



WESTERN KENTUCKY UNIVERSITY
Department of Counseling & Student Affairs
CNS 587 Professional Mental Health Counseling
May 15th - June 23rd - Web Enhanced
3 Credit Course – Summer 2017 (5/15 – 6/23)

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Additional days and times available by appointment

Course

CNS 587 Professional Mental Health Counseling Practice. Professional mental health counseling practice topics including and not limited to counseling supervision, advocacy, consultation, current research, and trends in mental health counseling. Prerequisites: Admitted to MAE Counseling, Mental Health Counseling concentration and CNS 560.

Purpose of the Course

This course is designed to provide students with an understanding of practice issues and trends in Professional Counseling.

Course Objectives

This course is designed to achieve learning outcomes consistent with the following 2009 CACREP Accreditation Standards:

Clinical Mental Health Counseling Outcomes:

FOUNDATIONS

A. Knowledge

5. Understands a variety of models and theories related to clinical mental health counseling including the methods, models, and principles of clinical supervision.
7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).

COUNSELING, PREVENTION, AND INTERVENTION

C. Knowledge

1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society
3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).
9. Understands professional issues relevant to the practice of clinical mental health counseling

DIVERSITY AND ADVOCACY

E. Knowledge

6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services

Required Text Book

Borders, L. D. & Brown, L. L. (2005). *The New Handbook of Counseling Supervision*. New York: Routledge.

Required and Recommended Course Readings

ACA Government Policy <http://www.counseling.org/government-affairs/public-policy>

Association for Counselor Education and Supervision (ACES) website <http://www.acesonline.net/>

Kids in the House <http://www.kidsinthehouse.com/>

National Alliance on Mental Illness <http://www.nami.org/>

Parent Education Program <http://pepparent.org/>

Parenting <http://www.gottman.com/parenting/>

Positive Parenting Solutions <http://www.positiveparentingsolutions.com/about-us>

The Total Transformation <http://www.thetotaltransformation.com/>

American Counseling Association. (2014). *Code of ethics*.

Association for Counselor Education and Supervision. (2011). *Best practices in clinical supervision*.

Cobia, D. C., & Boes, S. R. (2000). Professional disclosure statements and formal plans for supervision:

Two strategies for minimizing the risk of ethical conflicts in post-master's supervision. *Journal of Counseling & Development*, 78, 293-296.

Danzinger, P. R., & Welfel E. (2001). The impact of managed care on mental health counselors: A survey of perceptions, practices, and compliance with ethical standards. *Journal of Mental Health Counseling*, 23(2), 137-150.

Garcia, Y. E., Metha, A., Perfect, M. C., & McWhirter, J. J. (1997). A senior peer counseling program: Evaluation of training and benefits to counselors. *Educational Gerontology*, 23(4), 329-344.

Herr, E. L., Heitzmann, D. E., & Rayman, J. R. (2006). *The professional counselor as administrator: Perspectives on leadership and management in counseling services*. Mahwah, NJ: Lawrence Erlbaum Associates.

Karuna, A. (2011). Hand in hand, heart to heart: Peer counseling in community. *Communities*, 32-35.

Keys, S. G., Bemak, F., Carpenter, S. L., & King-Sears, M. E. (1998). Collaborative consultant: A new role for counselors serving at-risk youths. *Journal of Counseling & Development*, 76, 123-133.

LaForge, J., & Henderson, P. (1990). Counselor competency in the courtroom. *Journal of Counseling & Development*, 68, 456-459.

Lampropoulos, G., & Spengler, P. M. (2005). Helping and change without traditional therapy: Commonalities and opportunities. *Counselling Psychology Quarterly*, 18(1), 47-59.

Lawson, G., Hein, S. F., & Getz, H. (2009). A model for using triadic supervision in counselor preparation programs. *Counselor Education & Supervision*, 48, 257-270.

Lee, C. C., & Rodgers, R. A. (2009). Counselor advocacy: Affecting systemic change in the public area. *Journal of Counseling & Development*, 87, 284-287.

Lefley, H. P. (2009). A psychoeducational support group for serious mental illness. *The Journal for Specialists in Group Work*, 34(4), 369-381.

Marquis, A., Douthit, K. Z., & Elliot, A. J. (2011). Best practices: A critical yet inclusive vision for the counseling profession. *Journal of Counseling & Development*, 89, 397-405.

Moe, J. J., & Perera-Diltz, M. (2009). An overview of systemic-organizational consultation for professional counseling. *Practice, Theory, & Research*, 37, 27-37.

Murray, C. E. (2006). Professional responses to government-endorsed premarital counseling. *Marriage & Family Review*, 40(1), 53-67.

- Pearson, Q. M. (2006). Psychotherapy-driven supervision: Integrating counseling theories into role-based supervision. *Journal of Mental Health Counseling*, 28(3), 241-252.
- Pearson, Q. M. (2001). A case in clinical supervision: A framework for putting theory into practice. *Journal of Mental Health Counseling*, 23(4), 174-183.
- Pearson, Q. M. (2000). Opportunities and challenges in the supervisory relationship: Implications for counselor supervision. *Journal of Mental Health Counseling*, 22(4), 283-294.
- Ponton, R. E., & Duba Sauerheber, J. (2014). Supervisee countertransference: A holistic supervision approach. *Counselor Education and Supervision*, 4(53), 254-266.
- Stinchfield, T. A., & Zyromski, B. (2010). A training model for school, family, and community collaboration. *The Family Journal*, 18(3), 263-268.
- Wilcoxon, S. A., Magnuson, S., & Norem, K. (2008). Institutional values of managed mental health care: Efficiency or oppression? *Multicultural Counseling and Development*, 36, 143-154.

Required Reading for each Class Session

Students are expected to complete all required reading for each class session. Consequently, students are encouraged to take notes on the required reading including the text readings, articles, related documents (e.g., power points), as well as web-sites noted on the schedule and under the related Content Folder of BBD so that they are prepared for the given class discussion. Finally, all documents should be printed and brought to each respective class session (with the exception of web-sites). See the Schedule noted at the end of the syllabus.

Recommended Reading and Additional Resources

- Bernard, J. M., & Goodyear, R. K. (2009). *Fundamentals of clinical supervision* (4th ed.). Upper Saddle River, NJ: Pearson.
- Campbell, J. M. (2006). *Essentials of clinical supervision*. Hoboken, New Jersey: Wiley.
- Henderson, P. G. (2008). *The new handbook of administrative supervision in counseling*. Florence, KY: Routledge.
- Milliren, A., Clemmer, F., & Wingett, W. (2006). Supervision: In the style of Alfred Adler. *Journal of Individual Psychology*, 62(2), 89-105.

Methods of Instruction

The course is a mixture of group discussion/exercises, and blackboard discussions and exercises. All students are expected to read the entirety of each blackboard discussion including the instructor's reply posts to other students.

Course Requirements

Attendance, Preparation, and Participation

Face-to-Face (3 points possible per class meeting)

Attendance is required during all scheduled class meetings. Exceptions will be determined in consultation with the department head. Consequences for unexcused absences include receiving an "F" or "Incomplete" in the course; and will be determined in consultation with department head. Students are responsible for all information if class is missed. Students may want to check their schedules for any employment or personal conflicts that would prohibit full participation in this class. Active participation during each class session will be assessed. Consequently, attendance is strongly encouraged. Students are expected to come to class prepared with all assigned readings, including supplemental materials provided by the instructor. Through class participation and contribution to class discussions, students should be able to demonstrate a level of understanding and/or struggle with the material. Class participation will be evaluated upon the following: class attendance and timeliness; contributions that are based upon a thoughtful synthesis and conceptualization of the required reading; and cooperative, collegial, and respectful interactions. Points are attributed for participation in each class session and/or towards quizzes

on the reading material. In order to come to class prepared to meet the above expectations, students are expected to spend approximately 3 hours of study time outside the class room for every 1 course (3 credit hour course). During this time they can spend time studying the required reading and researching additional sources to help improve their knowledge and skill base. Please see http://www.usu.edu/arc/idea_sheets/pdf/estimate_study_hours.pdf.

Case Study Discussion Board

Main Post (5 points). Main Posts are new threads that are responses to the instructions for each particular lesson or topic. Main posts must be submitted during with enough time prior to the due date so that others can respond accordingly. Since posts cannot be changed after submittal, it is recommended that all documents are first written and saved into Word. Documents can be cut and pasted by opening <HTML> function. Requirements of each main post include the following:

- A. At least 250 words in length
- B. Specific answers to all of the questions noted in the assignment prompt, supported by references from the week or topic's assigned reading
- C. Critical thinking evidenced by intellectual, conceptualized, well constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
- D. Writing quality and formatting: Written in APA 6th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- E. Timeliness

Response Post (3 points). For any given Blackboard discussion, students must submit at least one response to another student's main post. Response posts should illustrate that the student has read all postings per that lesson. Requirements of each main post include the following:

- A. At least 100 words in length
- B. Critical thinking evidenced by intellectual, conceptualized, well constructed analysis, synthesis, evaluation, as well as a thoughtful approach to the content
- C. Incorporation of references from the topic's associated readings
- D. Writing quality and formatting: Written in APA 6th formatting (proper referencing in text, spacing between punctuation); correct grammar and spelling (postings should be single spaced)
- E. Timeliness

Discussion Post Rubrics for Main and Response Posts are as follows respectively:

- 5/3 Assignment meets the given requirements (examples were specific and exhaustive; various and appropriate references to related reading were used; additional resources were used if necessary; word limitation met with the inclusion of quality); evidence that entire discussion was read; post was on time
- 3-4/2 Assignment somewhat met the requirements (examples might have been further expanded upon to support contentions; additional references may have been used to strengthen position/s; relevant references missing); evidence does not support that student read the entire discussion; post was somewhat timely
- 1-2/1 Assignment somewhat to hardly met the requirements; student did not read entire discussion; main post was untimely

Students are expected to read all posts. All BBD postings must be completed within the given discussion period. A discussion period closes the day before the next discussion or class meeting is scheduled at 11:59 pm. Late submissions are not accepted.

Group Project Presentation (CHMC A.5., A.7., C.1., C.3., C.9.)

Students should develop an outline for a counseling program that is either focused on prevention or intervention of an issue/counseling population typically addressed in mental health counseling contexts (i.e., grief and loss, divorce and separation, premarital counseling, at-risk adolescents). The topic should be timely and relevant to current counseling and mental health practices and clearly supported in current literature. To prepare for this project, students should locate, study, and incorporate at least 10 professional and peer reviewed counseling or marriage and family related journal articles (related to a particular target of program development) published no more than 5 years ago, as well as information from related web-sites, magazines (e.g., Counseling Today), and current books. In addition, all of the above references must: (a) be directly relevant to the content of the presentation and (b) provide an adequate amount of information in order to satisfactorily address the required content. See Syllabus Appendix for grading rubric.

Presentation Format: The presentation should be formatted on Power Point. Headings must be used to clearly designate each of the required content elements. (For example, a first level header would be: "Current Relevance of Target Issue in Mental Health Counseling." A second level header might be "Prevention, Intervention, and Education.") The power point should be no more than 15 slides, neatly organized, and eye catching. Students are encouraged to review websites on effective power point presentations (i.e., font, use of bullets, etc.). Correct spelling, grammar and APA formatting (i.e., references on slides, headings) are required.

Presentation Content: The presentation must address the elements listed below.

- A. Topic
 1. Current Relevance of Target Issue in Mental Health Counseling (CMHC C.9.)
 2. Prevention, Intervention and Education (CMHC C.1.)
Describe preventative efforts, methods of intervention, as well as educational efforts made with/for this target population. Describe how these efforts been sensitive to diverse cultures and experiences. (For example, use of EMDR, CBT to treat victims of trauma, as well as the use of education to help prevent severity of trauma such as by teaching of stress and crisis management skills, teaching the target population about the symptoms of Post Traumatic Stress Disorder, depression; educating the target population and relatives about the systemic impact of trauma)
 3. Advocacy Efforts (CMHC C. 1.)
Describe advocacy efforts that have been made for this target population/issue. (e.g., publications in newsletters, brochures at hospitals, community events)
- B. Program Development Proposal
 1. Consultation (CMHC C.1.)
Based upon the readings from this course, describe persons, agencies, organizations that would make helpful consulting relationships for the purposes of gaining additional information, as well as staying abreast of the current issue (i.e., an expert in the field, target population, stakeholders in the community). How would these consulting relationships add to the strength of the program? (Be sure to incorporate the references.)
 2. Models, Methods and Principles of Program Development (CMHC C.3.)
Based upon the readings from this course, describe a model, methods, and principles that the program will adopt (i.e., group curriculum, individual counseling, psycho-educational trainings, workshop). Be sure to provide some specific details. For example, if a group counseling curriculum will be used; provide group counseling goals and activities for at least 4, one hour sessions.
 3. Professional Issues in Counseling Process (CMHC C.9.)

How is the above model or method sensitive to varying diagnoses and multicultural concerns? What ethical issues must be considered? What interprofessional relationships will be created (i.e., relationships with physicians, lawyers?); why?

4. Supervision (CMHC A.5.)

Based upon the readings from this course, choose one particular model of supervision that would work best with the members of the treatment team. Provide details about how this would look (i.e., frequency of supervision/training, supervision relationship, expectations of supervisor/supervisee)

5. Other Professional Issues (CMHC A.7.)

Based upon the readings from this course, describe how any of the following issues may or might have the potential to impact the delivery of services within the program: core provider status, expert witness status, access to and practice privileges within managed care systems. Will this be relevant; how so? How will staff be prepared to deal with the above?

Each required element should meet or include the following: (a) information and sub-topics should be synthesized from multiple references (any given sub-topic should not be a summary of one source); (b) is elaborated upon with appropriate and informative sub-topics, as well as references; (c) references should be listed on slide as appropriate or required; (d) information illustrates a thoughtful conceptualization of the required element as evidenced by the use of one's own words (versus cutting and pasting from various resources) and (e) information contributes to the knowledge base of audience (e.g., beyond the information presented through the course).

Reference Page: A reference page must accompany the presentation. References must be in correct APA formatting and spelling; and represent the requirements of references for this project.

Public Policy Action (CHMC E.6.)

Students will submit documentation of action taken on a current counseling-related public policy issue of their choice. To prepare for this assignment: (a) visit the American Counseling Association's Public Policy web-site at

<http://www.counseling.org/PublicPolicy/>; (b) study the issues under the "current issues" tab; (c) choose an issue of your choice, and (d) review and study "what you can do" under any given current issue tab.

The assignment includes choosing a public policy issue to advocate for by making a phone call **and** writing a formal letter. The following documents are required:

- A. A one page, double spaced document in APA format that includes the following: (1) paragraph explaining why you chose this current issue; (2) a second paragraph regarding how you felt about completing this assignment; and (3) the time, date, and name of the person you left a message with at the Switchboard.
- B. A exact copy of the email and/or formal letter you sent to the legislative contact (i.e., state senator). Be sure to include credentials and professional affiliations (i.e., counseling program at WKU)

Quizzes

There are two quizzes worth 5 points each.

Journal Assignments.

Write a brief summary of the contents of a lecture/ group discussion or reading material. Reflect upon these activities- record your own thoughts, ideas, responses and reactions to any of the above. Make notes about concepts, questions you have, and any confusion that may arise.

Use the journal to explore possible solutions to problems being raised in class or alternative activities to the ones presented in class. Record new insights and problem solving strategies realized during discussions with fellow students and instructors. The journal reflects your own thoughts and ideas. Be as original and critical (constructive) as you can.

Student Evaluation Criteria and Procedures:

Rubrics for the assignments are noted at the end of the syllabus. Points counting towards the final grade are distributed as follows:

Participation/Attendance	20 points
Journals	24 points
Case Study Discussion	8 points
BBD Quizzes	10 points
Public Policy Action	10 points
Project Presentation	48 points
<i>TOTAL POSSIBLE</i>	<i>120 points</i>

Grades for the course are determined by the following:

A	90% - 100% of total points
B	80% - 89% of total points
C	70% - 79% of total points
D	60% - 69% of total points
F	59% and below

Late or Missing Assignments

Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. Late assignments will be penalized by a deduction of 10% each day late. BBD assignments are due on the date noted; late submissions are not accepted under any circumstance.

Use of Current Research

Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard site.

Use of Technology in Course

Blackboard will be used for communication, to distribute relevant course information, as well for the submission of assignments. All written assignments should be saved with the file name: Course + Assignment Abbreviation + last name + first initial. For example, "CNS587ProjectSauerheberJ." When e-mailing your professor about something related to this course, please use the following heading in the e-mail subject line: Course + last name + first initial. For example, "CNS 587SauerheberJ." Cell phones must be turned off at the start of class unless there is an emergency situation. Laptops should only be used during class lectures and should be put away during demonstrations, experiential activities and discussions. Use of cell phones and laptops is considered discourteous when other students and the instructor are involved in demonstrations or experiential activities.

Students with Disabilities Who Require Accommodations

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A200. The OFSDS telephone number is (270)745-5004; TTY is 745-3030. Please DO NOT request accommodations directly

from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Academic Integrity

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university. Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

Academic Performance

As graduate students and professionals-in-training, graduate studies should be viewed from the prospective of professional development. Graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance. Review the rubric used to evaluate students' professional performance in each course at: http://edtech.wku.edu/~counsel/downloads/CNS_Graduate_Student_Handbook.pdf. Understand that students' academic performance (grades) is monitored. See the graduate catalog and Department of Counseling & Student Affairs Graduate Student Handbook for more details. Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department's web site. Included in that document is the process that requires all students to be routinely evaluated using the Professional Performance Review process and rubric. The handbook discusses this and other important information.

Flexibility Clause

The aforementioned requirements, assignments, policies, evaluation procedures, etc are subject to change. Candidates' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

Course Schedule

Students are responsible for reading all accompanying documents located in BBD (including power point lectures, articles, and other documents). Students may need to read ahead in order to be properly prepared for course assignments, quizzes, and final exam. Students are responsible for reading accompanying documents on BBD; and expected to have the content located on BBD for each class meeting.

MEETING DATE	TOPICS & ASSOCIATED READING	ASSIGNMENT
▼ May 15 ▼ Class Meeting	Supervision (CMHC A.5.) • Ethics & Best Practice ACES 2011; ACA Code of Ethics; ACES website	
▼ May 17 ▼ BBD	Supervision (CMHC A.5.) • Methods and Theory Pearson, 2006; 2001; 2000.	BBD Quiz: Supervision (Due 19 th)
▼ May 22 ▼ Class Meeting	Supervision (CMHC A.5.) Goals, Relationships, Evaluation ACES 2011; ACA Code of Ethics; ACES website	
▼ May 24 ▼ BBD	Principles of Mental Health (CMHC C.1.) • Consultation and Advocacy Jackson & Hayes, 1993; Lee & Rogers, 2009	Journal: Guest Speaker Reflection/Content Reflection (Due 26 th)
▼ May 31 (No Meeting-Memorial Day)	Program Development & Service Delivery (CMHC C.3.) Models, Methods and Principles • Peer Facilitation Training Karuna, 2011; Support Groups Lefley 2009; Self-help Lampropoulos & Spengler, 2005	BBD Case Study Discussion Board due May 31 (Response Post due June 2)
▼ June 5 ▼ Class Meeting	Professional Issues affecting CMHCs (CMHC A.7.) • Core Provider Status; LaForge & Henderson, 1990 Managed Care Wilcoxon et al., 2008	Journal: Reflection on Guest Speakers/Content Reflection (Due 7 th)
▼ June 7 ▼ BBD	Principles of Mental Health (CMHC C.1.) • Consultation Moe & Perera-Diltz, 2009	BBD Quiz (Due 9 th)
▼ June 12 ▼ Class Meeting	Professional Issues affecting CMHCs (CMHC A.7.) • Technology; Legal issues LaForge & Henderson, 1990	
▼ June 14 ▼ BBD	Program Development & Service Delivery (CMHC C.3.) – Models, Methods and Principles • Parent Education Stinchfield & Zyromksi, 2010; Supplemental Parenting Websites Professional Issues in Clinical Practice (CMHC C.9.) Marquis et al., 2011	Journal: Reflection on Guest Speakers/BBD Case Study Discussion Post (Response post due 16 th)
▼ June 19 ▼ Class Meeting		Project Presentations
▼ June 21 ▼ BBD	Public Policy (CMHC E.6.) Herr et al., 2003; Murray, 2006; Supplemental websites	Public Policy Action due by June 23



NOTE: ALL Students MUST create an account in the CEBS Electronic Portfolio System.

Please note that the College of Education and Behavioral Sciences mandates that all students create an account in the CEBS Electronic Portfolio system. Additionally, you are expected to upload assignments for specific classes that indicate that you have met a critical performance standard, which is any piece of evidence (document, image, video, etc.) required by a program and produced by the student that demonstrates the student has met a standard (in whole or in part). For CNS587, you are required to upload your ***Project Presentation (PPT)*** and ***Public Policy Action***. Also, please note that this is a requirement for NCATE (the National Council for Accreditation of Teacher Education).

If you have not registered for the CEBS Electronic Portfolio, **Create a New Student Account**. If you need directions, please follow the instructions at:
http://edtech2.wku.edu/portfolio/studenthelp/student_instructions.php

Please note the following directions:

*****Your paper should be saved as a Microsoft Word document.**

- Go to <http://www.wku.edu>
- Select "Academics" (on left side)
- Select "College of Education & Behavioral Sciences"
- Select Electronic Portfolio System (under Educational Technology)
- Select "Student Login" (you need your WKU ID and password)
- Select CNS587 (click on "View Critical Performances")
- You will see "Project Presentation"
- Click on "Upload/View Files"
- Follow the directions to upload your document (this is similar to adding an email attachment)

Public Policy Action CNS 587, Summer 2016 GRADE: ____/10 Student Name: _____ Instructor Name: Dr. Andrea Jenkins				
Requirement	Hardly meets requirements 1	Inconsistent or short of meeting requirements and expectations 2	Student somewhat meets assignment requirements and expectations 3	Student exceeds assignment requirements and expectations 4
1. Written Document: A.1. Why Current Issue was Chosen (CACREP Standard CMHC E.6.)	Requirement hardly met; limited attention and/or effort put into description	Requirement slightly met; content a bit unclear and/or slightly illustrated a conceptualization of the current issue on the profession	Content was delivered with clarity; references from course and/or program were used to support choice; adequate illustration of conceptualization of current issue on profession	Content was delivered with exceptional clarity; references from course and program were used to support choice of action; exceptional illustration of conceptualization of current issue on profession
2. Written Document: A.2. Description of Personal Experience (CACREP Standard CMHC E.6.)	Requirement hardly met; limited attention and/or effort put into description	Requirement slightly met; content a bit unclear and/or slightly illustrated personal awareness when taking part in action	Content was delivered with exceptional clarity; illustration of personal awareness when taking part in action; as well as seriousness of the action taken	Content was delivered with exceptional clarity; illustration of acute awareness, as well as seriousness of the action taken
3. Written Document: A.3. Description of Telephone Contact (CACREP Standard CMHC E.6.)	Phone contact not detailed	Some details of phone contact mentioned	Phone contact details included	
4. Written Document: APA formatting, spelling and grammar	APA formatting Almost nonexistent; various spelling errors made throughout the document	Multiple mistakes in APA formatting, spelling	Few errors made in APA formatting and/or spelling	
5. Correspondence (CACREP Standard CMHC E.6.): Professionally written letter	Letter was hardly professional (i.e., grammatical, spelling and formatting errors); poor illustration of effort	Letter was slightly professional (i.e., with some grammatical and/or spelling errors); illustration of limited effort	Letter is professionally written, included personal credentials, and covers needed content; contact was appropriate	

<p align="center">Project Presentation CNS 587, Summer 2016 GRADE ____/48 Student Name: _____ Instructor Name: Dr. Andrea Jenkins</p>				
Requirement	Student inconsistently, or rarely meets assignment requirements and expectations 1	Student somewhat meets assignment requirements and expectations 2	Student meets assignment requirements and expectations 3	Student exceeds assignment requirements and expectations 4
1. Presentation Format: formatted on Power Point; headings used to clearly designate each of the required content elements; no more than 15 slides, neatly organized, and eye catching	Many elements of assignment were not designated with headings; content was difficult to read, unorganized and unclear; the power point was carelessly constructed; slide count not met.	Requirement slightly met; some of the required elements of assignment were not designated with headings; content was sometimes not easy to read; lack of organization; slide count not met	Power Point used; headings used to clearly designate each of the required content elements; number of slides did not surpass 15; content delivered with clarity and organization	Various sub-headings were used to describe the topic and sub-topics with greater clarity; creativity was used in power point; content was delivered with exceptional clarity, and organization
2. Presentation Format: APA formatting, spelling and grammar	APA formatting almost nonexistent; various spelling errors made throughout the document	Multiple mistakes in APA formatting, spelling	Few errors made in APA formatting and/or spelling	No mistakes
3. Presentation Content: A.1. Topic (CACREP Standard C.9.)	Topic is not current or necessarily relevant; and is inconsistently supported in current literature	Topic is somewhat timely and current; somewhat relevant to counseling and mental health practices; literature cited was limited	Timely, relevant to current counseling, prevention and intervention mental health practices, and supported in the literature and other sources of information	Timely, relevant to current counseling, prevention and intervention mental health practices, and clearly supported in an exhausted list of references from the literature and other sources of information
4. Presentation Content: A.2. Prevention, Intervention, and Education (CACREP Standard CMHC C.1.)	(a) information and sub-topics are inconsistently synthesized from references; (b) the required element is weakly supported through the use of appropriate and informative sub-topics; (c); references are	(a) information and sub-topics are somewhat synthesized from some references; (b) the required element is often not supported through the use of appropriate and informative	(a) information and sub-topics are adequately synthesized from an adequate list of references; (b) the required element is appropriately supported through the use of sub-topics; (c); references should be listed on	(a) information is effectively synthesized from an exhausted list of references; (b) the required element is effectively elaborated upon with appropriate and informative sub-topics and important details; (c) references

	rarely or not listed on slides as appropriate; (d) a thoughtful, conceptualization of the required element is questionable and is hardly demonstrated; (e) information rarely if ever contributes to the knowledge base of audience	sub-topics; (c); important references sometimes left out of slides as appropriate; (d) a thoughtful, conceptualization of the required element is inconsistently demonstrated; (e) information inconsistently contributes to the knowledge base of audience	slide as appropriate; (d) information adequately illustrates a thoughtful, conceptualization of the required element; (e) information adequately contributes to the knowledge base of audience	are always listed on slide as appropriate; (d) information effectively illustrates a thoughtful, conceptualization of the required element (e) information effectively contributes to the knowledge base of audience
5. Presentation Content: A.3. Advocacy Efforts (CACREP Standard CMHC C.1.)	(a) information and sub-topics are inconsistently synthesized from references; (b) the required element is weakly supported through the use of appropriate and informative sub-topics; (c); references are rarely or not listed on slides as appropriate; (d) a thoughtful, conceptualization of the required element is questionable and is hardly demonstrated; (e) information rarely if ever contributes to the knowledge base of audience	(a) information and sub-topics are somewhat synthesized from references; (b) the required element is often not supported through the use of appropriate and informative sub-topics; (c); important references sometimes left out of slides as appropriate; (d) a thoughtful, conceptualization of the required element is inconsistently demonstrated; (e) information inconsistently contributes to the knowledge base of audience	(a) information and sub-topics are adequately synthesized from an adequate list of references; (b) the required element is appropriately supported through the use of sub-topics; (c); references should be listed on slide as appropriate; (d) information adequately illustrates a thoughtful, conceptualization of the required element; (e) information adequately contributes to the knowledge base of audience	(a) information is effectively synthesized from an exhausted list of references; (b) the required element is effectively elaborated upon with appropriate and informative sub-topics and important details; (c) references are always listed on slide as appropriate; (d) information effectively illustrates a thoughtful, conceptualization of the required element (e) information effectively contributes to the knowledge base of audience
6. Presentation Content: B.1. Consultation (CACREP Standard CMHC C.1.)	(a) information and sub-topics are inconsistently synthesized from course references; (b) the required element is weakly supported through the use of appropriate and informative sub-topics; (c); references are rarely or not listed on slides as appropriate; (d) a thoughtful, conceptualization of the	(a) information and sub-topics are somewhat synthesized from course references; (b) the required element is often not supported through the use of appropriate and informative sub-topics; (c); important references sometimes left out of slides as appropriate; (d) a thoughtful,	(a) information and sub-topics are adequately synthesized from related course readings; (b) the required element is adequately supported through the use of appropriate and informative sub-topics; (c); references should be listed on slide as appropriate; (d) information adequately illustrates a thoughtful, conceptualization of	(a) information and sub-topics are effectively synthesized from related course readings, as well as additional references; (b) the required element is effectively elaborated upon with appropriate and informative sub-topics and important details; (c) references are always listed on slide as appropriate; (d) information effectively illustrates a thoughtful,

	required element is questionable and is hardly demonstrated; (e) information rarely if ever contributes to the knowledge base of audience	conceptualization of the required element is inconsistently demonstrated; (e) information inconsistently contributes to the knowledge base of audience	the required element; (e) information adequately contributes to the knowledge base of audience	conceptualization of the required element (e) information effectively contributes to the knowledge base of audience
7. Presentation Content: B.2. Models, Methods and Principles of Program Development (CACREP Standard CMHC C.3.)	(a) information and sub-topics are inconsistently synthesized from course references; (b) the required element is weakly supported through the use of appropriate and informative sub-topics; (c); references are rarely or not listed on slides as appropriate; (d) a thoughtful, conceptualization of the required element is questionable and is hardly demonstrated; (e) information rarely if ever contributes to the knowledge base of audience	(a) information and sub-topics are somewhat synthesized from course references; (b) the required element is often not supported through the use of appropriate and informative sub-topics; (c); important references sometimes left out of slides as appropriate; (d) a thoughtful, conceptualization of the required element is inconsistently demonstrated; (e) information inconsistently contributes to the knowledge base of audience	(a) information and sub-topics are adequately synthesized from related course readings; (b) the required element is adequately supported through the use of appropriate and informative sub-topics; (c); references should be listed on slide as appropriate; (d) information adequately illustrates a thoughtful, conceptualization of the required element; (e) information adequately contributes to the knowledge base of audience	(a) information and sub-topics are effectively synthesized from related course readings, as well as additional references; (b) the required element is effectively elaborated upon with appropriate and informative sub-topics and important details; (c) references are always listed on slide as appropriate; (d) information effectively illustrates a thoughtful, conceptualization of the required element (e) information effectively contributes to the knowledge base of audience
8. Presentation Content: B.3. Professional Issues in Counseling Process (CACREP Standard CMHC C.9.)	(a) information and sub-topics are inconsistently synthesized from references; (b) the required element is weakly supported through the use of appropriate and informative sub-topics; (c); references are rarely or not listed on slides as appropriate; (d) a thoughtful, conceptualization of the required element is questionable and is hardly demonstrated; (e) information rarely if ever contributes to the knowledge base of	(a) information and sub-topics are somewhat synthesized from references; (b) the required element is often not supported through the use of appropriate and informative sub-topics; (c); important references sometimes left out of slides as appropriate; (d) a thoughtful, conceptualization of the required element is inconsistently demonstrated; (e) information	(a) information and sub-topics are adequately synthesized from all of the references used; (b) the required element is adequately supported through the use of appropriate and informative sub-topics; (c); references should be listed on slide as appropriate; (d) information adequately illustrates a thoughtful, conceptualization of the required element; (e) information adequately contributes to the knowledge	(a) information and sub-topics is effectively synthesized from various references that go beyond the required; (b) the required element is effectively elaborated upon with appropriate and informative sub-topics and important details; (c) references are always listed on slide as appropriate; (d) information effectively illustrates a thoughtful, conceptualization of the required element (e) information effectively contributes to the knowledge base of audience

	audience	inconsistently contributes to the knowledge base of audience	base of audience	
9. Presentation Content: B.4. Supervision (CACREP Standard A.5.)	(a) information and sub-topics are inconsistently synthesized from course references; (b) the required element is weakly supported through the use of appropriate and informative sub-topics; (c); references are rarely or not listed on slides as appropriate; (d) a thoughtful, conceptualization of the required element is questionable and is hardly demonstrated; (e) information rarely if ever contributes to the knowledge base of audience	(a) information and sub-topics are somewhat synthesized from course references; (b) the required element is often not supported through the use of appropriate and informative sub-topics; (c); important references sometimes left out of slides as appropriate; (d) a thoughtful, conceptualization of the required element is inconsistently demonstrated; (e) information inconsistently contributes to the knowledge base of audience	(a) information and sub-topics are adequately synthesized from related course readings; (b) the required element is adequately supported through the use of appropriate and informative sub-topics; (c); references should be listed on slide as appropriate; (d) information adequately illustrates a thoughtful, conceptualization of the required element; (e) information adequately contributes to the knowledge base of audience	(a) information and sub-topics are effectively synthesized from related course readings, as well as additional references; (b) the required element is effectively elaborated upon with appropriate and informative sub-topics and important details; (c) references are always listed on slide as appropriate; (d) information effectively illustrates a thoughtful, conceptualization of the required element (e) information effectively contributes to the knowledge base of audience
10. Presentation Content: B.5. Other Professional Issues (CACREP Standard A.7.)	(a) information and sub-topics are inconsistently synthesized from course references; (b) the required element is weakly supported through the use of appropriate and informative sub-topics; (c); references are rarely or not listed on slides as appropriate; (d) a thoughtful, conceptualization of the required element is questionable and is hardly demonstrated; (e) information rarely if ever contributes to	(a) information and sub-topics are somewhat synthesized from course references; (b) the required element is often not supported through the use of appropriate and informative sub-topics; (c); important references sometimes left out of slides as appropriate; (d) a thoughtful, conceptualization of the required element is inconsistently demonstrated; (e) information	(a) information and sub-topics are adequately synthesized from related course readings; (b) the required element is adequately supported through the use of appropriate and informative sub-topics; (c); references should be listed on slide as appropriate; (d) information adequately illustrates a thoughtful, conceptualization of the required element; (e) information adequately contributes to the knowledge base of audience	(a) information and sub-topics are effectively synthesized from related course readings, as well as additional references; (b) the required element is effectively elaborated upon with appropriate and informative sub-topics and important details; (c) references are always listed on slide as appropriate; (d) information effectively illustrates a thoughtful, conceptualization of the required element (e) information effectively contributes to the knowledge base of audience

	the knowledge base of audience	inconsistently contributes to the knowledge base of audience		
11. Reference Page: Includes least 10 professional and peer reviewed counseling or marriage and family related journal articles published no more than 5 years ago, as well as information from related web-sites, magazines, and current books; references must be directly relevant to the content of the presentation; references must: (a) be directly relevant to the content of the presentation and (b) provide an adequate amount of information in order to satisfactorily address the required content	References rarely meet the requirements	References somewhat, yet inconsistently met the requirements	References adequately met the requirements	More than the required references were used; very specific sources used; additional references were relevant and strengthened the presentation
12. Reference Page: APA formatting, spelling and grammar	APA formatting almost nonexistent; various spelling errors made throughout the document	Multiple mistakes in APA formatting, spelling	Few errors made in APA formatting and/or spelling	No mistakes