

CED 616: ENTREPRENEURSHIP FOR CLINICAL PRACTICE

Department of Counseling and Educational Development
The University of North Carolina at Greensboro

Mondays 4:00 – 6:00 PM
Vacc Counseling and Consulting Clinic

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CATALOG DESCRIPTION

Entrepreneurship in Clinical Settings (2:2) Designed to teach students how to effectively build and implement a successful business model (e.g. private practice) for the design and delivery of clinical practices, or related services.

PREREQUISITES

Must be admitted into a graduate program in a human service area.

STUDENT LEARNING OUTCOMES

After successful completion of this course, the student will be able to:

1. Evaluate the benefits and problems associated with starting a clinical practice and/or provide self-employed private services.
2. Evaluate the entrepreneurial opportunity of a clinical practice in the area.
3. Formulate a coherent private-practice concept statement and a profitable value-delivery model.
4. Complete a business plan.
5. Analyze the options for financing a clinical practice (e.g., grants, public monies, private funds).
6. Analyze the importance of marketing and its role in a successful clinical practice business.

REQUIRED TEXTS/READINGS/REFERENCES

Grodzki, L, (2000). *Building your ideal private practice: A guide for therapists and other healing professionals*. New York: W. W. Norton & Company.

Gegax, T. (2007). *The big book of small business: You don't have to run your business by the seat of your pants*. New York: Harper Collins.

Other readings will be placed on Black Board if needed.

EVALUATION AND GRADING

1. Readings Reactions

Provide reactions to assigned readings via course Black Board site by sharing your insights and responding to other student's posts.

2. Interview a Practicing Clinician

Meet with a clinician and discuss in depth his or her practice. You should interview them about all aspects of their practice including, the types of clients seen, the size and scope of their practice, the legal structure of their business, how non-clinical tasks are handled (billing, accounting, marketing, etc.), if they have employees how they manage them, mistakes and successes they have had in clinical practice, etc. (8 pages maximum).

3. Peer Critique

Submit your business plan or critique of an existing practice for review and analysis by a peer and you provide a similar analysis of a peers work.

4. Your Business Plan or Critique of an Existing Practice (12 pages maximum)

Prepare a business plan for your ideal private practice or a critique of an existing practice (including suggested modifications or improvements to the business). This will serve as the culminating activity for the course and will provide you the opportunity to articulate the specific elements of your practice. Your business plan should include the following;

- i. Vision Statement (What will your ideal practice be?)
- ii. Business (Practice) Concept (e.g., What market niche will your practice fill?)
- iii. Industry Profile (What factors will impact your practice? What are the current field conditions? What trends may influence your practice over the next few years? Who/what will you be competing with?)
- iv. Feasibility Assessment (Will your practice work in the geographic region in which it will be located?)
- v. Value-Proposition for your Practice (What are prospective clients getting from you that they cannot get elsewhere?)
- vi. Basic Marketing Strategy (How will you brand your practice and attract clients?)
- vii. Operations Plan (What are the important time, logistical, regulatory, economic, and expertise constraints that your practice must operate under? How do you set up the mechanics of your practice?)
- viii. Critical Success Factors (What must you do as the owner to make your practice successful? What skills and resources do you possess that will bolster your practice? What limitations do you face that could threaten your practice?)

- ix. Budget and Financial Conditions. (What might your pricing, income, expenses, and cash flow look like in the first two years? Identify sources of start-up funding and how much you will need-Personal funds, Family & Friends, Banks, and/or Investors. How will you finance the Business?)

Reading Reactions	20 points
Interview of Practicing Clinician	20 points
Peer Review/critique	20 points
Final Business Plan or Critique of Existing Practice	40 points
Total Possible Points	100

<u>Graduate Grading Scale</u>		B-	83-80
A	100-94	C+	79-77
A-	93-90	C	76-74
B+	89-87	F/WF	73 or below
B	86-84		

TEACHING METHODS AND ASSIGNMENTS FOR ACHIEVING LEARNING OUTCOMES

This course will involve lecture, small group discussion and reflection, reading critique, speakers, site visits, and student presentations. The foundation of this course is to teach students how to effectively build and implement a successful business model (e.g. private practice) for the design and delivery of clinical practices, or related services. By providing the opportunity to develop a working business plan for clinical practice, students will learn through experience about the challenges of creating and running a successful clinical practice, the importance of articulating ones vision, marketing, generating referrals, basic budgeting as well as the and legal structures for running a clinical enterprise. Additionally, students will explore their own strengths and challenges with regards to how they might establish a clinical practice by exploring various approached to delivering clinical services. Through reflective essays and discussions, students are asked to link course content to their business ideas and vice versa, deepening their understanding of the business management, both in the theory and in practice.

FINAL EXAMINATION

A reflection paper (learning summary paper) will be used in lieu of an examination as the concluding assessment of student learning in this course. For graduate students, a group presentation is also considered part of the final examination for the course.

ATTENDANCE POLICY

Except in unusual circumstances, attendance is required for all class meetings and/or online discussions. Students who miss classes or are unable to complete online discussions will not receive credit for the course.

ACADEMIC INTEGRITY POLICY

Students are expected to abide by the UNCG *Academic Integrity Policy* which can be located at <http://academicintegrity.uncg.edu/>. Students should recognize their responsibility to uphold the *Academic*

Integrity Policy and to report apparent violations to the appropriate persons. Students who do not understand the *Policy* or its application to a particular assignment are responsible for raising such questions with their faculty member. By enrolling in the University, each student agrees to abide by the *Academic Integrity Policy*.

DISABILITY STATEMENT

The University of North Carolina at Greensboro recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. In accordance with University policy, if you have documented disability and require accommodations to obtain equal access in this course, please contact the instructor at the beginning of the semester or as soon as given an assignment for which an accommodation is required. Students with disabilities must verify their eligibility through the Office of Disability Services in 215 EUC, (336) 334-5440.

PROGRAM STATEMENT OF EXPECTATIONS

The University of North Carolina at Greensboro (UNCG) Department of Counseling and Educational Development (CED) is charged with the task of preparing individuals to become professional counselors in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty evaluate students based on their academic, professional, and personal qualities. The UNCG CED department attempts to establish a learning community where students can develop professionally. We do this by providing an environment in which students' rights and responsibilities are respected, and by respecting the dignity and worth of each student.

A student's progress in the program may, however, be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training and client care related to requirements for self and others. For example, in order to ensure proper training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on one's academic performance and one's ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and evidence professional judgment in decision making relative to issues and situations encountered in the program.

ADDITIONAL REQUIREMENTS

1. Attend class and actively participate in all course activities (discussions, presentations, etc.). Since the foundation of this course is experiential learning, we share responsibility for the learning experiences that take place throughout the course. Therefore, your attendance and active participation in the class and projects are critical not only for your own learning and that of your peers, but also for the overall success of the course. This includes actively participating in discussions, reflecting on your experiences, working together collaboratively and cooperatively as part of a team, and actively contributing ideas, skills, and energy to the service learning project onsite.
2. Read assignments prior to class and make posts to discussion board so that you are prepared to actively participate in discussions in class and online.

3. Complete all required assignments and submit according to the schedule provided.
4. Actively engage in learning about the business/practice model that is the focus of your final project through readings, discussion, and active involvement with the class and other experts.
5. Provide thoughtful and supportive critical feedback to peers towards assisting them in identifying strengths and contributions, challenging traditional ways of thinking, and becoming more aware and competent as a business owner/manager.

Class Schedule
(Subject to Change)

Class	Date	Topic	Readings/ Assignemnts	Assignments
1	Jan 9	<i>Orientation: What is Entrepreneurship and Can You do it?</i>		
2	Jan 23	<i>Business Basics: Understanding the Pieces</i>	Gegax Ch 1-5	
3	Feb 6	<i>Foundations of Running a Successful Practice</i>	Grodzki: Ch 1-3	Due: Interview a Practicing Clinician
4	Feb 20	<i>Visioning your Ideal Practice</i>	Grodzki: Ch 4- 5 Gegax: Ch 8-10; 43-49	
5	Feb 27	<i>Adding Value: Why Should Clients See You?</i>	Grodzki: Ch 9-10	
6	March 12	<i>Marketing in Clinical Practice: Attracting the Clients You Want</i>	Grodzki: Ch 6-8 Gegaz: Ch 51-52	
7	March 26	<i>Diversifying Your Practice</i>	Grodzki: Ch 8 Gegax Ch 3	Due: Draft of Your Business Plan or Critique of an Existing Practice
8	April 9	<i>Removing Blocks to Success</i>	Grodzki 11-13	Due: Peer Critique
9	April 23	<i>Your Ideal Practice: In Class Presentations</i>		
	April 30			Due: Your Business Plan or Critique of an Existing Practice