



**TEXAS A&M
UNIVERSITY
KINGSVILLE**

**DEPARTMENT OF EDUCATIONAL LEADERSHIP & COUNSELING
COLLEGE OF EDUCATION AND HUMAN PERFORMANCE EDCG 5360.600 – Community and
Rural Mental Health Counseling, 3 credit hours,
ONLINE BLACKBOARD
COURSE SYLLABUS:**

INSTRUCTOR INFORMATION

Instructor Information: Dr. Kristopher Garza, LPC-S, NCC

Office Location: Rhode Hall rm. 141

Virtual Office Hours: Tuesdays, 12-5pm

Office Phone: (361) 593-2353 (Available during Regular Office Hours--Please see office hours below, Office phone is not answered after office hours ends or during other times other than office hours). If I do not answer my phone during my office hours, please leave a voice mail message and I will get back with you when I get back to the office. Blackboard Collaborate appointments can be scheduled to discuss course content and assignments.

Office Fax: (361) 593-2136

University Email: kristopher.garza@tamuk.edu

Preferred Form of Communication

Emails sent during the weekends (Friday, Saturday, and Sunday) may not be answered until Monday.

*******Do not hesitate to send me an email if we need to talk so we can agree on a convenient time for a phone call, Blackboard Collaborate session, or a meeting*******

Response Time: Generally, I will respond to emails within 24-48 hours of receiving them. If I plan to be away from my computer for more than a couple of days, I will let you know in advance. Any technical questions can be referred to Blackboard Support at (361) 593-4357.

I will update the online grades each time a grading session has been completed---typically seven days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Course Website: (for this course, use Blackboard Course Website only)

VIRTUAL OFFICE HOURS (Through Blackboard Collaborate) Or
by Appointment during the days and times above.

Required Texts:

Smalley, K. B., Warren, J. C., & Rainer, J. P. (2012). *Rural Mental Health: Issues, policies, and practices*. Springer Publishing Company. ISBN-13:9780826107992
\$63.75 New, \$42.33 Used

Gladding, S.T., & Newsome, D.W. (2018). *Clinical Mental Health Counseling in Community and Agency Settings, 5th edition*. Pearson. ISBN: 9780134385556
\$79.99 New, \$76.00 Used, \$40.00 Rent

Article

Bain, S., Rueda, B., Villarreal, J., and Mundy, M. A. (2011). Assessing mental health needs of rural schools in South Texas: Counselors' perspectives. *Research in Higher Education Journal*, 14. Retrieved from <http://www.aabri.com/manuscripts/11998.pdf>.

REQUIREMENTS DURING THE COVID-19 PANDEMIC

In order to keep themselves and others safe and healthy during the pandemic, students attending class face-to-face are required to (1) wear face coverings over the nose and mouth and (2) scan the QR Code posted in the classroom/teaching location to log their attendance to assist in contact tracing, if needed. For information on the use of face coverings, see <https://www.tamuk.edu/return/facecoveringsfaq.html>.

For information on the Face Covering Policy, see:

<https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

Students are responsible for staying informed on the latest updates regarding the university's response to COVID-19 by checking their TAMUK email regularly and accessing information at <https://www.tamuk.edu/return/> and <https://www.tamuk.edu/coronavirus/>.

2. FACE COVERING POLICY

Face coverings must be worn on the Texas A&M-Kingsville campus inside all public buildings, including lobbies of buildings, restrooms, classrooms, hallways, and stairwells. Face coverings should also be worn in any outdoor space where 6 feet of physical distancing cannot be reliably maintained. Faculty working alone in their offices can remove their face covering.

For more information on the use of face coverings, please refer to

<https://www.tamuk.edu/return/facecoveringsfaq.html>.

2A. Classroom Policy Regarding Face Coverings

In the event of a student who does not wear a face covering in the classroom/teaching space, the instructor should first request the student to put on a face covering. If the student does not comply, the instructor can dismiss the student from the classroom for that class period. If the student refuses to leave, the instructor may immediately dismiss the class and continue the class period online. The instructor may elect to discuss the matter in private with the student later and follow-up with a memo to the Dean of Students (Kirsten Compary, Kirsten.Compary@tamuk.edu) documenting the incident, or the faculty member may make a written referral to the Dean of Student's Office reporting the student for disturbing the class by refusing to comply with the instructor's request. In both instances, documentation provided should include the name of student, student ID number, other contact information if known, class/section, date/time of the interaction, and a summary of the concern and the outcome. The Dean of Students or designee will inform the student, through their official university email address, of the face covering policy and that he/she may not return to the classroom without a face covering. Continued disregard for the policy will be handled through the university's Student Disciplinary

Code of Conduct. Possible sanctions for a disciplinary violation of the Student Code of Conduct range from a warning to expulsion from the university. For information on the Face Covering Policy, see <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

2B. Face Shields

A faculty member may wear a face shield without a mask only during lecturing in the classroom, as long as appropriate social distance (6 feet) can also be maintained between the faculty member and the students. At all other times (when not lecturing), even if a face shield is used, a face mask must also be worn. For more information on the Face Covering Policy, see <https://www.tamuk.edu/finance/hr/compliance/FaceCoverings.html>

3. CONTACT TRACING

To assist with contact tracing in the event of a positive COVID-19 case on campus, each classroom/teaching space will have its unique QR Code which will be posted inside each classroom. When the faculty member and students enter the classroom for a face-to-face class, they all will scan the QR code using their phones. Most smart phones can scan a QR code from the phone camera or by downloading a free QR Code Reader app. After scanning the QR code, they will be prompted to enter their TAMUK email and password, then select “Yes” to the question “Present?” and then select Submit. The information (name, email, location, date, and time) will go directly to a database managed by the Enterprise Risk Management Office. Students who do not have a phone will have to log in from another device at the URL provided below the QR code and follow the same process.

4. RECORDING LIVE LECTURES

All live class lectures, as in face-to-face class meetings, must be recorded on Blackboard Collaborate. This will allow students access to the information, in the event that they miss class due to an excused absence. The recordings must be made available to the class in the Blackboard course site.

5. FLEXIBILITY REGARDING FACE TO FACE ATTENDANCE

It is possible that a student who is in a class requiring face-to-face meetings may request permission to attend the class virtually via Blackboard Collaborate. Granting such permission is at the discretion of the faculty member; however, given the precarious times, faculty are strongly encouraged to be flexible in their face-to-face class attendance requirements and allow the student, for example, to attend the class virtually at the regular class time. The faculty member should email the student of the decision of whether or not such permission is granted, for the faculty member’s records and the student’s documentation of the decision.

COURSE DESCRIPTION

This is a specialized online course designed to address the unique needs of counseling rural communities and populations. Attention will be given to the uniqueness of rural counseling and communities, ethical considerations, working with existing educational and community entities, multicultural issues and challenges, and the various roles of the rural community counselor. This course is the first in a series of four designed to fulfill the requirements for the graduate certificate in Rural Mental Health Counseling.

This class will be taught as an online class with materials, assignments, announcements, and tests through blackboard. However, there will be online sessions during the course. Communication may also include your TAMUK email addresses. **Please use your TAMUK email addresses for all course correspondence!** Should you have any problems or concerns regarding assignments, exams, etc., please contact the instructor immediately at either my email address or the office number listed above.

This course has been deemed suitable by the Texas A&M University-Kingsville – Educational Leadership and Counseling - Counseling and Guidance Program for online (all-online) presentation. Since the instructor will provide all information online through Blackboard, the following interactive features will comprise the minimal online component.

Student-to-student interaction through the use of discussion forums for posting of assignments with subsequent peer-review.

- Instructor-to-student interaction through public posting of assignments with subsequent instructor feedback.
- Blackboard Collaborate instructional videos on chapter material and instructional material in relation to the class.
- Wikis for student collaboration in the creation of assignments that can be monitored for participation by the instructor.

Other features of TAMUK's Blackboard Learning Management system, which may facilitate collaboration in the creation of assignments, will be made available in every online course module to students. These may include an open question-and-answer forum or video conferencing through Blackboard Collaborate.

Technology Course Requirements (***Students Please Note*****)**

- When you submit your Paper Sections through the Blackboard Assignment Drop-Box please make sure they are in **Microsoft Word 97-2016** document format only please. **Do not use Apple Pages to submit your documents.**
- All assignments to be submitted electronically must be done using Windows software (Word, Excel, etc.). Students have free access to Microsoft Office 365 through the following link on JNET: <https://jnet.tamuk.edu/web/home-community/service-catalog>
- **You will need a Computer equipped with a webcam device and speakers for online communication for the use of Blackboard Collaborate.**
- Students must know how to access and collaborate through discussion board assignments.
- Make sure you are using your **TAMUK email** for all email correspondence and communications with the Instructor. **Please do not use your personal email (Hotmail, Yahoo, or Gmail account) for classroom correspondence.**
- Make sure you can log into Blackboard with your user ID and password. If you are experiencing problems logging into your TAMUK email or Blackboard please call ITech at (361) 593-4357 and place a helpdesk ticket in with them.

Technical Assistance.

Technical assistance for Blackboard or Blackboard Collaborate is available by the Distance Learning and Instructional Technology Department. Please call (361) 593-4357 to place in a ticket for them to assist you with Blackboard.

Please be sure that when you set up a ticket with ITech, you provide a good working number where you can be reached and provide a correct time when you will be able to answer their phone call when they call you.

Computer Labs Locations on Campus: (From ITech Help Desk Website)

- Jernigan Library-First floor by the ITech Help Desk-(361) 593-2916
- Sam Fore Hall-Room 111 (361) 593-3093 or (361) 593-3309
- Rhode Hall-Room 244 (No Phone number)
- Business Administration Building-Room 107 (361) 593-2840
- McNeil Engineering Building-Room 310 (361) 593-2841

Remember to take your student IDs when using the computer labs as the computer lab clerks will ask for these to use the computers. You may use these computers for class assignments and

other school related assignments. For more updated information on computer lab locations and placing in a ticket to ITech go to this website.
http://www.tamuk.edu/itech/help_desk/index.html

Useful website locations for study and/or research materials:

<http://owl.english.purdue.edu/owl/resource/560/01/> (Purdue Online Writing Lab (OWL)). Be sure to click on APA so that you can receive the correct information for citing APA work and other resources.

Resources for Academic Success:

□ **Blackboard Assistance:**

If you have a question or need assistance with the course content or blackboard post, welcome to use iTech Support 24/7 or visit the “help desk” located in the Jernigan Library.

- iTech Support Services: 361-593-HELP (4357) 24 hours a day - 7 days a week
- email iTech Support Services: itechhd@tamuk.edu ➤ Blackboard Help website:

<https://en-us.help.blackboard.com/> □ **University Writing Center (UWC):**

If you need assistance to enhance the APA style of writing, welcome to contact UWC.

- 361-593-2744 or tamukuwc@gmail.com.
- The UWC is open Monday, Tuesday, Wednesday, and Thursday 9 a.m.-8 p.m., Friday 9 a.m.-12 p.m., and Sunday 3p.m.-8p.m.

□ **Center for Student Success:**

- 361-593-3290 or Email: nancy.kingsanders@tamuk.edu
- [Center for Student Success](#))

COURSE PURPOSE:

This course is intended to provide the student with an advanced graduate-level review of rural mental health issues in counseling and related professions. This course is also intended to add to your current understanding and application of your particular code of ethics within your profession so as to address those areas not fully answered by your governing ethics rules.

Marketable Skills and Course Objectives:

1. Student will understand the history and development of rural mental health counseling; theories and models related to rural mental health counseling.
2. Student will understand ethical and culturally relevant strategies in rural mental health counseling.
3. Student will be able to describe the roles and settings of rural mental health counselors; mental health service delivery modalities within the continuum of care; and cultural factors relevant to rural mental health counseling.
4. Student will understand the legislation and government policy, professional organizations, preparation standards, and credentials relevant to the practice of clinical and rural mental health counseling.
5. Student will understand and describe neurobiological and medical foundation and etiology of addiction and co-occurring disorders using psychological tests and assessments specific to clinical and rural mental health counseling.
6. Student will understand the diagnostic process; potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders; impact of crisis and trauma on individuals with mental health diagnoses.
7. Student will understand and learn how to conduct an intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.

8. Student will understand techniques and interventions for prevention and treatment of a broad range of mental health issues such as trauma, crisis and disaster.

Course Prerequisites:

Students enrolling in EDCG 5360 should be in good standing in the College of Graduate Studies and should have completed ECDG 5310 Intro to Counseling.

Program Student Learning Outcomes (PSLOS):

Upon completion of the course, the students will:

Program Student learning Outcome: CACREP Core Area on Counseling and Helping Relationships
Counseling graduate students demonstrate knowledge and skills of theories and techniques necessary to engage in an effective and therapeutic helping relationship.

Rationale:

This course is intended to provide an advanced graduate-level review of ethics and legal issues in counseling and related professions. This course is also intended to add to your current understanding and application of your particular code of ethics within your profession so as to address those areas not fully answered by your governing ethics rules.

STUDENT LEARNING OUTCOMES:

Students will review, recognize, and be evaluated on their grasp and knowledge of the following:

1. Counseling students will know essential facts regarding history and development of rural mental health counseling; theories and models related to rural mental health counseling; ethical considerations in rural mental health counseling, and principles, models, and documentation formats of case conceptualization and treatment planning as evidenced by successful completion of rural mental health case studies and presentations.
2. Counseling students will describe roles and settings of rural mental health counselors; mental health service delivery modalities within the continuum of care; and cultural factors relevant to rural mental health counseling (ex: gender differences and spirituality) as evidenced by successful completion of rural mental health case studies and presentations.
3. Counseling students will know legislation and government policy, professional organizations, preparation standards, and credentials relevant to the practice of clinical and rural mental health counseling to advocate for persons with mental health issues by successful completion of program improvement and consultation project.
4. Counseling students will describe neurobiological and medical foundation and etiology of addiction and co-occurring disorders using psychological tests and assessments specific to clinical and rural mental health counseling as evidenced by successful completion of online case studies and discussion boards.
5. Counseling students will know diagnostic process; potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders; impact of crisis and trauma on individuals with mental health diagnoses; and impact of biological and neurological mechanisms on mental health as evidenced by successful completion of case studies and discussion boards.

6. Counseling students will know how to take intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management by successful completion of case studies.

7. Counseling students will describe techniques and interventions for prevention and treatment of a broad range of mental health issues such as trauma, crisis and disaster by successful completion of fictional case study.

Alignment of Student Learning Outcomes to 2016 CACREP Standards

This course is designed to meet

CACREP Core Standards 2.F.8. The following standards are covered in this course:

<p>Expected Student Learning Outcomes for this Course <i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.</i> Content covered includes:</p>	<p>Course Objectives</p>	<p>Learning activities that facilitate development of knowledge, skills, and/or practices of this content:</p>	<p>SLO Assessment Point By Rubric or Exam Score</p>
<p>2.F.1.b. The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and</p>	<p>1</p>	<p>Chapter 1 & 2 Readings (Smalley, Warren, & Rainer, 2012), Chapter 1 & 7 Readings (Gladding & Newsome, 2018), Discussion Board</p>	<p>Blackboard scenario reactions week 1 & 2 (See appendix A with grading rubric.), Blackboard group discussions week 1 & 2 (See appendix B with grading</p>

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<p>integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation</p>		<p>Reactions and Responses week 1 & 2, Online media, Final Exam Review</p>	<p>rubric.), Interview with Rural Mental Health Professional (See appendix D with grading rubric.), Personal Reflection Paper (See appendix E with grading rubric).</p>

2.F.1.c. Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	2	Chapter 1 & 2 Readings (Smalley, Warren, & Rainer, 2012), Discussion Board Reactions and Responses week 1 & 2, Online media, Final Exam Review	Blackboard scenario reactions week 1 & 2 (See appendix A with grading rubric.), Blackboard group discussions week 1 & 2 (See appendix B with grading rubric.), Interview with Rural Mental Health Professional (See appendix D with grading rubric.),
2.F.3.h. A general framework for understanding differing abilities and strategies for differentiated interventions	2	Chapter 9 Readings (Smalley, Warren, & Rainer, 2012), Discussion Board Reactions and Responses week 9, Online media, Final Exam Review	Blackboard scenario reactions week 9 (See appendix A with grading rubric.), Blackboard group discussions week 9 (See appendix B with grading rubric.), Scores for Comprehensive Take-Home Exam, Case Study Intervention Project (See appendix C with grading rubric.),
2.F.5.b. A systems approach to conceptualizing clients	7	Chapter 3 & 9 Readings (Smalley, Warren, & Rainer, 2012), Discussion Board Reactions and Responses week 3 & 9, Online media, Final Exam Review	Blackboard scenario reactions week 3 & 9 (See appendix A with grading rubric.), Blackboard group discussions week 3 & 9 (See appendix B with grading rubric.), Scores for Comprehensive Take-Home Exam, Case Study Intervention Project (See appendix C with grading rubric.),
2.F.5.c. Theories, models, and strategies for	5	Chapter 7 Readings (Smalley, Warren, & Rainer, 2012), Discussion	Blackboard scenario reactions week 7 (See appendix A with grading

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understanding and practicing consultation		Board Reactions and Responses week 7, Online media, Final Exam Review	rubric.), Blackboard group discussions week 7 (See appendix B with grading rubric.), Scores for Comprehensive Take-Home Exam, Case Study Intervention Project (See appendix C with grading rubric.), Interview with Rural Mental Health Professional (See appendix D with grading rubric.), Personal Reflection Paper (See appendix E with grading rubric).
2.F.5.k. Strategies to promote client understanding of and access to a variety of community-based resources	7	Chapter 2 & 10 Readings (Smalley, Warren, & Rainer, 2012), Discussion Board Reactions and Responses week 2 & 5, Online media, Final Exam Review	Blackboard scenario reactions week 2 & 5 (See appendix A with grading rubric.), Blackboard group discussions week 2 & 5 (See appendix B with grading rubric.), Case Study Intervention Project (See appendix C with grading rubric.), Interview with Rural Mental Health Professional (See appendix D with grading rubric.),
2.F.5.m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	7	Chapter 5 & 13 Readings (Smalley, Warren, & Rainer, 2012), Chapter 8 Readings (Gladding & Newsome, 2018), Discussion Board Reactions and Responses week 8 & 9, Online media, Final Exam Review	Blackboard scenario reactions week 8 & 9 (See appendix A with grading rubric.), Blackboard group discussions week 8 & 9 (See appendix B with grading rubric.), Scores for Comprehensive Take-Home Exam, Case Study Intervention Project (See appendix C with grading rubric.), Interview with Rural Mental Health Professional (See appendix D with grading rubric.),

<p>Expected Student Learning Outcomes for this Course <i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.</i> <i>Content covered includes:</i></p>	<p>Course Objectives</p>	<p>Learning activities that facilitate development of knowledge, skills, and/or practices of this content:</p>	<p>SLO Assessment Point By Rubric or Exam Score</p>
<p>2.F.8.b. Identification of evidence-based counseling practices</p>	<p>5</p>	<p>Chapter 14-20, Readings (Smalley, Warren, & Rainer, 2012), Discussion Board Reactions and Responses week 14-20, Online media, Final Exam Review</p>	<p>Blackboard scenario reactions week 14 (See appendix A with grading rubric.), Blackboard group discussions week 14 (See appendix B with grading rubric.), Scores for Comprehensive Take-Home Exam, Case Study Intervention Project (See appendix C with grading rubric.), Interview with Rural Mental Health Professional (See appendix D with grading rubric.),</p>
<p>Expected Student Learning Outcomes for this Course <i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.</i> <i>Content covered includes:</i></p>	<p>Course Objectives</p>	<p>Learning activities that facilitate development of knowledge, skills, and/or practices of this content:</p>	
<p>5.C.1.a. History and development of clinical mental health counseling</p>	<p>2</p>	<p>Chapter 1 & 2 Readings (Smalley, Warren, & Rainer, 2012), Discussion Board Reactions and Responses week 1 & 2, Online media, Final Exam Review</p>	<p>Blackboard scenario reactions week 1 & 2 (See appendix A with grading rubric.), Blackboard group discussions week 1 & 2 (See appendix B with grading rubric.), Scores for Comprehensive Take-Home Exam</p>

<p>Expected Student Learning Outcomes for this Course <i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.</i> Content covered includes:</p>	<p>Course Objectives</p>	<p>Learning activities that facilitate development of knowledge, skills, and/or practices of this content:</p>	<p>SLO Assessment Point By Rubric or Exam Score</p>
		<p>week 12, Online media, Final Exam Review</p>	
<p>5.C.2.k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling</p>	<p>3</p>	<p>Chapter 1 & 2 Readings (Smalley, Warren, & Rainer, 2012), Chapter 7 Readings (Gladding & Newsome, 2018), Discussion Board Reactions and Responses week 7, Online media, Final Exam Review</p>	<p>Blackboard scenario reactions week 1 & 2 (See appendix A with grading rubric.), Blackboard group discussions week 1 & 2 (See appendix B with grading rubric.), Interview with Rural Mental Health Professional (See appendix D with grading rubric.),</p>

<p>Expected Student Learning Outcomes for this Course <i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.</i> Content covered includes:</p>	<p>Course Objectives</p>	<p>Learning activities that facilitate development of knowledge, skills, and/or practices of this content:</p>	<p>SLO Assessment Point By Rubric or Exam Score</p>
<p>5.C.3.b. Techniques and interventions for prevention and treatment of a broad range of mental health issues</p>	<p>4</p>	<p>Chapter 3 Readings (Gladding & Newsome, 2018), Discussion Board Reactions and Responses week 3, Online media, Final Exam Review</p>	<p>Blackboard scenario reactions week 3(See appendix A with grading rubric.), Blackboard group discussions week 3 (See appendix B with grading rubric.), Interview with Rural Mental Health Professional (See appendix D with grading rubric.),</p>

<p>Expected Student Learning Outcomes for this Course <i>The student will demonstrate knowledge, skills, and practices necessary for success as a professional counselor via his or her participation in key learning activities in this course.</i> <i>Content covered includes:</i></p>	<p>Course Objectives</p>	<p>Learning activities that facilitate development of knowledge, skills, and/or practices of this content:</p>	<p>SLO Assessment Point By Rubric or Exam Score</p>
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TExES Competencies

(for students in School Counseling Specialization)

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 003 (Factors Affecting Students)*

The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 006 (Counseling)

The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 008 (Collaboration with Families)

The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community)

The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism)

The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

TEA Standards

(for students in School Counseling Specialization)

Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base. The certified school counselor must know and understand:

- (1) the history of counseling;
- (2) counseling and consultation theories and practices;
- (4) assessment principles and procedures, including the appropriate use of tests and test results;
- (8) legal and ethical standards, practices, and issues; (13) counseling-related research techniques and practices.

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. The certified school counselor must:

- (2) provide a proactive, developmental guidance program based on the needs of students;
- (8) use varied sources of information about students for assessment purposes;

Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:

- (1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;
- Standard IV. Learner-Centered Equity and Excellence for All Learners:** The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

- (2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures; and
- (3) facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

Course Requirements and Evaluation

Students will be evaluated on class attendance, class participation in discussions, examinations, and/or writing projects. Grades for the course will be based upon the following:

1. Online Discussion Boards (40%): Each week, students will respond to a specific topic which will be posted on BlackBoard. Each student will provide

- a) a reaction to the topic by attaching a word document and
- b) a response to at least two other students' reactions. This will count as 40% of the total grade. These reactions will be due by Noon on each Sunday following each of the weeks we post. The initial reaction will be 200-250 words and the responses will be 100- 150 words per post. All postings will be expected to have complete sentences and follow grammar, style, and format guidelines! Graduate work is expected!

2. Personal Reflection Paper (20%): Reflection papers are designed to formally consider what students have been learning and to organize it through writing. The following will help you understand the assignment:

- Papers must be typed in Times New Roman 12 following APA 7th edition. (Please see the APA 7th. Edition guidelines handout I have included.)
- The body of the paper should be **3-5 pages long**, double spaced, not including the references or title page. Please cite at least 5 academic references
- Writing should use formal language and correct spelling and punctuation □ Topics reflected upon may include any information covered in class or in the reading from the beginning until now
- Papers may take 1 or 2 topics and examine them deeply, or more topics examined in less detail
- When writing, please address the following:
 - What disparities have you identified in rural mental health counseling compared to non-rural environments?
 - What new things have you learned about rural mental health?

- How has your learning affected preconceptions or misconceptions you brought with you into class?
- How does your learning affect your personal view of rural populations?
- Will what you have learned change your professional perspective and practice in the future?
- Ultimately writing these papers encourages you to find what is meaningful to you and thus it adds value to your learning. Do not simply outline or summarize the material we have covered. I want to know what the material means to you.

3. Interview with Rural Mental Health Professional (20%): Here are the guidelines:

A. Identify, contact, and interview a mental health professional who is serving in a rural setting. This can be a counselor, social worker, psychologist, psychiatrist, school counselor, or someone whose job includes mental health services.

B. The interview can be phone, email, or face to face.

C. The interview should include:

1. A personal description of the professional's degrees, qualifications, licensures, and certifications.
2. Any quantitative data they can provide (e.g., numbers of clients/students/families seen; percentage of population with diagnosable mental health illness or disorder; locations of specialized services in their area; etc.).
3. Any qualitative data which would include the professional's:
 - a. own feelings of serving this rural population
 - b. estimations of the numbers, levels, and types of mental health needs within the area he/she serves.
 - c. current assessment of the mental health resource needs for the population served.
 - d. review of his/her own professional development needs such as training, certifications, etc.
 - e. summation of the reoccurring and most serious mental health issues he/she faces in working with this population.
4. A summary of your thoughts and feelings following the interview:
 - a. What impressed you with the work your professional is doing?
 - b. What impact does this person have on his/her rural population?
 - c. What unique challenges does this person face in working with a rural population?
 - d. Could you see yourself working in a similar capacity with a rural population? Why or why not?

What is the biggest thought, impression, or idea you came away with?

4. Case Study Intervention Project (20%): Students will work to complete a case study intervention project. You will create a case study of an individual living in a rural area who presents with a clinically-based struggle. It will be your task to create a life-story/biopsychosocial history for this individual, including this individual's strengths and weaknesses. You will base the case study from textbook readings, article reviews etc... The student will create a community-based intervention program for the client's struggle by identifying the kinds of help that would most benefit the client in the rural community. This help will be professional, including community resources such as counseling, case-management, specific support groups, mentoring, probation, etc., need to also be included. Students will determine the kinds of services/help/concerns to be considered for the client based on the material in the textbooks. As a theoretical framework, include information from scholarly, governmental, and agency sources. Your project should cite a minimum of five references in addition to the textbook(s) and supplemental material provided by the instructor (such as what is on Blackboard). A paper in correct APA style will be submitted by each student, six to eight pages in length, on the case study intervention project. The paper must be written using APA 7th. ed. standards. This includes proper

paper formatting, citations, references, headings etc... The instructor will meet with the students if needed to discuss this assignment in more detail.

NOTE: Be sure to send your interviewee a "Thank you" email, card, or note.

This paper should be at least 5 pages in length, double-spaced, and written in correct grammar and sentence structure.

Grading

A = 90 – 100 points

B = 80 – 89 points

C = 70 – 79 points

D = 60 – 69 points F

= 59 and below

REQUIREMENTS OF THE COURSE: Students must demonstrate:

- A command of communication skills which permit online and face to face discussions which are clear and precise.
- Evidence of online class preparation which permits active participation during class discussions.
- Research skills which enable preparation for class sessions and assignments.
- Readiness to participate in online class discussions and activities.
- A full understanding of the intensity and magnitude of this subject. Some class sessions may be very intense and evoke a multiplicity of emotions.

ATTENDANCE AND CLASS PARTICIPATION: Successful performance in this class requires all students to attend class in a virtual manner.

SPECIAL POLICIES

Students with Disabilities

If you require special services because of a disability, please notify the Office of Student Relations so that the University may provide appropriate support services to facilitate your learning. Refer to the Student Handbook (Student Relations section, Students with Disabilities subsection).

Academic Honesty

Students are expected to read, understand, and abide by the University's policy on Academic Dishonesty. The policy is published in the Student Handbook (in hardcopy).

Academic Misconduct

You are expected to practice academic honesty in every aspect of this course and all other courses. Please make certain that you are familiar with your Student Handbook, as students who engage in academic misconduct are subject to University disciplinary procedures. Forms of academic dishonesty include:

- a. Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, use of academic resources and equipment.
- b. Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
- c. Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/ test site without permission during a test.
- d. Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as but not limited to: 1) making loud and distracting noises; 2) repeatedly answering cell phones/text messaging or allowing pagers or phones to beep or play ring tones; 3) exhibiting erratic or irrational behavior; 4) persisting in speaking without being recognized; 5) repeatedly leaving and entering the classroom or test site without authorization; and 6) making physical threats, verbal insults or intimidating remarks to the faculty member, or other students and staff.
- e. Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
- f. Nondisclosure or misrepresentation in filling out applications or other university records.
- g. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

Academic Dishonesty

- a. Plagiarism: Portrayal of another's work or ideas as one's own.
- b. Cheating: Using unauthorized notes or study aids; allowing another party to do one's work/exam and turning in that work/exam as one's own; getting help from another party without the instructor's consent; submitting the same or similar work in more than one course without permission from the course instructors.
- c. Fabrication: Falsification or creation of data, research or resources, or altering a graded work without the prior consent of the course instructor.
- d. Lying: Deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.
- e. Bribery: Providing, offering or taking rewards in exchange for a grade, an assignment or the aid of academic dishonesty.
- f. Threat: An attempt to intimidate a student, staff, or faculty member for the purpose of receiving an unearned grade or in an effort to prevent the reporting of an Honor Code violation.

Aid of Academic Dishonesty: Intentionally facilitating any act of academic dishonesty

<http://libguides.tamuk.edu/content.php?pid=161899&sid=2259633>

Non-academic Misconduct

The University respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that is considered to interfere, and will not be tolerated:

- The instructor's ability to conduct the class
- The inability of the other students to profit from the instructional program, or
- Behavior that interferes with the rights of others

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures.

Sexual Misconduct

Sexual harassment of students and employers at Texas A&M University-Kingsville is unacceptable and will not be tolerated. Any member of the University community violating this policy will be subject to disciplinary action.

Availability of the Instructor

The instructor is available to you by phone or e-mail, to answer any questions you may have about course content and requirements. Mondays- Fridays, you can expect a response to emails, or voice messages usually within 48 hours.

Miscellaneous

Incompletes must be completed in the semester following the one in which they are received. In accordance with the University policy, if this is not done, the grade reverts to Failure. Incompletes in this class are discouraged. Assignments may be difficult to "make-up."

Class Schedule & Content Outline

<i>Week</i>	Topics and Assigned readings (Posted by Monday)	<i>Assignment Due Dates</i>	<i>DB - Discussion Board All DB initial posts and papers are due on Sundays by 11:59 pm.</i>
#1	Review syllabus <ul style="list-style-type: none"> • Readings from text: Chapter 1 Discussion Board #1 • Read Bain, et al. article (2011). • Start searching for a rural mental health professional to interview 	Sunday	Introduction Meet and Greet DB DB #1 Reaction and Response to classmates due Sunday
#2:	<ul style="list-style-type: none"> • Readings from RMH text: Chapter 2 Discussion Board #2 • Start work on Personal Reflection Paper • Rural Mental Health Professional Interview 	Sunday	DB #2 Reaction and Response to classmates due Sunday
#3:	<ul style="list-style-type: none"> • Readings from RMH text: Chapter 3 Discussion Board #3 • Work on Personal Reflection Paper • Rural Mental Health Professional Interview 	Sunday	DB #3 Reaction and Response to classmates due Sunday
#4:	<ul style="list-style-type: none"> • Readings from RMH text: Chapter 4 • Discussion Board #4 • Work on Personal Reflection Paper • Finalize your Rural Mental Health Professional Interview 	Sunday	DB #4 Reaction and Response to classmates due Sunday
#5:	<ul style="list-style-type: none"> • Readings from RMH text: Chapter 5 Discussion Board #5 • Start work on Personal Reflection Paper • Rural Mental Health Professional Interview 	Sunday	DB #5 Reaction and Response to classmates due Sunday Interview with Rural Mental Health Professional Due

#6:	<ul style="list-style-type: none"> • Readings from RMH text: Chapter 6 • Discussion Board #6 • Start work on Personal Reflection Paper 	Sunday	DB #6 Reaction and Response to classmates due Sunday
#7:	<ul style="list-style-type: none"> • Readings from RMH text: Chapter 7 • Discussion Board #7 • Start work on Personal Reflection Paper 	Sunday	DB #7 Reaction and Response to classmates due Sunday
#8:	<ul style="list-style-type: none"> • Readings from RMH text: Chapter 8 • Discussion Board #8 • Start work on Personal Reflection Paper 	Sunday	DB #8 Reaction and Response to classmates due Sunday
#9:	<ul style="list-style-type: none"> • Readings from RMH text: Chapter 9 • Discussion Board #9 • Start work on Personal Reflection Paper 	Sunday	DB #9 Reaction and Response to classmates due Sunday
#10:	<ul style="list-style-type: none"> • Readings from RMH text: Chapters 10-11 • Discussion Board #10 • Start work on Personal Reflection Paper 	Sunday	DB #10 Reaction and Response to classmates due Sunday
#11	<ul style="list-style-type: none"> • Readings from RMH text: Chapters 12-13 • Discussion Board #11 • Start work on Personal Reflection Paper 	Sunday	DB #11 Reaction and Response to classmates due Sunday Reflection Paper Due
#12:	<ul style="list-style-type: none"> • Readings from RMH text: Chapters 14-15 • Discussion Board #12 • Start work on Case Study Intervention Project 	Sunday	DB #12 Reaction and Response to classmates due Sunday

#13:	<ul style="list-style-type: none"> • Readings from RMH text: Chapters 16-17 Discussion Board #13 • Start work on Case Study Intervention Project 	Sunday	DB #13 Reaction and Response to classmates due Sunday
#14:	<ul style="list-style-type: none"> • Readings from RMH text: Chapters 18-19 Discussion Board #14 • Start work on Case Study Intervention Project 	Sunday	DB #14 Reaction and Response to classmates due Sunday Case Study Intervention Project Due
#15:	<ul style="list-style-type: none"> • Readings from RMH text: Chapters 20-21 Discussion Board #15: Reflection of course. 	Sunday	DB #15 Reaction and Response to classmates due Sunday

Appendix A Reaction Rubric

Superior (90-100% of the assigned points): 27-30 points with no case conceptualization OR 9-10 points if a case conceptualization (20 points) is required; a minimum of 10 sentences per reaction

- Discussion contributions are submitted according to the specifications of the assignments and are posted by the due date.
- Language is clear, concise, and easy to understand. Uses terminology appropriately, is logically organized, and adapts APA format.
- Discussion contributions provide evidence that the learner has read the assigned readings thoroughly and has considered a sampling of colleagues' postings by synthesizing key comments and ideas when applicable.

Sufficient (80-89% of the assigned points): 24-26 points with no case conceptualization OR 8 points if a case conceptualization (20 points) is required; a minimum of 10 sentences per reaction

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are adequately written, but some content may be inaccurate. Discussion contributions demonstrate some depth of understanding of the issues and show that the learner/trainee has absorbed general principles and ideas presented in the course, although viewpoints and interpretations are not always thoroughly supported. □ Discussion contributions provide evidence that the learner/trainee has considered at least some colleagues' postings and synthesized key comments and ideas when applicable, but it appears as though all postings have not been reviewed.

Minimal (70-79% of the assigned points): 21-23 points with no case conceptualization OR 7 points if a case conceptualization (20 points) is required; a minimum of 10 sentences per reaction

- Discussion contributions are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Discussion contributions are not adequately written and/or APA format is not used.
- Discussion contributions do little to enhance the quality of interaction and rarely include questions or comments that stimulate critical thinking and learning.
- Discussion contributions demonstrate a minimal understanding of concepts presented, tend to address peripheral issues, and are somewhat accurate but with some omissions and/or errors. Key principles are not integrated into the response, or if key principles are presented, there is no evidence the learner/trainee understood the core ideas.

- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and postings do not incorporate key comments and ideas presented by colleagues.

Inadequate (60-69% of the assigned points): 18-20 points with no case conceptualization OR 6 points if a case conceptualization (20 points) is required

No credit will be awarded if some or all of the following conditions apply:

- Discussion contributions are posted over three weeks late and/or do not address the requirements of the discussion prompts.
- Discussion contributions contain only nine sentences or less than nine sentences.
- Discussion contributions are poorly written, terms are used incorrectly; APA format is not used.
- Discussion contributions do not contribute to the quality of interaction and do not include questions or comments that stimulate critical thinking and learning.
- Discussion contributions do not demonstrate an understanding of the concepts presented in the course, do not address relevant issues, and/or are inaccurate.
- Discussion contributions do not provide evidence that the learner/trainee has read course learning materials and/or considered colleagues' postings.

Appendix B

DB Response Rubric

Superior (9-10 points; a minimum of three sentences per post; a minimum of two peer responses) □

Responses are submitted according to the specifications of the assignments and are posted by the due date.

- Responses significantly enhance the quality of peer interactions (e.g., illustrate a point with personal/professional examples demonstrating application of principles from readings, suggest new perspectives on an issue, and pose thought-provoking questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner.
- Responses contribute to the quality of interaction (e.g., illustrate a point with personal/professional examples, suggest new perspectives on an issue, pose relevant questions), provide constructive feedback to colleagues, and raise opposing viewpoints in a polite manner but response is not well developed or integrated.

Sufficient (8 points; a minimum of three sentences per post; a minimum of two peer responses)

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are adequately written, but the content does not adequately address peer posts or does not promote peer interactions (e.g., not adequately respond to peer reactions), provide criticism instead of constructive feedback to colleagues, and raise opposing viewpoints in an impolite manner.

Minimal (7 points; a minimum of three sentences per post; a minimum of two peer responses)

- Responses are not posted by the due date and/or are not submitted according to the specifications of the assignments.
- Responses are not adequately written and/or APA format is not used.
- Responses degrade peer sharing, disrespect peer interactions, or raise opposing viewpoints in an offensive manner.

Inadequate (6 Points)

No credit will be awarded if some or all of the following conditions apply:

- Responses are posted over three weeks late and/or do not address the requirements of the discussion prompts. □
A response contains only two sentences or less than two sentences.
- Do not respond to a minimum of two peers.
- Responses are poorly written, terms are used incorrectly; and/or APA format is not used. □ Responses negatively affect the quality of peer interactions or professionalism.

Appendix C
EDCG 5360 Interview with Rural Mental Health Professional Rubric:

Aspects of Project	4 (25 pts)	3 (20 pts)	2 (15 pts)	1 (10 pts)
A personal description of the professional's degrees, qualifications, licensures, and certifications.	Material clearly related to a personal description of the professional's degrees, qualifications, licensures, and certifications, strong opening and closing.	Material mostly related to a personal description of the professional's degrees, qualifications, licensures, and certifications; flowed together fairly well; fairly strong opening and closing.	Material somewhat related to topic; content was presented in inadequate sequence; flowed together poorly; weak opening or closing.	Material unrelated to topic; little to no thought given to sequence of content; repetitive; transitions choppy; lacked opening or closing.
Any quantitative data they can provide (e.g., numbers of clients/students/families seen; percentage of population with diagnosable mental health illness or disorder; locations of specialized services in their area; etc.).	Excellent presentation of quantitative information. Evidence of a lot of thought and effort on this project. (e.g., numbers of clients/students/families seen; percentage of population with diagnosable mental health illness or disorder; locations of specialized services in their area; etc.)	Good presentation of quantitative information. Evidence of much thought and effort on this project. (e.g., numbers of clients/students/families seen; percentage of population with diagnosable mental health illness or disorder; locations of specialized services in their area; etc.)	Average presentation of quantitative information. Some evidence of thought and effort on this project. (e.g., numbers of clients/students/families seen; percentage of population with diagnosable mental health illness or disorder; locations of specialized services in their area; etc.)	Poor presentation of quantitative information. Poor evidence of thought and effort on this project (e.g., numbers of clients/students/families seen; percentage of population with diagnosable mental health illness or disorder; locations of specialized services in their area; etc.)
Any qualitative data which would include the professional's: a. own feelings of serving this rural population b. estimations of the numbers, levels, and types of mental health needs within the area he/she serves. c. current assessment of the mental health resource needs for the population served. d. review of his/her own professional	Excellent presentation of qualitative information. Evidence of a lot of thought and effort on this project. (e.g., a. own feelings of serving this rural population b. estimations of the numbers, levels, and types of mental health needs within the area he/she serves. c. current assessment of the mental health resource needs for the population served. d.	Good presentation of qualitative information. Evidence of much thought and effort on this project. (e.g., a. own feelings of serving this rural population b. estimations of the numbers, levels, and types of mental health needs within the area he/she serves. c. current assessment of the mental health resource needs for the population served. d. review of his/her own	Average presentation of qualitative information. Some evidence of thought and effort on this project. (e.g., a. own feelings of serving this rural population b. estimations of the numbers, levels, and types of mental health needs within the area he/she serves. c. current assessment of the mental health resource needs for the population served. d. review of his/her own professional	Poor presentation of qualitative information. Poor evidence of thought and effort on this project (e.g., a. own feelings of serving this rural population b. estimations of the numbers, levels, and types of mental health needs within the area he/she serves. c. current assessment of the mental health resource needs for the population served. d. review of his/her own professional
Aspects of Project	4 (25 pts)	3 (20 pts)	2 (15 pts)	1 (10 pts)

<p>development needs such as training, certifications, etc.</p> <p>e. summation of the reoccurring and most serious mental health issues he/she faces in working with this population.</p>	<p>review of his/her own professional development needs such as training, certifications, etc.</p> <p>e. summation of the reoccurring and most serious mental health issues he/she faces in working with this population.)</p>	<p>professional development needs such as training, certifications, etc.</p> <p>e. summation of the reoccurring and most serious mental health issues he/she faces in working with this population.)</p>	<p>development needs such as training, certifications, etc.</p> <p>e. summation of the reoccurring and most serious mental health issues he/she faces in working with this population.)</p>	<p>development needs such as training, certifications, etc.</p> <p>e. summation of the reoccurring and most serious mental health issues he/she faces in working with this population.)</p>
<p>A summary of your thoughts and feelings following the interview:</p> <p>a. What impressed you with the work your professional is doing?</p> <p>b. What impact does this person have on his/her rural population?</p> <p>c. What unique challenges does this person face in working with a rural population?</p> <p>d. Could you see yourself working in a similar capacity with a rural population? Why or why not? What is the biggest thought, impression, or idea you came away with?</p>	<p>Effectively incorporates a summary of your thoughts and feelings following the interview</p>	<p>Applies a comprehensive incorporates a summary of your thoughts and feelings following the interview</p>	<p>Provides an adequate summary of your thoughts and feelings following the interview</p>	<p>Does not incorporate a summary of your thoughts and feelings following the interview</p>

Appendix D
EDCG 5360 Personal Reflection Paper Rubric:

Aspects of Project	4 (25 pts)	3 (20 pts)	2 (15 pts)	1 (10 pts)
What disparities have you identified in rural mental health counseling compared to non-rural environments?	Material clearly related to disparities you have identified in rural mental health counseling compared to nonrural environments.	Material mostly related to disparities you have identified in rural mental health counseling compared to nonrural environments.	Material somewhat related to disparities you have identified in rural mental health counseling compared to nonrural environments.	Material unrelated to topic; little to no thought given to disparities you have identified in rural mental health counseling compared to nonrural environments.
What new things have you learned about rural mental health?	Material clearly related to new things have you learned about rural mental health.	Material mostly related to new things have you learned about rural mental health.	Material somewhat related to new things have you learned about rural mental health.	Material unrelated to topic; little to no thought given to new things have you learned about rural mental health.
How has your learning affected preconceptions or misconceptions you brought with you into class?	Material clearly related to how learning affected preconceptions or misconceptions you brought with you into class.	Material mostly related to how learning affected preconceptions or misconceptions you brought with you into class.	Material somewhat related to how learning affected preconceptions or misconceptions you brought with you into class.	Material unrelated to topic; little to no thought given to how learning affected preconceptions or misconceptions you brought with you into class.
Will what you have learned change your professional perspective and practice in the future?	Material clearly related to how what you have learned change your professional perspective and practice in the future.	Material mostly related to how what you have learned change your professional perspective and practice in the future.	Material somewhat related to how what you have learned change your professional perspective and practice in the future.	Material unrelated to topic; little to no thought given to how what you have learned change your professional perspective and practice in the future.

Appendix E

EDCG 5360 Rural Mental Health Program Case Study Intervention Project Rubric:

Aspects of Project	4 (25 pts)	3 (20 pts)	2 (15 pts)	1 (10 pts)
Organization and APA Formatting	Material clearly related to topic; content was represented in logical sequence; flowed together well; strong opening and closing, Excellent APA format	Material mostly related to topic; content was presented in mostly logical sequence; flowed together fairly well; fairly strong opening and closing. Good APA format	Material somewhat related to topic; content was presented in inadequate sequence; flowed together poorly; weak opening or closing. APA format with some errors	Material unrelated to topic; little to no thought given to sequence of content; repetitive; transitions choppy; lacked opening or closing. Poor APA format
Presentation of Clinically-based Struggle and Rural Community Needs	Excellent presentation of clinical issues and rural community needs from a theoretical perspective. Evidence of a lot of thought and effort on this project (e.g., Excellent use of sources and citations).	Good presentation of clinical issues and rural community needs. Evidence of much thought and effort on this project (e.g., Good use of sources and citations).	Average presentation of clinical issues and rural community needs. Some evidence of thought and effort on this project (e.g., some use of sources and citations).	Poor presentation of clinical issues and rural community needs. Poor evidence of thought and effort on this project (e.g., Poor use of sources and citations).
Identification of Theoretical Approaches, Services, and Supports that Would	Excellent identification of supports and help to benefit client and	Good identification of supports and help to benefit client and rural community	Average identification of supports and help to benefit client and rural community	Poor identification of supports and help to benefit client and rural community

<p>Benefit Client and Rural Community</p>	<p>rural community needs. Evidence of a lot of thought and effort on this project (e.g., Excellent use of sources and citations).</p>	<p>needs. Evidence of a lot of thought and effort on this project (e.g., Excellent use of sources and citations).</p>	<p>needs. Evidence of a lot of thought and effort on this project (e.g., Excellent use of sources and citations).</p>	<p>needs. Evidence of a lot of thought and effort on this project (e.g., Excellent use of sources and citations).</p>
<p>Applies a comprehensive understanding of legal and ethical requirements in counseling strategies as they relate to the case study.</p>	<p>Effectively incorporates an understanding of legal and ethical requirements in counseling strategies as they relate to each case study.</p>	<p>Applies a comprehensive understanding of legal and ethical requirements in counseling strategies as they relate to each case study.</p>	<p>Discusses a comprehensive understanding of legal and ethical requirements in counseling strategies as they relate to each case study.</p>	<p>Does not apply a comprehensive understanding of legal and ethical requirements in counseling strategies as they relate to each case study.</p>