



**COUN 5000 Foundations of
Clinical Mental Health
Counseling
Fall 2020
Monday– 5:15-8
CAB : TBD**

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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.

Course Objectives

Students will demonstrate the following:

- 1) The history and philosophy of the counseling profession and specialty areas (CACREP II.F.1.a.; V.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)

Textbook:

Gladding, S., Newsome, D. (2018). *Clinical Mental Health Counseling in Community and Agency Settings*. New York, NY: Pearson.

Major Resources:

Publication Manual of the *American Psychological Association*, Sixth Edition (2009). 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.

Assignments

A. Attendance, Participation, and Professionalism (10 points)

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.***

B. Membership in a professional organization (part of attendance 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 (40 points; 19% 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 Activity and Reflection/ Wellness Plan Wellness Plan (5% of final grade) (Course Objectives 6, 7, & 9) 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 similar to a treatment plan where each goal is well-written and SMART: specific, measurable, achievable, realistic, and bound to time.

- Professional Counseling Roles Reflection

D. Professional Trends and Issues (20 points; 9% 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.

Note: This is a key performance indicator

E. Professional Development Project (20 points; 9% 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.

Note: This is A key performance indicator

F. Professional Identification Project (20 points; 9% of final grade) (Course Objective 1, 2, 5, 7, 11, 12 & 13)

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.

Note: this is a Key Performance Indicator Assignment (Standard CACREP II.F.1)

G. **Mid-Term Exam (50 points; 24% of final grade)** (Course Objective 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 & 13)

H. **Final Exam (50 points; 24% of final grade)** (Course Objective 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 & 13)

Assignment Point Breakdown

Attendance, Participation, and Professionalism	10 points
Professional Reflection/Discussions	40 points
Professional Trends and Issues	20 points
Professional Advocacy and Development	20 points
Professional Identification Project	20 points
Mid-Term	50 points
<u>Final Examination</u>	<u>50 points</u>
Total Points	210 points

Grading Scale	
A	190-210
B	180-189
C	170-179
D	160-169
F	>160

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/ Chapte r	Readings	CACREP
Week 1	Aug	24	Introduction, Overview of Syllabus Chapter 1: History of the Counseling Profession	Chapter 1, Masters Handbook	2.F.1.a.
Week 2		31	Chapter 2: Ethical and Legal Aspects of Counseling Read articles on Connect before class on 8/31* Reflection #1 Due: Program Expectations (Due by 11:59 PM on 8/31)	Ch. 2 Master’s Handbook	2.F.1.a., b., c., m.
Week 3	Sept	7	Chapter 3: A Diverse Society Chapter 4: The Counseling Process Read articles on Connect before class on 9/14* Reflection #2 Due: Ethics (Due by 11:59 PM on 9/7/20)	On-Line Ch. 3 Ch. 4 ACA Code of Ethics Review Multicultural Competencies assigned article on Connect	2.F.1.l;2.F.1.i.
Week 4		14	Review Chapter 3 and 4 Group Activities/Discussion Library Training at 7 pm in class Proof of Membership in a professional organization (bring to class or email)	Ch.3 Ch. 4	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		21	Chapter 5: Client Assessment and Diagnosis Chapter 6: Holistic Approaches to Clinical Mental Health Counseling Read article on connect before class on	On-Line Ch. 5 Ch. 6	2.F.5.a

			9/28*		
Week 6		28	Review Chapter 5 and 6 Group Activities/Discussion Reflection #3 Self-Care and Wellness Plan (Due by 11:59 PM on 9/29/20.)	Ch. 5 Ch. 6	2.F.1.a,f,,g,, h.,l.,l.,m.
Week 7	Oct	5	Chapter 7: Consultation, Advocacy and Evaluation Chapter 8: Dealing with Crises, Disasters, and Suicide Read article on Connect before class on 10/12* Professional Trends and Issues Project (Due on 10/5 by 11:59 PM)	On-Line Ch. 7 Ch. 8	2.F.1.b.,c.,k;2.C.2.c
Week 8		12	Review Chapter 7 and 8 Group Activities/Discussion	Ch. 7 Ch. 8	
Week 9		19	Chapter 9: Working with Groups Chapter 10: Couples and Families Chapter 11: Counseling Children and Adolescents Mid Term Examination (On-Line) opens at 5 pm on 10/19- closes 11:59 PM on 10/22/20. (Due by 11:59 PM on 10/22/20).	On-Line Ch. 9 Ch. 10 Ch. 11	2.F.5.l.,m
Week 10		26	Review 9, 10, and 11 Group Activities/Discussion	Ch. 9 Ch. 11 Ch. 12	2.F.2.c.;5.C.2.j. 5.C.1.c.,e.;5.C.2.d;5.C.3.a.
Week 11	Nov	2	Chapter 12: Counseling Adults Chapter 13: College and Career Counseling Chapter 14: Community Agency, Medical, and Other Settings Professional Identification Project (Due on 11/2/20 by 11:59 PM)	On-Line Ch. 12 Ch. 13 Ch. 14	2.F.-1.d.,e.,k., l.m2.C.3.e.
Week 12		9	Review Chapter 12, 13, and 14 Group Activities and Discussion Review Ch. 15: Employee Assistance, Private Practice	Ch. 12 Ch. 13 Ch. 14	
Week 13		16	Ch. 15: Employee Assistance, Private Practice Reflection #4 Due: Counselor Roles Due (11/16 by 11:59 PM) Professional Development Activity Due (11/16 by 11:59 PM)	On-Line Ch. 15	2.F.-1.d.,e.,k., l.,m;2.C.3.e.

Week 14	16-20	<i>Final Examination (On-Line) opens at 5 pm on 11/16- closes 11:59 PM on 11/20/20. (Due by 11:59 PM on 11/20/20).</i>	<i>On-Line Final Exam</i>	2.F.- 1.b.,c.,d.,e.,k.,l.,m; 2.C.3.e;5.C.1.c.,e.,5.C2.d,5.C.3.a.
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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

Professional Disclosure Statement	CACREP	Below 5	(5-7 points)	(7-9 points)	10 points
	Ethical standards of professional counseling organizations and credentialing bodies, applications of ethical and legal considerations in professional counseling (2.F.1.i)	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.)	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 (2.F.	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 be researched	Timeline is very comprehensive with well researched educational and professional goals
Counseling Position	Professional counseling credentials, including certification, licensure (2.F.a.g.), current labor market information relevant to opportunities for practice within the counseling		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

	profession (2.F.g.h.)				jobs are researched, assessed labor market
Professional Identification	Professional counseling organizations including membership, benefits, activities, and services to members (2.F.1.f)		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

