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

EDCD 797.C04 – Telebehavioral Health
1 Credit, Summer C 2021
Mondays, Wednesdays, & Fridays 4:00 PM – 7:00 PM - Synchronous Online

**Faculty**
Name:                        Kathy H Wibberly, PhD
                             Jay Ostrowski, MA, NCC, LPC-S, ACS, BC-TMH

Office Hours:                By Appointment

Office Location:             Krug Hall Suite, 202 (Counseling Office). Closed for summer due to Covid-19 –
                             Staff will be working remotely. For assistance, email your faculty advisor or
                             dwest6@gmu.edu.

Office Phone:                703-993-2087 (Counseling Office)

Email Address:

**Prerequisites/Corequisites:**
Admission to the Counseling program, EDCD 603

**University Catalog Course Description:**
Advanced topics in education

**Course Overview:**
Through this course, students will obtain the essential knowledge and skills to become a telebehavioral
health provider; with the confidence needed to use these skills in outpatient and inpatient settings, including
private practice, schools, and other environments. Each session will include components that are didactic,
as well as interactive discussion and 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 a blended synchronous and asynchronous delivery format 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 (everything before @masonlive.gmu.edu) and
email password. The course site will be available on Monday, July 5, 2021.

**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

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.

- 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:
  o Adobe Acrobat Reader: https://get.adobe.com/reader/
  o Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  o Apple Quick Time Player: www.apple.com/quicktime/download/

*Expectations*

- Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes. See due dates for weekly assignments in Blackboard.
- Log-in Frequency: 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 at least two times per week. 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 semester, 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 meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. 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.

**Course Objectives:**
This course is designed to enable students to do the following:
1. Understand ethical and legal considerations for counselors within the context of telebehavioral health practice.
2. 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. Develop basic competencies in using telehealth technologies for telebehavioral heath practice in a variety of practice settings and contexts.
4. 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 Texts:**
There is no textbook required for this course. See course schedule and assignments for reading materials.

**Course Performance Evaluation:**
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., VIA).

- **Assignments and/or Examinations**

   **Written Assignments and Late Assignment Policy:**  There are a total of five written assignments for this class.  Four are individual written assignments and one is a group written assignment.  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.

   **"Food for Thought" Assignments:**  Students will be assigned four brief written "food for thought"

assignments.  Assignments must be submitted in Blackboard prior to the start time of the synchronous class session on the day they are due.  These assignments are intended to "prime" the student for the course content and thus it is not expected that students will have mastered the course materials. Each assignment is worth 8%.  Following is the grading rubric for written "Food for Thought" assignments:

- **Pass:** Written work is of good quality and responses are well thought out and reflect an understanding of the course materials and requisite skills to date.  Work may still require further revision based on new course content provided after the assignment was submitted and students should keep this in mind before resubmitting as part of the final exam requirement.

- **Fail:** Written work is minimalistic or lacks sufficient substance to demonstrate a good understanding of the course materials and requisite skills to date OR work was not submitted prior to the stated due date and time.

**Draft Script Assignment**:  Students will be asked to write a draft script for both explaining telehealth to a client and engaging in first session client onboarding best practices.  This assignment will be worth 8%.   The script will be both instructor and peer reviewed using a grading rubric (see Group Assignment below).

**Group Assignment:**  Students will be organized into groups of 2 – 3.  Each group will be provided 2 – 3 draft scripts written by their peers and provided a rubric by which to assess the draft scripts.  Each group should submit one document that includes their assessment of each script using the rubric and that provides narrative commentary/feedback about where elements of the rubric were found in the script (if present) and any recommendations for strengthening/improving the script.  This group assignment will be worth 10%.

**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:
- **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 blooper video (5% extra credit per video, up to two videos max per student, no long than two minutes each in length). Students must give permission for videos to be used in future educational classes without restriction.

- **Other Requirements**

**Attendance:** In accordance with the policies of the Counseling 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 arrive late, please call and notify Dr. Wibberly before the class meeting.

**Grading:** Final grades will be based on the following:
- ○ Four written "food for thought" assignments (32%)
- ○ Draft script (8%)
- ○ Group assignment (10%)
- ○ Final "exam" (50%) made up of the following components:
  - ▪ Final video: 20%
  - ▪ Final revised assignments and script: 30%

Students will also be given the opportunity to earn extra credit by submitting up to two telehealth etiquette "blooper" videos (5% each)

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

**A [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 and below]**

**Professional Dispositions:**
See https://cehd.gmu.edu/students/polices-procedures/

Students must adhere to program professional dispositions:
https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf

**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, 606, 601, 525, 603, 604, 656<br>654, 652, 658 | 602, 606, 609, 601, 525, 603, 604, 656<br>613, 611, 626 | 2 |
| **Intermediate** | 608, 750, 660, 628, 619, 610, 797 | 608, 751, 660, 628, 619, 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 except 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 |
| --- | --- | --- | --- |
| 1 | July 7, 4:00 PM – 7:00 PM | Introduction to Telebehavioral Health Introduction to Laws and Ethics | None |
| 2 | July 9th, 4:00 PM – 7:00 PM | Laws and Ethics Part 2 | "Food for Thought" Assignment 1 |
| 3 | July 12th, 4:00 PM – 7:00 PM | Emergency and Risk Management | "Food for Thought" Assignment 2 |

| 4 | July 14th 4:00 PM – 7:00 PM | Presentation Skills and Integrated Care | "Food for Thought" Assignment 3 <br><br> Draft script |
| 5 | July 16th 4:00 PM – 7:00 PM | Privacy, Security and Telehealth Technology | "Food for Thought" Assignment 4 <br><br> Group assignment |
| | July 19 before midnight | Final "Exam Due | Final revised assignments and script <br><br> Final video <br><br> Optional Extra Credit Blooper Video(s) |

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

**Counseling Program 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*
- 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/.**