



**COUN 5000 Foundations of
Clinical Mental Health
Counseling Section
Fall 2022
Monday– 5:15-8
CAB : TBD**

Phone: 706 880-8272

Email: kveal1@lagrange.edu (This is the best way to contact me.) Office Hours: please email to schedule a virtual appointment via Teams or phone

Course Description

This course is designed to provide an overview of Clinical Mental Health Counseling, including a survey of theoretical foundations, research, diagnostics and practice. Topics also covered include role of the Clinical Mental Health Counselor, outreach to vulnerable client populations, client advocacy, referral practices, and the facilitation of these practices in community mental health agencies and specialized settings. 3 hours (prerequisites: none)

Methods of Instruction

The content of this course will be delivered through assigned readings, seminar discussions, multimedia presentations, case presentations, and small group discussion in asynchronous and synchronous formats.

Program Objectives

[1.e. Utilize various research methods, assessments, and data to improve counseling effectiveness](#)

4. To provide opportunities for students to engage in activities that assist students in engaging in professionalism, self-awareness, and introspection

Course Objectives

Students will demonstrate the following:

- 1) The history and philosophy of the counseling profession and specialty areas (CACREP II.F.1.a.; 5.C.1.a)
- 2) The professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter-organization collaboration and consultation (CACREP II.F.1.b.)
- 3) The role and process of the professional counselor advocating on behalf of the profession (CACREP II.F.1.d)
- 4) Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (CACREP II.F.1.e.; II.F.2.h)
- 5) Professional organizations, including membership benefits, activities, services to members, and current issues (CACREP II.F.1.f)
- 6) Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (CACREP II.F.1.g)
- 7) Current labor market information relevant to opportunities for practice within the

counseling profession (CACREP II.F.1.h)

- 8) Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP II.F.1.i)
- 9) Technology's impact on the counseling profession (CACREP II.F.1.j.)
- 10) Self-care strategies appropriate to the counselor role (CACREP II.F.1.l)
- 11) The role of counseling supervision in the profession (CACREP II.F.1.m)
- 12) Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (CACREP II.F.1.c)
- 13) Strategies for personal and professional self-evaluation and implications for practice (CACREP II.F.1.k)
- 14) evidence-based counseling strategies and techniques for prevention and intervention (Demonstrate techniques and interventions for prevention and treatment of a broad range of mental health issues KPI [\(5.C.3.b.\) Key performance indicator](#))
- 15) The legal and ethical considerations specific to clinical mental health counseling ([\(5.C.2.i.\) Key performance indicator-all items](#))

Textbook:

Watson, J., Schmit, M. (2020). *Introduction to Clinical Mental Health Counseling Contemporary Issues*. Los Angeles, CA: Sage Publications, Inc.

Major Resources:

Publication Manual of the *American Psychological Association*, Seventh Edition (2020). American Psychological Association

Supplementary Resources

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/reference_list_basic_rules.html

Student Expectations

Expectations for this class include the following:

- 1. Be Prepared:** Students are expected to come to class prepared for any discussions or activities that may occur by **reading all assigned material** and by bringing any written or electronic assignments required for class.
- 2. Be Present and On Time:** Students are expected to attend each class, be on time, and remain until the end of class. Notify the professor in advance, if possible, when it is necessary to be absent, to be late, or to leave early. Points may be deducted at the discretion of the professor for absences or tardies. Grades may also naturally suffer when students are not present for class.
- 3. Remember Due Dates:** Students are expected to complete all assignments on time. Points will be deducted for late assignments. Any extenuating circumstances must be discussed with the professor **before** the due date. How these circumstances are handled is solely at the discretion of the professor. Please note: Course assignments are due on the dates specified. ***When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 10% per day, with no assignments accepted more than 1 week past the due date. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments.***
- 4. Submit Electronically:** All written assignments are to be submitted electronically in connect on or before the due date.
- 5. Be Respectful:** Students are expected to be respectful and sensitive to beliefs and ideas that may be different from their own. Our class is representative of the diversity that students experience when working in the field of psychology or in any field or activity outside of the classroom. **One example of that respect is to refrain from having private conversations while others are addressing the class.**
- 6. Be Electronically Respectful:** Students will refrain from using **cell phones or other electronic devices** during class time, **except** in the activity of taking notes. You may be asked to completely refrain from using electronic devices in class **or to leave class** as a result of texting, answering phone calls, browsing social media, or surfing the internet. Please **silence all phones** and keep them **out of sight** during class time; they should be kept in purses, pockets, or book bags.
- 7. APA Style:** All written work must be typed using the formatting style outlined in the manual published by the American Psychological Association (APA). You will need to purchase a

current APA style manual and become familiar with the formatting procedures for font, margins, citations, references, et al. By the middle of the semester, you are expected to be able to create APA formatted documents. Grades on written work prepared outside of class may be reduced as a result of incorrect formatting, grammar, sentence structure, and frequent typos or misspellings. **Please get help** if you are having a difficult time with writing skills.

Digitally Delivered Policies

Students who attend the virtual track must watch all recorded classes within a 7-day period to get full credit for the class. Students understand that information is embedded into the recorded classes and lectures that evaluate student attendance.

All courses are delivered in synchronous and asynchronous formats through assigned readings, online lectures, seminar discussions, multimedia presentations, case presentations, and small group discussion. All asynchronous learning students will be required to either attend the in-class sessions synchronously via Teams or watch the recording of class within 7 days. Students will lose points on participation and may be dropped a letter grade for more than 3 absences from class, or not watching class via Teams in a timely manner. Asynchronous students are required to attend some of the skills-based classes on certain dates

Students are required to have access to technology requirements such as WIFI, a computer, and access to email and the learning management system. Students engaged in digitally delivered synchronous learning are required to plan to be in a suitable learning environment that is free from distractions and noise. Students in the 100% digitally delivered track are required to schedule a monthly meeting with their assigned academic advisor.

Technology Requirements

Counseling students are provided with Microsoft 365 which gives students access to One Drive, Email, Teams, Power Point, and Excel. Students are expected to be able to utilize this technology by keeping an up to date laptop or tablet in order to be successful in the program.

Standard 1.G indicates: "The institution provides technical support to all counselor education program faculty and students to ensure access to information systems for learning, teaching, and research."

- Microsoft Teams training was made available for students
- One Drive Training
- Email Training
- IT SUPPORT (Chastity Hargrett)
- Connect (Support Portal)
- mock counseling sessions.

Proctoring Software is required for all Counseling courses

In this class, LockDown Browser and Respondus Monitor will be used to facilitate the online proctoring of assessments (such as quizzes or exams). Students will be able to download LockDown Browser from a link provided from within our course on Connect and will incur a one-time, \$15.00 fee (payable only by credit card) for the use of Respondus Monitor. This one-time fee will entitle a student to unlimited use of Respondus Monitor for this course and any other on at LaGrange College for the time period of one year.

These pieces of software work only with reliable desktop or laptop computers running Windows or Mac OS as well as modern iPads. Devices used for testing must be equipped with a functional webcam and must have access to a stable, high-speed internet connection. LockDown Browser and Respondus Monitor will not function with smartphones, tablets that are not iPads, or Chromebooks.

If you do not have access to a personal computer that meets these specifications, laptops are available for checkout in Lewis Library. Campus Wi-Fi is robust and will satisfy your internet connectivity requirements.

Students having difficulties with the functionality of these tools should contact IT (support@lagrange.edu, 8049) for assistance.

Assignments

A. Attendance, Participation, and Professionalism (5 points; 4.3% of final grade)

Be prepared to actively participate in class discussions by applying the information learned in reading assignments and lectures. At times, topics will arise which are sensitive for class members. It is expected that ideas will be discussed and debated in a respectful manner. The successful student will be willing to consider different perspectives, to challenge her/his own assumptions, and to respect differing opinions. In addition, students are expected to attend all classes and complete out-of-class assignments in a cooperative manner. Students will receive point deductions for lateness, unreported absences, lack of preparedness, and other behaviors and attitudes not conducive to their own learning and that of classmates. ***Students are only allowed 1 Absence per semester. Points will be deducted for more than one absence.***

Asynchronous Attendance Policy- Students who attend the virtual track must watch all recorded classes within a 7-day period to get full credit for the class. Students understand that information is embedded into the recorded classes and lectures that evaluate student attendance.

All courses are delivered in synchronous and asynchronous formats through assigned readings, online lectures, seminar discussions, multimedia presentations, case presentations, and small group discussion. All asynchronous learning students will be required to either attend the in-class sessions synchronously via Teams or watch the recording of class within 7 days. Students will lose points on participation and may be dropped a letter grade for more than 3 absences from class, or not watching class via Teams in a timely manner. Asynchronous students are required to attend some of the skills-based classes on certain dates

B. Membership in a professional organization (5 points; half of attendance final grade) (Course Objective 4)

All students will establish/join at least one professional organization that promotes the advancement of the counseling profession. An important part of developing and enriching your identity as a professional counselor is by becoming a member of a professional organization in your field. For Clinical Mental Health Counselors this means becoming a member in the American Counseling Association (ACA) or the American Mental Health Counselors Association (AMHCA). *Note: This will be calculated as part of your attendance, participation, and professionalism grade.*

C. Professional Reflection/Discussion Activities (20 points; 8.5% of final grade) (Course Objective 2, 7, 8, & 9)

Students will be required to complete a series of reflection activities. These activities are linked to specific course lectures, discussion and in-class activities and professional readings. Reflections (5) are to be 2- 3 pages double spaced and will focus on the specific prompts provided in class.

Reflections are due the week after the prompts are provided.

- Program Expectation Reflection

- Ethics Reflection: Challenges in Ethical Decision-making
- Self-Care Reflection
- Professional Counseling Roles Reflection

D. Professional Trends and Issues (40 points; 17% of final grade) (Course Objective 1, 2, & 5)

You are asked to select one article from a counseling professional journal that identifies an important topic or issue in the field. This may address multiple issues including: professional development, counseling practice, advocacy, diversity, working with special populations or employment in a counseling specialty. It is important that it be a topic that you are interested in and will be willing to discuss in class. You are asked to develop a **4 page** (double spaced) response paper relating to this article. You are asked to:

- Identify the issue and what you consider to be the most significant aspects of this issue for counselors and/or counselors-in-training.
- Write the paper in APA format
- Discuss any recommendations in the article about how counselors can address or help address this issue.
- Discuss your perspective on this issue as a developing counselor. This may include professional training, future goals, or concerns. Please consider reflecting on what you learned and how this might influence your own develop as a counselor.
- Please include a citation for the article and attach a copy of the article to the assignment.
-

E. Professional Development Project (20 points; 8.5% of final grade) (Course Objective 4 & 7)

Students will be asked to attend one professional development/advocacy activity during the semester. Advocacy and Professional Development activities will be announced and identified in class. These professional development opportunities may be attended in a virtual format. You are asked to write a **4 page** typed (double spaced) overview of the activity including the following:

- Identify the professional development/advocacy activity
- What did you learn or how was the content beneficial?
- How might you integrate or use this information as you develop as a counselor
- Your overall evaluation of the professional development/advocacy activity
- Please find one peer-reviewed journal article to support the topic. The peer reviewed journal article must have been published in the last 5 years.
- Attach any materials that you received from the activity that document your attendance.

F. Professional Identification Project (45 points; 19.1% of final grade) (Course Objective 2, 5, 7, 11, 12 & 13) (5.C.3.b.) key performance indicator. This assignment must be uploaded to your shared One Drive Folder.

The purpose of this project is to assist in the development and identification of one's professional identification. This project addresses these components:

- I. **Professional Disclosure Statement** – Develop your own professional disclosure statement using the examples provided in class
- II. **Professional Development Plan** - Develop a plan that identifies your professional and educational goals for the next five years. This should include:
 - **Professional Timeline:** Consider educational and professional training goals
 - **Counseling Position:** Consider the type of position you want to be in 1 yr. after graduation then 5 yrs. after graduation. Identify the reasons for these career goals.
 - **Professional Identification:** Identify what will be important to you as a counseling professional. This can include your clients/students, roles and responsibilities, and indicators of being successful. Also consider and discuss what you believe will be the greatest challenges for you as a counseling professional.

G. Bibliotherapy Project (25 points; 10.6% of final grade)

The purpose of this project is to increase your awareness about mental health issues. This project will include:

- Selecting a book from the bibliotherapy list (see the list in connect)
- Reading one book from the list over the course of the semester
- Submitting two reflections on your selected book, and being able to lead a discussion of your topic in class at the end of the semester

H. Wellness Plan Project (25 points; 10.6% of final grade) (Course Objectives 6, 7, & 9) **(5.C.2.i.) Note: This is a key performance indicator and must be uploaded to your shared One Drive folder.** Note: this is a Key Performance Indicator Assignment (Standard 2.F.1.I).

The purpose of this assignment is to help you to articulate your own personal approach to wellness and design a plan for how you will maintain that wellness throughout the Program (as well as your career). The domains covered in this assignment include Physical (Physiological), Mental (Psychological), Relational (Social), Spiritual (Belief System), and Professional (Vocational). You will need to identify at least 2 Primary Goals for each of the above domains. You will need to create steps toward achieving each Primary Goal by creating short term, mid-term, and long-term Objectives that tie into the Primary Goal. Whereas goals and objectives can include other people, fulfillment of the goals/objectives should not depend on others' willingness to participate. This assignment should be written like a treatment plan where each goal is well-written and SMART: specific, measurable, achievable, realistic, and bound to time.

I. Final Exam (50 points; 21.3% of final grade) (Course Objective 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 & 13)

Assignment Point Breakdown

Attendance, Participation and Prof. Organization Membership	10 points
Professional Reflection/Discussions	20 points
Professional Trends and Issues	40 points
Professional Development	20 points
Professional Identification Project	45 points
Bibliotherapy Project	25 points
Final Examination	50 points
<u>Wellness Plan Project</u>	<u>25 points</u>
Total Points	235 points

Grading Scale	
A	212-235

B	188-211
C	165-187
D	141-164
F	>141

Please note: Course assignments are due on the dates specified. When assignments are turned in late, without an excused or approved absence, scores for the assignment(s) will be reduced by 10% per day, with no assignments accepted more than 1 week past the due date. Please refer to the Class Policy Statements in the course syllabus for information about excused absences and making up assignments.

The LaGrange College Honor Code

Students are expected to abide by the Honor Code, which is listed below. All assignments are to be completed by the student and in the student's own words. Students who use any source other than the text must give full credit to that source. Direct quotes, even from the text, must be shown within quotation marks and accompanied by the author and page number where the quote can be found. A reference list must be provided at the end of the student's work.

Students are encouraged to study or consult with classmates as they complete daily or weekly class preparation, but they should not share any information in the taking of an exam.

Violations of these policies will be turned over to the Honor Council for further action as specified in the Student Handbook:

As a member of the student body of LaGrange College, I confirm my commitment to the ideals of civility, diversity, service, and excellence. Recognizing the significance of personal integrity in establishing these ideals within our community, I pledge that I will not lie, cheat, steal, nor tolerate these unethical behaviors in others. I pledge that I have neither given nor received unauthorized help on this examination or assignment, nor have I witnessed any violation of the Honor Code.

Accommodation Policy and Procedure

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, LaGrange College will provide reasonable accommodations of all medically documented disabilities. If you have a disability, please contact Brandi Cameron, Coordinator of Learning Disability Support Services at 706-880-8269. She is located in Smith Hall in room 121.

Tentative Semester Schedule of Topics and Assignments

Date			Topic/Chapter	Readings	Assignments Due	CACR EP
Week 1	Aug	22	Overview of Syllabus Chapter 1: Becoming a CMHC: Professional Identity Issues (read (p.2-17)	Chapter 1, Masters Handbook Convocation Live Class		2.F.1.a.
Week 2		29	Chapter 2: The Evolution and History of Clinical Mental Health Counseling Review CMHC and Clinical Experience Handbooks before class	Ch. 2 Master's Handbook Live Class		2.F.1.a., b., c., m.

			on 8/29/22			
Week 3	Sept	5	Labor Day	Off	Off	2.F.1.l;2.F.1.i.
Week 4		12	Chapter 3: Contemporary Theories Chapter 4: Policies, Laws, and regulatory Issues	Ch. 3 Ch. 4 Live Class	Reflection #1 Due: Program Expectations (Due by 11:59 PM on 9/11)	2.F.1.a;2.F.1.m; 2..F.1.j.; 2.F.1.h;2.F.5.g.,h.. 5.C.2.a;
Week 5		19	Chapter 5: Legal and Ethical Issues in a Clinical Setting Chapter 6: Documentation and Record Keeping Ch. 1: Counseling Setting (p.18-25) Review ACA Multicultural/LGBTQ+ Competencies Speaker: Summer Moon to discuss life after graduation and counseling settings	Ch. 5 Ch. 6 ACA Code of Ethics Review Multicultural/LGBTQ+ Competencies assigned article on Connect Live Class		2.F.5.a
Week 6		26	Chapter 7 Managed Care Chapter 10: Behavioral Medicine	Ch. 7 Ch. 8 Online Recorded Lecture	Reflection #2 Due: Ethics (Due by 11:59 PM on 9/25/21) Upload proof of professional organization membership (Due by 11:59 PM on 9/25/21)	2.F.1.a.,f.,,g.,h.,l.,l,m.
Week 7	Oct	3	Chapter 7: Working with Managed Care Chapter 10: Behavioral Medicine Library Training at 5:15 PM in the library classroom and on Teams with Claire Oldfather	Ch. 7 Ch.8 Live Class In Library Classroom		
Week 8	Oct	10	Fall Break	No Class	No Assignments Due	2.F.1.b.,c.,k; 2.C.2.c
Week 8		17	Ch. 11 Psychopharmacology for Nonmedical Mental Health Professional	Ch. 11		Reflection #3 on Self-Care due by 11:59

			Ch. 12 Neuroscience and the Brain: What Mental Health Counselor Need to Know	Ch. 12 Live Class		pm on 10/
Week 9		24	Self-Care PPT and Discussion Chapter 9: Evidence-Based Practice Ch. 13: Traumatology, Bereavement, and Crisis Self Care Discussion	Ch. 9 Ch. 13 Live Class	Professional Trends and Issues Project (Due on 10/23 by 11:59 PM) Self Care Reflection #3 (due on 10/23 by 11:59 PM)	2.F.5.l.,m
Week 10		31	Ch. 14 Clinical Assessment Ch. 15 Specific Populations	Ch. 14 Ch. 15 Online Recordings	Wellness Plan Due Oct 30 by 11:59 PM	2.F.2.c.;5.C.2.j. 5.C.1.c.,e.;5.C.2.d.;5.C.3.a
Week 11	Nov	7	Ch. 14 Clinical Assessment, Diagnosis and Treatment Planning Ch. 15 Specific Populations	Ch. 14 Ch. 15 Live Class		2.F.- 1.d.,e.,k., l.m2.C.3.e.
Week 12		14	Ch. 8 Clinical Supervision Ch. 1 (p.24-25) and PPT Professional Advocacy	Ch. 8 Advocacy PPT Live Class	Bibliotherapy Post Reflection and Discussion Due	
Week 13		21	Thanksgiving	No Class	Relax and Rest	
Week 14		28	Ch. 8 Clinical Supervision Program Review Review for Exam	Ch. 8 Live Class	Reflection #4 Due: Counselor Roles Due (11/27 by 11:59 PM) Professional Development Activity Due (11/27 by 11:59 PM)	2.F.- 1.d.,e.,k., l.,m;2.C.3.e
Week 15	Dec	5	Final Examination	No Class	Final Exam Final Exam (All Chapters) Opens (11/28, closes (12/5) at 11:59 PM Professional Identification Project (Due on 12/4/22 by 11:59 PM)	2.F.- 1.b.,c.,d.,e., k.,l.,m; 2.C.3.e;5.C.1.c.,e.,5.C.2.d., 5.C.3.a.

The professor reserves the right to make changes in this syllabus as is necessary during the semester, especially to the calendar of assignments. Updates will be provided to you either in class or electronically.

Current Course-Related Research

- Barden, S. M., Conley, A. H., & Young, M. E. (2015). Integrating Health and Wellness in Mental Health Counseling: Clinical, Educational, and Policy Implications. *Journal of Mental Health Counseling, 37*(2), 152–163. <https://doi.org/10.17744/mehc.37.2.1868134772854247>
- Bayne, H. B., & Doyle, K. (2019). Licensure Portability Through an Ethical Lens: Considering Multiple Stakeholders. *Journal of Mental Health Counseling, 41*(2), 97–111. <https://doi.org/10.17744/mehc.41.2.01>
- Field, T. A., Ghoston, M. R., Grimes, T. O., Sturm, D. C., Kaur, M., Aninditya, A., & Toomey, M. (2019). Trainee Counselor Development of Social Justice Counseling Competencies. *Journal for Social Action in Counseling & Psychology, 11*(1), 33–50
- Harris, S. E., & Robinson Kurpius, S. E. (2014). Social networking and professional ethics: Client searches, informed consent, and disclosure. *Professional Psychology: Research and Practice, 45*(1), 11–19. <https://doi.org/10.1037/a0033478>
- Hinkle, M. S., Schermer, T. W., & Beasley, K. (2015). Student Theoretical Beliefs at the Beginning and End of a Counseling Theories Course. *Journal of Counselor Practice, 6*(1), 6–21.
- Roush, J. F., Brown, S. L., Jahn, D. R., Mitchell, S. M., Taylor, N. J., Quinnett, P., & Ries, R. (2018). Mental health professionals' suicide risk assessment and management practices: The impact of fear of suicide-related outcomes and comfort working with suicidal individuals. *Crisis: The Journal of Crisis Intervention and Suicide Prevention, 39*(1), 55–64. <https://doi.org/10.1027/0227-5910/a000478>

Foundations in Counseling/Orientation in Counseling
Professional Identification Project Rubric

evidence-based counseling strategies and techniques for prevention and intervention (Demonstrate techniques and interventions for prevention and treatment of a broad range of mental health issues KPI (5.C.3.b.) Key performance indicator

Professional Disclosure Statement	CACREP	Below 5	(5-7 points)	(7-9 points)	15points
	Ethical standards of professional counseling organizations and credentialing bodies, applications of ethical and legal considerations in professional counseling (2.F.1.i) 3 points	Poor-Several areas were missing from the disclosure statement, Did not consult the textbook, or other sources	Average-Some areas were not covered, key items that could expose you to a lawsuit, or cause harm to the client by not knowing, overall not professional	Good-not all areas were covered in the professional disclosure statement. Missing key areas from the disclosure statement	Excellent- All areas of the professional disclosure statement are covered including exclusions to confidentiality, social media, overview of profession, fees, risks, diagnosis, right to complain, legal proceedings
	The role of counseling supervision in the profession (2.F.1.m.) 3 points	Does not include licensure, or supervisory status	Does not include several key areas	Misses one of the key areas of supervision reporting	Student shares professional status, licensure, supervisor status
	evidence-based counseling strategies and techniques for prevention and intervention (Demonstrate techniques and interventions for prevention and treatment of a broad range of mental health issues KPI (5.C.3.b.)	Does not included strategies and techniques for prevention and intervention-theory	Missing several portions of this section	Missing one part of this, not covering this in the informed consent document	Includes evidence-based models and techniques used in counseling
Professional Development Plan	CACREP Standards		Below 7	7-9 points	10 points
Professional Development Plan Overview	Strategies for personal and professional self-evaluation and implications for future practice (2.F.a.k)		Timeline lacked effort and consideration of knowledge gained from the foundations course	Timeline was not comprehensive, goals did not appear to researched	Timeline is very comprehensive with well researched educational and professional goals

	3 points				
Counseling Position	Professional counseling credentials, including certification, licensure (2.F.a.g.), current labor market information relevant to opportunities for practice within the counseling profession (2.F.g.h.) 3 points		Counseling position lacks many details necessary to convey knowledge gained throughout the semester	Counseling position is not highly detailed with a 1 year and 5 year prospectus, goals are not outlined clearly, knowledge is not strongly demonstrated. Labor market was not assessed	Counseling position is highly detailed with a 1 year prospectus, then a 5 year. Several well thought out career goals are included that reflect knowledge gained from the foundations course. Actual jobs are researched, assessed labor market
Professional Identification	Professional counseling organizations including membership, benefits, activities, and services to members (2.F.1.f) 5 points		Professional Identification section lacks many details and is unclear. Lacks complete understanding of knowledge of professional identity, Roles and responsibilities are not covered, lacks multiple details, not well thought out, time was clearly not spent.	Professional Identification is not outlined clearly, or with several details. Lacks understanding of knowledge of professional identity. Fails to identify all roles and responsibilities, lacks details on challenges	Professional Identification is outlined in detail with a clear understanding. Student clearly identifies their knowledge of professional identity in all areas listed, client/student, roles, responsibilities, and how they will know they are successful. The potential challenges are covered in great detail
			Below 7	7-9 points	10 points

Student Wellness Plan Evaluation Rubric (COUN 5000)

The legal and ethical considerations specific to clinical mental health counseling (5.C.2.i.)

Key performance indicator-all items

Elements of Wellness	Above Expectations (Below 25)	Meets Expectations (20-25 points)	Below Expectations (25 points)
Physical/Physiological Goals What will you do to support your physical/physiological well-being? Score: _____	Physical goals were exceptionally well-written, to include their being clear and specific, measurable, achievable, realistic, and bound to time.	Physical goals were somewhat well-written, with minor errors related to clarity, specificity, measurability, achievability, realism, and/or time frame.	Physical goals were poorly-written and had significant errors related to clarity, specificity, measurability, achievability, realism, and/or time frame.
Psychological/Emotional Goals What will you do to support your psychological/emotional well-being? Score: _____	Psychological goals were exceptionally well-written, to include their being clear and specific, measurable, achievable, realistic, and bound to time.	Psychological goals were somewhat well-written, with minor errors related to clarity, specificity, measurability, achievability, realism, and/or time frame.	Psychological goals were poorly-written and had significant errors related to clarity, specificity, measurability, achievability, realism, and/or time frame.
Social/Relational Goals What will you do to support your social/relational well-being? Score: _____	Social goals were exceptionally well-written, to include their being clear and specific, measurable, achievable, realistic, and bound to time.	Social goals were somewhat well-written, with minor errors related to clarity, specificity, measurability, achievability, realism, and/or time frame.	Social goals were poorly-written and had significant errors related to clarity, specificity, measurability, achievability, realism, and/or time frame.
Vocational / Professional Goals What will you do to support your vocational / professional well-being? Score: _____	Vocational/Professional goals were exceptionally well-written, to include their being clear and specific, measurable, achievable, realistic, and bound to time.	Vocational/Professional goals were somewhat well-written, with minor errors related to clarity, specificity, measurability, achievability, realism, and/or time frame.	Vocational/Professional goals were poorly-written and had significant errors related to clarity, specificity, measurability, achievability, realism, and/or time frame.
Spiritual/Belief System Goals What will you do to support your spiritual/belief-system well-being? Score: _____	Spiritual/belief-system goals were exceptionally well-written, to include their being clear and specific, measurable, achievable, realistic, and bound to time.	Spiritual/belief-system goals were somewhat well-written, with minor errors related to clarity, specificity, measurability, achievability, realism, and/or time frame.	Spiritual/belief-system goals were poorly-written and had significant errors related to clarity, specificity, measurability, achievability, realism, and/or time frame.

Student Name: _____

	I have abided by the Code of Academic Integrity on _____	Total Score: _____ / 50 % of Course Grade _____ / 5
	Signature/Date _____	

