COUN 501: Professional & Ethical Issues in Community and Agency Counseling

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Office Hours: Mondays
3:00pm – 5:00pm
Tuesdays
1:00pm – 3:00pm

Course Meetings:
Wednesdays, 5:30-8:00 pm
Wham 0307

Course Description
This course provides an overview of the history, foundations, practices, and legal/ethical issues relevant to clinical mental health and agency counseling.

Course Objectives
The course objectives coincide with the following standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP, 2009):

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Course Objective</th>
<th>Learning Activity</th>
<th>Outcome Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE, a.</td>
<td>Demonstrate an understanding of history and philosophy of the counseling profession</td>
<td>Assigned readings, Class discussions, Lecture</td>
<td>Formative: Discussion responses, Summative: Quizzes</td>
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<tr>
<td>1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE, b.</td>
<td>professional roles, functions, and relationships professional counselors have with other human service providers, including strategies for interagency/interorganization collaboration and communication.</td>
<td>Assigned readings, Class discussions, Lecture</td>
<td>Formative: Discussion responses, Summative: Quizzes</td>
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<tr>
<td>1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE, d.</td>
<td>Demonstrates self-care strategies appropriate to the counselor role</td>
<td>Assigned readings, Class discussions, Lecture</td>
<td>Formative: Discussion responses, Summative: Professional development activities</td>
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<td>1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE, e.</td>
<td>Understands counseling supervision models, practices, and processes</td>
<td>Assigned readings, Class discussions, Lecture</td>
<td>Formative: Discussion responses, Summative: Quizzes</td>
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<td>1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE, f.</td>
<td>Understands the role of professional organizations, including membership benefits, activities, services to members, and current issue</td>
<td>Assigned readings, Class discussions, Lecture</td>
<td>Formative: Discussion responses, Summative: Quizzes</td>
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<tr>
<td>1. PROFESSIONAL ORIENTATION</td>
<td>Learn about professional credentialing, including certification, licensure, and</td>
<td>Assigned readings</td>
<td>Formative: Discussion responses</td>
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<td>Topic</td>
<td>Outcomes</td>
<td>Formative Assessment</td>
<td>Summative Assessment</td>
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<td><strong>AND ETHICAL PRACTICE, g.</strong></td>
<td>accreditation practices and standards, and the effects of public policy on these issues</td>
<td>Class discussions</td>
<td>Summative: Quizzes</td>
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<td><strong>1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE, h.</strong></td>
<td>Demonstrates knowledge of the role and process of the professional counselor advocating on behalf of the profession</td>
<td>Assigned readings</td>
<td>Formative: Discussion responses</td>
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<td>Class discussions</td>
<td>Summative: Advocacy project</td>
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<td>Lecture</td>
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<td><strong>1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE, i.</strong></td>
<td>Develop an awareness of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</td>
<td>Assigned readings</td>
<td>Formative: Discussion responses</td>
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<td>Class discussions</td>
<td>Summative: Advocacy project</td>
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<tr>
<td><strong>1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE, j.</strong></td>
<td>Demonstrates understanding of ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</td>
<td>Assigned readings</td>
<td>Formative: Discussion responses</td>
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<td>Class discussions</td>
<td>Summative: Quizzes</td>
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<td><strong>FOUNDATIONS, A. Knowledge, 1.</strong></td>
<td>Understands the history, philosophy, and trends in career counseling.</td>
<td>Assigned readings</td>
<td>Formative: Discussion responses</td>
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<td>Class discussions</td>
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<td>Lecture</td>
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<td><strong>FOUNDATIONS , A. Knowledge, 2.</strong></td>
<td>Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.</td>
<td>Assigned readings</td>
<td>Formative: Discussion responses</td>
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<td>Class discussions</td>
<td>Summative: Quizzes</td>
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<td><strong>FOUNDATIONS , A. Knowledge, 3.</strong></td>
<td>Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.</td>
<td>Assigned readings</td>
<td>Formative: Discussion responses</td>
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<td>Class discussions</td>
<td>Summative: Agency profile</td>
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<td>Lecture</td>
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<td><strong>FOUNDATIONS , A. Knowledge, 4.</strong></td>
<td>Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.</td>
<td>Assigned readings</td>
<td>Formative: Discussion responses</td>
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<td>Class discussions</td>
<td>Summative: Quizzes</td>
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<td>Lecture</td>
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<td><strong>FOUNDATIONS , A. Knowledge, 5.</strong></td>
<td>Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.</td>
<td>Assigned readings</td>
<td>Formative: Discussion responses</td>
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<td>Class discussions</td>
<td>Summative: Quizzes</td>
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<td>Lecture</td>
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<td><strong>FOUNDATIONS , A. Knowledge, 7.</strong></td>
<td>Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems).</td>
<td>Assigned readings</td>
<td>Formative: Discussion responses</td>
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<td>Class discussions</td>
<td>Summative: Advocacy project</td>
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<td>Lecture</td>
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<td><strong>FOUNDATIONS , A. Knowledge, 8.</strong></td>
<td>Understands the management of mental health services and programs, including</td>
<td>Assigned readings</td>
<td>Formative: Discussion responses</td>
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<td>Class discussions</td>
<td>Summative: Quizzes</td>
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SYLLABUS

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<thead>
<tr>
<th>Course Title</th>
<th>Class Discussion/Lecture</th>
<th>Formative</th>
<th>Summative</th>
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<tbody>
<tr>
<td>COUNSELING, PREVENTION, AND INTERVENTION, C. Knowledge, 1.</td>
<td>Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.</td>
<td>Assigned readings Class discussions Lecture</td>
<td>Formatative: Discussion responses Summative: Community program proposal</td>
</tr>
<tr>
<td>COUNSELING, PREVENTION, AND INTERVENTION, C. Knowledge, 3.</td>
<td>Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self help).</td>
<td>Assigned readings Class discussions Lecture</td>
<td>Formative: Discussion responses Summative: Community program proposal</td>
</tr>
<tr>
<td>DIVERSITY AND ADVOCACY, E. Knowledge, 4.</td>
<td>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.</td>
<td>Assigned readings Class discussions Lecture</td>
<td>Formative: Discussion responses Summative: Advocacy project</td>
</tr>
<tr>
<td>DIVERSITY AND ADVOCACY, F. Skills and Practices, 1.</td>
<td>Maintains information regarding community resources to make appropriate referrals.</td>
<td>Assigned readings Class discussions Lecture</td>
<td>Formative: Discussion responses Summative: Agency profile</td>
</tr>
</tbody>
</table>

**Required Texts**

**Required Subscriptions**
LiveText, can be purchased through the Bookstore

**Readings provided online:**
*Additional and other readings and assignments as assigned.*

**Recommended Text**
Methods of Instruction and Course Policies
The primary modes of instruction for this course include interactive dialogue, lecture, case studies, group work, modeling, and group presentations. The instructor utilizes experiential activities and videos to enhance learning. Students are expected to be active participants in learning.

Written Assignments
This course, and becoming a counselor, is a process. Students are encouraged to consult about their work with one another prior to submitting it, so as to get feedback and exchange ideas. Fellow classmates are great resources for facilitating the learning process and enhancing your ethical decision making. Yet, final submissions of assignments are to be the sole work of the individual student.

In addition to texts and other resources distributed during the class, students are encouraged to do additional research for relevant information to incorporate into class discussion and assignments. However, it is expected that any information students be from REPUTABLE sources (i.e., peer reviewed journals, scholarly resources). Professionals at the Morris Library are extremely knowledgeable and an encouraged resource to assist students in improving their research skills. With that being said, websites such as Wikipedia are considered to be an unreliable means with which to gather information and will not be accepted as valid resources.

Students are expected to adhere to APA Style (6th ed.) for all assignments; an abstract is necessary for the community program proposal only. Plagiarism will not be tolerated.

Grade Breakdown

<table>
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<tr>
<th>Assessment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Participation and Professionalism</td>
<td>10</td>
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<tr>
<td>Community Agency Profile</td>
<td>10</td>
</tr>
<tr>
<td>Community Program Proposal (key assessment)</td>
<td>30</td>
</tr>
<tr>
<td>Professional Advocacy Project</td>
<td>15</td>
</tr>
<tr>
<td>Professional Development Activities</td>
<td>15</td>
</tr>
<tr>
<td>Ethics Case Study Final</td>
<td>20</td>
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</tbody>
</table>

Grading Scale
A = 90% – Above
B = 80% – 89%
C = 70% – 79%
D = 60% – 69%
F = Below – 59%

Assessments:
1. Participation and Professionalism:
a. **Participation:** Students’ participation will be quantified by mini quizzes at the start of each class meeting. The content of the quiz questions will cover assigned readings.

b. **Professionalism:** The structure of this course is one that not only facilitates the instruction of content but also creates an environment where students are asked to think critically, discuss openly, and learn vicariously as they develop as professional counselors in training. It is important to be active in your learning as the quality of the learning experience is dependent upon each class member being fully prepared and engaged throughout. During class, students are expected to interact with classmates in an honest but respectful manner. Do not use smartphones, tablets, laptops, etc. in ways that disrupt the learning environment or keep you from being focused on the class. As professional counselors in training, students are expected to conduct themselves, inside the classroom and out, as professionals and representatives of the program. This includes, but is not limited to class time, visits to community agencies, and professional development activities. Inappropriate behavior during such times can negatively affect your participation grade as well as your standing in the program.

2. **Community Agency Profile:** The student is to visit a community based mental health agency, prepare a brief, one page written summary for the class and make a presentation. Students should try to find an agency to visit that meets their professional interests. Agency choices must be approved by the instructor prior to initiating the visit. For the sake of having a diverse set of presentations, students will be asked to present on different agencies. Therefore, students are advised to research possible sites and bring three potential selections with them to class on August 31. Students will briefly present information about their chosen agency to the class on September 21. See Appendix A for a detailed description of the assignment.

3. **Community Program Proposal:** The general assignment is to prepare a comprehensive proposal for a new community based mental health program and present it to the class. You will work in small groups to prepare the proposal, with individual responsibilities to be negotiated by the group. Presentations are expected to be around 30 minutes in length and cover all relevant material. Groups are encouraged to be creative in their presentations but also mindful of the time so as not to run over. A written outline/description is to be submitted on the day of the presentation. Each group member will submit an outline/description (identical to all group members) and an individual reflective paper. Papers should describe, in 3-5 pages, how work was divided and how member involvement was negotiated. Students should also reflect on how they felt during the group process, what parts of the process they felt worked well, what parts did not, and what they would have changed. Materials are to be posted to D2L before class on the day of the group presentation, November 16. See Appendix B for a more detailed description of the assignment. This is a key assessment for the course and will be evaluated in LiveText.

4. **Professional Advocacy Project:** Students will develop a mini poster presentation representing one public policy issue of choice. Students are encouraged to investigate the current legislative agenda of ACA and public policy agenda of ICA. The poster presentation must include pertinent information regarding the public policy issue, connections to ethical codes, and suggestions for counselor advocacy. APA style references and citations are expected. Posters will be presented during a “mini conference” held during class on October 26. Each student will write a one-page reflection regarding public policy and how the student plans to continue to advocate for the profession. Students will be evaluated on ability to support client/professional advocacy, understanding of public policy, ability to advocate as a CMHC, knowledge of how public policy impacts quality and accessibility of mental health services, and organization/clarity of presentation materials.

5. **Professional Development Activities:** As mentioned above, participants in the program are viewed as professional counselors in training. As such, students are continuously challenged to expand their self-awareness, reflect upon their professional identity, and immerse themselves in the on-goings of the field. So as to facilitate such immersion in the field, students are required to
participate in three (3) professional development activities. Examples of professional development activities include Chi Sigma Iota sponsored events, professional conferences, or webinars. Students are encouraged to join a professional organization such as ACA or ICA. Students must obtain written verification of their attendance to present to scan and upload to D2L. Students are encouraged to submit verification of participate as soon as possible after the activity; however, verifications are due no later than the final class meeting on December 7. Students are expected to conduct themselves with the utmost professionalism at such activities (see above).

6. Ethics Case Study Final: In this paper, students demonstrate ability to utilize an ethical decision-making model to conceptualize two case studies. Students are evaluated on ability to apply and adhere to ethical and legal standards, professional issues, and APA writing style. Students are provided with the 10-step ethical decision-making model and two case studies. Additional requirements include: use of five original, scholarly sources; APA title page and reference page; and 10 page maximum (including title and reference pages). Papers are submitted electronically to D2L by December 13.

Other University Policies

Students with Disabilities
If you have any type of special need(s) or disability for which you require accommodations to promote your learning in this class, please contact the instructor as soon as possible. The office of Disability Support Services (DSS) offers various support services and can help you with special accommodations. You may wish to contact DSS at (618) 453-5738 or go to Woody Hall Room 150 to verify your eligibility and options for accommodations. NOTE: Admission to one of the Counselor Education Programs including Community/Agency Counseling, School Counseling, or Couples, Marriage, and Family Counseling does not guarantee graduation. Success in academic work is one of the many components of becoming a successful counseling graduate student in this department. The following nonacademic conditions may result in dismissal if they are observed to impair the student’s ability to work with others in class, practicum experiences, or internship settings: 1.) personal concerns or psychopathology, 2.) interpersonal relationship issues, and 3.) personal attitudes or value systems that conflict with effective counseling relationships.

Inclusive Excellence
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ from you is an important part of your education in this class, as well an essential preparation for any career.

Academic Dishonesty
Academic dishonesty includes, but is not limited to, cheating and plagiarism. Academic dishonesty at the graduate level is considered a serious offense and may result, at a minimum, in a failing grade on assignments or in the course, with more serious potential for disciplinary action that can lead to dismissal from the student’s graduate program of study. Students are urged to familiarize themselves with SIU’s policies regarding academic dishonesty by consulting with the instructor and visiting the following website from the Morris Library: http://www.lib.siu.edu/departments/instruction/plagiarism, and the SIU Student Code of Conduct at http://srr.siu.edu/student-conduct-code/index.php.

Incompletes
An INC grade should be assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. INC is not included in grade-point computation. An
INC must be changed to a completed grade within one year from the close of the term in which the course was taken or graduation, whichever comes first. Should the student fail to complete the course within the time period designated, that is, one year from the close of the term in which the course was taken or graduation, whichever comes first, the Incomplete will be converted to a grade of F and the grade will be computed in the student’s grade point average. To complete the work from the original registration, a student should not register for the course again, but should complete the work for the original registration if the original registration is within the normal time limits established for the degree. A contract for an INC grade must be established between the instructor and student at the time the INC grade is assigned. An extension may be granted if the request for the extension is made within the first year and approved by the Dean of the Graduate School and the Provost.
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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| 1     | 8/24 Introductions  
Course expectations  
Syllabus  
History of CMHC  
Counselor preparation  
Assignment of groups |                                   |
| 2     | 8/31 Professional organizations  
State and national credentialing  
Roles and functions of counselors  
Bring list of potential agencies to class | R & H, Chapter 1-2  
N & G, Chapter 1-2, 7  
Illinois State Laws |
| 3     | 9/7 Kitchener’s Five Moral Principles of Ethics  
Ethical decision-making model  
Client rights | R & H, Chapter 4, 16  
N & G, Chapter 3  
ACA Code of Ethics |
| 4     | 9/14 Informed consent  
Confidentiality and privileged communication  
Professional relationships  
Boundary issues | R & H, Chapters 5, 9  
N & G, Chapter 5 |
| 5     | 9/21 Community Agency Profiles Presentations  
Discussion about Community Program Proposals |                                   |
| 6     | 9/28 Resolving ethical dilemmas  
Supervision and consultation  
Licensing and disciplinary boards  
Competence and malpractice | R & H, Chapters 7-8, 15  
N & G, Chapter 6 |
| 7     | 10/5 Diversity and multiculturalism  
Social Justice | R & H, Chapter 3  
N & G, Chapter 4  
Multicultural Counseling Competencies |
| 8     | 10/12 Populations  
Children and vulnerable populations  
Families and groups  
Service Settings | R & H, Chapter 11-12  
N & G, Chapter 10-13 |
| 9     | 10/19 Service Settings  
Community systems  
Advocacy  
Public policy | N & G, Chapters 14-15  
N & G, Chapter 8  
Israel (2010)  
Lee & Rogers (2009) |
| 10    | 10/26 Professional Advocacy Mini Presentations |                                   |
| 11    | 10/29 Records  
Subpoenas  
Expert witness status | R & H, Chapter 6 |
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<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tr>
<td>11/2</td>
<td>Technology</td>
<td>R &amp; H, Chapter 10</td>
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<td>11/9</td>
<td>Private Practice</td>
<td>R &amp; H, Chapter 13</td>
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<td>Managed care</td>
<td>N &amp; G, Chapter 16</td>
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<td>Record management</td>
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<td>11/16</td>
<td><strong>Community Program Proposal</strong></td>
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<td>11/23</td>
<td>Thanksgiving Holiday: NO CLASS</td>
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<td>11/30</td>
<td><strong>In-class preparation for Ethics Case Study Final</strong></td>
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<td>12/7</td>
<td>Self-care, Burnout, Personal Growth</td>
<td>R &amp; H, Chapter 14</td>
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<td><em>Take Ethics Case Study Final on D2L by 12/13</em></td>
<td>N &amp; G, Chapter 9</td>
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<tr>
<td>12/14</td>
<td>Final Exams Week: NO CLASS</td>
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Appendix A
Agency Profile

Students will conduct an in-depth review of a public or nonprofit community agency that serves a population or provides a service that is of interest to them. For-profit private practices are not considered agencies and should not be used for this assignment. Students will interview agency personnel (individual with master’s degree in counseling), review relevant agency documents, and make observations of physical space and resources. In order to represent a broader range of services in the Southern Illinois area, students must choose different agencies to visit. A D2L discussion board allows students to post who they contacted for interviews, which will help to prevent duplication. Consult instructor for special permission to interview a larger agency as a pair.

Each student will present an agency to the class. Students will provide a short, organized overview of the agency (see five requirements below). There is a strictly enforced 4 minute time limit to presentations. No PowerPoint required. Please provide a handout for classmates using the template provided in Appendix. On average, handouts are 2 pages in length. Presentations should highlight the following:

1. Name of agency
2. Population(s) served
3. Unique eligibility requirements (if applicable)
4. Highlight of services provided
5. Highlight strengths/limitations of adherence to five principles of CMHC
Agency Profile Handout

Agency

prepared by your name here

Address  insert address here (do not include if protected address)
Phone  insert phone  Contact person:  insert contact
Website  website here

Mission Statement
type mission statement here

Populations Served
list populations served

Eligibility for Services
name any eligibility requirements (e.g., age, resident of xy county, diagnosis/referral)
name any characteristics that would make one ineligible for services

Types of Services Provided
☐ Individual  ☐ Group  ☐ Family  ☐ Prevention  ☐ Education
☐ Outpatient  ☐ Intensive Outpatient  ☐ Inpatient  ☐ Residential/Group Home
☐ Case management  ☐ Client advocacy  ☐ Crisis Intervention
☐ Other: _____________________________________________________

Specific Programs Offered / Services Provided
List specific services/program names here and provide brief descriptions

Affordability
☐ Free  ☐ Sliding Scale from $_____ to $_____  ☐ Insurance  ☐ Medicaid
☐ Other (specify)

Referral Procedures
☐ Self-referral  ☐ School referrals  ☐ Court mandates  ☐ Hospital/police (victims)
☐ Other (specify)

Internship Prospects
☐ Approved SIU internship site  ☐ Currently accepts SIU interns  ☐ Open to LPCs

Observed Principles of CMHC
provide examples of how the five principles of CMHC are demonstrated at the agency

Contribution to Continuum of Care
highlight the agency's contribution to the Southern Illinois network continuum of care
Community Involvement
identify how, if at all, the agency contributes indirectly to the community

Closing Thoughts
summarize your experiences/recommendations here
Appendix B

Community Program Proposal

Program proposals should be based on the needs of the community you determine and clearly specify how it meets those needs and supplements existing services. Information that can be gathered as a means to help identify the needs of the community are 1) population statistics, 2) racial and ethnic composition, 3) income levels, 4) nature of the economy, 5) health services, 6) educational services and 7) mental health programs. Your presentation and outline/description should be describe how this information provided a rationale for your program.

Program Description

This is the primary portion of the proposal. Each group should provide sufficient information to fully describe the functions of their program. This section will answer questions such as:

- What services will the program provide?
- Who will staff the program?
- What clientele will be served?
- How will the program be structured?
- How will the program be created?
- What will be the prevention component of the program?

Program Funding

Funding is a significant component of program proposals and although quality care and services should be the focal point, the ways in which to financially maintain those services is crucial. This section doesn't have to be highly detailed but should be well thought out and logistically feasible. Certain aspects that you may wish to consider with regards to funding are:

- Professional staff
- Nonprofessional staff
- Building and facilities costs
- Consumable supplies
- Equipment
- Transportation

Some possible funding sources to consider are:

- Client fees
- Federal and state government grants
- Federal and state competitive grants
- Contributions
- City and county governments

Program Evaluation

This section should describe a plan for evaluating the effectiveness of the program. What indicators of effectiveness will be used? How will the data be collected? Some examples are:

- Client satisfaction surveys
- Follow up data on incidence if target problems
- Documentation of program implementation
- Assessment of program related agencies
- Independent evaluation by outside teams
Appendix C
Southern Illinois University Carbondale Campus and Course Policies
As adult students it is your responsibility to understand the campus, college, and program policies related to instruction, grading, and granting degrees. These policies are stored and readily available through various SIU Carbondale web pages. For a summary, see SIU Provost’s Syllabus Attachment: http://pvcaa.siu.edu

Emergency Procedures
Emergency Procedures: Southern Illinois University Carbondale is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIUC Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in buildings on campus, available on the BERT’s website at www.bert.siu.edu, Department of Public Safety’s website www.dps.siu.edu (disaster drop down) and in the Emergency Response Guidelines pamphlet. Know how to respond to each type of emergency. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

All students:
Students can receive assistance with writing assignments and study skills from the Writing Center (http://write.siu.edu) and Learning Support Services (http://tutoring.siu.edu).

Saluki Cares coordinates a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. To contact Saluki Cares: (618) 453-5714, siucares@siu.edu, http://salukicares.siu.edu/index.html

Email is a mechanism for official communication within Southern Illinois University Carbondale. The University has the right to expect that such communications will be received and read in a timely fashion. Official email communications are intended only to meet the academic and administrative needs of the campus community. http://policies.siu.edu/policies/email.htm

Review: http://www.plagiarism.org/learning_center/what_is_citation.html for a brief overview of plagiarism and the benefit of accurate citations within your work.

Syllabus change policy – This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the instructor to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. Changes to the syllabus will be made with advance notice.

Americans with Disabilities Statement & Non-Discrimination Statement – SIU abides by Section 504 of the Rehabilitation Act of 1973 which mandates reasonable accommodations be provided for qualified students with disabilities. SIU’s Disability Support Services (DSS) in Woody Hall B-150, (453-5738), http://disabilityservices.siu.edu, is the designated office on campus to provide services and accommodations to students with diagnosed disabilities. You need to provide documentation of your disability to the instructor if you seek accommodations in this course. DSS will provide the instructor with accommodation methods specific to the student.

Your success as a student is of utmost importance to me. If you have a disability or any other special circumstance that may have some impact on your work in this class, and for which you may require
special accommodations, please contact me early in the semester so that accommodations can be made in a timely manner.