**CED 627 – Foundations of Clinical Mental Health Counseling**

Course Syllabus

Spring 2019
Face-to-Face
Meeting Time: Monday 6:00-8:45 p.m. CST – Ewing 334

# **Faculty Information**

Stephanie C. Bell, Ph.D., P-LPC, NCC, ACS
sbell@deltastate.edu – When possible, please use the Canvas message system to contact me.
Campus office: Ewing 344
Campus office phone: 662-846-4363

Office hours: Monday 4:00-6:00 p.m., Tuesday 4:00-6:00 p.m., Wednesday 2:00-5:00 p.m., Thursday 3:00-6:00 p.m., and by appointment.

Dr. Bell will respond to messages within two business days of initial communication.

# **Course Materials**

## Required Materials:

Young, J. S., & Cashwell, C. S. (2017). *Clinical mental health counseling: Elements of effective practice.* Thousand Oaks, CA: Sage.

ISBN: 9781506305639

American Psychological Association. (2009). *Publication manual of the American Psychological Association.* (6th ed.). Washington, DC: Author.

ISBN-13: 978-1-4338-0561-5

# **Course Description**

Overview of the history, philosophy, procedures, and techniques of organizing and providing counseling services in clinical mental health settings. Course includes models, methods, ethical, and professional issues, and challenges specific to the practice of clinical mental health counseling with culturally diverse populations. (3 hours)

# **Purpose**

The purpose of this course is to provide clinical counseling students with clinical instruction and supervision, considered to be the most critical experience of the program. All faculty and supervisors are committed to preparing professional counselors and promoting the development of the student’s professional counselor identity.

# **Program Learning Outcomes**

This course helps students achieve the following program learning outcomes:

**Professional Orientation & Ethical Practice**

1. Counseling students will develop and demonstrate an understanding of the life-long need to pursue counseling knowledge and professional development. Students will articulate the value of engagement in professional organizations for the purposes of advocacy, certifications, and accreditations.

2. Counseling students will develop an ethical awareness that results in behaviors that reflect an understanding of roles, responsibilities, supervision, and limitations as they collaborate and consult with other behavioral health professionals and systems.

**Social & Cultural Diversity**

3. Counseling students will utilize critical thinking skills to evaluate the effects of power and privilege for clients. Counseling students will demonstrate decision making strategies to understand the impact of attitudes, beliefs, heritage, understandings and acculturative experiences on views of others. Counseling students will utilize multicultural competencies and awareness to adopt the counseling knowledgebase and work-behavior areas to work with diverse client populations.

**Human Growth & Development**

4. Counseling students will examine biological, environmental, and systemic factors that affect human behavior, development, and functioning. Counseling students will develop strategies for promoting optimum development, resilience, and wellness across the lifespan.

**Counseling & Helping Relationships**

6. Committing to grow deeper toward integrated practice, counseling students demonstrate foundational understanding of the intersection between counseling theory, counseling skills, and differentiated interventions.

**Group Counseling & Group Work**

7. Counseling students will display knowledge of various models of group work, processes, and development to ensure effective, ethical group experiences with clients.

**Assessment & Testing**

9. Students will demonstrate the ability to make cultural adjustments specifically in the work-behavior areas of counselors including fundamental counseling issues, counseling processes, research, diagnostic and assessment services, professional practice, and professional development.

**Research & Program Evaluation**

10. Counseling students will verbalize the importance of counseling history and its ongoing research influencing current counseling practices.

# **Course Student Learning Outcomes (CACREP, 2016)**

At the completion of the course students will understand the following based on the CACREP (2016) counseling curriculum requirements for Professional orientation and Ethical Practice (2.F.1):

a. history and philosophy of the counseling profession and its specialty areas

b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation

c. counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

d. the role and process of the professional counselor advocating on behalf of the profession

e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

f. professional counseling organizations, including membership benefits, activities, services to members, and current issues

g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

h. current labor market information relevant to opportunities for practice within the counseling profession

i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

j. technology’s impact on the counseling profession

k. strategies for personal and professional self-evaluation and implications for practice

l. self-care strategies appropriate to the counselor role

m. the role of counseling supervision in the profession

At the completion of the course, students will demonstrate the following foundations, contextual dimensions, and skills as related to the clinical mental health counseling specialty (5.C.1-3):

1. Foundations

a. history and development of clinical mental health counseling

b. theories and models related to clinical mental health counseling

c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders

e. psychological tests and assessments specific to clinical mental health counseling

2. Contextual Dimensions

a. roles and settings of clinical mental health counselors

b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks

d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

f. impact of crisis and trauma on individuals with mental health diagnoses

g. impact of biological and neurological mechanisms on mental health

h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation

i. legislation and government policy relevant to clinical mental health counseling

j. cultural factors relevant to clinical mental health counseling

k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling

l. legal and ethical considerations specific to clinical mental health counseling

m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. Practice

a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

b. techniques and interventions for prevention and treatment of a broad range of mental health issues

c. strategies for interfacing with the legal system regarding court-referred clients

d. strategies for interfacing with integrated behavioral health care professionals

e. strategies to advocate for persons with mental health issues

# **Major Course Activities**

**Pop Quizzes (15 points)**

A strong student is a prepared student; one that reads the assigned chapters before class. Class may sometimes begin with a quiz on these assigned readings. If you arrive late, after the quiz has been passed out, you will not be able to take that week’s quiz and receive a zero. There will be three pop quizzes throughout the semester.

**Exams (200 Points)**

Exams will be given online in Canvas. These may include multiple choice, true/false, fill-in-the-blank and short answer questions. Students are not permitted to collaborate on examinations (2.F.1.a-m; 5.C.1.a-e; 5.C.2.a-m).

**Professional Writing Assignments (400 Points)**

There will be a series of four (4) professional writing assignments to help you learn more about the role of the clinical mental health counselor. These assignments will require you to conduct research using the library, the internet, and national agencies. Submitted assignments will be evaluated on content as well as style. Each project will be worth 100 points.

Writing Assignment #1: Professional Associations

**Directions:**  This project is designed to help you become familiar with some of the professional organizations with whom many community counselors choose to align. Your task is to visit the website for each organization and become familiar with the contents of each site. As you look around each site, identify the information needed to answer the questions below. You should include the original question followed by your response. (2.F.1.a,b,d,e,f,g,i,m;5.C.2.a,c,i,j,k,l)

A. Visit the American Counseling Association (<http://www.counseling.org>) website and answer the following questions:

1. Where is the ACA headquarters located
2. Who is the current president of ACA? Who is the president-elect? In what state is the president-elect from?
3. How many members does ACA have (approximately)?
4. What is the mission of ACA?
5. What is the definition of “professional counseling” according to ACA?
6. When was ACA founded? What organizations came together to form ACA?
7. What are the different types of member categories available? Define each category.
8. What are some of the benefits members enjoy?
9. What is the name of the journal of the ACA?
10. When and where will the next ACA Convention be held?
11. How many divisions are there in ACA? Identify three (3) that seem interesting to you, visit their websites (if available) and give your opinion on the organization including why it is interesting to you.
12. What is the state organization affiliated with ACA? What is their website and who is the president? Who is the president-elect?

B. Visit the American Mental Health Counselor Association (<http://amhca.org>) website and answer the following questions:

1. Who is the current president of the AMHCA? Who is the president-elect?
2. According to the AMHCA, how many individuals are licensed or certified to practice counseling in the United States
3. What is the AMHCA mission statement?
4. What are some of the unique student benefits AMHCA extends to students?
5. When and where will the next AMHCA national conference take place?
6. What are some of the current legislative issues AMHCA is advocating for?
7. How much does it cost to join AMHCA?
8. Look at the malpractice insurance offered through AMHCA. Is it more or less expensive for students than if they were to obtain this coverage through ACA and its affiliated providers?
9. What is the state organization affiliated with AMHCA? What is their website and who is the president? While on their website, sign up for the listserv.

Writing Assignment #2: Becoming a Licensed Professional Counselor

**Directions:** The goal of this assignment is to help you begin planning for licensure. You will research the state licensure requirements for Mississippi and **TWO** additional states in which you may want to practice in the future. You may be required to use multiple resources. Answer the following questions for **each state** (2.F.1.d,f,g,i,m; 5.C.2.a,i,k,l)

1. What is the state you are researching?

2. What is the name of the license for professional counselors in this state?

3. What types of degrees qualify one for licensure in this state?

4. How many semester hours of graduate coursework are required to be eligible for licensure?

5. In what areas is course work required? Will your degree from DSU meet these requirements? If not, what additional coursework would you need?

6. How many total clock hours of experience are required for licensure? How many of these can come from pre-degree supervised practicum and internships?

7. How many hours of post-degree supervision are required? Who can provide supervision to pre-licensed counselors?

8. Are candidates required to pass any examinations to be licensed? If so, what examinations?

9. What is the cost associated with applying for licensure in this state?

10. How often must a counselor renew their license? What must a counselor do to maintain the status of their license on a yearly basis?

11. Does this state practice reciprocity? If so, with which states?

12. Once you have answered these questions for each state, compare your findings. What was the most interesting fact you learned about licensure in this state? What noticeable differences exist between states?

Writing Assignment #3: Professional Disclosure Statement

**Directions:** Whether you choose to work at a community agency, medical facility, employee assistance program, or open your own private practice, it is good practice to develop a professional self-disclosure statement. This statement, given to clients at the beginning of counseling, clearly explains who you are and what your professional views are toward the process of counseling. In addition, professional self-disclosure statements are often required for state licensing boards and managed care companies as part of your application packets. For this assignment, you will create your own professional self-disclosure statement (2.F.1.b, c, e, f, g, i, j, m; 5.C.2.a, c, d, i, j, k, l, m).

Your statement MUST include the following areas (note: Submit this as a professional document, as if you have already graduated!):

1. Your full name and list of all credentials you hold
2. Your educational and training background
3. Your approach (theoretical orientation) toward counseling
4. What you see as the client’s role and counselor’s role
5. Individual session information (how long are sessions? How frequently are they held?)
6. What is your financial policy? How much are sessions? Payment methods accepted?
7. Explanation of confidentiality and its limitations
8. How records will be stored and maintained
9. Contact information (including emergency information) and between session contact policy

Note: You will be graded on the professional look and organization of your professional disclosure statement. Develop this statement as though you are going to use it to see clients immediately.

It is to your advantage to research what other clinicians are using as you create your own professional disclosure statement.

Writing Assignment # 4: Emerging Theories Literature Review

**Directions:** For this assignment you will write an 8-10 page literature review on an emerging theory in counseling. Your theory must be approved by the instructor before the end of January. You will be required to utilize at least 10 scholarly sources for this paper, and at least 5 of them must be peer-reviewed journal articles. A rubric for this assignment will be provided on Canvas (5.C.1.b; 5.C.2.j; 5.C.3.b).

**Emerging Theories Presentation (50 points)**

Students will create an 8-10 minute presentation based on their emerging theories paper. This presentation will be an overview of their chosen emerging theory. An outline and rubric of this assignment will be provided in Canvas. (5.C.1.b; 5.C.2.j; 5.C.3.b).

**Membership in Professional Organization (50 Points)**

Students are required to join one or more professional counseling organizations as a part of the academic graduate counseling program at Delta State University. Proof of membership is required (2.F.1.f).

A suggested (but not all inclusive) list includes:

* American Counseling Association (ACA)
* Association for Play Therapy (APT)
* Mississippi Counseling Association (MCA)
* American School Counselor Association (ASCA)
* American Mental Health Counselor Association (AMHCA)

\*Students are also encouraged, but not required, to join an interest network within one of the professional organizations to help expand their knowledge of a specific area of counseling, or specific counseling theory.

**Course Reflection – 50 points**

For this assignment, please complete a 2-4 page course reflection (not including the title page). In this reflection, please address:

1) What you learned

2) What you wish you would have learned

3) What you enjoyed the most

4) What you enjoyed the least

5) Suggestions for the future of the course

6) Your thoughts on the required textbook for the course

7) Any other comments you would like to make

# **Evaluation and Grading**

Cumulative course evaluation is based on a 100-point scale. The total number of points earned will determine the semester grade.

90 - 100% = A

80 - 89% = B

70 - 79% = C

Below 70% = F

There will be a rubric provided for written assignments on Canvas.

All assignments are due according to the timeline established by the syllabus unless otherwise noted by the instructor. The maximum number of points awarded will decrease by ten percent for each day the assignment is late. Assignments submitted over a week late will automatically receive a grade of 0.

Feedback on assignments will be provided by the instructor in a timely manner.

The Final Exam for this course will be online the week of April 29, 2019.

# **Attendance**

Attendance at each class is required. “In no case shall absences exceed 25 percent of the scheduled meetings of class. In such cases, the student shall receive a grade of F in the class.” (2016-2017 Graduate Catalog, p. 29). If you miss more than 2 classes over the course of the semester, you will receive and automatic grade of “F”. I do not condone “excused absences”. You are either present in class, and receive credit for your presence, or you are not present and you do not receive credit.

[DSU Policy on Class Attendance](http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/)
<http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/>

# **Academic Honesty Policy/Grievance Policy/FERPA**

[DSU Policy on Academic Honesty](http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/): <http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/>

The policies stipulated in the Graduate Bulletin will be strictly enforced. Plagiarism will not be tolerated. If the instructor discovers plagiarism has occurred, the student will, at minimum, receive a grade of 0 for the assignment.

Academic Grievance Policy-Graduate: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/grievance-policy-academic-graduate/>

Family Education Rights and Privacy Act (FERPA): FERPA provides the faculty member the right to discuss issues pertaining to a student’s performance with DSU employees who have a legitimate educational interest. If a faculty member is concerned about a student, the faculty member may submit an alert to the appropriate DSU department. For more information about FERPA, please visit the website:<http://www.deltastate.edu/academic-affairs/registrars-office/forms-and-policies>

# **Etiquette and Civility Online/Netiquette**

Netiquette refers to the guidance and expectations for students communicating online in a group setting. This includes discussion forums, email, and any other form of communication used in this course.

Below is a source with some basic netiquette tips that you may find useful:
<https://elearningindustry.com/10-netiquette-tips-online-discussions>

# **Additional Course-Specific Rules, Policies, Expectations**

Case studies and other examples inherent in this course will approach counseling from a cultural perspective. This course examines many sensitive areas. Because our student population is very diverse, sensitivity to gender/race/ethnicity/disability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

Please turn all cell phones, pagers, and other electronic equipment to silent when you enter class and place them on your desktop, face up. To create a respectful class environment, please refrain from texting, checking messages, etc. In the case of an emergency, please alert the instructor prior to class.

Papers are expected to follow APA format.

# **Course Schedule/Content Outline**

**Tentative Schedule\***

|  |  |  |  |
| --- | --- | --- | --- |
| **Class Dates** | **Topic & Readings** | **Assignments Due** | **Standards**  |
| Week 11/7 | Review Syllabus and class expectationsIn-Class Discussion: The Counselor as a person | Review Syllabus Prior to Class |  |
| Week 21/14 | History and Evolution of CMHC – Chapter 1Class discussion |  | 5.C.1.a., 5.C.2.a,c,k,l.2.F.1.a,b,f,g.,  |
| Week 31/21 | **Martin Luther King Jr. Holiday – No Class Meeting** |  |  |
| Week 41/28 | Legal and Ethical Issues – Chapter 2, ACA Code of EthicsClass discussion and activity: Ethical Decision Making Models | Writing Assignment # 1 due 1/27 at MIDNIGHT | 5.C.2.i,j,k,l., 2.F.1.a,d,f,g |
| Week 52/4 | Advocacy and Social Justice – Chapter 3Class discussion: Who might you advocate for?  |  | 5.C.2.a,c., 5.C.3.e., |
| Week 62/11 | Research Project # 2 – **No Class Meeting** | Writing Assignment # 2 due 2/11 at midnight | 5.C.2.i,k,l.2.F.1.f,g |
| Week 7 2/18 | Continuum of Care – Chapter 4Assessing Client Concerns – Chapter 5In-class Case Study |  | 5.C.1.c,e., 5.C.2.b,c,d,e,g,j., 5.C.3.a,d.,  |
| Week 82/25 | Diagnosis & Treatment Planning – Chapters 6 & 7In-class Case Study |  | 5.C.1.c,e., 5.C.2.b,d,e,f,g,h,l,m.,5.C.3.a,b. |
| Week 93/4 | **Take Mid-term Exam Online - No Class Meeting** | Mid-Term Exam | 5.C.1.a-e, 5.C.2.a-m, 5.C.3.a,b,d,e.,  |
| Week 103/11 | **Spring Break Week – No Class Meeting**  |  |  |
| Week 113/18 | Psychiatry and Psychopharmacology – Chapters 8, 9, and 10Managed Care, Billing, and Documentation Managed Care Application ProcessCrisis Management and Disaster Relief  |  | 5.C.1.c,d., 5.C.2.a,e,f,h,I,j,k,l,m. |
| Week 123/25 | Research Project # 3 – **No Class Meeting** | Writing Assignment # 3 due 3/26 at midnight | 5.C.2.k,l,m.2.F.1.i |
| Week 134/1 | The Importance of Clinical Supervision to Effective Practice – Chapter 11Wellness, Self-care, and Burnout Prevention – Chapter 12 |  | 2.F.1.l,m |
| Week 144/8 | **Woodall Conference Week – No Class** | Research Project # 4 due 4/14Attend Woodall Conference | 5.C.1.b2.F.5.a,j,n |
| Week 154/15 | Using Research to Improve Clinical PracticeApplications of Neuroscience to CHMCChapters 13 & 14 |  | 5.C.d.2.F.8.a |
| Week 164/22 | Emerging Approaches to CMHC – Chapter 15In-Class Presentations | Presentation due BEFORE class | 5.C.1.a,b.2.F.5.a |
| Week 174/29 | **Final Exam Online – No Class Meeting** | Final ExamCourse ReflectionProof of Professional Organization Membership | 5.C.1.a-e,5.C.2.a-m, 5.C.3.a-e. |

Add and Drop deadlines are listed in the Academic Calendar: <http://www.deltastate.edu/academic-affairs/calendar/>

Other important information may be found in the Course Catalog: <http://www.deltastate.edu/academic-affairs/catalog/>

# **Technology**

For assistance using Canvas, you can click the help icon in your course, or refer to the [Canvas Student Guide](https://guides.instructure.com/m/4212). If you experience technical difficulties, or need technical assistance with this course, please contact OIT's 24-hour Help Desk via email at helpdesk@deltastate.edu or by phone at 662-846-4444 or 866-264-1465 (toll free). Please include the course name and your 900# when contacting the Help Desk.

[Link to Canvas](https://deltastate.instructure.com): <https://deltastate.instructure.com>

[Canvas Technical Requirements](https://community.canvaslms.com/docs/DOC-10720): <https://community.canvaslms.com/docs/DOC-10720>

[Canvas Privacy Policy](https://www.canvaslms.com/policies/privacy): <https://www.canvaslms.com/policies/privacy>

[Canvas Accessibility Statement](https://www.canvaslms.com/accessibility): <https://www.canvaslms.com/accessibility>

# **Student Support Services**

## Student Success Center

The Student Success Center provides educational learning services and assistance for all students. Additional information can be found at: <http://www.deltastate.edu/student-success-center/>.

## Roberts-LaForge Library

The Roberts-LaForge Library provides numerous resources and services for students, faculty, and staff. Along with the diverse print collections there are thousands of full-text journals and eBooks available 24/7 through its website. It also houses a computer lab, group study rooms, and individual study spaces. Research assistance is always available and additional material can be ordered from across the country using Interlibrary Loan. Additional information about the Roberts-LaForge Library can be found at: <http://www.deltastate.edu/library/>.

[Writing Resources for Students](http://www.deltastate.edu/library/student-writing-resources/)

* Roberts-LaForge Library: <http://www.deltastate.edu/library/student-writing-resources/>
* <http://www.deltastate.edu/academic-affairs/center-teaching-learning/writing-enhanced-courses/>
* Student Success Center: <http://www.deltastate.edu/student-success-center/academic-support-services-developmental-studies/>
* Writing Center: <http://www.deltastate.edu/artsandsciences/languages-literature/writing-center/>

Services include individual assistance at all stages of the writing process, including: brainstorming, discovering a thesis, organizing and developing and argument, sentence structure, documentation style, and resumes and letters of application.

# **ADA Statement and Disability Services**

Information about [Disability Services](http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/) can be found on the DSU website. <http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/>

For assistance with and to make arrangements for accommodation for disabilities, please contact [Disability Services](http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/), at the O.W. Reilly Student Health Building, 662-846-4690. It is the responsibility of students who have professionally diagnosed disabilities to notify the disability coordinator and present documentation in a timely manner so that necessary and/or appropriate modifications can be made to meet any special learning needs.

Delta State University is committed to a policy of equal employment and educational opportunity. Delta State University does not discriminate on the basis of race, color, religion, national origin, sex, gender identity, sexual orientation, age, disability, or veteran status. This policy extends to all programs and activities supported by the University.

# **Disclaimer**

This syllabus is based on the most recent information about the course content and schedule planned for this course. Its content is subject to revision as needed to adapt to new knowledge or unanticipated events.