University of North Texas at Dallas
COUN 5300 Systems, Leadership, and Program Development
(3 hrs)
Spring 2016
Syllabus and class schedule

Department of Counseling and Human Development	Division of Education and Human Services

Instructor Name:	Dr. Amy McCortney
Office Location:	By appointment
Office Phone:	214.477.9907
Email Address:	Amy.mccortney@untdallas.edu

Office Hours:	By appointment
Classroom Location:	(Hybrid) Building 2 Rm. 307, and online
Class Meeting Days & Times:	Wednesdays 7:00-9:50 pm., and online

Course Catalog Description:	3 hours. Principles and practices of counseling in clinical mental health settings with special attention to systems of care, administration, program development, and program evaluation.
Prerequisites:	Prerequisite(s): COUN 5680 and 5710, or consent of department.
Required Text:	Mandatory Text(s): • Kettner, P. M., Moroney, R. M., & Martin, L. L. (2012). *Designing and managing programs: An effectiveness-based approach* (4th ed.).Thousand Oaks, CA: Sage. • Newsome, D.W., & Gladding, S.T. (2013). *Clinical mental health counseling in community and agency settings* (4th ed.). New York, NY: Pearson. • American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. • **Tk20:** This course requires an assignment that will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase and can also be used for other classes. Key assignments must be uploaded into the Tk20 system for instructors to assess. To purchase, go to https://www.coe.unt.edu/tk20-campus-tools
Recommended Text(s) & Resources:	• Echterling, L.G., et al. (2002). *Thriving: A manual for students in the helping professions.* Boston: Houghton Mifflin. • Hodges, S. (2011). *The graduate practicum and internship manual: A resource for graduate counseling students.*New York: Springer. • Jongsma, A.E., Peterson, L.M., & Bruce, T.J. (2014). *The complete adult psychotherapy treatment planner.* (5th ed.). Hoboken, NJ: Wiley.

Access to Learning Resources:	UNT Dallas Library:
	    phone: (972) 780-3625;
	    web: http://www.unt.edu/unt-dallas/library.htm
	UNT Dallas Bookstore:
	    phone: (972) 780-3652;
	    e-mail: 1012mgr@fheg.follett.com
	UNT Help Desk:
	    Phone: 972-780-3626

Email: http://web3.unt.edu/helpdesk/service
Walk-in: Founders Hall Rm. 127
CITC Help Desk website: http://www.unt.edu/helpdesk/index.htm.

Blackboard Learn: *If you have trouble logging in, cannot submit an assignment or quiz, or encounter some other problem in Blackboard*, your primary step should be to contact the ITSS Help Desk rather than this professor. The ITSS Help Desk offers phone, email and walk-in support:
   Student Resources information: http://webct.unt.edu including how and where to download the current correct version of Java (1.5.0_07).

Course Goals and Overview:
Students will become knowledgeable regarding practice settings, counselor functions, and services available in Community Mental Health Center (CMHC) settings in the DFW area. Students will develop understanding of systems of administration, program development, and program evaluation skills necessary for success in today's marketplace.

Learning Objectives/Outcomes: At the end of this course, students will be able to meet the following Student Learning Objectives (SLOs):

	Student Learning Objectives (SLOs)	CACREP	Evaluation
1	Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganizational collaboration and consultation	IIG1b	Agency project
2	Counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;	IIG1c	Quiz; EBT project
3	Self-care strategies appropriate to the counselor role;	IIG1d	Discussion board
4	Counseling supervision models, practices, and processes	IIG1e	Discussion board
5	Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;	IIG1g	Discussion board
6	The role and process of the professional counselor advocating on behalf of the profession;	IIG1h	Quiz; Final Project
7	Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients;	IIG1i (2009)	Discussion board; Final Project
8	Technology's impact on the counseling profession;	IIG1i (2016)	Quiz
9	Strategies for personal and professional self-evaluation and implications for practice;	IIG1j (2016)	Discussion board
10	A general framework for understanding and practicing consultation;	IIG5f	Final Project
11	The importance of research in advancing the counseling profession;	IIG8a	EBT project

12	Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications;	IIG8d	Final project
13	The use of research to inform evidence-based practice;	IIG8e	Quiz; EBT project
14	Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies.	IIG8f	Final project

Online/Hybrid Course Outline
This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

This course is designed as a hybrid course with lessons conducted both synchronously (face-to-face) and asynchronously (online). Class time is 40 hours plus at least 25 hours in reading and assignments. Therefore, the student should plan his or her time commitment accordingly; lesson dates and required due dates are noted on the tentative schedule below.

The course requires assignments that **must** be completed by the **set deadlines** indicated in bolded red in order to be successful. In other words, you can work ahead to accommodate for religious, family, or work obligations; however, you must have the specific class completed by the set deadline.

It is highly recommended that students schedule time as follows: (a) 2 to 3 hours to read textbook chapters and posted articles for each module before starting the module, (b) 4-hour blocks of time to complete each module, and (c) approximately 10 hours to complete each major assignment.

Tentative Class Schedule

*****Kettner, Moroney, & Martin (2012)= KMM; Newsome & Gladding=N&G*

Class/Module	Topic(s):	SLO(s)	Readings
1/20	**Synchronous (face-to-face) meeting:** First class meeting Course orientation & overview		After class, complete the first "assignment" on your "Classroom Q&A" discussion board **Due 1/25 midnight**
1/27 online	Definition of community counseling (CC) and history	1	• N&G Ch. 1 • **Quiz 1 due 2/1 midnight**
2/3	Counselor professional identity	1, 5	• N&G Ch. 2 & 3 • Spurgeon (2012) • **Discussion board 1 due 2/8**
2/10 online	Organizations & credentialing	5	• N&G Ch. 4 • **Discussion board 2 due 2/15**
2/17	Public mental health policy & empirically-based practices (EBP)(accountability)	5, 7, 12, 13	• Freadling & Foss-Kelly (2014); Grob (2008) • **Quiz 2 due 2/22**
2/24 online	Emergency management response	2	• N&G Ch. 9 • Morris (2011) • **Quiz 3 due 2/29**
3/2	Professional issues (Core provider, private practice, expert witness status)		
3/9 online	Needs assessment	12	• Bowden (2003) • KMM Ch. 4 • **EBP project due 3/13**

3/16	*No class- Spring break*		
3/23	Final (Advocacy) Project review	11, 12, 13, 14	• Identify groups • **Discussion board 3 due 3/28**
3/30 online	Social justice: Advocacy & service	6	• N&G Ch. 8 • Lewis et al. (2011); Smith et al. (2009) • **Finish Agency projects**
4/6	Program development; models & objectives	12, 13, 14	• N&G Ch. 14 • KMM Chs. 1, 6, 7 • **Agency project due 4/6 in class** (bring copies for classmates) • **Quiz 4 due 4/11**
4/13 online	Program development; logic models	1, 11, 12	• Blackboard handouts • **Quiz 5 due 4/18**
4/20	Supervision & consultation models/practices; self-evaluation	4, 9, 10	• KMM Chs. 11 & 12 • Bernard & Goodyear (2009); Knoff (1988); Norem et al. (2006); Shapiro (1995) • **Discussion board 4 due 4/25**
4/27 online	Burnout & self-care	3	• **Discussion board 5 due 5/2**
5/4	*Flex day* (Technology in counseling, record-keeping)	8	
5/11	Course evaluations		• **Final Project (KA) due today**; **tk20**; **SETE evaluations**

Please note: Instructor may alter schedule of events as necessary or as mandated by class needs.

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course:

1. Attendance, participation, and professionalism are professional responsibilities even in online courses. This includes checking your UNT email and Blackboard announcements on a very regular basis (every other day, minimally, is the suggested frequency); students are responsible for all information posted to email and Blackboard.
2. Discussion Boards regarding textbook chapters and SLO's will be posted on Blackboard each week. Students are to answer the questions and give **quality** responses to the posts of at least two other classmates. (See Appendix A for rubric)
3. Quizzes for each lesson or textbook chapter will be open book (1 attempt each, 60-minute time limit).
4. Because this is a hybrid class containing online modules, discussion boards and quizzes that are not submitted by the required deadline **will automatically receive a grade of 0**. In order to be fair to other students, no make-up or extra credit opportunities will be given for these weekly homework assignments.
5. Evidence-based Practice (EBP) Project: Students will identify a local, regional, or national crisis, disaster or other trauma-causing event that has occurred within the last 5 years and research appropriate empirically-based interdisciplinary emergency response interventions. Written project.
6. Agency Project: Students will visit 3 local community mental health agencies to interview the volunteer coordinator or director; complete the interview template and develop a referral

database with classmates. Written project.
7. Final Project (FP): Social justice and advocacy: Program development and evaluation: Students will research underserved or at-risk populations within the local Metroplex community. In teams, develop a CMHC or non-profit business plan. This is the tk20 (Key Assessment) project submitted at end of semester. Written project.

Grading Matrix:

Activities/Assignments	Value (percentages)
Attendance, participation	10%
Homework (discussion & quizzes) (10 x 10 pts. ea.)	20%
EBP Project	20%
Agency Project	25%
Final Project (FP)	25%
Total:	100%

Grade Determination:
A = 90% or better
B = 80 – 89 %
C = 70 – 79 %
D = 60 – 69 %
F = less than 60%

For this class, a grade of B or better is required for a passing grade.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at http://www.untdallas.edu/disability. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untdallas.edu or at Building 2, room 204.

Blackboard Learn Accessibility Statement:
University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided:
http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Student Evaluation of Teaching Effectiveness Policy:
Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Assignment Policy: (According to the instructor's discretion while working in concert with the division/program's guidelines).

Exam Policy: (Online exams and the ability to retake are solely at the instructor's discretion). NOTE: Online exams may be proctored on campus per instructor's discretion.

Academic Integrity:
Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at
http://www.untdallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection*:* Please be aware in some online or hybrid courses, students will be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information. Assignments submitted to Turnitin in this course are expected to meet a requirement of 30% or less of duplicated information.

Additional Classroom Policies

Online Attendance and Participation:

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible for all information provided on Blackboard.

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to http://www.untdallas.edu/registrar for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

Online "Netiquette":
In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks). Written communication with this professor should also follow the guidelines of netiquette; "social media" or text message-type communications will not receive a response.

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at http://www.untdallas.edu/osa/policies. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

Writing/format guidelines:
Unless otherwise indicated, formal papers, including interview summaries, should be written in accordance with APA style. Specifically, *unless otherwise indicated by rubric or template,* assignments should:
1. Contain an APA-style cover page
2. Be typed, double-spaced , with 1" margins, and in 12-point Times New Roman font

3. Contain citations and references **correctly formatted** according to the *APA Publication Manual* (6th ed.) guidelines
4. Adhere to minimum page length, formatting, and content guidelines – cover pages and reference pages will not be counted toward fulfilling the required page length. Incorrectly completed assignments will be evaluated as is.
5. Demonstrate proper grammar, punctuation, spelling, and minimal/no typographical errors.

Due dates and deadlines:
Students are responsible for submitting assignments on the date indicated on the syllabus. Major assignments will be considered late if not received by class on the date expected. (Quizzes and discussion boards not submitted by deadline will receive an automatic 0.) When necessary, students may submit assignments early or via email. In order to be fair to students who submit their major assignments on time, students who submit their major assignments late for other than a documented emergency reason (family death, hospitalization, etc.) will receive a 10% deduction on that assignment for one to two days late, 20% deduction for more than three to four days late, etc. Please plan ahead.

Incomplete policy:
(Incomplete work) for some justifiable *documented* reason, acceptable to this instructor and University policy (death in family, hospitalization, major or severe personal illness) , the student has been unable to complete the full requirements of the course. At the time a grade of I is given, a minimum of 30% of classwork must have been completed at a passing level; the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is **not** given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances. If the student's work is incomplete, poor quality and/or not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

Inclement Weather and Online Classes: Online and hybrid classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled. On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Diversity/Tolerance Policy:
Students are encouraged to contribute their perspectives and insights to class discussions in the online environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

Technology Requirements: In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If

you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- http://www.untdallas.edu/dlit/ecampus/requirements
- https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html

APPENDIX A.
Online discussion rubric

	Excellent performance	**Good performance**	**Fair performance**	**Poor performance**	**Does not meet standard**
	10	8	6	4	0
Quality and critical analysis in posts	Student responses were thoughtful, original, or demonstrated excellent comprehension; uses relevant terminology; no more than 10% of posting is quotation, with proper citations where necessary	Postings display an understanding of the concepts and correct use of terminology, with proper citation where necessary.	Postings repeat or summarize an understanding of basic information, but do not consider alternative ideas or connect ideas, no citations or use of outside sources	Postings are minimal and show little depth or evidence that materials were completed or understood; postings are brief or are personal opinions, without supporting evidence	Student did not post a response, or an original response; or merely expresses agreement, compliments, or thanks
Quantity of posts	Student posts frequently, and contributed multiple responses above the requirement	Student posts frequently, and contributed several responses above the requirement	Student posts occasionally and met the minimum required number of interactions	Student posted, but did not meet the minimum required number of interactions	Student did not post any response
Interaction with classmates	Student responds consistently throughout the discussion period; extends discussion by including new ideas, resources, or personal experiences; demonstrates a rich, meaningful contribution to others' posts	Student responds consistently throughout the discussion period; contributes well to ongoing conversation; makes affirmative remarks to others' posts	Student responses were correct and relevant to others' remarks; contributes but may not enrich discussion; responses are made within the last 2 days of the discussion period	Student responses were shallow or superficial (e.g., agrees or disagrees); does not extend discussion; responses are made in the last day of the discussion period	Student did not post any response; responses are irrelevant
Professional communication	Student responses are free of spelling, punctuation, and grammatical errors, and facilitate ease of communication	Student responses contain are mostly free of spelling, punctuation, and grammatical errors, and generally facilitate ease of communication	Student responses contain some spelling, punctuation, and grammatical errors that can distract the reader	Student responses contain frequent spelling, punctuation, and grammatical errors that can distract the reader	Student responses contain numerous spelling, punctuation, and grammatical errors; style does not facilitate effective communication
Online etiquette	Student responses show respect and sensitivity to peers' gender, racial/ethnic background, sexual orientation and religious beliefs	Student responses show respect and interest in the views of others	Student responses show interest in the views of others but occasionally lack sensitivity	Student responses show lack of sensitivity for the views and experiences of others	Student responses show disrespect for the views and experiences of others

APPENDIX B.
Writing and style rubric

CRITERION	Excellent	Good	Fair	Poor	Does not meet standard
	10	8	6	4	0
APA Writing Requirements	Correct APA style in-text citations used throughout document; no instances of plagiarism.	Some APA style in-text citations used in the document.	Limited or no APA style in-text citations used throughout document OR Citations are incorrect.	Citations clearly incorrect.	No APA style in-text citations used throughout document, when required.
Paper Length	Page requirement exceeded with quality content.	Minimum requirement meet with quality content.	Page minimum barely met; could have benefitted from longer length.	Requirement not met OR alteration attempts were visibly noticeable in paper.	Requirement not met, and poor content.
Grammar, Punctuation & Spelling	Rules of grammar, usage and punctuation are followed; spelling is correct. Language is clear and precise; sentences display consistently strong, varied structure.	Few grammatical errors, but sentences could be clearer and more precise.	Paper contains some grammatical, punctuation and spelling errors OR structure is rhythmic/choppy. Language lacks clarity or includes the use of undefined jargon, or conversational tone.	Paper contains numerous grammatical, punctuation, and spelling errors. Language uses undefined jargon or conversational tone.	Paper contains multiple, frequent errors and these detract from professional or academic communication of content.
Organization	Information is very organized into well-constructed paragraphs. Each paragraph has an introductory sentence, at least 3 details and a concluding sentence.	Information is organized in paragraphs; each has an introductory sentence, at least 3 details and a concluding sentence. Paragraph transitions are logical.	Information is organized into paragraphs but the information is not detailed. Each paragraph has an introductory sentence, with 2 or less details and a concluding sentence. Paragraph transitions do not flow.	Information is not well organized into paragraphs with introductory sentences, details or concluding sentences. Lack of structure detracts from the message of the writer.	Organization is lacking or confusing to the reader; content does not flow OR does not meet requirements of the paper.
APA Reference Page	Reference page contains more than required academic reference (3) and text reference. Follows APA guidelines of components: double space, 12 pt. font, hanging indent.	Reference page contains: 3 total but one less of academic resource or text reference. Follows most APA guidelines of components: double space, 12 pt. font, hanging indent.	Reference page contains insufficient number of academic resources, or non-academic internet search. Many errors of APA guidelines: double space, 12	Reference page not included OR did not adhere to APA guidelines, containing multiple errors.	Reference page not included as required.

			pt. font, hanging indent.		
TIMELINESS Normal late policy applies.					