



**College of Education**  
**Department of Educational Leadership and Counseling**  
**COUN 5393 Clinical Mental Health Counseling**  
**Spring 2017**

**Instructor:** Tina Ainsworth, PhD, LPC, LSOTP, Professor of Counselor Education  
[stdtma16@shsu.edu](mailto:stdtma16@shsu.edu)

**Office hours:** Monday before class or by appointment.

**Day and time the class meets:** Monday 6:00 pm – 8:50 pm

The curricula for this course includes: (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.

**Location of class:** TEC 313 (Huntsville campus)

**Catalogue Course Description:**

**COUN 5393 Clinical Mental Health Counseling.** This course provides theoretical and applied information regarding community counseling services. A variety of delivery systems, staffing procedures, emergency services, and treatment paradigms are presented. Prerequisite: COUN 5334, COUN 5364

**IDEA Objectives:** In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

***Essential:***

1. Gaining factual knowledge (terminology, classifications, methods, trends).

**Text/Readings-Required:**

Gerig, M. S. (2014). *Foundations for Clinical Mental Health Counseling: An Introduction to the Profession* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Pearson. ISBN: 13: 9780132930970

Erford, B. T., Hays, D. G., Crockett, S., & Miller, E. M. (2011). *Mastering the national counselor examination and the counselor preparation comprehensive examination* (2nd ed.). Boston, MA: Pearson. ISBN: 978-0-13-701750-8.

American Counseling Association. (2014). *ACA Code of Ethics*. Alexandria, VA: American Counseling Association. (Posted on Blackboard)

Publication Manual of the American Psychological Association (6<sup>th</sup> ed.).

## Other Readings as assigned

**Course Format:**

This is a course that will survey and sample the various issues related to Clinical Mental Health Counseling. It will also assist to identify and address personal points regarding the community counselor and the relationship with various members of society. The course will consist of various reading materials, students' participation during class, field activities and discussion, video presentations, student presentations, and other activities that may stimulate the growth and knowledge of clinical mental health counseling understanding. Everyone concerned must have an opportunity to furnish input, therefore, participation in the form of questions, discussion of related experiences, and involvement in individual work is solicited and will be expected.

**COURSE CONTENT:** This course will provide students with an understanding of a counseling career in a community agency. This objective will be met by examining relevant issues regarding personal and professional counselor development, including ethical and legal issues, use of clinical supervision, skills for serving and advocating for clients in various contexts, and management of organizational and occupational dynamics often encountered in community counseling agencies. By the end of this course, students should have:

- (1) Developed a base knowledge of concepts pertaining to professional and ethical issues that guide the professional practice of counseling in community settings; and
- (2) Developed a base knowledge of counseling principles applied in diverse community counseling settings.

This course has two purposes. The first purpose is to conduct an in-depth examination of Community Counseling as a helping profession. Specifically, we will examine (a) historical, philosophical, and social/political influences on contemporary community counseling practices, (b) professional organizations to which community counselors belong, the settings in which they practice, and the roles of community counselors in those settings, (c) credentialing and licensing for community counseling practice, and (d) knowledge bases critical to community counseling. The second purpose is to provide students with an opportunity to develop their skills at presenting to professional audiences. Thus, students will have an opportunity to develop in-depth knowledge on a substantive topic relevant to the work of community counselors and present their findings to the class.

It is, therefore, hoped that after completing the course students will be knowledgeable about all of the following:

1. Historical, philosophical, societal, cultural, economic, and political foundations of community counseling.
2. Preparation standards, credentialing, licensing, and professional identities of community counselors.
3. Roles and functions of community counselors in relation to managed care, crisis intervention, prevention, advocacy, computer-based counseling and assessment, and disability counseling.

Additionally, it is hoped that students will develop increased skills and confidence to conduct workshops and other forms of professional presentations.

**Course Requirements:**

- **Late assignment policy:** All work is due on the date specified. Late work will not be accepted or awarded credit.
- **Time requirement:** Students are expected to attend each class for its entirety. Students should be on time for each class. If a student is not going to be present in class, or will arrive late, an email to the professor is expected. Failure to do so will result in loss of professionalism points.
- **Professionalism policy:** All students should act in accordance with university policies and in accordance with the American Counseling Association Code of Ethics. Please read attendance policy
- **Academic Dishonesty policy:** Acts of cheating and plagiarism are not tolerated in the Counseling program. These offenses could result in failure of a course and/or dismissal from the program. **Anyone caught cheating or plagiarizing will receive a zero (0) on the affected exam or assignment and will also receive an “F” for the course.**

**Conceptual Framework Statement, Descriptors (5 indicators) and Logo:**

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University’s Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities’ diverse learners.

**College of Education Information:**

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the programs. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

**Matrix:**

<b>Topic(s)/Objective(s)</b>	<b>Activities/Assignments (including field-based activities)</b>	<b>Measurement (including performance-based)</b>	<b>Standards Alignment CACREP 2009 Standards</b>
1. Understands the history, philosophy, and trends in clinical mental health counseling.	Textbook readings and classroom discussions	Orientation paper	CACREP: CMHC A.1
2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.	Textbook readings and classroom discussions  Read various codes of ethics	Ethics Quiz and Project	CACREP: CMHC A.2
3. 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.	Textbook readings and classroom discussions  *Agency Presentation Project	Agency presentation	CACREP: CMHC A.3
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	Textbook readings and classroom discussions  Visit Texas LPC Website Visit, ACA, NBCC, TCA, and AMHCA websites	Ethics quiz	CACREP: CMHC A.4
5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.	Textbook readings and classroom discussions	Agency Presentation	CACREP: CMHC A.5
6. 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).	Textbook readings and classroom discussions  *Agency Presentation Project	Agency Presentation	CACREP: CMHC A.7
7. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.	Textbook readings and classroom discussions  *Agency Presentation Project  *Program development Project	Agency Presentation	CACREP: CMHC A.8
8. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	Textbook readings and classroom discussions	Ethics Quiz	CACREP: CMHC B.1

9. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.	Textbook readings and classroom discussions  *Program development Project	Program Development Paper	CACREP: CMHC B.2
10. 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.	Textbook readings and classroom discussions  *Program development Project	Program Development Paper and Presentation	CACREP: CMHC C.1
11. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).	Textbook readings and classroom discussions  *Program development Project	Program Development Paper and Presentation	CACREP: CMHC C.3
12. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.	Textbook readings and classroom discussions  Range of Service Research	Range of Service Paper	CACREP: CMHC C.5
13. Understands professional issues relevant to the practice of clinical mental health counseling.	Textbook readings and classroom discussions  *Agency Presentation Project	Agency Presentation	CACREP: CMHC C.9
14. Applies effective strategies to promote client understanding of and access to a variety of community resources.	Agency Presentation Project	Agency Presentation	CACREP: CMHC D.4
15. Knows models of program evaluation for clinical mental health programs.	Program Development Project	Program Development Paper and Presentation	CACREP: CMHC I.2
16. Applies relevant research findings to inform the practice of clinical mental health counseling.	Program Development Project	Program Development Paper and Presentation	CACREP: CMHC J.2

Web address for **CACREP 2009 Standards**: <http://www.cacrep.org/template/index.cfm>

Web link on *Educator Preparation Services* site for **Conceptual Framework**:

[http://www.shsu.edu/~edu\\_edprep/](http://www.shsu.edu/~edu_edprep/)

## COUNSELING PROGRAM ATTENDANCE POLICY

The following represents the attendance policy for all courses in the Counseling Program:

1. Students are permitted to miss one class (3 Hours) with no penalty, but a call to the professor of the class is expected. Other grading still occurs.
2. With a second absence, a drop of one letter grade will occur unless the student writes a letter to the Counseling Faculty explaining the extenuating circumstances for both of the absences. The Faculty will then discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action. Documentation for each absence is required as part of the appeal process. For example, if absent due to illness a doctor's note is required.
3. A drop of a letter grade will occur for each subsequent absence.

### Student Evaluation:

## INSTRUCTIONAL PROCEDURES

Everyone concerned must have an opportunity to furnish input, therefore, participation in the form of questions, discussion of related experiences, and involvement in individual work is solicited and will be expected. Students are required to participate on the discussion board or chat room each week.

## INSTRUCTIONAL ACTIVITIES:

1. **Attendance and Participation** (25 pts): Students should come to each class session having carefully read the assigned materials and prepared to participate in a variety of class discussions and activities. In the event of an absence, it is the student's responsibility to consult with his or her classmates to secure lecture notes. Lateness is not acceptable and will adversely affect the participation grade. Each time a student is late two points will be deducted from the participation grade and the second tardy will require a meeting with the professor. The degree to which this course benefits students is reliant upon each student's full participation in the course assignments and readings.
  - **Grading Rubric**
    - 20-25 points---active involvement in all discussions in each class and providing significant input
    - 10-15 points---involvement in all discussions reflecting understanding of the topics
    - 5-10 points---minimal participation in discussions
2. **Orientation paper** (25 pts): (**CMHC A.1**) Students will write an orientation paper that addresses the students' conceptualization, orientation, and identity as a Clinical Mental Health Counselor. Areas to be discussed in the paper include (1) history, philosophy, and trends in clinical mental health counseling; (2) model or theory of counseling used and basic principle of clinical supervision; (3) role in creating individual and community change; (4) responsibilities within the community setting to (a) clients, (b) client systems, (c) 'professional colleagues', and (d) supervisors; (5) areas for continued professional development and specialization relative to the setting in which the student intends to work; and (6) two short- (within 2-3 years post M.A. degree) and two long-term (within 10 years post M.A. degree) professional goals for yourself as a Clinical Mental Health Counselor. Length: minimum 4pages, maximum 6 pages typed, double-spaced and written according to APA 6<sup>th</sup> Edition format.

**Grading Rubric;**

APA format	2.5
Grammar	2.5
Content Integration	10
Covering all topics	10
Total	25

**3. Agency presentations (25 pts): (CMHC A.3, 5, 7, 8; C.9; D.4)**

Students will work singly to present a 10-minute overview of this information. This presentation will include a review of a local community counseling agency. Discuss agency mission, organizational structure, services, methods of agency financing, administration, and accountability, interdisciplinary treatment practices, role of supervision, theories and models of counseling used, emergency management, and clientele served. Students should provide a packet of information for class members including (1) mission statement, (2) a flow chart of organizational structure [indicating the student's placement(s) within the structure], and (3) pamphlets and other related information regarding agency services (e.g., standardized assessments). Thorough and complete presentation of all the above information is required to receive full credit. Presenters will provide class with a 3x5 index card of relevant information for inclusion in referral box.

- **Grading Rubric**

Role and Function of Counselors	10
Professional Issues (i. e., Practice, core provider status, expert witness status, access to and practice privileges within managed care systems)	10
Agency Management Issues	10
Emergency Management Procedures	10
Completeness of Project (Coving all required areas)	10
Total	50

**4. Program Development Paper (100 pts): (B.2, C.1, C.3, I.2, J.2)** Based on the text, existing literature, and class discussions, develop a programmatic counseling intervention aimed at a particular population and issue/need in a clinical mental health setting. The proposed program is to be an original contribution. Please adhere to the University's policy on plagiarism. To develop this program, students will select a mental health issue/problem that they anticipate confronting as a clinical mental health counselor, especially in, but not limited to, an urban or rural setting. These topics may include but are not limited to: family violence, pastoral counseling, multicultural counseling, teenage parents, child sexual abuse, the elderly, and teenage gangs. Each student will conduct a literature review on the nature and scope of the problem and existing counseling approaches (both descriptive and empirical reports). Included in your paper will be fifteen (15) references from refereed journals, texts and/or a combination of the two. Your references should not be older than 10 years (2007) unless you are citing either a "landmark" article or book. The required paper must be a minimum of fifteen (15) pages in length (to include a title page and abstract on separate pages) and IS NOT to exceed twenty (20) pages. This paper must be written in accordance with the APA Style Manual (6th ed.; see manual for formatting of page headers, running head, pagination, reference lists, etc.). Your paper must include the following major sections:

- Description of the problem nationally AND in Huntsville or the local area in which you reside
- Operational definition of select terms
- Administration, regulatory processes, and finance of the program
- Multicultural considerations

- Current effective treatment interventions for working with the selected population (i.e. support groups, peer facilitation training, education, self-help, etc.)
- Description of your proposed intervention procedures and population being served
- Counselor role and function in the intervention
- Procedures used to gauge success of the program (accountability outcomes; plan for evaluation of outcomes)
- Discussion of special issues (e.g., ethical, contextual) that could or will impact the program
- Implications for counselors.

Your paper will be evaluated based on: a) the accuracy of the information presented; b) the clarity of the paper; c) the thoughtfulness in which the topic(s) is/are discussed, and d) your adherence to APA form, to include a title page, running head, abstract (limited to one paragraph), and references. Each student will be required to give a thirty (30) minute graphic presentation related to his or her paper using MS Power point or other appropriate presentation program (~10 minutes allotted to class discussion). This presentation counts for 10 points of the total 100 points for this assignment. Presentations will be organized into symposia of four students each, sharing somewhat similar foci, topics, or populations and the time constraint will be enforced.

### **Grading Rubric:**

Accuracy of the information presented	20
Clarity of the paper	20
Thoughtfulness in which the topic(s) is/are discussed	35
Adherence to APA form, to include a title page, running head, abstract (limited to one paragraph), and references.	15
Presentation	10
Total	100

- 5. Chapter Presentation:** (50 Points) Students will utilize powerpoint to summarize the assigned chapter and lead a class discussion on current topic related to the chapter content. Students are encouraged to use creative activity to stimulate the discussion. Presentations should be approximately 20 minutes.

### **Grading Rubric**

Content	25
Clarity	15
Creativity	10
Total	50

- 6. LPC Application:** (15 points) All students will complete the Texas LPC Application.

### **Grading Rubric**

Completion of the application form	25
Identify and name all the required application documents	25
Total	50

- 7. Ethics Quiz:** (10 points) (A.2, A.4, B.1) All students will complete an ethics project and quiz that is based on the ACA Code of Ethics and other relevant codes of ethics and laws.

### **Grading Rubric**

Demonstration of ACA ethics Knowledge and	5
Demonstration of Texas LPC Ethics Knowledge	5
Total	10

**8.**

**Range of Service Paper:** (25 points) (C.5) Complete a two to three page paper describing the following types of counseling services: inpatient, outpatient, partial hospital treatment, intensive outpatient, aftercare, and the clinical mental health counseling services network.

**Grading Rubric**

Appropriate definitions	20
Accurate Description of CMHC services	5
Total	25

**9. Practice CPCE and NCE Exams: (25 points each – 50 points)**

Students will complete the practice CPCE and NCE exams in preparation to complete both exams. Students who have completed the CPCE exam already will provide a copy of their scores as evidence and will be exempt from the CPCE practice exam.

**All papers must comply with and be written in APA 6<sup>th</sup> edition format and must be submitted in MS Word format. All assignments unless otherwise directed will be submitted in hard copy to me. Occasionally, you will submit per Blackboard, when specifically instructed. No assignment will be accepted via email.**

**Evaluation:**

1. Attendance and Participation	25	Points Maximum
2. Orientation Paper	25	Points
3. Agency Presentations	25	Points
4. Program Development Paper	100	Points
5. Chapter Presentation	50	Points
6. LPC Application	15	Points
7. Ethics Quiz	10	Points
8. Range of Service Paper	25	Points
9. Practice CPCE and NCE	50	Points

Total Points: 325

**Grades**

293-325	A
260-292	B
228-259	C
Below 228	F

## ASSUMPTIONS

I am operating on the “assumption” that you want to gain the most you can from the class and will therefore come to every class prepared to engage fully. I trust you will work to balance effectively your personal, academic, and professional commitment.

I assume the following:

- You will take responsibility for your own learning
- You will contribute to others’ learning
- You will ask for help when you need it

You can assume the following:

- I care deeply about your success---personally, academically, and professionally
- I want you to gain the most possible from this experience
- I am committed to my role in this venture
- I want to hear your experiences, ideas, and feedback
- I will hold you accountable to high (and reasonable) academic standards

## Expectations:

1. Graduate students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc. should review the Graduate Catalogue and student code of conduct. Particular attention should be paid to the sections on plagiarism and theft of library materials. Academic honesty is expected.
2. Students should practice self-discipline in classes. Courtesy should be extended to all students. Thought should be given to the value of all conversations in class to all the students in the class. Classes will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals.
3. **All work is due on the date specified. Late work will not be accepted or awarded credit.**
4. Acts of cheating and plagiarism are not tolerated in the Counseling program. These offenses could result in failure of a course and/or dismissal from the program. **Anyone caught cheating or plagiarizing will receive a zero (0) on the affected exam or assignment and will also receive an “F” for the course.**
5. **Professionalism and Class Participation** - All students are expected to participate in the class discussions and provide feedback to their peers during presentations. Tardiness, failure to turn in assignments on time will be reflected in the professionalism/class participation grade. Using cell phones, computers, tablets or other electronic devices during class time will be reflected in your professionalism/class participation grade. **Drinks are allowed, but no food in class is allowed.** Areas for eating are provided in the building. Please take scheduled breaks with the class unless there is an emergency.

**Other Required Syllabi Elements:****ACADEMIC DISHONESTY:**

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#)

**STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:**

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: [http://www.shsu.edu/~vaf\\_www/aps/documents/861001.pdf](http://www.shsu.edu/~vaf_www/aps/documents/861001.pdf)

**STUDENTS WITH DISABILITIES POLICY:**

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail [disability@shsu.edu](mailto:disability@shsu.edu)). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then

I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see:

<http://www.shsu.edu/dept/academic-affairs/documents/aps/students/811006.pdf>

### **VISITORS IN THE CLASSROOM:**

Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

## Class Schedule Spring 2016

(Schedule subject to change with notice.)

**\*\* CHAPTER PRESENTATIONS WILL OCCUR THROUGHOUT THE SEMESTER.**

**\*\* ASSIGNMENTS DUE IN BLACKBOARD MUST BE POSTED BY THE BEGINNING OF CLASS ON THE DUE DATE.**

**PLEASE NOTE THAT NO WORK WILL BE ACCEPTED LATE.**

<b>Week 1</b> <b>Jan 23</b>	<b>Course Introduction</b>	
<b>Week 2</b> <b>Jan 30</b>	<b>What is a clinical mental health counselor?</b>	<b>Gerig Chapter 1</b>
<b>Week 3</b> <b>Feb 6</b>	<b>What is our history?</b>	<b>Gerig Chapter 2</b>  <b>CPCE Practice Exam Answer Sheet due in Class</b>
<b>Week 4</b> <b>Feb 13</b>	<b>Theoretical foundation</b>	<b>Gerig Chapter 3</b>
<b>Week 5</b> <b>Feb 20</b>	<b>Current theories</b>	<b>Gerig Chapter 4</b>  <b>Orientation Paper due</b>
<b>Week 6</b> <b>Feb 27</b>	<b>How to become a CMHC</b>	<b>Gerig Chapter 5</b>
<b>Week 7</b> <b>Mar 6</b>	<b>CMHC and ethical issues</b>	<b>Gerig Chapter 6</b>  <b>Ethics Quiz Due in in Class</b>
<b>Week 8</b> <b>SPRING BREAK</b> <b>Mar 13</b>	<b>NO CLASS</b>	
<b>Week 9</b> <b>Mar 20</b>	<b>Where do we work, what do we do</b>	<b>Gerig Chapter 7</b> <b>Range of Service Paper Due</b>
<b>Week 10</b> <b>Mar 27</b>	<b>Appraisal</b>	<b>Gerig Chapter 8</b>
<b>Week 11</b> <b>Apr 3</b>	<b>Multicultural Issues</b>	<b>Gerig Chapters 9</b>  <b>NCE Practice Exam Answer Sheet due in Class</b>

<b>Week 12</b> <b>Apr 10</b>	<b>Managed Care and HIPAA</b>	<b>Gerig Chapter 10</b>
<b>Week 13</b> <b>Apr 17</b>	<b>Contemporary Issues in Counseling</b>  <b>The Future of the Profession</b>	<b>Gerig Chapter 11</b>  <b>Gerig Chapter 12</b>  <b>LPC Application Due in Class</b>  <b>Agency Presentations Due in Class (Turn in Only)</b>
<b>Week 14</b> <b>Apr 24</b>	<b>Presentations and Conclusion</b>	<b>Program Development Paper Due</b>
<b>Week 15</b> <b>May 1</b>	<b>Course Wrap-Up</b>	