Instructor: Wannigar Ratanavivan, Ph.D., LPC, NCC
Office/Office Hours: ECDC 150B/By Appointment
Office Telephone: 361-825-2849
E-mail: wannigar.ratanavivan@tamucc.edu

Semester: Summer I 2020
Class Date: Jun. 1 – Jul. 3, 2020
Class Time: TBA
Class Location: TBA

Course Description

CNEP 5319: Introduction to Clinical Mental Health Counseling (3 SCH). Research, identification, and design of systemic models of prevention and intervention that foster the healthy development of individuals in school and community settings. Focus will be both on assessment and implementation of culturally respectful approaches that invite collaboration with the family, school, community, and other contextual resources of children, adolescents, and adults. There are no prerequisites for this class.

Rationale

Mental health counselors must understand the foundations and contextual dimensions of community counseling, as well as possess appropriate knowledge and skills to effectively function in clinical settings. Factors of diversity; structural models, methods and principles of program development and service delivery; and effective strategies for client advocacy in public policy are all requisite knowledge for effectiveness in this specialized role.

Instructional Methods

Course content will be presented using multiple teaching strategies including lecture and discussion, exploration and inquiry, field experiences, cooperative group work, demonstrations, role plays, and/or presentations.

Learning Objectives

This course is designed to meet 2016 CACREP entry-level specialty area standards (Section 5) for clinical mental health counseling. The following standards represent the learning objectives established for this course. Upon completion of the course, students will be knowledgeable of:

- **CACREP Standard 5-C-1-a:** history and development of clinical mental health counseling
  [Students will successfully complete this learning objective by achieving a score of 80% or higher on the weekly online quizzes]

- **CACREP Standard 5-C-2-a:** roles and settings of clinical mental health counselors.
  [Students will successfully complete this learning objective by achieving a score of 80% or higher on the discussion forum postings]
• **CACREP Standard 5-C-2-c:** mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks. *Students will successfully complete this learning objective by achieving a score of 80% or higher on the professional research projects*

• **CACREP Standard 5-C-2-m:** record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling. *Students will successfully complete this learning objective by achieving a score of 80% or higher on the professional research projects*

• **CACREP Standard 5-C-3-d:** strategies for interfacing with integrated behavioral health care professionals. *Students will successfully complete this learning objective by achieving a score of 80% or higher on professional research projects*

• **CACREP Standard 5-C-3-e:** strategies to advocate for persons with mental health issues. *Students will successfully complete this learning objective by achieving a score of 80% or higher on the professional research projects*

**Major Course Requirements**

1) **Discussion Board Participation (100 points)**

Each week you will be responsible for completing all assigned course readings and participating in a virtual discussion based on those readings. Guided discussion prompts will be posted to the course Blackboard discussion forum. Students will need to thoughtfully consider the topic or question presented, and author a response to be posted in the discussion forum that demonstrates their knowledge and understanding of the assigned reading material. In addition to their response, students will need to post a minimum of two substantive responses to the posts of their classmates during the week. At the end of the week (Sunday evening), the instructor will review all posts to determine whether students have met this requirement or not. Discussion posts will be evaluated based on the following items:

Content – Student demonstrates an in-depth understanding and application of concepts and issues presented in the course (e.g., insightful interpretations or analyses; accurate and perceptive parallels, ideas, opinions, and conclusions), showing that the student has absorbed the general principles and ideas presented; and postings/responses that are well-supported by pertinent research/evidence from a variety of and multiple peer-reviewed books and journals, where appropriate; and mastery and thoughtful/accurate application of skills or strategies presented in the course.

Quality of writing – Student uses language that is clear, concise, and appropriate; make few, if any, errors in spelling, grammar, and syntax; provide adequate information about a source when citing or paraphrasing it; use a preponderance of original language and only directly quote when necessary and/or appropriate; and are positive, courteous, and respectful when offering suggestions, constructive feedback, or opposing viewpoints.
Contributions to the discussion – Student significantly contributes to the quality of the discussion by providing: rich and relevant examples; discerning and thought-provoking ideas; stimulating thoughts and probes; new perspectives; and original and critical thinking.

Discussion board posts account for 100 points (20 points/week x 5 weeks) of your final grade.

2) Weekly Online Quizzes (100 points)

Each week, a brief quiz will be posted to assess students’ understanding of the topics being discussed. The quizzes will be made available online at the end of the week, and students will have three days to complete. Quiz questions will be presented in multiple choice format, and only reflect the material discussed for the previous week (not cumulative). The use of notes and textbooks is allowed; however, students must work alone and not seek outside help from fellow classmates or other individuals. There will be five quizzes available for students to take throughout the semester, with each quiz being worth 20 points. A total of 100 points are possible toward your final course grade.

3) Professional Research & Development Projects (300 points)

Throughout the semester a series of five (5) professional research and development projects will be assigned to help you learn more about the role of the clinical mental health counselor. These projects will require you to conduct research using the library, Internet, local service providers, and national agencies. Submitted assignments will be evaluated on content as well as style. A more detailed description for each professional research and development project is provided on the class Blackboard homepage under the assignment tab in each learning module. Each professional research project is worth 60 points, resulting in a maximum of 300 points that can be earned on these assignments.

Point Allocation

| Weekly Online Quizzes (5 @ 20 points each) | 100 points |
| Discussion Board Posts (5 @ 20 points each) | 100 points |
| Professional Research Projects (5 @ 60 points each) | 300 points |
| **TOTAL** | **500 points** |

Grade Distribution

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points</td>
<td>450-500</td>
<td>400-449</td>
<td>350-399</td>
<td>300-349</td>
<td>Below 300</td>
</tr>
</tbody>
</table>
Required or Recommended Readings

Textbook:


Recommended or supplemental readings:


American Psychiatric Association (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.).


State Adopted Proficiencies for School Counselors

School Counselor Standard I: Learner-Centered Knowledge
The professional school counselor must have a broad knowledge base.

School Counselor Standard II: Learner-Centered Skills
The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner as outlined in The Texas Model for Comprehensive School Counseling Programs.

School Counselor Standard IV: Learner-Centered Equity and Excellence for All Learners
The professional school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people.

TExES Competencies (COE)

Competency 001 (Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

Competency 002 (Student Diversity): The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 006 (Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.

Course Policies

Attendance

Students are expected to maintain a continual presence in the course. Students should not put off all work until the end of the semester as doing so diminishes the richness of the learning process. If you find yourself in a situation where you will need to be absent from the course for a period of time, please email your instructor so that a personal plan of action can be developed and put into action.

Communication

Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which I will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect a response to their questions from me within 48 hours (excluding weekends & university-recognized holidays).
Late Submissions of Student Work

All assignments are to be submitted online to the course Blackboard page prior to the beginning of class on the due date specified in the course calendar (see end of syllabus). Assignments not received prior to the beginning of class will be considered late. A letter grade deduction will be applied to all late submissions that were not discussed with your instructor in advance. After five days, late assignments will no longer be accepted and a grade of zero will be issued.

Extra Credit

As a general rule, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

Academic Integrity and Plagiarism

TAMUCC Graduate Catalogue (please refer to current version)

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.
The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The office of the academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

Dropping a Class

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, YOU must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in you being dropped from the class. Students are responsible for checking the official academic calendar for the last day to drop a course with an automatic grade of “W” for the semester.

Classroom/Professional Behavior

Texas A&M University-Corpus Christi, as an academic community, requires everyone to respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc. Since this is an online course, please practice proper netiquette and respect the experience of all students enrolled in the course.

Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.
Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints, options and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam Ramirez (Samuel.ramirez@tamucc.edu) or Deputy Title IX Coordinator, Rosie Ruiz (Rosie.Ruiz@tamucc.edu) x5826, or visit website at Title IX/Sexual Assault/Pregnancy.

**Limits to confidentiality.** Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me.

These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors in the University Counseling Center.

**Grade Appeals**

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01 Student Grade Appeal Procedures. Documents are accessible through the University Rules Web site at [http://academicaffairs.tamucc.edu/rules_procedures/](http://academicaffairs.tamucc.edu/rules_procedures/). For assistance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact Disability Services for assistance at (361) 825-5816.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue using Blackboard and/or e-mail. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., e-mails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

**Tentative Course Schedule (Summer I 2020)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assigned Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Introduction to the course.</td>
</tr>
<tr>
<td>Jun. 1 – Jun. 5</td>
<td>Chapter 1: History and Professional Identity in Clinical Mental Health Counseling</td>
</tr>
<tr>
<td></td>
<td>Chapter 2: Ethical and Legal Aspects of Counseling</td>
</tr>
<tr>
<td></td>
<td><strong>CACREP Standards 5-C-1-a, 5-C-2-m</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Discussion Board 1 Due by 11:59 pm on Jun. 3</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Quiz 1 Due by 11:59 pm on Jun. 5</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Research Project 1 Due by 11:59 pm on Jun. 5</strong></td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>Chapter 3: Clinical Mental Health Counseling in a Diverse Society</td>
</tr>
<tr>
<td>Jun. 8 – Jun. 12</td>
<td>Chapter 4: The Counseling Process</td>
</tr>
<tr>
<td></td>
<td>Chapter 6: Holistic Approaches to Clinical Mental Health Counseling</td>
</tr>
<tr>
<td></td>
<td><strong>CACREP Standards 5-C-2-a, 5-C-3-d</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Discussion Board 2 Due by 11:59 pm on Jun. 10</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Quiz 2 Due by 11:59 pm on Jun. 12</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Research Project 2 Due by 11:59 pm on Jun. 12</strong></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Chapter 5: Client Assessment and Diagnosis</td>
</tr>
<tr>
<td>Jun. 15 – Jun. 19</td>
<td>Chapter 7: Consultation, Advocacy, and Evaluation</td>
</tr>
<tr>
<td></td>
<td>Chapter 8: Dealing with Crises, Disasters, and Suicide</td>
</tr>
<tr>
<td></td>
<td><strong>CACREP Standards 5-C-2-c, 5-C-2-m, 5-C-3-d, 5-C-3-e</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Discussion Board 3 Due by 11:59 pm on Jun. 17</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Quiz 3 Due by 11:59 pm on Jun. 19</strong></td>
</tr>
</tbody>
</table>
Research Project No. 1

Directions: This project is designed to help you become familiar with a couple of professional organizations with whom many community/mental health counselors choose to align. Your task is to visit the website for each organization and become familiar with the contents of each site. As you look around each site, identify the information needed to answer the questions below. In writing your paper remember to use proper grammar and whole sentences rather than one or two word responses. You should include the original question followed by your response. Since you are only looking at these specific sites, a reference page is not needed.

Visit the American Counseling Association (ACA; http://www.counseling.org) website and answer the following questions:

Where is the ACA headquarters located?
Who is the current (2017-18) president of ACA? Who is the president-elect (2018-19)?
How many members does ACA have (approximately)?
What is the mission of ACA?
When was ACA founded? What organizations came together to form ACA?
How much does it cost to join ACA? What is included with membership?
What are some of the specific benefits afforded to student members?
What is the name of the flagship journal of ACA?
When and where will the 2018 ACA Convention be held?
How many divisions are there in ACA? Identify three (3) that seem interesting to you, visit their websites (if available) and give your opinion of these organizations including what you perceive to be the benefits of membership in this association.

Visit the American Mental Health Counselor Association (AMHCA; http://amhca.org) website and answer the following questions:

Who is the current president of AMHCA? Who is president elect?
According to AMHCA, how many individuals are licensed or certified to practice counseling in the United States?
What is the AMHCA mission statement?
What are some of the unique student benefits AMHCA extends to students?
When and where will the next AMHCA national conference take place?
What are some of the current legislative issues AMHCA is advocating for?
How much does it cost to join AMHCA?
Look at the malpractice insurance offered through AMHCA. Is it more or less expensive for students than if they were to obtain this coverage through ACA and its affiliated providers?

Visit the Texas Counseling Association (TCA; http://www.txca.org) website and answer the following questions:

When was TCA founded?
Approximately how many counselors are members of TCA?
What is the cost associated for joining TCA? Is there a reduced rate for students?
How many regions are there in TCA? Which region is your hometown located in? Who is that regions current president?
How many divisions of TCA are there? Which division most appeals to you and your professional interests in counseling?
When and where will the next TCA state conference be held?

Visit the National Board for Certified Counselors (NBCC; http://nbcc.org) website and answer the following questions:

What is the primary purpose served by NBCC?
Where is NBCC located and who is the current President and CEO?
How many credentials does NBCC offer? What are they?
Currently, how many active NCCs were there in the United States?
List three of the benefits associated with being an NCC.
What is the cost associated with obtaining and maintaining the NCC credential (i.e., how much does it cost to get and what is the maintenance fee)?
Research Project No. 2

**Directions**: This project is designed to help you begin planning for the licensure and certification process. Your task is to research the state licensure requirements for Texas and two (2) additional states where you might desire/aspire to practice in the future. This may require you to use multiple sources (Internet, telephone, personal visit, etc.). Answer the following questions for each of the states you choose. Remember to include both the question and your response in your submitted work.

What is the name of the license in this state?
What types of degrees qualify one for licensing in this state?
How many semester hours of graduate coursework are required to become license-eligible?
In what areas is course work required?
How many total clock hours are required for licensure? How many of these hours can come from pre-degree supervised practicum and internship experiences?
How many hours of post-degree supervision are required? Are there specific requirements for these supervision services and the professionals who provide them?
Are candidates required to pass any examinations to be licensed? If so, what examinations?
What is the cost associated with applying for licensure in this state?
How often must a counselor renew their license? What must a counselor do to maintain the status of their license on a yearly basis?
Does this state practice reciprocity? If so, with which states?
Once you have answered these questions for each state, compare your findings. What was the most interesting fact you learned about licensure in this state? What noticeable differences exist between Texas and the other states researched (if any)?

Research Project No. 3

**Directions**: One of a counselor’s most important roles is working to facilitate change not only in the behavior of clients but also in the attitudes and actions of the larger systems affecting those clients. Clinical mental health counselors can act as agents of social action by being directly and indirectly involved in promoting the well-being of their clients. In fact, you could say it is a personal and professional requirement and responsibility to become involved in advocacy efforts (see 2014 ACA Code of Ethics and 2016 CACREP Standards). In your readings, class lectures, and discussions, you learned that the three types of advocacy are case advocacy (counselors represent the interests of clients they serve); class advocacy (counselors represent the rights and interests of an entire group), and professional advocacy (advocacy on behalf of the profession itself). Examples of case advocacy include conferring with agency professionals in support of getting a needed service or treatment for the client; advocating in support of a particular cultural practice or principle that impacts the client treatment. Examples of class advocacy include volunteering to educate/speak/support populations with a specific mental health issues (battered women, people suffering with depression, combat wives, single parents, substance abusers; as well as becoming active in consumer mental health advocacy groups. Examples of professional advocacy include participating in professional meetings and chapters of ACA, TCA, AMHCA; submitting a program proposal to a clinical mental health conference; attending a legislative day training; writing a letter to your senator on behalf of a mental health issue, volunteer work with
staff on a professional program related to clinical mental health counseling, and also becoming an active participant in consumer mental health advocacy groups.

Identify a current mental health issue in Texas (can be local to your community or statewide) and develop an advocacy initiative around that issue. In your narrative description of the advocacy project, include your rationale for this initiative, the type(s) of advocacy it involves, and a description of all community, state, national, and international resources to which you may refer a client in need of these resources. Finally, address how you would market and promote your work so it is seen/heard/experienced by the appropriate audience(s) and stakeholders. Your paper should be no more than 5 pages in length (excluding a cover page), and adhere to APA (7th ed.) guidelines for style and formatting.

Research Project No. 4

Directions: Identify a particular mental health service that you would like to deliver here in Nueces County. Assume that you have been given a large budget to create such a mental health program that effectively fills a void in the community. Some examples might include a parent skill training class, stress management workshop, suicide prevention training, or a mobile crisis stabilization team. Apply the model of mental health delivery systems and develop a proposal (including no more than 1800 words) of your selected program that will be presented to the governing board of directors for the local mental health agency. Although there is not a standard format that the board provides for proposal submissions, you likely would want to be sure to include the following components as section headings:

Needs assessment (how will you identify what is lacking, and needed, in the community)

Mission statement (what will be the charge or focus of your project)

Goals

Program (what are the actual working components or activities that make up your program)

Working knowledge, skills, and resource supports needed to be successful

Interdisciplinary Collaboration (what other professionals will you be collaborating with, and how you will go about working with them)

Funding sources (listing of local, state, or national granting agencies who might consider funding such a project) that could be partnered with to ensure financial viability in the future

Environmental (community) supports

Marketing strategies employed to attract clients

Program evaluation (how will you know if your project has been successful or not)
As you formulate your program proposal make sure you are reviewing the relevant professional literature and including it in your narrative. In addition to your proposal, submit no more than two marketing items (flyers, mailings, posters, etc.) that you might use in promoting your new program to the target community. Keep in mind that you are working without a budget for this project, so make sure to take full advantage of your creative talents and abilities.

Research Project No. 5

Directions: Whether you choose to work at a community agency, medical facility, employee assistance program, or open your own private practice, it is good practice to develop a professional self-disclosure statement. This statement, given to clients at the beginning of counseling, clearly explains who you are and what your professional views are toward the process of counseling. In addition, professional self-disclosure statements are often required for state licensing boards and managed care companies as part of your application packets. For this assignment, you will create your own professional self-disclosure statement. As you write your statement, imagine that you are five years in the future, graduated, and now fully licensed. To help guide your writing, make sure the following areas are addressed in your statement:

Your full name and list of all credentials you hold

Your educational and training background

Your approach (theoretical orientation) toward counseling

What you see as the client’s role and the counselor’s role

*Individual session information (how long are sessions? How frequently are they held?)

*What is your financial policy? How much are sessions? Payments methods accepted?

Explanation of confidentiality and its limitations

Contact information (including emergency info) and between session contact policy

*For these items, you will need to research current industry standards in your area so that you ensure you are competitive and offering services comparable to those of your fellow mental health providers in the area.
# Proficiency Demonstration Evaluation Rubric for Research Projects

<table>
<thead>
<tr>
<th><strong>Rating</strong></th>
<th><strong>Qualitative Interpretation</strong></th>
<th><strong>Score</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Excellent</strong></td>
<td>Student followed directions and correctly and thoroughly answered all the questions included in the assignment.</td>
<td>55-60</td>
</tr>
<tr>
<td></td>
<td>Student correctly and thoroughly created requested documents (i.e., professional self-disclosure statement, program proposal, flyers, advocacy initiative etc.).</td>
<td>student score</td>
</tr>
<tr>
<td></td>
<td>Student referenced relevant professional literature, when needed, and adhered to APA style and format guidelines, and used proper grammar and whole sentences.</td>
<td></td>
</tr>
<tr>
<td><strong>Good</strong></td>
<td>Student followed directions but answered a few questions incorrectly.</td>
<td>45-54</td>
</tr>
<tr>
<td></td>
<td>Student correctly and thoroughly created requested documents (i.e., professional self-disclosure statement, program proposal, flyers, advocacy initiative etc.), however documents included minor errors.</td>
<td>student score</td>
</tr>
<tr>
<td></td>
<td>Student referenced relevant professional literature, when needed, and mostly adhered to APA style and format guidelines. Student used whole sentences, however there were minor grammatical errors.</td>
<td></td>
</tr>
<tr>
<td><strong>Marginal</strong></td>
<td>Student did not follow directions thoroughly and answered many questions incorrectly.</td>
<td>35-44</td>
</tr>
<tr>
<td></td>
<td>Student created requested documents (i.e., professional self-disclosure statement, program proposal, flyers, advocacy initiative etc.), however documents included several major errors.</td>
<td>student score</td>
</tr>
<tr>
<td></td>
<td>Student inconsistently referenced relevant professional, and there were several APA style and format related errors. Student used whole sentences, however there were several major grammatical errors.</td>
<td></td>
</tr>
<tr>
<td><strong>Unacceptable</strong></td>
<td>Student did not follow directions thoroughly and either failed to answer every question or provided incorrect answers to most questions in the assignment.</td>
<td>34 or below</td>
</tr>
<tr>
<td></td>
<td>Student did not create requested documents, or the document created is wholly inaccurate (i.e., professional self-disclosure statement, program proposal, flyers, advocacy initiative etc.).</td>
<td>student score</td>
</tr>
</tbody>
</table>
Student did not reference relevant professional literature, and there were several APA style and format related errors. Student did not use whole sentences, and there were several major grammatical errors.

The entire assignment is of poor quality.