

5-6-2013

Revisions to Existing MS in Mental Health Counseling Program

The College at Brockport, College Senate

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Resolution #252012-2013 College Senate

Supersedes Res #: _____

TO: Dr. John R. Halstead, College President

FROM: The College Senate: **5/07/2013**

RE: **→** I. Formal Resolution (*Act of Determination*)
II. Recommendation (*Urging the Fitness of*)
III. Other, For Your Information (*Notice, Request, Report, etc.*)



SUBJ: **MS in MH Counseling Revision (#46_12-13GC)**

Signed: *Dawn Jones* Date: 5/14/13
(Dawn Jones, 2013-2014 College Senate President)

Please fill out the bottom portion and follow the distribution instructions at the end of this page.

TO: Dawn Jones, College Senate President

FROM: John R. Halstead, College President

RE: **→** I. Decision and Action Taken on Formal Resolution (circle choice)
a. Accepted - Implementation Effective Date**: August 2013
****Implementation of resolution requires final approval from SUNY-State Education Department.** YES
b. Deferred for discussion with the Faculty Senate on ___/___/___
c. Unacceptable for the reasons contained in the attached explanation

II, III. Response to Recommendation or Other/FYI

a. Received and acknowledged ___/___/___

b. Comment:

Signed: *J. Halstead* Date: 5/16/13
(Dr. John R. Halstead, President, The College at Brockport)

DISTRIBUTION:

Upon approval, the College President will forward copies of resolutions to his staff who will, in turn, forward copies to their staff. The College Senate Office will post resolutions to the College Senate Web at <http://www.brockport.edu/collegesenate/resolutions>.

**COLLEGE SENATE OFFICE
RESOLUTION PROPOSAL COVER PAGE
DEADLINE FOR SUBMISSIONS: FEBRUARY 28**

Incomplete proposals will be returned and proposals received after the deadline may not be reviewed until next semester.

Routing Number <i>Routing # assigned by Senate Office 2012-2013</i>	#46_12-13GC <i>Use routing number and title in all reference to this proposal.</i>
This Proposal Replaces Resolution	

INSTRUCTIONS

- Use committee guidelines available at brockport.edu/collegesenate/proposal.html.
- Prepare ONE complete document in **Word format**: include this proposal cover page, proposal, attachments and support letters from your department chair and dean if applicable.
- **Locate the Resolution # and date this proposal will replace at our "Approved Resolutions" page on our Web site.**
- Email completed proposal to senate@brockport.edu. (General Education Proposals and questions go to dlamphron@brockport.edu in the Vice Provost's Office first.)
- Make revisions on the paperwork emailed to you from the Senate office that shows the assigned routing number on top. Submit updated document to senate@brockport.edu.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

1. **PROPOSAL TITLE:** Please be somewhat descriptive, ie. *Use a course number and/or title, indicate if for GED code, etc.*

Revisions to Existing MS in Mental Health Counseling Program

2. **BRIEF DESCRIPTION OF PROPOSAL:**

Minor revision to MS in Mental Health Counseling Program

3. **WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?** NO YES **EXPLAIN YES**

4. **DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**

5. **HOW WILL THIS AFFECT TRANSFER STUDENTS:**

N/A

6. **ANTICIPATED EFFECTIVE DATE:**

AUGUST 2013

7. **SUBMISSION & REVISION DATES:** PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
2/27/2013			

8. **SUBMITTED BY: (contact person)**

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Thomas Hernandez	Counselor Education	2258	thernandez@brockport.edu

9. **COMMITTEES: (Senate office use only)**

Standing Committee	Forwarded To	Dates Forwarded
<input type="checkbox"/> Executive Committee	Standing Committee	3/5/13
<input type="checkbox"/> Enrollment Planning & Policies	Executive Committee	4/15/13
<input type="checkbox"/> Faculty & Professional Staff Policies	Senate	4/22/13, 05/06/13
<input type="checkbox"/> General Education & Curriculum Policies	Passed GED's go to Vice Provost	
<input checked="" type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	OTHER	
<input type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

NOTES:

Department of Counselor Education

Program Revision

MS in Mental Health Counseling

1. Comparison of Old Program to New

The Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2009 standards require that all students (both MEd and MS) be exposed to counseling supervision models, practices and processes. Additionally, these standards require that students enrolled in the MS Mental Health Counseling program understand methods, models and principles of clinical supervision.

Currently, only the MS in Mental Health Counseling program meets the standard via EDC 785: Counseling Supervision Theory. At this point in time, the MEd program students are not meeting this requirement. Additionally, it seems to be a poor use of resources to have a 3 credit class only meet one standard for the MS students.

To address these issues, the CACREP supervision requirements have been infused into EDC 721: Clinical Experience for Integration and EDC 735: Clinical Experience for Implementation which are required for all students (Both MEd and MS). These two courses are now titled EDC 721: Integration – Supervision and Theory and EDC 735: Implementation: Supervision and Theory to more accurately reflect the content of the courses.

EDC 785 is being replaced by EDC 617: Leadership and Advocacy. This course addresses the need for professional counselors to develop leadership and advocacy skills. This need is reflected in the CACREP standards. EDC 617 will be a required course in the MS in Mental Health Counseling program and may be used as an elective in the MEd in Counseling with an emphasis either in school counseling or college counseling.

Current MS Program		Proposed MS Program	
Course	Credits	Course	Credits
EDC 503: Self in Society	6	EDC 503: Self in Society	6
EDC 602: Counseling Concepts	3	EDC 602: Counseling Concepts	3
EDC 603: Group Counseling Concepts	3	EDC 603: Group Counseling Concepts	3
EDC 604: Career Development Concepts	3	EDC 604: Career Development Concepts	3
EDC 606: Research & Program Evaluation	3	EDC 606: Research & Program Evaluation	3
EDC 612: The Human Experience	3	EDC 612: The Human Experience	3
EDC 614: Contemporary Issues	3	EDC 614: Contemporary Issues	3
EDC 685: Measurement & Evaluation	3	EDC 685: Measurement & Evaluation	3
EDC 720: Integration & Application of Basic Concepts	3	EDC 720: Integration & Application of Basic Concepts	3
EDC 721: Clinical Experience for Integration	3	EDC 721: Integration – Supervision Experience & Theory	3
Workshop: Child Abuse Reporting	0	Workshop: Child Abuse Reporting	0
EDC 613: Diagnosis & Treatment Planning	3	EDC 613: Diagnosis & Treatment Planning	3
EDC 615: Counseling in Mental Health Settings	3	EDC 615: Counseling in Mental Health Settings	3
EDC 509: Introduction to Alcohol & Other Drugs	3	EDC 509: Introduction to Alcohol & Other Drugs	3
EDC 724: Implementation I	3	EDC 724: Implementation I	3
EDC 735: Clinical Experience for Implementation I	3	EDC 735: Implementation – Supervision Experience & Theory	3
EDC 730: Implementation II	3	EDC 730: Implementation II	3
EDC 785: Counseling Supervision Theory	3	EDC 617: Leadership and Advocacy	3
Elective	3	Elective	3
Elective	3	Elective	3
Total Credits	60	Total Credits	60

2. Mission, Market and Quality

a. how does the proposal reflect the campus mission focus?

The proposed revisions in the MS in Mental Health Counseling Program supports both the College's and The Graduate School's missions. This program is committed to providing an exemplary professional education and demonstrates success of our students by their high employment rate, admissions to doctoral programs (for those who choose further study) and success on the National Counselor Exam. This program has an excellent record of preparing our graduates for professional practice and doctoral studies.

b. What are the market demand factors that this proposal responds to? Include program competition from other regional colleges.

This proposal does not respond directly to market demands, rather, it is a response to accreditation requirements (see Quality below). The MS in mental health counseling program, however, has seen a dramatic increase in applications since counselor licensure became a reality in the State of New York in 2005. Currently applications our MS program account for approximately 50% of all applications up from around 10% in 2005.

c. How is program quality addressed in this proposal?

The Department of Counselor Education's programs have been accredited by CACREP since 1987. The department will need to seek reaccreditation in 2015 under the CACREP 2009 standards. These standards ensure that counselor education programs reflect the current knowledge and professional expectations of the counseling profession. The proposed revisions to the MS in Mental Health Counseling program will provide the necessary coursework for continuing CACREP accreditation. The revisions also reflect the need for counseling professionals to have leadership and advocacy skills.

3. Description of New Courses

Here is a proposed syllabus.

THE COLLEGE AT BROCKPORT
State University of New York
Department of Counselor Education

EDC 617: Leadership and Advocacy

Course Description:

This course is designed to prepare counseling leaders and advocates. Course content prepares counselors to serve as supervisors, managers, administrators, and leaders. Students will learn about forms of leadership, including: managerial, administrative, organizational, scholarship, and political. Students will learn about ethics, policies and regulations, staff development and evaluation, service delivery, resources, and vision-making. Forms of power (i.e., referent, legitimate, expert, information, coercive, reward, connection) will be explored. Social justice and advocacy will also be addressed. Advocacy content will be client and profession centered.

Learning Objectives:

- Prepare students to assume positions of leadership in the profession and/or their area(s) of specialization.
- Understands theories and skills of leadership.
- Understands advocacy models including the ACA Advocacy Competencies.
- Identifies current multicultural issues as they relate to social change theories.
- Understands current topical and political issues in counseling and how those issues affect the daily work of counselors and the counseling profession.
- Demonstrates the ability to provide leadership or contribute to leadership efforts of professional organizations and/or counseling programs.
- Demonstrates the ability to advocate for the profession and its clientele.

- Understands organizational theories, behavior, planning, communication, motivation, and management useful in implementing and administering programs.
- Understands systems theory and the impact of political, economic, and social systems on individuals, families, organizations, and professions
- Understands leadership theories and approaches for evaluation and feedback, organizational change, decision making, and conflict resolution
- Demonstrates the ability to explain, articulate, and advocate for the importance of professional counseling to legislators, other policymakers and/or the general public.
- Understands effective strategies that support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health, school, and SACC
- Understands administrative functions, such as, hiring process, staff development, staff evaluations, and the role of human resources
- Understands resource management including funding, budget analysis, and allocation
- Understands vision-making and forms of power in leadership

To gain understanding and skills in the following Standards areas:

Program Area	Standard Area	Standard	Assessment	Evaluation
Core	Professional Orientation & Ethical Practice	i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for client	Advocacy Project & Paper	No SLOs measured on Core
Core	Group Work	b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles;	Leadership Experience Paper	No SLOs measured on Core
CMHC	Foundations A	4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	Informational Pamphlet	<input type="checkbox"/> Pamphlet Rubric
CMHC	Skills and Practices B	2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.	Program Proposal Presentation	<input type="checkbox"/> Peer Presentation Rubric <input type="checkbox"/> Department Presentation Rubric

CMHC	Counseling, Prevention, and Intervention C	3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self help).	Program Proposal Presentation	<input type="checkbox"/> Peer Presentation Rubric <input type="checkbox"/> Department Presentation Rubric
CMHC	Diversity & Advocacy E	2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	Program Proposal Presentation	<input type="checkbox"/> Peer Presentation Rubric <input type="checkbox"/> Department Presentation Rubric
CMHC	Diversity & Advocacy E	4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.	Advocacy Project & Evaluation Paper	<input type="checkbox"/> Self-assessment rubric <input type="checkbox"/> Advocacy Project Evaluation Rubric <input type="checkbox"/> Department Writing Rubric
CMHC	Diversity & Advocacy E	6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.	Advocacy Project & Evaluation Paper	<input type="checkbox"/> Self-assessment rubric <input type="checkbox"/> Advocacy Project Evaluation Rubric <input type="checkbox"/> Department Writing Rubric
CMHC	Diversity & Advocacy F	2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.	Program Proposal Presentation	<input type="checkbox"/> Peer Presentation Rubric <input type="checkbox"/> Department Presentation Rubric
CMHC	Counseling, Prevention, and Intervention I	8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	Program Proposal Presentation	<input type="checkbox"/> Peer Presentation Rubric <input type="checkbox"/> Department Presentation Rubric
SC	Diversity & Advocacy E	1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	Program Proposal Presentation	<input type="checkbox"/> Peer Presentation Rubric <input type="checkbox"/> Department Presentation Rubric
SC	Diversity & Advocacy: E	3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.	Program Proposal Presentation	<input type="checkbox"/> Peer Presentation Rubric <input type="checkbox"/> Department Presentation Rubric

SC	Diversity & Advocacy F	3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations	Program Proposal Presentation	<input type="checkbox"/> Peer Presentation Rubric <input type="checkbox"/> Department Presentation Rubric
SC	Leadership O	1. Knows the qualities, principles, skills, and styles of effective leadership.	Leadership Experience Paper	<input type="checkbox"/> Leadership Experience Rubric <input type="checkbox"/> Department Writing Rubric
SC	Leadership O	2. Knows strategies of leadership designed to enhance the learning environment of schools.	Leadership Plan	<input type="checkbox"/> Leadership Plan Rubric <input type="checkbox"/> Department Writing Rubric
SACC	Foundations A	8. Understands organizational, management, and leadership theory and practice.	Leadership Plan	<input type="checkbox"/> Leadership Plan Rubric <input type="checkbox"/> Department Writing Rubric
SACC	Foundations A	9. Understands strategies and leadership required for services encompassed by college student development in postsecondary education, such as admissions, financial aid, academic advising, judicial services, recreational sports, disability services, international student affairs, and health services.	Leadership Experience Paper	<input type="checkbox"/> Leadership Experience Rubric <input type="checkbox"/> Department Writing
SACC	Foundations A	10. Is familiar with the concepts of organizational culture, budgeting and finances, and personnel practices in postsecondary education.	Program Proposal Presentation	<input type="checkbox"/> Peer Presentation Rubric <input type="checkbox"/> Department Presentation Rubric
SACC	Foundations B	4. Applies knowledge of issues that affect student affairs practice (e.g., public policy, finance, governance, cultural contexts, international education, global understanding	Program Proposal Presentation	<input type="checkbox"/> Peer Presentation Rubric <input type="checkbox"/> Department Presentation Rubric
SACC	Foundations B	5. Demonstrates an understanding of leadership, organization, and management practices that help institutions accomplish their missions.	Leadership Experience Paper	<input type="checkbox"/> Leadership Experience Rubric <input type="checkbox"/> Department Writing

SACC	Foundation B	6. Participates in the design, implementation, management, and evaluation of student affairs programs, and is aware of various systems and environmental contexts that affect participants.	Advocacy Project & Evaluation Paper	<input type="checkbox"/> Self-assessment rubric <input type="checkbox"/> Advocacy Project Evaluation Rubric <input type="checkbox"/> Department Writing Rubric
SACC	Diversity & Advocacy E	2. Understands learning styles as well as institutional, systemic, interpersonal, and intrapersonal barriers to learning in postsecondary education.	Program Proposal Presentation	<input type="checkbox"/> Peer Presentation Rubric <input type="checkbox"/> Department Presentation Rubric
SACC	Diversity & Advocacy E	3. Knows the sociopolitical and socioeconomic forces that affect all students.	Program Proposal Presentation	<input type="checkbox"/> Peer Presentation Rubric <input type="checkbox"/> Department Presentation Rubric
SACC	Diversity & Advocacy E	4. Understands the effect of discrimination and oppression in postsecondary education.	Program Proposal Presentation	<input type="checkbox"/> Peer Presentation Rubric <input type="checkbox"/> Department Presentation Rubric
SACC	Diversity & Advocacy E	6. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and efficacy in the postsecondary environment.	Program Proposal Presentation	<input type="checkbox"/> Peer Presentation Rubric <input type="checkbox"/> Department Presentation Rubric
SACC	Diversity & Advocacy F	3. Collaborates with the postsecondary community to assist students, and uses postsecondary community resources to improve student learning and development.	Advocacy Project & Evaluation Paper	<input type="checkbox"/> Self-assessment rubric <input type="checkbox"/> Advocacy Project Evaluation Rubric <input type="checkbox"/> Department Writing Rubric
SACC	Diversity & Advocacy F	6. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of postsecondary students.	Program Proposal Presentation	<input type="checkbox"/> Peer Presentation Rubric <input type="checkbox"/> Department Presentation Rubric

Materials Required:

Professional Counseling Excellence through Leadership and Advocacy. Edited by Catherine Y. Chang, Casey A. Barrio Minton, Andrea L. Dixon and Jane E. Myers. 2012. New York: Taylor and Francis.

The New Handbook of Administrative Supervision in Counseling. Patricia G. Henderson. (2009). New York: Routledge

Organizational Behavior. John R. Schermerhorn, Richard N. Osborn Mary Uhl-Bien, & James G. Hunt. (2012). Hoboken, NJ: John Wiley & Sons.

[ACA Advocacy Competencies: A Social Justice Framework](#). Manivong J. Ratts, Rebecca L. Toporek, Judith A. Lewis. 2010. American Counseling Association.

Daniels, L. (2002). The Relationship between Counselor Licensure and Aspects of Empowerment. *Journal of Mental Health Counseling*, 24(3), 213.

Dollarhide, C. T., Gibson, D. M., & Saginak, K. A. (2008). New Counselors' Leadership Efforts in School Counseling: Themes from a Year-Long Qualitative Study. *Professional School Counseling*, 11(4), 262-271.

Dollarhide, C. T. (2003). School Counselors as Program Leaders: Applying Leadership Contexts to School Counseling. *Professional School Counseling*, 6(5), 304.

Kaffenberger, C. J., Murphy, S., & Bemak, F. (2006). School Counseling Leadership Team: A Statewide Collaborative Model to Transform School Counseling. *Professional School Counseling*, 9(4), 288-294

Pearson, Q. M. (2006). Psychotherapy-Driven Supervision: Integrating Counseling Theories into Role-Based Supervision. *Journal Of Mental Health Counseling*, 28(3), 241-252.

Portman, T., & Garrett, M. (2005). Beloved Women: Nurturing the Sacred Fire of Leadership From an American Indian Perspective. *Journal Of Counseling & Development*, 83(3), 284-291.

West, J. D., Bubbenzer, D. L., Osborn, C. J., Paez, S. B., & Desmond, K. J. (2006). Leadership and the Profession of Counseling: Beliefs and Practices. *Counselor Education & Supervision*, 46(1), 2-16.

Wood, C. (2005). Supervisory Working Alliance: A Model Providing Direction for College Counseling Supervision. *Journal Of College Counseling*, 8(2), 127-137.

Outline of Course:

Week #	Topics	Readings	Assignments
1	Counselor leadership	Chang et al., chapters 1 & 4; West et al., 2006	
2	Theories of leadership, systems theory, change theory	Chang et al., 2 & 3; Henderson 8; Portman & Garrett, 2005	
3	Empowered leadership; forms of power	Schermerhorn et al., ch. 12; Daniels, 2002	Program proposal – weekly student group student presentation
4	Diversity, ethics in leadership	Chang et al., 3; Henderson, 4	

5	Profession advocacy, advocacy responsibility	Chang et al., 5 & 6; Henderson, 7	Leadership plan
6	Client advocacy, social justice, Advocacy Competencies	Chang et al., 7-9; Henderson, 2 & 3; ACA Competencies, 2010	Advocacy project
7	Advocacy in different counseling settings	Chang et al., 10-12; Dollarhide, 2003; Dollarhide, 2008; Kaffenberger, 2006; Pearson, 2006; Wood, 2005	
8	Advocacy training and practice, advocacy best practices	Chang et al., 13-16	
9	Administrative supervision, organizational behavior; missions, policies, practices	Henderson, 1, 5, & 11	Informational pamphlet
10	Vision building, strategic planning	Henderson, 15, 17, & 18	
11	Government structures, public and private organizations	Chang et al., selections from 5, 9, and 12 Henderson, 5	
12	Staff Management – performance, development, job satisfaction, evaluation, communication	Henderson, 6, 9, 10, 13, & 14	Advocacy project evaluation paper
13	Team work, conflict management, diversity	Henderson, 9 & 12	Leadership experience paper
14	Program development, resource management, managing budgets	Henderson, 16	

Methods of Assessing Student Performance:

The content of the course is addressed through experiential learning methods (including student led advocacy and leadership projects and a group presentation), small group discussion, lecture, and PowerPoint presentation methods.

Evaluation and Grading:

Evaluation of written assignments:

All written work is expected to be of high quality, neat in appearance, and typed. Written presentation of material is an integral part of the counseling profession; therefore, all work should be submitted with

careful regard to appearance, spelling, sentence structure, punctuation, etc. (see chapters three and four of the American Psychological Association Manual (APA) 6th edition for writing style, grammatical expression, and punctuation). Written work should express clear ideas that flow logically from one to another. Students should also strive to engage the attention of their readers through accuracy of content and creativity. Use of the ideas of others must be properly cited by the use of references according to the APA Manual, 6th edition. Typically, the writer will paraphrase and cite the work of another author. An alternative use of another author's work is through direct quotation, which should be used sparingly. Papers for this course should have one-inch margins and font size #12 in Times New Roman. The instructor is available for assistance on writing assignments. Students are encouraged to submit their papers in advance of the due date (at least five days) for review by the instructor, and then re-submit it with any needed revisions for a grade. Prior submission is a requirement for the literature review.

Written assignments will be evaluated using the identified rubrics in TK-20.

Evaluation of Oral Presentations:

Oral presentation of material is a significant job-related activity of a professional counselor. Students will have the opportunity to practice and improve oral presentation skills. Oral presentations will be evaluated using the identified rubrics in TK-20.

Course Assignments/ Assessments

1. Dispositions Assessment [Disposition rubric].

You are to assess yourself using the department's dispositions twice this semester. Your first assessment **must be completed by (the second week of class)**. Your second assessment **must be done by (the final week of class)**. These assessments can be found in TK20.

2. Advocacy Project [Self-evaluation rubric]. 5% of grade.

You will develop and implement an advocacy project. Upon completion of the project, you will write the advocacy project evaluation paper and the leadership paper based on your experience.

- Identify a current topical or political issue in counseling and how the issue affects the daily work of counselors and the counseling profession.
- Using the principles of an advocacy model, develop an advocacy project plan.
- Recruit at least two people to serve on your advocacy project (i.e., other Brockport students [not in this course], family members, co-workers). Your project should allow you the ability to advocate for the profession and our clientele. Specifically, you should be able to demonstrate the ability to explain, articulate, and advocate for the importance of professional counseling to legislators, other policymakers and/or the general public.
- Lead your team through your advocacy project. As a team, you should be able to demonstrate effective strategies that support profession and client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity and diversity, increase funding, and promote programs that affect the practice of professional counseling.

3. Advocacy Project Evaluation Paper [Advocacy project evaluation rubric & department writing rubric]. 25% of grade.

Describe your advocacy project and outcomes from the project. Include in your 5-10 page paper:

- The issue that required advocacy
- The advocacy model you used to support your process
- Identify the public policies on the local, state, or national levels as it relates to your advocacy issue. Furthermore, address how your issue is related to the quality and accessibility of professional counseling services

- A detailed description of your advocacy plan, including your recruitment process for your advocacy team
- The message that you conveyed to legislators, policymakers or the general public
- Discuss the strategies you used that demonstrate your ability to effectively advocate
- What were the outcomes?
- Using what you have learned about program development, implementation, delivery, and evaluation, what recommendations would you make for improving your advocacy project.

4. Leadership Experience Paper [Leadership Experience Rubric & Department Writing Rubric]. 20% of grade.

In 4-6 pages, address the following:

- Identify the theories, approaches, and skills of leadership that you used in leading your team through the advocacy project.
- What was your leadership style?
- What forms of power did you use?
- How did you establish and share your vision?
- What group dynamics occurred in your advocacy group?
- Discuss ways in which group members may have contributed to the advocacy project and how they provided input and/or feedback about the process.
- What would you change about your leadership style or approach?
- What forms of power would you want to incorporate in the future and which would you avoid?

5. Leadership Plan [Leadership Plan Rubric & Department Writing Rubric]. 20% of grade.

Identify a leadership role that you may consider pursuing. Leadership roles may include: serving as a director, administrator, department head, site supervisor, researcher, board member of a professional organization, etc. You are expected to interview two individuals who hold the role that you have selected. You must develop your own interview questions, but be mindful that you will be writing a paper based on your own development toward that identified leadership role. Ask questions that will augment your learning from the required course readings and help you to address the requirements for the paper. Write a 2-3 page paper addressing the following:

- Identify the role you selected.
- Why did you select this particular future leadership role?
- What preparation will you need to obtain the role?
- What organizational, management, and/or leadership theories will guide your practice?
- What skills will you need to do the job well?
- What strategies do you think you will need to employ?
- How will you pursue the role when the time comes?

6. Informational Pamphlet [Pamphlet Rubric]. 10% of grade.

This assignment requires you to review materials that pertain to the profession and to develop a pamphlet for the general public about: the preparation standards for professional counselors, the requirements for obtaining credentials in a variety of professional counseling specialty areas, and the professional organizations that represent counselors. Additionally, describe the services that professional counselors provide. List information of confidentiality and limits to confidentiality. Make reference to how professional counselors collaborate with other mental health professionals (i.e., social workers, psychologists). Finally, help readers to find counselors (i.e., counselor find).

7. Program Proposal Group Presentation [Department Presentation rubric]. 20% of grade.

You will develop a program proposal for addressing a social justice issue that impacts clients/students in your specialty area. Particularly consider effects of racism, discrimination, sexism, power, privilege, and oppression in identifying your social justice issue. Develop a program and proposal aimed at addressing the social justice issue that you have identified. The proposal should include the following:

- a description of how institutional, sociopolitical, and socioeconomic factors contribute to the problem that you are proposing to address.
- the principles of mental health, including prevention and intervention, that promote mental health in a multicultural society and how they support your proposal.
- the models, methods, and/or principles of program design and service delivery that you are using to support the program you are proposing (e.g., support groups, peer facilitation training, parent education, self help).
- a description of how the proposed program recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.
- a description of how the program is culturally congruent with the needs of clients/ students and their families.
- Identification of the public mental health policies and regulations that would apply to your program.
- Identification of the individuals who would be qualified to deliver your proposed program
- a plan for recruiting, training, and evaluating program personnel
- an organizational chart identifying how the program is organized, both within the program and in relation to the larger organization.
- a proposed budget for the program

The format for delivering your proposal will be a group presentation. Classmates will provide feedback and recommendations regarding your program proposal and presentation style. You will also be evaluated by the course instructor.

Course Grade:

Assignment	Course Grade
Advocacy Project	5%
Advocacy Project Evaluation Paper	25%
Leadership Experience Paper	20%
Leadership Plan	20%
Informational Pamphlet	10%
Program Proposal Group Presentation	20%
<i>Total</i>	<i>100%</i>

Note: Course assignments handed in late are subject to a reduced grade.

Letter grade by points:

- A = 94/100 or higher
- A- = 90-93
- B+ = 87-89
- B = 83-86
- B- = 80-82
- C+ = 77-79
- C = 70-76
- E = <70

Attendance Policy:

Students are expected to attend each class and to arrive on time. If a situation exists that may interfere with a timely arrival, please speak with the instructor. If you anticipate an absence from class, please let me know in person or leave a telephone or e-mail message. The nature of this course requires weekly, prompt attendance and quality participation in class and group work. Unexcused absences and late arrivals to class will jeopardize your performance and your final grade. More than one absence will jeopardize your final

grade. Absences in the final weeks of this course are particularly disruptive to the learning environment. Please plan your schedule with these expectations in mind.

Student Academic Dishonesty:

Academic dishonesty is a serious breach of that trust that exists between a student, one's fellow students, and the instructor. Academic dishonesty is a major violation of College policy, which can result in the failure of a course as well as in a range of disciplinary actions, from an official warning to suspension or dismissal from the College. Any student suspected of such a violation will be subject to charges. Violations of academic honesty include, but are not limited to:

1. Plagiarism: Presenting as one's own words, ideas, or products of another without providing a standard form of documentation, such as footnotes, endnotes, or bibliographic documentation
2. Fabricating facts, statistics, or other forms of evidence in papers, laboratory experiments, or other assignments
3. Presenting someone else's paper, computer work, or other material as one's own work
4. Failing to follow the rules of conduct for taking an examination as stipulated by the instructor prior to the examination or as stated by him/her in a written course syllabus.

Records of disciplinary actions for dishonesty are kept and conduct dismissals are noted on College transcripts. For more detailed information go to http://www.brockport.edu/policies/docs/policy_on_student_academic_dishonesty.pdf.

Disability Statement:

Students with documented disabilities may be entitled to specific accommodations. SUNY Brockport's Office for Students with Disabilities makes this determination. Please contact the Office for Students with Disabilities at 395-5409 or osdoffic@brockport.edu to inquire about obtaining an official letter to the course instructor detailing approved accommodations. The student is responsible for providing the course instructor with an official letter. Faculty work as a team with the Office for Students with Disabilities to meet the needs of students with disabilities.

Cell Phone and Electronic Devices Policy:

Ringling cellular telephones and laptop computers used for instant messaging, game playing, Internet surfing, and other such activities are disruptive to learning. Students are expected to refrain from the use of these devices in class. Students who do not comply with this policy may be asked to leave for the remainder of the class/day and will be responsible for any missed work. Having a wireless communication device in hand or using earphones connected to one during examinations also may be grounds for charges of academic dishonesty. Using devices with video or photo features may result in charges of violating laws on intellectual property rights or invasion of privacy. For more detailed information please see the college policy at http://www.brockport.edu/policies/docs/use_of_electronic_devices_in_the_classroom.pdf

Student Right to Know:

Further information on other college academic policies, including, Policy on Student Academic Dishonesty, Procedures for Dealing with Students Who Are Disruptive in Class, and Student Conduct are published at the following website: www.brockport.edu/policies/index (click on Academic Policies).

4. Staffing

The program is currently in operation. Since the proposal does not add any additional credits, the revision does not require any additional faculty. The current faculty possess the expertise to teach the proposed new course.

5. Academic Administration Commentary (see attached)

- Letter of review/comment from the Dean of The Graduate School
- Letter of review/comment from the Dean of Education and Human Services
- Letter of review/comment from Chair of the Department of Counselor Education

6. Resources, facilities, and non-teaching staff to need to implement the program (see attached)

- Statement of review and comment from Drake Library
- Statement of review and comment from Academic Computing Services

This is an existing program and no new resources, facilities or non-teaching staff are necessary for the implementation of this program. Therefore, no letters are being supplied.

7. Letters of support from cooperating departments, agencies, institutions etc, including a statement of probable/likely impact on departments.

Not applicable



The College at
BROCKPORT
STATE UNIVERSITY OF NEW YORK

22 February 2013

To Whom it may concern:

This letter is written in support of the program modifications to the Department of Counselor Education's MS Program in Mental Health Counseling.

The Department of Counselor Education has moved to modify the MS Program in Mental Health Counseling in an effort to address The Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2009 standards and to strengthen the curriculum in two ways:

1. **Increase exposure to leadership and advocacy in the field of counseling:** EDC 785 is being replaced by EDC 617: Leadership and Advocacy. This course addresses the need for professional counselors to develop leadership and advocacy skills. This need is reflected in the CACREP (2009) Standards and EDC 617 will be a required course in the MS in Mental Health Counseling program and may be used as an elective in the MEd in Counseling with an emphasis either in School Counseling or College Counseling.
2. **Expose all students in each Master's program to supervision theory and practice:** The new CACREP (2009) Standards require that **all** students (both MEd and MS) be exposed to counseling supervision models, practices and processes. Moreover, these standards require that students enrolled in the MS Mental Health Counseling program understand methods, models and principles of clinical supervision. Currently, only the MS in Mental Health Counseling program meets the standard via EDC 785: Counseling Supervision Theory. At present, the MEd program students are not meeting this requirement. Thus, this change serves to strengthen all our Masters programs and more efficiently utilize our curricular resources. To address these issues, the CACREP supervision requirements have been infused into EDC 721: Clinical Experience for Integration and EDC 735: Clinical Experience for Implementation which are required for all students (Both MEd and MS). These two courses are now titled EDC 721: Integration – Supervision and Theory and EDC 735: Implementation: Supervision and Theory to more accurately reflect the content of the courses.

With this modification to the MS in Mental Health Counseling program, the Department of Counselor Education is able to deliver the curriculum more efficiently and more adequately meet the CACREP (2009) Standards.

Sincerely,

Thomas J. Hernández, EdD, LMHC
Professor & Chair
Department of Counselor Education

From: "Scheidt, Douglas" <dscheidt@brockport.edu>
Date: February 22, 2013, 9:37:36 AM EST
To: "Hernandez, Thomas" <thernand@brockport.edu>, "Spiller, James" <jspiller@brockport.edu>
Cc: "Robb, Sue" <srobb@brockport.edu>
Subject: RE: Modifications to the MS in Mental Health Counseling

Dear Tom,

Please be aware that I support the proposed revisions to the MS in Mental Health Counseling in order to enhance the curriculum for students and to comply with CACREP standards. It is my understanding that this proposal, after campus approvals, will need to go through SUNY and NYSED review as it is a change to a NYSED license preparation program.

Douglas M. Scheidt, Ph.D.
Dean, School of Education & Human Services
Dean, Professional Education Unit
SUNY College at Brockport
350 New Campus Drive
Brockport, NY 14420

Voice: 585.395.2510

Fax: 585.395.2172

From: Spiller, James
Sent: Monday, February 25, 2013 10:59 AM
To: Hernandez, Thomas
Cc: Scheidt, Douglas
Subject: RE: Modifications to the MS in Mental Health Counseling

To Whom It May Concern:

I support the proposed modifications to the MS in Mental Health Counseling. These changes will better serve graduate students in the program and efficiently comply with CACREP standards.

Sincerely,

James Spiller
Dean of The Graduate School