.m	N/A	PR	CQ CS
12	Learn strategies for personal and professional self-evaluation and implications for practice	2.F.1.k	N/A	PR	CE FE IR

Conceptual Framework: Guiding Principles from the Unit Conceptual Framework (PR, HDD, CTA, T, CKS, C)

Conceptual Framework

The Professional Education Unit (College of Education) at Wichita State University in 2003 approved, and in 2009 revised, a Conceptual Framework, which provides a vision for preparing teachers and other school personnel at WSU who are competent, collaborative, and reflective professionals. Six guiding principles and related goals and proficiencies were established. All programs in the College of Education have conformed their programs to be consistent with the Unit Conceptual Framework, an overview of which can be found at the following website:

<http://webs.wichita.edu/depttools/depttoolsmemberfiles/COEdDEAN/CF%20with%20Lit%20Review%2011-05-09.pdf>.

Alignment of Unit Conceptual Framework with Major Course Topics

All programs in the College of Education are designed to be consistent with the college vision and a set of guiding principles to prepare candidates who are highly competent, collaborative, and reflective professionals. Guiding principles associated with major topics being addressed in this course are indicated in the table below:

Major Topics	Guiding Principles from Unit Conceptual Framework*									
	PR	HDD	CTA	T	CKS	C	da	dc	df	dl
Historical perspectives of foundations of mental health counseling profession	■		■			■				
Advocacy competencies required by American Counseling Association	■	■					■		■	
Understanding of specializations within counseling profession and clear identification as clinical mental health counselor	■	■								■
Ethical and culturally relevant practice of mental health counseling		■					■		■	■

* http://webs.wichita.edu/depttools/DeptToolsMemberFiles/coedean/revisedCF_2_24_03.pdf

Professionalism and reflection on vocation (PR)

- Human development and respect for diversity (HDD)
- Connection of teaching and assessment (CTA)
- Technology integration (T)
- Understanding content knowledge and pedagogical content knowledge and their alignment with standards (CKS)
- Collaboration with stakeholders (C)
- Considers family, community, and school in advocating for students/clients (da)
- Values working cooperatively with colleagues and others to advance the best interests of students/clients (dc)
- Respects and holds high expectations and fairness of all learners (df)
- Values knowledge and continuous learning to improve professional practice (dl)

Remediation - Students failing to achieve an acceptable performance on this required assessment will be provided with a limit of (2) remediation opportunity/opportunities. The university is not able to recommend individuals for licensure/endorsement who fail to attain an acceptable rating on required assessments, even though they may receive an acceptable course grade or exceed minimum GPAs. Therefore, students who do not achieve acceptable performance on this assessment after (2) remediation opportunity/opportunities will be subject to dismissal from the program

Undergraduate vs. Graduate Credit (for 700 level courses)

Undergraduate students enrolled in 700 level courses will receive undergraduate credit (not graduate credit) unless they have a previously approved senior rule application or

dual/accelerated enrollment form on file in the Graduate School. Undergraduate credit earned in 700 level courses cannot later be counted toward a graduate degree.

Technology Expectations

The COEd Technology Center is available to College of Education students, faculty, and staff. A wide variety of technology equipment is available for student projects and assignments (e.g., wireless laptops, classroom performance systems, and digital cameras). Tech Staff are available during open lab hours to reserve equipment and answer questions. For detailed information about equipment and services, and a current Tech Center calendar, visit the Tech Center website at <http://www.wichita.edu/education/techcenter>

- Utilize Blackboard technology.
- Be able to use productivity software to develop web pages, word processing documents, basic databases, spreadsheets, and other forms of documentation or materials applicable to practice.
- Be able to use E-mail, including document attachments.
- Be able to acquire, use and develop multimedia software (i.e., PowerPoint/Keynote presentations, animated graphics, digital audio, digital video) applicable to education, training, and practice
- Be able to help clients search for and evaluate various types of counseling-related information via the Internet, including information about careers, employment opportunities, educational and training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.

Education Candidate Conduct Expectations:

Education candidates participating in a field experience as a part of their degree program are expected to conduct themselves in accordance with the requirements and expectations of their degree program. Candidates should not engage in unprofessional conduct or unlawful behaviors in accordance to KSDE's Kansas Educator Code of Conduct

[http://www.ksde.org/Portals/0/TLA/Licensure/KS Ed Code Conduct Brochure031014.pdf](http://www.ksde.org/Portals/0/TLA/Licensure/KS_Ed_Code_Conduct_Brochure031014.pdf)

- In view of these expectations, candidates participating in a field experience who are unable to meet these standards, as judged by university faculty and site supervisors, may receive a failing grade and/or face possible removal from the field experience.

ACA Code of Ethics Statement – Personal Values

A.4.b. Personal Values Counselors are aware of—and avoid imposing—their own values, attitudes, beliefs, and behaviors. Counselors respect the diversity of clients, trainees, and research participants and seek training in areas in which they are at risk of imposing their values onto clients, especially when the counselor's values are inconsistent with the client's goals or are discriminatory in nature.

Professional Dispositions Statement

Introduction: Although academic performance is a crucial factor in evaluating candidate performance, there are other interpersonal and professional skills that are equally important in determining the professional readiness of a candidate to enter their chosen field. Therefore, in

addition to academic performance, students in the CLES Department will also be evaluated on the following professional readiness indicators. Failure to adhere to any of these expected professional dispositions will result in a remediation plan and may in some cases result in dismissal from the student's program of study.

Indicators of Professional Readiness: Essential characteristics expected of all candidates matriculated in a degree program in the CLES Department are as follows:

1. Willingness and ability to self-explore and reflect on experiences in order to grow as a professional;
2. Ability to demonstrate excellent listening skills;
3. Ability to effectively communicate with others;
4. Ability to work respectfully, appropriately, and effectively with authority figures including university professors and site supervisors;
5. Ability to hear and accept critical feedback and to integrate and make changes based on communicated feedback;
6. Ability to act according to the professional expectations of the classroom and school/agency placement sites especially with regard to:
 - Appropriate dress
 - Promptness
 - Respectful attitude and behavior;
7. Ability to work effectively with administrators, staff, students/clients, and parents;
8. Ability to engage students/clients in a competent, ethical, and professional manner that respects and enhances their inherent dignity and worth;
9. Demonstrated adherence to the ethical guidelines related to ability to recognize and value client diversity in terms of race, ethnicity, gender, sexual orientation, disability, social class, etc.;
10. Demonstrated ability to practice in a manner consistent with the ACA/NASP or other professional ethical guidelines; especially those related to ensuring the welfare of all students/clients and doing no harm to students/clients.

Academic Requirements and Evaluation

Reading: It is expected that you will come to class having read the chapters assigned in order to facilitate discussion. Your opinions are important to both the class and your experience in the program, so please come to class prepared.

Attendance and Participation: A rich and healthy exchange of ideas, reading, and feedback is essential to your growth as a counselor in terms of your ethical decision making skills. You are expected to be an active speaker as well as an active listener, contributing usefully to class discussions. Learning to be an ethical counselor involves assessing one's personal values and assumptions and learning to understand the values and assumptions of others. Therefore, students will be expected to discuss their personal values and assumptions in class. Wise students will avoid missing class; participation is an opportunity to gain additional insight into concepts and to share ideas.

Attendance and participation (5% of final grade). Missing more than two class periods could result in point deductions. It is the student's responsibility to notify the instructor prior to an absence you know will occur.

Complete All Assignments on Time: Students are expected to complete all assignments as instructed and ON TIME. Late assignments will be considered only in cases of exceptional circumstances. In all cases, it is the student's responsibility to contact the instructor to discuss special considerations/modifications of assignments or completion of missed work. **No extra credit.**

Blackboard Instruction

If you are new to Blackboard I would recommend that you view the Blackboard Tutorial. The purpose of the tutorial is to familiarize you with the basic sections and procedures associated with Blackboard.

- Check the 'Announcements' page on Bb on a regular basis.
- For you to be able to successfully complete this course, an essential pre-requisite is that your instructor is able to communicate with you via e-mail. This course is conducted on the platform known as Blackboard. All e-mails that I send to you are sent via Blackboard. Thus it is very important to ensure that there is a current e-mail address for you on Blackboard. **To make sure that there is an accurate e-mail address for you:**
- Look for the button "**Tools**" once you enter the course and Click "**Tools**".
- Then click "**Personal Information**".
- Next click "**Edit Personal Information**".

Here you will have an opportunity to provide accurate information about yourself. Be sure to enter current e-mail address that you plan to use for this course. If you change your e-mail address in the middle of the semester, it is your responsibility to make the necessary change on Blackboard. Once you have entered your correct address "**SUBMIT**" the information so it can be updated. **NOTE: Please do not e-mail me individually with your e-mail addresses because I cannot make the change on Blackboard. You will need to do this yourself.**

Class Protocol

Class attendance and participation (online) are considered important parts of the learning process, and therefore it is expected and strongly encouraged. Note that because of the broad multidisciplinary nature of the course, material presented in class may not be covered in the readings. The student is responsible to know all the material presented, whether from the readings or from class. The student is expected to expend sufficient effort to learn the material, to respect the instructor, and to be attentive and participatory in the classroom.

Grading Scale:

WSU uses a +/- grading scale for final grades and to calculate grade point average. In this class, grades are assigned according to the following charts.

	Evaluation	Due day
1	Blackboard Discussion (BD) Send Me Emails (5 points); Self-Intro (5 points); Chapter Discussion (5 points); Weekly Questions (5 points)	
2	Interview Report (IR)	
3	Case Study (CS)	
4	Chapter Quiz (CQ)	
5	Video Quiz (VQ)	
6	Chapter Exercises (CE)	
7	Final Exam (FE)	

8	Chapter Reflection (CR)		
	Total Points		

Letter Grade	Grade Points	Percentages	Interpretation (For CLES 805)
A	4.00	100% - 93%	The A range denotes excellent performance.
A-	3.70	92% - 90%	You complete all assignments.
B+	3.30	89% - 87%	The B range denotes good performance
B	3.00	86% - 83%	You will receive "B" if you miss Mid-term Exam (Interview Report).
B-	2.70	82% - 80%	
C+	2.30	79% - 77%	The C range denotes satisfactory performance
C	2.00	76% - 73%	You will receive "C" if you miss Final Exam (Interview Paper).
C-	1.70	72% - 70%	
D+	1.30	69% - 67%	The D range denotes unsatisfactory performance
D	1.00	66% - 63%	You will receive "D" if you miss Mid-term and Final Exam.
D-	0.70	62% - 60%	
F	0.00	< 60%	F denotes failing performance

Activities and Assessments

- 1. Blackboard Discussion:** Students are expected to make at least two postings per discussion board. Students may use Blackboard (<http://www.wichita.edu/blackboard>) to communicate with the instructor and/or other students. The instructor will monitor these postings, and participation points will be awarded based on quality of participation.

1.1 Blackboard Discussion Grading:

Highly Effective = 4 or 5; Extensive knowledge or skills

Effective = 3 or 4; Substantial knowledge or skills

Developing = 2 or 3; Inadequate knowledge or skills

Ineffective = 0 or 1; Lack of knowledge or skills

Discussion Rubric				
Criteria	Highly Effective	Effective	Developing	Ineffective
Quality of Post	Appropriate comments: thoughtful & reflective	Responds but with minimum efforts. (e.g., I agree with ...)	Poor comments	No posting
Relevant of Post	Prompts further discussion of topic	Makes short or irrelevant remarks	Poor remarks	No posting
Engagement with others	Responds to ideas in a way that advances discussion	Mostly summarizes what others have said without adding to discussion	Poor response to other posts in thread	Ignore other posts in thread

2. Interview Report:

Observe and interview a counseling professional (e.g., LPC, LCPC, LMFC, RPT) who currently works in a setting (Private Practice, Church, Community Counseling Services) similar to where you hope to be someday. The counselor you choose to interview should have professional training and appropriate credentials and have at least two years of counseling practice experience. Spend as many hours as you can to observe counseling related activities. Find out the joys and difficulties the counselor encounters in his/her work. Ask questions that would help you understand more about the counseling. You need to apply the information from this course, as well as in an interview you conduct, to your understanding of what it means to be a professional clinical mental health counselor.

You may schedule a separate session(s) for observations and interview. Write a 2-4-page paper and try to address the following questions:

1. What is the counselor/therapist's area of training and professional background?
2. Why and how did you choose to interview him/her?
3. What have you observed during the "sit-in" session (s)?
4. What motivated him/her to become a counselor?
5. How does this counselor typically spend his/her time?
6. What are the rewards he/she gains, the challenges he/she faces?
7. What advice he/she would give a trainee?
8. What did you learn from your observation and interview?
9. What do you do to maintain self-care and wellness?
10. In what way does this observation and interview change your perception about counseling and your career goals?
11. Additional reactions and comments about this field experience (treatment plan, case conceptualization, documentation, the changing face of clinical mental health: neurobiological & medical foundations & etiology of addiction & co-occurring disorders, psychological assessment related to clinical mental health counseling, record keeping, third party reimbursement).

The interview report should be typed, APA style, and a minimum of 2 to 4 pages. The report should include a summary of the interview. The interview report will be **submitted to the instructor via Black Board Assignment Tab**.

Interview Report Grading:

Highly Effective = 4 or 5; Extensive knowledge or skills

Effective = 3 or 4; Substantial knowledge or skills

Developing = 2 or 3; Inadequate knowledge or skills

Ineffective = 0 or 1; Lack of knowledge or skills

Interview Report Rubric (see Appendix A)

3. **Chapter Quiz/Case Study/Video Quiz/Chapter Exercises/Chapter Reflection:** The quiz questions will be based on textbook and reading materials. Quizzes will be administered through Blackboard and will be multiple choice and true/false. More details will be provided on Blackboard.
4. **Comprehensive Final Exam:** There are 50 multiple-choice questions from each chapter. More detailed info can be found through Blackboard.

Final Exam Rubric (See Appendix B)

UNIVERSITY POLICIES

Technology Expectations

Students have access to technology support from multiple sources. WSU [OneStop](#) 855-978-1787 can assist students with a range of issues, including those relating to Blackboard and SafeAssign. The College of Education also offers technology services to students. For example, digital video cameras are available for 48-hour checkout. To request a reservation, please contact coe.tech@wichita.edu. The student lounge on the second floor of Corbin South provides computer work stations where students can also print materials. A learning space in Corbin 156A is open to students when not reserved for program content/professional development delivery. And finally, WSU's Ablah Library features a [C-Space](#) where students have access to varied technological resources such as color printing, 3D printing, a sound booth, and computer work stations.

Concealed Carry Policy

The Kansas Legislature has legalized concealed carry on public university campuses. Guns must be out of view, concealed either on the body of the carrier, or backpack, purse or bag that remains under the immediate control of the carrier. Gun owners must familiarize themselves with WSU's Concealed Carry Policy at http://webs.wichita.edu/?u=wsunews&p=/weapons_policy_documents and the Kansas Board of Regent's policy at http://www.kansasregents.org/about/policies-by-laws-missions/board_policy_manual_2/chapter_ii_governance_state_universities_2/chapter_ii_full_text#weapons. If you believe that there has been a violation of this policy, please contact the University Police Department at 316 978-3450.

Title IX

Title IX of the Educational Amendments of 1972 prohibits discrimination based on sex in any educational institution that receives federal funding. Wichita State University does not tolerate sex discrimination of any kind including: sexual misconduct; sexual harassment; relationship/sexual violence and stalking. These incidents may interfere with or limit an individual's ability to benefit from or participate in the University's educational programs or activities. Students are asked to immediately report incidents to the University Police Department, (316) 978- 3450 or the Title IX Coordinator (316) 978-5177. Students may also report incidents to an instructor, faculty or staff member, who are required by law to notify the Title IX Coordinator. If a student wishes to keep the information confidential, the student may speak with staff members of the Counseling and Testing Center (316) 978-3440 or Student Health Services (316)978-3620. For more information, visit the [WSU Title IX website](#).

Additional Concealed Carry Language for lab courses or other courses where student belongings are unattended and out of immediate control

Under the Concealed Carry Policy, a backpack or other bag used to carry a handgun must be within the immediate control of the individual. This course requires students to leave belongings such as backpacks or other bags out of reach and unattended for the duration of class time. Students who choose to carry a concealed handgun in a backpack or other bag must plan each day accordingly, and are responsible for making alternate arrangements as necessary. Wichita State does not provide publicly available secure storage for concealed handguns. If you believe that there has been a violation of this policy, please contact the University Police Department at 316 978-3450

Names and Pronouns

Everyone has the right to be addressed as and referred to by the name and pronouns (including non-binary pronouns) that they choose and that correspond to their gender identity. Class rosters have a student's legal name and do not include pronouns, therefore, all students will be asked in class to indicate the names and pronouns they use for themselves. A student's chosen name and pronouns are to be respected at all times in the classroom.

CARE Team

Wichita State University is committed to the safety and success of and cares about all members of the University community. If you or someone you know needs support, is distressed, or exhibits concerning behavior that is interfering with their own or others' academic or personal success or the safety of members of our community, resources and assistance are available. As your Faculty, I may seek support for you. If you or another member of our campus community is in need of help, please submit a concern at www.wichita.edu/ubit or call any CARE team member listed on that webpage. In case of emergency, please call the University Police Department at (316) 978-3450 or 911.

Diversity and Inclusive

Wichita State University is committed to being an inclusive campus that reflects the evolving diversity of society. To further this goal, WSU does not discriminate in its programs and activities on the basis of race, religion, color, national origin, gender, age, sexual orientation, gender identity, gender expression, marital status, political affiliation, status as a veteran, genetic information or disability. The following person has been designated to handle inquiries regarding nondiscrimination policies: Executive Director, Office of Equal Employment Opportunity, Wichita State University, 1845 Fairmount, Wichita KS 67260-0138; telephone (316) 978-3186.

Intellectual Property

Wichita State University students are subject to Board of Regents and University policies (see http://webs.wichita.edu/inaudit/ch9_10.htm) regarding intellectual property rights. Any questions regarding these rights and any disputes that arise under these policies will be resolved by the President of the University, or the President's designee, and such decision will constitute the final decision.

Disabilities

If you have a physical, psychiatric/emotional, or learning disability that may impact on your ability to carry out assigned course work, I encourage you to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex, room 320, (316) 978-3309 (voice/tty). DS will review your concerns and determine, with you, what academic accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Counseling & Testing

The WSU Counseling & Testing Center provides professional counseling services to students, faculty and staff; administers tests and offers test preparation workshops; and presents programs on topics promoting personal and professional growth. Services are low cost and confidential. They are located in room 320 of Grace Wilkie Hall, and their phone number is (316) 978-3440. The Counseling & Testing Center is open on all days that the University is officially open. If you have a mental health emergency during the times that the Counseling & Testing Center is not open, please call COMCARE Crisis Services at (316) 660-7500.

Shocker Alert System

Get the emergency information you need instantly and effortlessly! With the Shocker Alert System, we will contact you by email the moment there is an emergency or weather alert that affects the campus. Sign up at www.wichita.edu/alert.

Student Health Services

WSU's Student Health clinic is located in Ahlberg Hall. Hours are 8:00am to 4:00pm (3:00pm on Fridays), though the clinic may be closed occasionally on Wednesdays from noon to 1:30pm. In addition to outpatient and preventive care (including immunizations, a prescription service, and testing/counseling for sexually transmitted infections), Student Health can handle minor injuries. All services are confidential. For more information see www.wichita.edu/studenthealth.

The Heskett Center and Campus Recreation

Whether you are wanting to be active on campus, relieve the stress from classes or take care of your body, Wichita State Campus Recreation is the place for you. Campus Recreation, located inside the Heskett Center, contributes to the health, education, and development of Wichita State University students, faculty, staff, alumni, and community members by offering quality programs and services. With many programs and facilities which are free to all students and members, Campus Recreation offers its members limitless opportunities. For more information about our services see www.wichita.edu/heskett.

Video and Audio Recording

Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited. Unless explicit permission is obtained from the instructor, recordings of lectures may not be modified and must not be transferred or transmitted to any other person, whether or not that individual is enrolled in the course

Important Academic Dates

For _____ semester 20__, classes begin _____, _____ 20__, and end _____, _____, 20__. The last date to drop a class and receive a W (withdrawn) instead of F (failed) is _____, 20__. There are no classes on _____, 20__. The final exam period is _____, 20__.

COURSE CONTENT

Tentative Course Schedule

Week	Date	Topics	Reading, Assignments, Deadline
1		Course Orientation	See other activities assigned in Bb
2		Ch1: Are the Helping Professions for you?	See Bb
3		Ch2: Helper, Know Thyself	See Bb
4		Ch3: Knowing Your Values	See Bb
5		Ch4: Understanding Diversity	See Bb
6		Ch5: Common Concerns of Beginning Helpers	See Bb
7		Ch6: The Helping Process	See Bb
8		Ch7: Theory Applied to Practice Mid-term Exam	See Bb

9		Ch8: Ethical and Legal Issues Facing Helpers	See Bb
10		Ch9: Managing Boundary Issues	See Bb
11		Ch10: Getting the Most from Your Fieldwork and Supervision	See Bb
12		Ch11: Working with Groups	See Bb
13		Ch12: Working in the Community	See Bb
14		Ch13: Stress, Burnout, and Self-Care	See Bb
15		Ch14: Managing Crisis: Personally, and Professionally	See Bb
16		Final Week – Comprehensive Final Exam Due	

Course Resources and Bibliography

- Coleman, H. L. K. & Yeh, C. J. *Handbook of School Counseling*. New York: Routledge, 2008.
- Dahir, C.A., & Stone, C. (2011). *The transformed school counselor*. Belmont, CA: Wadsworth
- Dollarhide, C. T. & Saginak, K. A. (2011). *Comprehensive school counseling programs: K-12 delivery systems in action*. Englewood Cliffs, NJ: Prentice Hall.
- Erford, B. (2013). *Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations*. Upper Saddle River, NJ: Pearson.
- Erford, B. (2011). *Transforming the school counseling profession*. Upper Saddle River, NJ: Pearson.
- Erford, B. (2010). *Professional school counseling: A handbook of theories, programs, and practices*. Austin, TX: Pro-Ed.
- Hermann, M. A., Remley, T. P., & Huey, W. C. (2010). *Ethical & legal issues in school counseling*. Alexandria, VA: American School Counselor Association.

Appendix A
Interview Report Rubric

Criteria	Level of Achievement			
	Highly Effective	Effective	Developing	Ineffective
Observation	Spend at least half of a day job shadowing at least two professional counselors at different settings/buildings/levels, observing a variety of counseling activities.	Spend at least two hours job shadowing a professional counselor, observing one or two major functions of the counselor	Lack of indication of any on-site observations	No indication of any on-site observations
Credentials & Experience of the counselor being observed	The persons being observed have credentials in the setting observer intends to be, with at least two years of professional experience in the field.	Credentials in the counseling or related field. A minimum of two year of full time counseling practice.	Lack of indication of credentials in the counseling or counseling related field.	No indication of credentials in the counseling or counseling related field.
Interview questions	Went beyond the interview questions to include your own questions.	Satisfactorily address all of the questions.	Fail to address the majority of questions.	Fail to address the majority of questions.
Implications	Demonstrate ability to reflect and evaluate the role and function of the counselor in relation to personal aspirations.	Satisfactorily reflect and evaluate what has been observed and his/her learning experience in relation to his/her own career aspiration.	Poor reflection or evaluation on what has been observed.	No reflection or evaluation on what has been observed.
Writing	Information is well organized and clearly presented. Within 4-7 pages. Standard font size. APA style	Information is well organized and clearly presented. Slightly over or under 4-7 page limit. APA style	Poor writing and organization. Fewer than 3 pages. Poor APA style	No APA style

Appendix B Comprehensive Final Exam

Passing Score: Effective

Traits/Subjects	Level of Performance				Transition Point	Remediation Attempts	CACREP Standards	Conceptual Framework	KSDE Standards	CAEP /InTA SC
	Ineffective	Developing	Effective	Highly Effective						
Course Grade in Comprehensive Final Exam	D+, D, D-grade F or below grade	C+, C, C-	A-, B+, B, B-grade	A+ or A grade	III	2	2.F.1.a, b, c, d, e, f, g, h 2.F.5.j 5.C.1.a 5.C.1.c 5.C.2.a 5.C.2.c 5.C.2.i 5.C.2.k 5.C.3.c 5.C.3.d	CKS	NA	A.1.2

CACREP Key Standards:

- history and philosophy of the counseling profession and its specialty areas (2.F.1.a)
- 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 interorganizational collaboration and consultation (2.F.1.b)
- counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (2.F.1.c)
- the role and process of the professional counselor advocating on behalf of the profession (2.F.1.d)
- advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (2.F.1.e)
- professional counseling organizations, including membership benefits, activities, services to members, and current issues (2.F.1.f)
- professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (2.F.1.g)
- current labor market information relevant to opportunities for practice within the counseling profession (2.F.1.h)

- evidence-based counseling strategies and techniques for prevention and intervention (2.F.5.j)
- history and development of clinical mental health counseling (5.C.1.a)
- principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (5.C.1.c)
- roles and settings of clinical mental health counselors (5.C.2.a)
- 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 (5.C.2.c)
- legislation and government policy relevant to clinical mental health counseling (5.C.2.i)
- professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (5.C.2.k)
- strategies for interfacing with the legal system regarding court-referred clients (5.C.3.c)
- strategies for interfacing with integrated behavioral health care professionals (5.C.3.d)