



**TEXAS A&M**  
**UNIVERSITY**  
**KINGSVILLE**

**Texas A&M University - Kingsville**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP & COUNSELING**  
**COLLEGE OF EDUCATION AND HUMAN PERFORMANCE**  
**EDCG 5362.600 – Substance Abuse Counseling, 3 credit hours, online**  
Online Blackboard  
**COURSE SYLLABUS: FALL 2020**

Instructor:  
Office:  
Phone:  
E-mail address:  
Office Hours:

**Office Phone: (Cell 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.**

**University Email:**

**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.

## **COURSE DESCRIPTION:**

### **CLASS MEETING DAYS AND TIME:**

Class meets online through Blackboard Course Management System

### **Leadership & Advocacy in Rural Communities**

This is a specialized online course designed to address the uniqueness of rural communities and populations and the importance of professional counseling leadership and advocacy in a rural context. Attention will be given to the uniqueness of rural communities, ethical considerations in working with existing educational and community entities, multicultural issues and challenges, and the various roles of the rural professional counselor. Focus will be upon professional counselor leadership and advocacy within rural contexts. This course is one in a series of four designed to fulfill the Master's degree emphasis in Rural Mental Health Counseling.

**Rigor Statement:** This course is designed to--

- provide content knowledge beyond the undergraduate level,
- make maximum use of modern technology and other available resources,
- emphasize the analysis and synthesis of information and should expand the student's knowledge base and prepare the student for the job market at a more advanced level than those with baccalaureate degree.
- provide knowledge of scholarly writing techniques and of research methodologies appropriate to the discipline, and
- prepare the student for pursuing more advanced degrees.

### **Required Texts:**

Brown, D.L. & Schafft, K. A. (2011). *Rural people and communities in the 21st century: Resilience and transformation*. (Edition 1). Wiley. ISBN: 13-9780745641287.

Chang, C. Y., Minton, C. A, Dixon, A. L., Myers, J. E., & Sweeney, T. J. (2012). *Professional counseling excellence through leadership and advocacy*. Taylor & Francis. ISBN: 978-1136813405

Maxwell, J. (2018). *Developing the leader within you 2.0*. Harper Collins Leadership, ISBN-13: 978-0718073992.

Selected texts, journal articles, and lecture notes from the professor

### *Suggested Text:*

Anthony, W. A., & Huckshorn, K. (2008). *Principled leadership*. Boston, MA: Boston University Center for Psychiatric Rehabilitation.

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

1. Counseling students will know the uniqueness of rural community mental health needs and the unique challenges and opportunities for the counselor, along with 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 consultation project and course discussions.

2. Counseling students will learn the importance of developing the professional counselor as a leader in rural communities, and cultural factors relevant to rural mental health counseling (ex: gender differences and spirituality) as evidenced by successful completion of rural mental health consultation project and discussion boards.
3. Counseling students will learn about the significance of professional counselor advocacy within the rural community, and know legislation and government policy, professional organizations, preparation standards, and credentials relevant to the practice of 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 learn and demonstrate knowledge of multicultural issues within a rural community setting and demonstrate their ability to personally explore their own views, beliefs, and issues related to rural community idiosyncrasies through discussion boards and leadership style paper.
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 final exam 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 strategies, techniques and interventions for prevention and treatment of a broad range of mental health issues such as trauma, crisis and disaster in rural counseling settings and communities by successful completion of discussion boards and leadership reflection paper.

**Alignment of Course Objectives to National and State Standards**

**CACREP 2016 Core and Clinical Mental Health Standards**

<p><b>Expected Student Learning Outcomes for this Course</b>  <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>  <b>Content covered includes:</b></p>	<p><b>OLS</b></p>	<p><b>Learning activities that facilitate development of knowledge, skills, and/or practices of this content:</b></p>	<p><b>Measurement</b></p>	<p><b>CACREP Standards</b></p>
<p>History and philosophy of the counseling profession and its specialty areas</p>	<p><b>S</b></p>	<p>Examine historical development of major counseling theories.                      Review assigned readings and participate in Class Discussions, Chapter 1 and 2 (Brown &amp; Schafft, 2011), Discussion Board Reactions and Responses, Final Exam Review, Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper</p>	<p>Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper</p>	<p>2.F.1.a.</p>
<p>The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation</p>	<p><b>S</b></p>	<p>Readings Chapters 3 and 4 (Brown &amp; Schafft, 2011), Lecture, Class Discussions, Discussion Board Reactions and Responses, Final Exam Review, Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health</p>	<p>Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper</p>	<p>2.F.1.b.</p>

		Professional, Personal Reflection Paper		
Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	S	Readings Chapter 3 and 4(Brown & Schafft, 2011), Discussion Board 2 Reactions and Responses, Final Exam Review, Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	2.F.1.c.
Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	S	Readings Chapter 11(Brown & Schafft, 2011), Part III (Chang, 2011), Discussion Board 3 Reactions and Responses, Final Exam Review, Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	2.F.1.g.
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	S	Readings Part III (Chang, 2011), Discussion Board 3, Reactions and Responses, Final Exam Review, Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	2.F.1.i.
Self-care strategies appropriate to the counselor role	S	Discussion Board Reactions 5, and Responses, Final Exam Review, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	2.F.1.l.

Help-seeking behaviors of diverse clients	S	Readings article from Cortland Lee, Discussion Board 4, Reactions and Responses, Final Exam Review, Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	2F.2.f.
Effects of crisis, disasters, and trauma on diverse individuals across the lifespan	S	Readings, Discussion Board 6 and 7 Reactions and Responses, Final Exam Review, Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	2.F.3.g.
A general framework for understanding differing abilities and strategies for differentiated interventions	S	Readings Part III (Chang, 2011), Discussion Board Reactions and Responses, Final Exam Review, Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	2.F.3.h.
Theories and models of counseling	S	Readings Chapter 1, 2, 7, and 8 (Chang, 2011) Discussion Board post , Reactions and Responses, Final Exam Review, Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	2.F.5.a.

A systems approach to conceptualizing clients	S	Readings chapter 10-13(Chang, 2011), Discussion Board 3 Reactions and Responses, Final Exam Review, Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	2.F.5.b.
Counselor characteristics and behaviors that influence the counseling process	S	Readings Chapter 1-10 (Maxwell, 1995), Discussion Board 2 Reactions and Responses, Final Exam Review, Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	2.F.5.f.
Essential interviewing, counseling, and case conceptualization skills	S	Readings Chapter 6,7, and 10 (Maxwell, 1995), Discussion Board 2 Reactions and Responses, Final Exam Review, Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	2.F.5.g.
Developmentally relevant counseling treatment or intervention plans	S	Readings Chapter 13 (Chang, 2011) Final Exam Review, Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	2.F.5.h.
Strategies to promote client understanding of	S	Readings Section 3 (Chang, 2011)	Rubric scores for Comprehensive Take-	2.F.5.k.

and access to a variety of community-based resources		Discussion Board 4 and Reactions, Final Exam Review, Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	
2.F.5.m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	S	Readings, Lecture, Class Discussions, Discussion Board Reactions and Responses, Final Exam Review, Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	2.F.5.m.
Types of groups and other considerations that affect conducting groups in varied settings	S	Readings Chapter 7 (Maxwell, 1995), Part 1 (Brown, 1995) Discussion Board 4 Reactions and Responses, Final Exam Review, Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	2.F.6.f.
Use of assessments for diagnostic and intervention planning purposes	S	Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	2.F.7.e.
Identification of evidence-based counseling practices	S	Reading Chapter 13 (Chang, 2011), Read article "Unique Issues in Rural Couple and Family	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with	2.F.8.b.



		Counseling”Class Discussions, Discussion Board Reactions and Responses, Final Exam Review, Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rural Mental Health Professional, Personal Reflection Paper Rubric for blackboard posts	
Needs assessments	S	Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	2.F.8.c.
Development of outcome measures for counseling programs	S	Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	2.F.8.d.
Evaluation of counseling interventions and programs	S	Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	2.F.8.e.
History and development of clinical mental health counseling	S	Reading Chapter 1 and 2, Lecture, Class Discussions, Discussion Board Reactions and Responses, Final Exam Review, Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Rubric for Discussion Board, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	5.C.1.a.

Psychological tests and assessments specific to clinical mental health counseling	S	Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	5.C.1.e.
Cultural factors relevant to clinical mental health counseling	S	Readings Part II (Brown, 2011) Discussion Board 6, Reactions and Responses, Final Exam Review, Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	5.C.2.j.
Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	S	Reading Section IV (Chang, 2011) Final Exam Review, Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	5.C.2.k.
Legal and ethical considerations specific to clinical mental health counseling	S	Readings Section II (Chang, 2011) Discussion Board 7 Reactions and Responses, Final Exam Review, Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	5.C.2.l.
Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	S	Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health	5.C.2.m.

			Professional, Personal Reflection Paper	
Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	S	Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	5.C.3.a.
Strategies for interfacing with integrated behavioral health care professionals	S	Readings Section III (Chang, 2011), Final Exam Review, Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	5.C.3.d.
5.C.3.e. Strategies to advocate for persons with mental health issues	S	Readings Section III (Chang, 2011), Final Exam Review, Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	Rubric scores for Comprehensive Take-Home Exam, Case Study Intervention Project, Interview with Rural Mental Health Professional, Personal Reflection Paper	5.C.3.e.

### **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 (20%):** 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 on each Thursday following each of the weeks we post. The initial reaction will be a minimum 200-250 words and the responses will be due on Sunday's will be a minimum of 100- 150 words per post. All postings will be expected to have complete sentences and follow grammar, style, and format guidelines, APA format and reference work to support your responses! Graduate work is expected!

**2. Your personality and leadership style paper (20%).** You will write a 3-5 page reflection on your personal definition and philosophy of leadership and advocacy. This reflection must include a brief review of the current literature on leadership and advocacy. [CACREP I:1&2]. This reflection paper is designed for you to formally consider your personality and leadership style. The following will help you understand the assignment:

When writing, please address the following:

- Complete the PLSI inventory at - <http://web.calstatela.edu/faculty/jshindl/plsi/taketest.htm>
- Read PLSI information pages at - <http://web.calstatela.edu/faculty/jshindl/plsi/>
- Read the following PLSI sections: four dimensions; counseling; combinations; and grid of 16 (this is important for your reflection paper)
- Reflection paper
  - *(Discuss the following in your paper):*
    - What was your personality type on the PLSI inventory?
    - Do you agree with your inventory score? Why or why not? Be specific.
    - Were you surprised by certain aspects within your inventory score? In what ways?
    - What are your strengths and weaknesses within your PLSI personality type?
    - How will this help you achieve your personal leadership goals as you pursue your counseling career?
    - How will your personality type help you advocate for your clients, community, profession, or yourself?
    - Name and describe one or two specific events you could see yourself involved in as a counseling advocate within a rural community.
    - Using Maxwell's descriptions of a leader, what type of Counseling leader do you want to become?
  - *Format as follows:*
    - This paper needs to be 3-5 double-spaced pages, NOT including the title page.
    - Use Time New Roman, 12 point font.
    - One inch margins.
    - Proper grammar and sentence structure which reflects graduate work.

**3. Interview with a Leader in the Counseling Profession (20%):** You will interview someone (via face to face or via Skype) who you consider to be a leader in the counseling profession. Write a 3-5 page summary of the interview as well as your personal reaction to that interview. How did the interview support or challenge your definition of leadership and also your understanding of the skills necessary to be a good leader? What did you learn from this interview that will make you a better leader?

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

**4. Rural Mental Health Program Improvement and Consultation Project (20%):** Course participants will conduct a team consultation project in an actual rural setting (i.e., private practice, mental health agencies, hospitals, professional associations, etc.). Groups will have no more than 4 members. You have *one month* to gather information from the setting you choose to study. The instructor will serve as a supervisor of consultation teams. Before implementing theories/models and techniques into practice, your team and project must be approved by the instructor.

You will contact a site in a rural community, interview site leaders, staff, and other site members to gather information on how the site operates, and work with the site members to identify needs they have for their site and areas they would like recommendations for improvement. This could be in areas of treatment programming, assessment, supervision, trainings, etc. You will complete *two assignments*: a) write the program improvement paper (65% of project), and b) conduct a semi-formal class/online presentation using any media you like (ex: powerpoint, presi, etc.) (35% of project). The paper and presentation will describe your program improvement project from the beginning to end including a) overview of services provided at the facility, b) the needs identified, c) recommendations for improvement, d) implications for implementing site recommendations for agency and community. Please note that you will need to incorporate professional literature in your paper to support your consultation methods. The *final report* will be sent to the rural consultation setting you chose as a contribution.

**5. Comprehensive Take-Home Exam (20%):** Students will be given a comprehensive exam, based on assigned readings from the textbooks, covering course material/objectives. The exam will cover material from textbooks, lecture, discussion, and presentations. *Students must work independently on this examination.* Students will also sign the honor pledge, and are reminded that they need to report academic dishonesty. Examinations will *not* be accepted after the due date.

### **Grading**

A = 90 – 100 points  
B = 80 – 89 points  
C = 70 – 79 points  
D = 60 – 69 points F = 59  
and below

### Alignment of Course Objectives to National and State Standards

Learning Objectives	Activities/Assignments	Measurement	2016 CACREP Standards
<p>1. Counseling students will know the uniqueness of rural community mental health needs and the unique challenges and opportunities for the counselor, along with 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 consultation project and course discussions.</p>	<ul style="list-style-type: none"> <li>• Assigned readings, blackboard materials, videos</li> <li>• Blackboard scenario reactions/group discussions</li> <li>• Written assignments</li> <li>• Interviews</li> <li>• Program visits</li> <li>• Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions (See appendix A with grading rubric.)</li> <li>• Blackboard group discussions (See appendix B with grading rubric.)</li> <li>• Personal Reflection Paper</li> <li>• Interview with Rural Mental Health Professional</li> <li>• Rural Mental Health Program Improvement Project</li> <li>• Comprehensive Take-Home Exam</li> </ul>	<p>2.F.8.e 2.F.8.b 2.F.7.e 2.F.6.f 2.F.5.h 2.F.5.g 2.F.5.f 2.F.5.b 2.F.5.a 2.F.3.h 5.C.1.a 5.C.1.b 5.C.1.c 5.C.1.e 5.C.2.a 5.C.1.d</p>
<p>2. Counseling students will learn the importance of developing the professional counselor as a leader in rural communities, and cultural factors relevant to rural mental health counseling (ex: gender differences and spirituality) as evidenced by successful completion of rural mental health consultation project and discussion boards.</p>	<ul style="list-style-type: none"> <li>• Assigned readings, blackboard materials, videos</li> <li>• Blackboard scenario reactions/group discussions</li> <li>• Written assignments</li> <li>• Interviews</li> <li>• Program visits</li> <li>• Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions (See appendix A with grading rubric.)</li> <li>• Blackboard group discussions (See appendix B with grading rubric.)</li> <li>• Personal Reflection Paper</li> <li>• Interview with Rural Mental Health Professional</li> <li>• Rural Mental Health Program Improvement Project</li> <li>• Comprehensive Take-Home Exam</li> </ul>	<p>2.F.8.e 2.F.8.b 2.F.3.h 2.F.3.g 2.F.1.1 2.F.2.f 2.F.1.i 2.F.1.g 2.F.1.b 2.F.1.a 5.C.1.a 5.C.1.b</p>
<p>3. Counseling students will learn about the significance of professional counselor advocacy within the rural community, and know legislation and government policy, professional organizations, preparation standards, and credentials</p>	<ul style="list-style-type: none"> <li>• Assigned readings, blackboard materials, videos</li> <li>• Blackboard scenario reactions/group discussions</li> <li>• Written assignments</li> <li>• Interviews</li> <li>• Program visits</li> <li>• Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions (See appendix A with grading rubric.)</li> <li>• Blackboard group discussions (See appendix B with grading rubric.)</li> <li>• Personal Reflection Paper</li> <li>• Interview with Rural Mental Health Professional</li> <li>• Rural Mental Health Program Improvement Project</li> </ul>	<p>2.F.6.f 2.F.5.h 2.F.5.g 2.F.3.h 2.F.3.g 2.F.1.1 2.F.2.f 2.F.1.i 2.F.1.g 2.F.1.b 2.F.1.a 5.C.1.a</p>

<p>relevant to the practice of rural mental health counseling to advocate for persons with mental health issues by successful completion of program improvement and consultation project.</p>		<ul style="list-style-type: none"> <li>• Comprehensive Take-Home Exam</li> </ul>	<p>5.C.1.b</p>
<p>4. Counseling students will learn and demonstrate knowledge of multicultural issues within a rural community setting and demonstrate their ability to personally explore their own views, beliefs, and issues related to rural community idiosyncrasies through discussion boards and leadership style paper.</p>	<ul style="list-style-type: none"> <li>• Assigned readings, blackboard materials, videos</li> <li>• Blackboard scenario reactions/group discussions</li> <li>• Written assignments</li> <li>• Interviews</li> <li>• Program visits</li> <li>• Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions (See appendix A with grading rubric.)</li> <li>• Blackboard group discussions (See appendix B with grading rubric.)</li> <li>• Personal Reflection Paper</li> <li>• Interview with Rural Mental Health Professional</li> <li>• Rural Mental Health Program Improvement Project</li> <li>• Comprehensive Take-Home Exam</li> </ul>	<p>2.F.2.f 2.F.1.i 2.F.1.g 2.F.1.b 2.F.1.a 5.C.2.1 5.C.2.m 5.C.3.a 5.C.3.b 5.C.3.c 5.C.3.d 5.C.2.j</p>
<p>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 final exam and discussion boards.</p>	<ul style="list-style-type: none"> <li>• Assigned readings, blackboard materials, videos</li> <li>• Blackboard scenario reactions/group discussions</li> <li>• Written assignments</li> <li>• Interviews</li> <li>• Program visits</li> <li>• Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions (See appendix A for rubric.)</li> <li>• Blackboard group discussions (See appendix B for rubric.)</li> <li>• Personal Reflection Paper</li> <li>• Interview with Rural Mental Health Professional</li> <li>• Rural Mental Health Program Improvement Project</li> <li>• Comprehensive Take-Home Exam</li> </ul>	<p>2.F.3.h 2.F.3.g 2.F.1.l 2.F.2.f 2.F.1.i 2.F.1.g 2.F.1.b 2.F.1.a 5.C.2.h 5.C.2.i 5.C.2.f 5.C.3.e 5.C.2.l 5.C.2.m 5.C.3.a 5.C.3.b 5.C.3.c 5.C.3.d 5.C.2.j</p>
<p>6. Counseling students will know how to take intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for</p>	<ul style="list-style-type: none"> <li>• Assigned readings, blackboard materials, videos</li> <li>• Blackboard scenario reactions/group discussions</li> <li>• Written assignments</li> <li>• Interviews</li> <li>• Program visits</li> <li>• Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions (See appendix A with grading rubric.)</li> <li>• Blackboard group discussions (See appendix B with grading rubric.)</li> <li>• Personal Reflection Paper</li> <li>• Interview with Rural Mental Health Professional</li> </ul>	<p>2.F.5.a 2.F.3.h 2.F.3.g 2.F.1.l 2.F.2.f 2.F.1.i 2.F.1.g 5.C.2.m 5.C.3.a 5.C.3.b</p>



treatment planning and caseload management by successful completion of case studies.		<ul style="list-style-type: none"> <li>• Rural Mental Health Program Improvement Project</li> <li>• Comprehensive Take-Home Exam</li> </ul>	5.C.3.c 5.C.3.d 5.C.2.j
7. Counseling students will describe strategies, techniques and interventions for prevention and treatment of a broad range of mental health issues such as trauma, crisis and disaster in rural counseling settings and communities by successful completion of discussion boards and reflection paper.	<ul style="list-style-type: none"> <li>• Assigned readings, blackboard materials, videos</li> <li>• Blackboard scenario reactions/group discussions</li> <li>• Written assignments</li> <li>• Interviews</li> <li>• Case studies</li> <li>• Exams</li> </ul>	<ul style="list-style-type: none"> <li>• Blackboard scenario reactions (See appendix A for rubric.)</li> <li>• Blackboard group discussions (See appendix B for rubric.)</li> <li>• Personal Reflection Paper</li> <li>• Interview with Rural Mental Health Professional</li> <li>• Rural Mental Health Program Improvement Project</li> <li>• Comprehensive Take-Home Exam</li> </ul>	2.F.1.1 2.F.2.f 2.F.1.i 2.F.1.g 2.F.1.b 2.F.1.a 5.C.2.h 5.C.2.i 5.C.2.f 5.C.3.e 5.C.3.c 5.C.3.d 5.C.2.j

**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 you 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.

g. 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 e-mails, 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."

### ***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/>.*

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## **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](mailto: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.

### Class Schedule & Content Outline

Weeks	Readings	Assignments	Discussion Board
Week #1	Brown & Shafft (2011): Chapter 1: Thinking About Rural Places in Metropolitan Society. Chang et al. (2012): Chapter 1: Leadership for the Counseling Profession		Introduction
Week #2	Brown & Shafft (2011): Chapter 2: Urbanization and Population Redistribution. Chang et al. (2012): Chapter 2: Foundations of Leadership: Theory, Philosophy, and Research		DB #1 Reaction Due Thursday Response to classmates due Sunday
Week #3	Brown & Shafft (2011): Chapter 3: Understanding Community in Rural Society. Chang et al. (2012): Chapter 3: Professional Leadership, Leading Well: Characteristics, Principles, and Ethics of Effective Counseling Leaders		DB #2 Reaction Due Thursday Response to classmates due Sunday
Week #4	Brown & Shafft (2011): Chapter 4: Community Institutions in Rural Society. Chang et al. (2012): Chapter 4: On Becoming a Leader: A Journey		DB #3 Reaction Due Thursday Response to classmates due Sunday
Week #5	Brown & Shafft (2011): Chapter 5: Natural Resources and Social Change.	<b>Interview with Leader in the Counseling Profession Due</b>	DB #4 Reaction Due Thursday

	Chang et al. (2012): Chapter 5: Professional Advocacy: Being Allowed to Do Good		Response to classmates due Sunday
Week #6	Brown & Shafft (2011): Chapter 6: Youth, Aging and the Life Course. Chang et al. (2012): Chapter 6: Professional Advocacy: A Professional Responsibility		DB #5 Reaction Due Thursday Response to classmates due Sunday
Week #7 Online 2-24-20	Brown & Shafft (2011): Chapter 7: Racial and Ethnic Minorities in Rural Areas. Chang et al. (2012): Chapter 7: Social Justice as the Fifth Force in Counseling		DB #6 Reaction Due Thursday Response to classmates due Sunday
Week #8 Online 3-2-20	Brown & Shafft (2011): Chapter 8: Making a Living in Rural Communities Chang et al. (2012): Chapter 8: Theoretical Foundations of Client Advocacy		
Week #9	Brown & Shafft (2011): Chapter 9: Farms, Farmers and Farming. Chang et al. (2012): Chapter 9: Client Advocacy: In Action	<b>Personality and Leadership Style Paper Due</b>	DB #7 Reaction Due Thursday Response to classmates due Sunday
Week #10	Brown & Shafft (2011): Chapter 10: Poverty Across Rural People and Places. Chang et al. (2012): Chapter 10: Leadership and Advocacy in Counselor Education Programs:		DB #8 Reaction Due Thursday Response to classmates due Sunday

	Administration and Culture		
Week #11	Brown & Shafft (2011): Chapter 11: Rural Transformations and Rural Policies for the Future. Chang et al. (2012): Chapter 11: Supervision: Promoting Advocacy and Leadership		DB #9 Reaction Due Thursday Response to classmates due Sunday
Week #12	Chang et al. (2012): Chapter 12: Counseling Practice: Schools, Agencies, and Community		DB #10 Reaction Due Thursday Response to classmates due Sunday
Week #13 Online 4-13-20	Chang et al. (2012): Chapter 13: Advocacy and Leadership Through Research Best Practices	<b>Rural Mental Health Consultation Project Due Sunday</b>	DB #11 Reaction Due Thursday Response to classmates due Sunday
Week #14	Chang et al. (2012): Chapter 14: Leadership Training: Entry-Level and Doctoral Curricula		DB #12 Reaction Due Thursday Response to classmates due Sunday
Week #15	Chang et al. (2012): Chapter 15: Advocacy Training: Curriculum for Professional and Client Advocacy		
Week #16	Chang et al. (2012): Chapter 16: Future Needs: Accountability	<b>Final Take-Home Exam Due TBA</b>	

## **Appendix A**

### **DB 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 5362 Rural Mental Health Program Improvement and Consultation Project Rubric:

Aspects of Project	4 (25 pts)	3 (20 pts)	2 (15 pts)	1 (10 pts)
<b>Organization</b>	Material clearly related to topic; content was represented in logical sequence; flowed together well; strong opening and closing	Material mostly related to topic; content was presented in mostly logical sequence; 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
<b>Presentation of Project &amp; Effort</b>	Excellent project appearance. Excellent presentation of material. Evidence of a lot of thought and effort on this project (e.g., excellent handouts with abstract, references, and resources).	Good project appearance. Good presentation of material. Evidence of a good amount of thought and effort on this project (e.g., good handouts with abstract, references, and resources).	Project appearance is average. Average presentation of material. Some thought and some effort was placed on this project (e.g., average handouts with abstract, references, and resources).	Project appearance is poor/inappropriate. Poor presentation of material. Very little thought or no thought given to the presentation of the material; little to no effort was placed on this project.
<b>Identification of Theoretical Approaches, Services, and Supports that Would Benefit Setting Rural Community</b>	Excellent identification of supports and help to benefit setting and rural community needs. Evidence of a lot of thought and effort on this project (e.g., Excellent use of sources and citations).	Good identification of supports and help to benefit setting and rural community needs. Evidence of a lot of thought and effort on this project (e.g., Excellent use of sources and citations).	Average identification of supports and help to benefit setting and rural community needs. Evidence of a lot of thought and effort on this project (e.g., Excellent use of sources and citations).	Poor identification of supports and help to benefit setting and rural community needs. Evidence of a lot of thought and effort on this project (e.g., Excellent use of sources and citations).
<b>Evidence of Integration of a) overview of</b>	Excellent-- provides strong evidence of a)	Good--provides some evidence of a) overview	Average— provides little evidence of a)	Poor--- provides very little evidence of

<p><b>services provided at the facility, b) the needs identified, c) recommendations for improvement, d) implications for implementing site recommendations for agency and community</b></p>	<p>overview of services provided at the facility, b) the needs identified, c) recommendations for improvement, d) implications for implementing site recommendations for agency and community</p>	<p>of services provided at the facility, b) the needs identified, c) recommendations for improvement, d) implications for implementing site recommendations for agency and community</p>	<p>overview of services provided at the facility, b) the needs identified, c) recommendations for improvement, d) implications for implementing site recommendations for agency and community</p>	<p>a) overview of services provided at the facility, b) the needs identified, c) recommendations for improvement, d) implications for implementing site recommendations for agency and community</p>
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