The following are the required elements of a departmental syllabus in the College of Education.

**Counseling in Community Settings**

The College of Education **CAREs**

The College of Education is dedicated to the ideals of Collaboration, Academic Excellence, Research, and Ethics/Diversity. These are key tenets in the Conceptual Framework of the College of Education. Competence in these ideals will provide candidates in educator preparation programs with skills, knowledge, and dispositions to be successful in the schools of today and tomorrow. For more information on the Conceptual Framework, visit:

[www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html](http://www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html)

1. **Course Prefix and Number:** MHS 6620  
   **Credit Hours:** 3

2. **Course Title:** Counseling in Community Settings

3. **Regular Instructor:** Carlos P. Zalaquett, Ph.D., L.M.H.C.

4. **Course Prerequisites (if any):**

   **Textbook(s) and Readings:**


   **Required Website:** Counseling in Community Settings (MHS 6620) website: [http://www.coedu.usf.edu/zalaquett/ccsp.htm](http://www.coedu.usf.edu/zalaquett/ccsp.htm)
5. **Course Description:**

The course is intended to clarify the assumptions and roles of mental health counseling within the context of health and human service systems. It includes theories and techniques related to the provision of services, including treatment settings and modalities. It also explores the administration, finance, budgeting, and management of mental health services in both the public and private sectors.

Course content and objectives relate primarily to COE conceptual framework CARE theme of Ethical Practice (Outcomes: Ethics & Diversity; Student Learning and Development; Dispositions: Ethical Responsibility; Care & Advocacy for Students). It also incorporates Academic Excellence (Outcome: Technology; Dispositions: Reflective Thinking).

In addition, the course’s content and requirements follow the guidelines governing the counseling professional, provided by The Council for Accreditation of Counseling and Related Educational Programs (CACREP), the Department of Health’s Division of Quality Assurance; and the ethical code of the American Counseling Association (ACA).

6. **Course Goals and Objectives:**

Completion of this course will enable students to:

1.0 Describe the roles of mental health counselors and their relationship to interdisciplinary teams. (CACREP: Section II.K.1.b, 5.a, b, c; AP: 3, 4, 8, 10; COE CF: 2, 6)

2.0 Develop a comprehensive plan for a mental health care system, including a comprehensive needs assessment, plan for implementation, and evaluation process. (CACREP: Section II.K.7.b-e, 8.d, e, f; AP: 2, 3, 4, 8, 10; COE CF: 2, 4, 6)

3.0 Describe the principles, theories, and practices of community interventions, including inpatient, outpatient, partial treatment, and aftercare. (CACREP: Section II.K.3.c, 5.b, c, 7.b-i; AP: 3, 4, 8, 10; COE CF: 2, 4, 6)

4.0 Identify and describe the human services network of the local community. (CACREP: Section II.K.1.b, 5.a, b, c; AP: 3, 4, 8, 10; COE CF: 2, 6)

5.0 Describe and apply effective approaches to administration, budgeting, and management of mental health services including both public and private practice. (CACREP: Section II.K.8.d, e, f; AP: 1, 3, 4, 8, 10; COE CF: 2)

6.0 Describe procedures for determining accountability in community agency settings. (CACREP: Section II.K.8.d, e, f; AP: 1, 3, 4, 8; COE CF: 2)

7.0 Identify the mental health needs of diverse groups. (CACREP: Section II.K.8.d, e, f; AP: 1, 3, 4, 8; COE CF: 2)

8.0 Describe how counselors and agencies provide treatments for clients from different cultural or ethnic groups (CACREP: Section II.K.2.a-f, 5.b, c; AP: 1, 3, 4, 5, 6, 8, 10; COE CF: 2, 4, 5, 6)

9.0 Identify the technological resources currently used by community agencies. (CACREP: Section II.K.1.c, 5.f, 8.c; AP: 1, 3, 4, 8, 10, 12; COE CF: 2, 3)
10.0 Describe effective procedures for maintaining counselors’ well-being and effective performance. (CACREP: Section II.K.1.a, 3.a, 5.a; AP: 1, 3, 4, 6, 7, 8, 10; COE CF: 1, 4, 6)
11.0 Outline the skills and abilities counselors will need to succeed in the 21st century. (CACREP: Section II.K.1.c, 5.f, 8.c; AP: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12; COE CF: 1, 2, 3, 4, 5, 6)

7. **Content Outline:**

1.0 History of Mental Health Counseling
2.0 Florida’s Public Mental Health System
3.0 The Community Counseling Model
4.0 Managing the Community Counseling Program
   4.1 Developing a Consumer Orientation
   4.2 How to Complete a Needs Assessment
   4.3 Outreach to Vulnerable Client Populations
   4.4 Services for ethnic/cultural minorities
   4.5 Preventative Education
5.0 National Trends in Mental Health Financing
   5.1 Managed Care
   5.2 Public Policy and Governmental Intervention
6.0 Strategic Planning and Organization
   6.1 Developing and Organizing Resources
   6.2 Introduction to Grantsmanship
   6.3 Developing New Offerings: Managing Costs
7.0 Accountability
   7.1 Goals of Psychotherapy/Research
   7.2 Evaluation of Treatment's Impact
   7.3 Effective Treatment
8.0 Future Directions and Possibilities for Agency Counseling Centers

8. **Evaluation of Student Outcomes:**

1. **Group Project: Study of Community Mental Health Agencies.** The goal of this assignment is to study and discuss the characteristics of different community mental health agencies. This is a semester long group activity. You will be graded by your group for your weekly report and contributions to the class discussions. In order to be ready for class report and participation, you are expected to invest at least two hours per week visiting an agency, interviewing its personnel, reading related literature, and preparing your contribution to the group project. The project must include the following components:
   1. Community Mental Health Agency description
   2. Skills for working in an agency
   3. Agency characteristics
   4. Types of diverse cultural/ethnic clients served
   4. Counselor’s professional work characteristics
2. **Final Exam: STUDY OF A COMMUNITY MENTAL HEALTH AGENCY:** The goal of this assignment is to conduct a thorough study of a community mental health agency of your choice. This is a semester long field study. Your final report will constitute your final exam. In order to complete this course assignment, you are expected to invest at least two hours per week visiting the agency, interviewing its personnel, reading related literature, and writing your report.

**Purpose of this Semester Assignment**
The purpose of the assignment is to conduct a thorough study of a community mental health agency of your choice. This is a semester long field study. Your final report will constitute your final exam. Also, you will be graded by your group for your weekly report and contributions to class discussion. In order to be ready for class report and participation, you are expected to invest at least two hours per week visiting the agency, interviewing its personnel, reading related literature, and writing your report.

**Questions**
The set of questions presented below are intended to provide you with a tentative guideline. Please, answer all the questions. Tailor the questions to the unique characteristics of your agency. Also, you are not limited to these questions. They represent the minimum information you should obtain.

**Confidentiality**
This course will encourage and facilitate the discussion of agency characteristics, including strengths and weaknesses. Several of the elements to be shared in class may represent sensitive information. As a Community/Mental Health Counseling student, you are expected to keep confidential all the information discussed in class. This information is to remain confidential even after the course ends.

**Goals of the Semester Assignment**
- Provide masters-level Community/Mental Health Counseling students a realistic view of the therapeutic marketplace.
- Help masters-level Community/Mental Health Counseling students understand the professional role and responsibilities of working in community agencies.
- Introduce masters-level Community/Mental Health Counseling students to the diversity of therapeutic professionals and clients in community agencies.
- Promote masters-level Community/Mental Health Counseling students a healthy interprofessional collaboration attitude.

The project must include the following components:

**SECTION 1. AGENCY CHARACTERISTICS**
Name of the Agency You Are Studying
Type of agency
Philosophy of caring
Vision
Mission/Purpose
Objectives
Structure:
Service Specialization: specialize with certain client populations?
Agency categories: inpatient, partial hospitalization (alternatively referred to as intensive outpatient), outpatient, emergency care, and education/prevention/consultation (or combination)?
Accreditation for your agency
Criteria for service delivery?

QUALITY ASSURANCE
Level of functioning of the clients (e.g., chronic mental illness and function marginally, mild disorder and highly successful in many areas of their lives)
Preferred training models of mental health counselors: Counselors type of training or education?
Licensure of mental health professionals
Diversity of their therapeutic professionals?
Healthy interprofessional collaboration?
Conflicts of territoriality between professionals?
Internship
Impact of DSM

SECTION 2. COUNSELOR’S PROFESSIONAL WORK CHARACTERISTICS
EMPLOYMENT CHARACTERISTICS
PRODUCTIVITY
profit-sharing incentives
Types of credentials and qualifications held by counselors
Typical starting and median salaries for agency counselors
Are there skills that can increase the counselor’s salary
Does salary increases for counselors who have their license
policy for appointments
Types of services provided by counselor:
• outpatient services?
• individual assessment?
• Counseling?
• Prevention?
• outreach-services that are offered before emotional difficulties begin to emerge in a person?
• Primary?
• Secondary?
• Tertiary levels of prevention?
Modes of Treatment
• individual client,
• couple,
• family,
• group
• other
  case managers

TYPICAL CAREER PATHS FOR COUNSELORS IN YOUR AGENCY
chain of command
paths of advancement
Functions of staff
Job satisfaction
insurance

COUNSELOR’S TYPICAL WORK SCHEDULE
Workday schedule

EFFECTIVE COUNSELING AND COUNSELOR WELLNESS
If you are not doing what you need to do to take care of yourself, you will have difficulty helping clients engage in their own self-care plans.

STRESS AND BURNOUT
THE PREVENTION OF BURNOUT
COUNSELING
PHYSICAL HEALTH
SLEEP
NUTRITION
EXERCISE
SUBSTANCE ABUSE
SELF-KNOWLEDGE

ETHICS
ethical decision-making process
programs to help professionals receive guidance in using and abiding by their ethics code
ethical violations

SECTION 3. AGENCY COUNSELING PROCESS
Agency counseling process
Describe:
• intake and psychosocial history,
• mental status exams,
• crisis intervention,
• suicide assessment,
• diagnostic interviewing,
• case documentation.
• client record.
SERVICE PROVISION: INTAKE AND TRIAGE
Waiting list

THE INTAKE PROCEDURE
preliminary data
initial interview
agency’s format for the intake interview
sections:

CLIENT DOCUMENTATION
case documentation
features of a well-documented client record
how cases are documented?
managed care companies and other third-party payers

LIST OF THE ELEMENTS OF A GOOD CLIENT RECORD:
• demographic information,
• cultural variables of diversity,
• home address
• phone number,
• date of birth,
• marital status,
• type and place of employment,
• date of initial contact,
• emergency contacts,
• information about insurance and payment for services,
• client's history of mental health interventions.
• identifying information about the parents or primary caregivers,
• their employment status,
• day-care provision when relevant.
• In addition, for minors, information should be included regarding anyone living in the
  home who is not a member of the immediate family.
Presenting problem
Assessment information.
Does it includes client’s:
• psychosocial history,
• medical history,
• current allergies and medications,
• symptom leading to the diagnosis.
• assessment of mental status, personality, or cognitive functioning that was done.
• client's diagnosis is also entered in this section of the client record.

TREATMENT PLAN.
form for the treatment plan.
goals of counseling
theoretical approach and interventions

CASE NOTES.
Extent and format of the treatment records

TERMINATION SUMMARY.
protocol for termination
treatment and the outcome at the time of termination

OTHER DATA.
SECURITY OF RECORDS
SERVICE PROVISION: INTAKE AND TRIAGE

MENTAL STATUS EXAM.
A mental status exam (MSE) is a component of diagnostic interviewing.
Core areas addressed in the MSE.
- Appearance
- Attitude
- Activity level
  AFFECT
- affect
- mood
- Appropriateness,
- Intensity.
- Blunted and flat
- Affective lability
SPEECH
LANGUAGE
THOUGHT PROCESS,
CONTENT,
PERCEPTION
COGNITION,
INSIGHT,
JUDGMENT.

CRISIS INTERVENTION
protocol for crisis intervention
counselor’s goals

SUICIDE
assessing for suicidal intention
Imminent Risk
- Psychological intent.
- Suicide plan.
- Lethality of means.
- Availability of means.
INTERVENTION
intervention protocol for suicide
involuntary hospitalization
danger to others
involuntary commitment

PREVENTIVE INTERVENTION
CONSULTATION
other professionals
consultation services

REFERRAL POLICY
Referral sources

SECTION 4. STANDARDS OF CARE & ADVOCACY
STANDARDS OF CARE
treatment strategies for clients
funding source
number of sessions
therapist attributes that contribute to effective therapy?
The Client Readiness Model

BEST PRACTICES
interventions and strategies identified as optimal by your agency
How were these practices identified?

ADVOCACY
agency advocacy activities?

PROFESSIONAL ADVOCACY
advocating for the profession at the state and federal level

SECTION 5. RESEARCH, ACCOUNTABILITY, & FUNDING
RESEARCH
agency research
functions of research
latest research
continuing education for counselors

ACCOUNTABILITY
goals of psychotherapy research in your agency
consumers of research

QUALITY MANAGEMENT AND OUTCOME SYSTEMS
evaluation of treatment's impact
mechanism or procedures used to evaluate services
effective treatment

OUTCOME MEASURES
Which of the following outcome measures are used in your agency?
(1) self-report inventories;
(2) client satisfaction questionnaires;
(3) ratings of target symptoms, either by the client or by a clinician;
(4) behavioral measures;
(5) structured interviews by expert clinicians;
(6) ratings by significant others;
(7) ratings by therapists; and
(8) cost-benefit analysis.
(9) other, specify _______________________________________

FUNDING
State and federal funds
Paid by case rates
do pro bono work

GRANT WRITING
grant applications
• Categorical grants
• General revenue sharing
• Block grants
• Other grants

SECTION 6. SKILLS FOR WORKING IN AN AGENCY
Which are the skills community mental health counselors need to succeed professionally
in your agency?
Please, rate in a scale of 1 (least) to 5 (most) the importance of the following skills for
working in your agency:
  ___ Business savvy. This is not presently emphasized in any training of therapeutic
    professionals but will become an increasingly important skill for professionals to
    be able to profit from their hard-earned degrees.
  ___ Ability to use the DSM-IV Although the DSM-IV is not the ideal tool for all
    therapeutic situations, some agencies rely heavily on its nomenclature, and students
    who are unfamiliar with it are at a disadvantage.
  ___ Treatment plan writing. Working in an agency requires the ability to write a
    treatment plan that is consistent with the practice guidelines or best practices
    recognized by the agency.
  ___ Record keeping and billing. Clinicians will need to understand the record-keeping
    procedures that the agency expects and whether they meet the professional ethical
    guidelines.
  ___ Training in brief therapy. Professionals are expected to know (and sometimes
    document training in brief-focused and solution-focused therapies.
Research skills. Clinicians need to know how to collect data that evaluate the effectiveness of their interventions.

Treatment philosophy. Clinicians need to be able to articulate a clear description of their treatment philosophy to clients and agency.

Teamwork abilities. In the managed care environment, clinicians need to be able to work cooperatively as a team member. The team may include other services providers and utilization reviewers.

Familiarity with the standards of practice for certain diagnostic entities.

TWENTY-FIRST CENTURY DIRECTIONS AND POSSIBILITIES
future directions and possibilities for agency counseling centers
long-term plans for your agency
What do you think are the skills the 21st century counselor will have to posses or develop to succeed?

3. Individual Assignment: Mental Health in Hollywood
The purpose of this paper is to explore how mental health issues and the profession is represented in the media, specifically through film media.

I. To prepare for this assignment you will need to pick and study one of the following films:

1. Before You Go
2. Birdy
3. Cattiva
   1. Clean & Sober
   2. Committed
3. Eyes of the Beholder
4. Fool on the Hill
5. Girl's Interrupted
6. Good Will Hunting
7. Imagining Nathan
8. K-PAX
9. Manic
10. Me, Myself, & Irene
11. My Better Half
12. One Flew Over the Cuckoo's Nest
13. Patch Adams
14. Pigeonholed
15. Rain Man
16. Simple Gifts
17. Sling Blade
18. Spellbound
19. The Art of Breaking Glass
20. The Three Christs of Santa Monica
21. The Full Catastrophe
II. Apply what you have learned in our program so far to write a report which integrates the following questions:

1. About the counselor (or counselor type):
   a. What is this person's level of competency? How do you know?
   b. How is the counselor acting ethically or not? Legally?
   c. What does the counselor's personality as depicted in the film say about mental health counseling? What is the message to non-professionals?
   d. What is at least one struggle, either intrapersonal or interpersonal, that the counselor must resolve? How does he/she do it?
   e. What important lesson does the counselor learn? So what?
   f. How might the counselor be impeded to effectively practice mental health counseling?

2. Client(s):
   a. How was the client or person with mental illness portrayed?
   b. How did the client deal with their mental illness?
   c. How did they interact with the counselor? Other clients?
   d. How did the client's culture, race, gender, sexual orientation play a part?

3. Counseling issues:
   a. What counseling issues are depicted in the film?
   b. How are stereotypes either supported or refuted about the issue?
   c. What might viewers learn about the counseling issue? What is the consequence?

4. Other
   a. What other lessons learned in this class about mental health counseling can you apply to characters, issues, or other plot elements?

III. Personal reflection:

4. Individual Assignment: Personal Wellness and Burn Out Prevention Plan
Write a nine to ten page double spaced paper exploring the following:
1. Your personal wellness and de-stressing activities.
   a. Describe your current behaviors towards wellness and mental health
b. Discuss what aspects/qualities of your life are prominent in your life (e.g., activities, jobs, character traits) and the childhood experiences that reinforced them

c. Describe the childhood and adolescent experiences or relationships that shaped your views about health and wellness. What is your current view of people who are stress out?

2. The views about wellness you currently hold.
   a. What cultural values do you currently hold (address time, activity, relational, religion)?
   b. Which of these values may be an impediment to achieve wellness?
   c. How do you plan to manage conflicts with your clients?

3. How do you plan to further facilitate your personal well-being?

5. Class presentation
   Small groups of students will conduct a 40-minute classroom presentation that will focus on a mental health issue selected from the course topics listed below. In order to give a comprehensive presentation, students must do the following:
   (a) Create a PowerPoint presentation about your selected topic. You presentation should cover the major points included in our book chapters and in other selected sources.
   (b) Present handouts including relevant information about your selected topic and your annotated bibliography (4 references minimum).
   (c) Include an experiential activity supporting one or more major points of your presentation.
   (d) Include a practical aspect (e.g., treatment plan) for a common counseling concern regarding your topic.
      Detailed problem or concern with cited references
      Goals and objectives
      Recommended intervention with cited references.
      Emphasis on what an effective mental health counselor may do.
   (e) Present a role-playing situation illustrating an effective multicultural intervention with a client or student from your selected group. Class presentations should address one of the following topics:
      Group Presentation 1: Counselor wellness
      Group Presentation 2: Intake process, diagnosis, and treatment plan
      Group Presentation 3: Wounded healers and sub-optimal performance
      Group Presentation 4: Selected ethical issues in agency work
      Group Presentation 5: Mental Health Status examination and SOAP
      Group Presentation 6: Client Advocacy and Social Justice
      Group Presentation 7: Client Advocacy and Social Justice
      Group Presentation 8: Competencies and Skills
      Group Presentation 9: Topic (relevant to course contents) suggested by students

6. Agency visits
   Students are required to visit three community/mental health agencies. The guidelines for the report are presented in Blackboard.
9. **Grading Criteria:**

Student grades will be computed according to points:

- 100 Individual Assignment: Mental Health in Hollywood
- 300 Group Assignment: Class presentation
- 100 Individual Assignment: Personal Wellness and Burn Out Prevention Plan
- 100 Group Project: Study of Community Mental Health Agencies
- 400 Final (Individual Semester Assignment) STUDY OF A COMMUNITY MENTAL HEALTH AGENCY
- 1000 Total
- +50 Three agency visits

**Grading Scale:**

- 1000 - 900 points = A
- 899 - 800 points = B
- 799 - 700 points = C
- Below 700 points = F

10. **Attendance Policy:**

Class attendance is mandatory. Please be informed that more than one absence will affect your grade adversely. Leaving class at break and/or consistently arriving more than 10 minutes late to class also constitute absences. After one absence you will lose 50 points from your final grade for each additional absence.

11. **Notice to Persons Requiring Special Accommodations. ADA Statement:**

It is the policy of the University of South Florida that no individuals otherwise qualified shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic program or activity. Students with a disability, which affects their academic performance, are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. Please notify the instructor within the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the Student Disability Services Office must accompany the request. Additional resource information is available through the College of Education Graduate Student Handbook.

**USF Policy on Religious Observances:**

All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs. Students are expected to notify the instructor in writing by the second class if they intend to be absent for a class or announced examination, in accordance with this policy.

**Web Portal Information:**

*Why are the NetID and helios account important to students?* A **helios** account, which is the official USF e-mail account, is given to every USF student when enrolled. Every official USF
correspondence to students will be sent to the helios account. More information about this and the USF Web Portal can be found at: http://www.acomp.usf/portal.html.

**Academic Dishonesty:**
Information about academic dishonesty can be found in the on-line Graduate Catalog: [http://catalog.grad.usf.edu/2001-2003/section8.asp#academic%20conduct](http://catalog.grad.usf.edu/2001-2003/section8.asp#academic%20conduct).

Plagiarism is defined as “literary theft” and consists of the unattributed quotation of the exact words of a published text, or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally know to the public at large must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing of, as one’s own, segments or the total of another person’s work.

Punishment for Academic Dishonesty will depend on the seriousness of the offense and may include receipt of an “F” with a numerical value of zero on the item submitted, and the “F” shall be used to determine the final course grade. It is the option of the instructor to assign the student a grade of F or FF (the latter indicating dishonesty) in the course.

**Detection of Plagiarism:**
Students should be aware of an available service called “Turnitin.com” to detect plagiarism. The University of South Florida has an account with an automated plagiarism detection service which allows instructors to submit student assignments to be checked for plagiarism. I reserve the right to 1) request that assignments be submitted to me as electronic files and 2) electronically submit assignments to Turnitin.com. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. For more information, go to [www.turnitin.com](http://www.turnitin.com) and [http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism](http://www.ugs.usf.edu/catalogs/0304/adadap.htm#plagiarism).

**Cheating:**
Cheating is defined as follows: (a) the unauthorized granting or receiving of aid during the prescribed period of a course-graded exercise: students may not consult written materials such as notes or books, may not look at the paper of another student, nor consult orally with any other student taking the same test; (b) asking another person to take an examination in his/her place; (c) taking an examination for or in place of another student; (d) stealing visual concepts, such as drawings, sketches, diagrams, musical programs and scores, graphs, maps, etc., and presenting them as one’s own; (e) stealing, borrowing, buying, or disseminating tests, answer keys or other examination material except as officially authorized, research papers, creative papers, speeches, other graded assignments, etc. (f) Stealing or copying of computer programs and presenting them as one’s own. Such stealing includes the use of another student’s program, as obtained from the magnetic media or interactive terminals or from cards, print-out paper, etc.

Punishments for academic dishonesty will depend on the seriousness of the offense and may include assignment of an “F” or a numerical value of zero on the subject paper, lab report, etc., an “F” or an “FF” grade (the latter indicating academic dishonesty) in the course, suspension or expulsion from the University. Notice that a student has been dismissed for reasons of academic dishonesty may be reflected on the student’s transcript with the formal
Class Agreement:
In order for our class to best support each member in learning about mental disorders, course participants’ adhere to the following norms/rules:

- **Continuity**: the same class members will participate throughout the semester (it is a closed group).
- **Participation**: each class member will proactively participate in learning about mental health, diagnosis, treatment planning, and best practices in the treatment of mental disorders, and support group peers in achieving these goals.
- **Confidentiality**: The class members agreed to maintain the dignity of the participants by not talking about what is discussed in class outside of the class. The class agreed it is okay for class members to turn to each other for support to address questions outside the context of class and to bring those outside discussions to the class meeting. The class stated the terms in which confidentiality had to be broken due to State, University, and College of Education laws and regulations (homocidality, suicidality, child/elderly abuse, academic concerns).
- **Respect**: The above mentioned agreements will be a foundation for a safe class environment for class members to explore their multicultural experiences and learn about multicultural counseling.

Professional Demeanor:
Students are expected to behave in a professional manner inside and outside the classroom. Professional behavior includes the following:

12.0 personal integrity;
13.0 responsibility for your own behavior, tasks, assignments and life lessons;
14.0 consideration, caring and sensitivity to others;
15.0 maturity, including the capacity to communicate in an adult-to-adult fashion with others;
16.0 evidence of a continuous process of self exploration, resulting in enhanced self-awareness;
17.0 awareness of diversity, including the capacity to accept different world views;
18.0 practice of ethical and moral professional behavior;
19.0 openness to constructive feedback, critiques, and suggestions;
20.0 willingness to try new behaviors and to implement suggested changes.

Accomplished Practices:
I reserve the right to request copies of your assignments for my class portfolio. Please make two copies of your assignments because you may need them to complete your portfolio or to document one or more of the Florida Accomplished Practices. I will keep a copy of your assignments once graded, as appropriate documentation for course improvement.
<table>
<thead>
<tr>
<th>Mondays</th>
<th>Course Schedule (Tentative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 16</td>
<td>May 16 Summer A &amp; C, first day of classes/ 30 Memorial day</td>
</tr>
</tbody>
</table>
| 16      | Introduction  
                Syllabus review  
                Description of Course activities and evaluation  
                Review of course's continuous improvement process  
                Questions and Answers  
                Individual Assignment: Mental Health in Hollywood  
                Individual Assignment: Finding an agency for analysis for semester assignment STUDY OF A COMMUNITY MENTAL HEALTH AGENCY  
                Group Assignment: Class presentation  
                Exercise: To whom would you refer this client?  
                Welcome to the world of mental health counseling!  
                Exercise: What will the year 2010 be like for counselors?  
                Agency visits (3)  
                Required textbook chapter 1 |
| 23      | Life as a community agency counselor  
                Assignment due date and discussion: Mental Health in Hollywood  
                Exercise: How and Where do I apply for a job?  
                Credentialing and Privileging  
                Required textbook chapter 1 |
| 30      | Effective counseling and counselor wellness  
                Group Presentation 1: Counselor wellness  
                Individual Assignment: Personal Wellness and Burn Out Prevention Plan  
                Group Discussion SECTION 1  
                Required textbook chapter 2 |
| June 6  | Outside class activity: Special time to review your (a) work on Individual Assignment: Personal Wellness and Burn Out Prevention Plan and your (b) contacts and information for your semester assignment: STUDY OF A COMMUNITY MENTAL HEALTH AGENCY. |
| 13      | Exploring vulnerable, at-risk, poor, and minority clients  
                Group Presentation 2: Intake process, diagnosis, and treatment plan  
                Group Discussion SECTION 2a  
                Required textbook chapter 2 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
</table>
| 18    | Exploring ourselves and our motives  
Group Presentation 3: Wounded healers and sub-optimal performance  
Assignment due date and discussion: Personal Wellness and Burn Out Prevention Plan  
Formative evaluation of instructor  
Group Discussion SECTION 2b  
Required textbook chapter 3 |
| 20    | From intake to termination  
Group Presentation 5: Mental Health Status examination and SOAP  
Group Discussion SECTION 4  
Required textbook chapter 5 |
| 27    | Ethical issues in agency counseling  
Group Presentation 4: Selected ethical issues in agency work  
Group Discussion SECTION 3  
Required textbook chapter 4  
Advocacy and research  
Group Presentation 6: Client Advocacy and Social Justice  
Group Discussion SECTION 5  
Required textbook chapter 6 |
| July 4 | Independence Day Holiday |
| 11    | Funding and politics in agency counseling  
Group Presentation 7: Client Advocacy and Social Justice  
Group Discussion SECTION 6  
Required textbook chapter 7 |
| 18    | Becoming a successful 21st century mental health counselor  
Semester assignment due date: STUDY OF A COMMUNITY MENTAL HEALTH AGENCY  
Group Presentation 8: Competencies and Skills  
Formative evaluation of instructor  
Class evaluation |

------------- July 22 Summer C, last day of classes