

**George Mason University
College of Education and Human Development
Counseling Program**

EDCD 797.C03 – Telebehavioral Health for Counselors
1 Credit, Summer 2020
July 6th, 8th, 10th, 13th & 15th 4:00 PM – 7:00 PM
Synchronous Online

Faculty:

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Office Hours: By Appointment

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Prerequisites/Corequisites

Admission to the CNDV program, EDCD 603

University Catalog Course Description

Advanced topics in education

Course Overview

Through this course participant will obtain the essential knowledge and skills to become a telebehavioral health provider and the confidence to use these skills in outpatient and inpatient settings, private practice, schools and other environments. Each session will include components that are didactic, interactive discussion, and interactive practice exercises with peers. Major topics covered include Laws and Ethics, Technology, Emergency Protocols, Presentation Skills and Interprofessional/Integrated Care,

Course Delivery Method

This course will be delivered online using synchronous and asynchronous formats via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (yourusername@masonlive.gmu.edu) and email password. The course will also utilize WebEx and/or Zoom video conferencing for live audiovisual lecture and discussions. The course site will be available on July 6, 2020.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class

meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
To get a list of supported operation systems on different devices see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Need a headset microphone for use with WebEx or Blackboard Collaborate or Zoom web conferencing tools.
- Possess and understand the operation of a Media Program capable of viewing/downloading MPG video files online
- Possess and understand the operation of a Word Processing program (Microsoft Word for PC or Mac).
- Demonstrate the ability to save work from your word processor as a PDF copy for submission OR ability to convert your work to a PDF file.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
 - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
 - Windows Media Player: <https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
 - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Days: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency: During the five session course, students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation: Students are expected to actively engage in all course activities throughout the duration of the course, using audio, video and chat modalities, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- **Technical Issues:** Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** Students may schedule a one-on-one virtual video or phone meeting to discuss course requirements, content, or other course-related issues. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services (see <http://ods.gmu.edu/>).

CACREP Standards/Learner Objectives

The specific course objectives include the following:

1. To understand ethical and legal considerations for counselors within the context of telebehavioral health practice.
2. To demonstrate professional knowledge and skills regarding best practices for informed consent, emergency protocols, risk assessment, risk management, privacy and security, and videoconference etiquette within the context of telebehavioral health practice.
3. To develop basic competencies in using telehealth technologies for telebehavioral health practice in a variety of practice settings and contexts.
4. To understand the role of the counselor as a member of an inter-professional care team and how telehealth technologies can be used to facilitate integrated care.

EDCD 797 fulfills the requirements in the following professional organizations: Council for the Accreditation of Counseling and Related Educational Programs (CACREP) Section 2 F 2: Social and Cultural Diversity, American Counseling Association (ACA), Virginia Departments of Education and Health Professions.

Required Readings: There is no textbook required for this course. See course schedule and assignments for reading materials.

Course Performance Evaluation: Final grades will be based on the following:

- Written assignments (50%) will be made up of the following components:
 - Four written “thought” assignments: 40%
 - Draft script: 10%
- Final “exam” (50%) will be made up of the following components:
 - Final video: 20%
 - Final revised assignments and script: 30%

Written Assignments and Late Assignment Policy: The following are the written assignments for this course. Each assignment is worth 10% and will be graded on a Pass/Fail basis:

1. Students will be assigned a brief written “thought” assignment that will be due before the start of each class session (excluding the first). Assignments must be submitted in Blackboard prior to the start time of the synchronous class session.
2. In addition to the “thought” assignment, students will also be asked to create a draft of a script for explaining telehealth to a client prior to the start time of Course Session 3.

Because these written assignments are integral to the student’s ability to fully engage in the discussion for each session, late assignments will not be accepted. However, there will be an opportunity to earn extra credit with the final exam submission. Following is the grading rubric for written assignments:

- **Pass:** Written work is of good quality and responses are generally well thought out and reflect an understanding of the course materials and requisite skills.
- **Fail:** Written work is minimalistic or lacks sufficient substance to demonstrate a good understanding of the course materials and requisite skills or work was not submitted prior to the stated due date and time.

Final “Exam”: There will not be a traditional final exam for this course. Instead, the following components will make up the final exam grade and will be due before 4 PM on Monday July 20, 2020:

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- **Final revised assignments and script:** Students will be asked to revise all of their written assignments and script as needed based on the knowledge and understanding they have gleaned through the class and to submit all materials as one combined final written document.
- **Final video:** Students will be asked to upload a video of themselves starting a telehealth encounter with a new client, using the script they created as a guide.
- **Extra Credit:** Students may make up for missed assignments by submitting a telehealth etiquette bloopers video (5% extra credit per video, up to two videos max per student, no longer than two minutes each in length). Students must give permission for videos to be used in future educational classes without restriction.

Attendance: In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. One unexcused absence will automatically lower the students’ semester grade. Two unexcused absences will result in failing the class. Excused absences can only be arranged with instructor on a case by case basis. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused. Work-related absences are not considered excused. Finally, lateness to or leaving early from class can count towards someone’s absence and/or participation grade. If you must miss a class or arrive late, please notify the Dr Wibberly before the class meeting.

- **Grading**

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A [100-97]; A- [96-94]; B+ [93-91]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

Professional Dispositions

See <https://cehd.gmu.edu/students/policies-procedures/>

Students must adhere to program professional dispositions:

<https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf>

Students shall NOT violate the stated George Mason University Non Discrimination Policy

<https://universitypolicy.gmu.edu/policies/non-discrimination-policy/>

Professional Dispositions Assessment

Professional Dispositions are assessed in all required courses. The minimum score (benchmark) is based on the level of the course, as described below.

| Level of Assessment | CMHC | SC | Minimum Score |
|---------------------|--|--|---------------|
| Basic | 602, 609, 601, 525, 603, 604 654, 652, 656, 658 | 602, 606, 601, 525, 603, 604 613, 611, 626, 615 | 2 |
| Intermediate | 608, 750, 660, 628, 619, 621, 610, 797 | 608, 751, 660, 628, 619, 621, 610, 797 | 3 |
| Advanced | 792, 793 | 794, 795 | 4 |

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should expect to achieve this rank.
- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.

- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances, this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.
- **N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

Class Schedule

| Session | Date | Topic(s) | Assignment Due | CACREP Standard |
|---------|---|--|--|---|
| 1 | July 6, 4:00 PM – 7:00 PM | Introduction to Telebehavioral Health Introduction to Laws and Ethics | None | Clinical Mental Health Counseling - Practice |
| 2 | July 8 th , 4:00 PM – 7:00 PM | Laws and Ethics Part 2 | Thought assignment on laws and ethics | Clinical Mental Health Counseling - Practice |
| 3 | July 10 th , 4:00 PM – 7:00 PM | Emergency and Risk Management | Thought assignment on informed consent Draft script | Clinical Mental Health Counseling - Practice |
| 4 | July 13 th 4:00 PM – 7:00 PM | Privacy, Security and Telehealth Technology | Reading assignment on HIPAA with thought assignment on PHI and risks | Clinical Mental Health Counseling - Practice |

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|---|---|---|--|--|
| 5 | July 15 th 4:00 PM – 7:00 PM | Presentation Skills and Integrated Care | Reading assignment on telehealth etiquette with thought assignment addressing hesitations about using telehealth | Clinical Mental Health Counseling - Practice |
| | July 20 at 4 PM | Final "Exam Due | Final revised assignments and script Final video Optional Extra Credit Blooper Video(s) | |

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Counseling and Development Mission Statement

The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- Students must follow the university policy for Responsible Use of Computing (see <https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/students/>.