

**SOUTHEAST MISSOURI STATE UNIVERSITY**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING**

*COURSE SYLLABUS*

Title of Course: **Mental Health Systems and Prevention (3 cr)**

Course No. **CP 641**

*Revised Spring 2020 (2016 CACREP Standard Updates)*

Semester: Spring 2020

Instructor: Melissa Odegard-Koester, Ph.D., LPC, NCC, CCH

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Office Hours: Mondays 1:00-4:00 p.m. or by appointment

Class Room: SC 303

Class Days: Tuesdays the first 8 Weeks (January 21-March 10)

Class Times: 6:00-8:50 p.m. we will also have online discussions, activities and forums scheduled during the first 8 weeks to supplement our face to face time. Website:

<https://learning.semo.edu/>

**I. Catalog Description and Credit Hours of Course:**

An overview of the principles of mental health systems and practice in clinical mental health settings, including: prevention, intervention and service delivery. (3)

**II. Prerequisite(s):**

Graduate Standing and Permission of the Instructor.

**III. Course Integrated in to the Program Requirements**

M.A. Career Counseling	M.A. School Counseling	M.A. Mental Health Counseling	Ed.S. Counseling Education	Psychological Examiner Certificate
		Required		

**IV. Student Learning Outcomes**

A. The student will be able practice a mock intake interview, mental status evaluation, biopsychosocial and mental health history for treatment planning and caseload management. Techniques and interventions for the prevention and treatment of the presenting concerns will also be addressed. This outcome will be measured by the

Treatment Plan and Documentation Assignment (CACREP Standards, 2016: Clinical Mental Health Counseling (CMHC) Specialty Standards 5.c.3.a.b.).

B. The student will be able to increase their knowledge of legislation and government policy relevant to clinical mental health counseling and identify to advocate for persons with mental health issues. This outcome will be measured by the Mindful Counseling Advocacy through Active Campaigning Activity (CACREP Standards, 2016: Clinical Mental Health Counseling (CMHC) Specialty Standards 5.c.2.i. & 3.e.).

C. The student will be able to identify the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network. This outcome will be measured by the Critical Thinking Responses (CACREP Standards, 2016: Clinical Mental Health Counseling (CMHC) Specialty Standards 5.c.2.g.i. & 3.c-d.).

D. Can articulate how the course content was meaningful and described how it can be applied into their work as a Mental Health Counselor (MHC). This outcome will be measured by the Integrated Comprehensive Professional Counseling Portfolio (CPCP) and Key Assessment: Core/Specialty Area Integrated Reflection.

**V. Course as Relates to External Requirements**

CACREP Requirements (2016)	DESE Requirements (2011)	LPC Requirements	NBCC Requirements
Contextual Dimensions and Practice			

**VI. Course as Relates to External Standards**

CACREP Standards (2016)
<p>Clinical Mental Health Counseling (CMHC) Specialty (5.C.) Standards:</p> <p>2. Contextual Dimensions</p> <ul style="list-style-type: none"> <li>f. impact of crisis and trauma on individuals with mental health diagnoses</li> <li>g. impact of biological and neurological mechanisms on mental health</li> <li>i. legislation and government policy relevant to clinical mental health counseling</li> </ul> <p>3. Practice</p> <ul style="list-style-type: none"> <li>a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and</li> </ul>

- 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

### **DESE Standards (2011)**

## **VII. Purposes or Objectives of the Course:**

- A. The students will gain an understanding about the knowledge and develop the skills for the practice of clinical mental health counseling including, but not limited to the following:
  - 1. the client characteristics of individuals served by institutions and agencies offering clinical mental health counseling services, including the effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, chronic illness, developmental transitions, and interpersonal, family, and community violence.
  - 2. the principles of program development and service delivery for a clientele based on assumptions of normal development including prevention, implementation of support groups, peer facilitation training, parent education, career information and counseling, and encouragement of self-help.
  - 3. the effective strategies for promoting client understanding of and access to community resources.
  - 4. the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
  - 5. the effective strategies for client advocacy in public policy and government relations issues.
  - 6. recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

**VIII. Course Content or Outline:****Class Hours**

A.	Review of Development of the Mental Health Movement	3
1.	Historical	
2.	Philosophical	
3.	Societal	
4.	Cultural	
5.	Economic	
6.	Political	
7.	Ethical and Legal	
B.	General Principles of Clinical Mental Health Counseling	15
1.	Intervention	
2.	Consultation	
3.	Education	
4.	Outreach	
5.	Human Services Programs	
6.	Networks	
7.	Public	
8.	Private	
9.	Volunteer	
C.	Counseling in Clinical Mental Health Settings	12
1.	Comprehensive Mental Health Centers	
2.	Community Counseling Center	
3.	Vocational Rehabilitation	
4.	Corrections	
5.	Youth Residential Facilities	
6.	Student Personnel in Higher Education	
7.	Community Planning	
8.	Service Centers	
9.	Youth Services	
10.	Pastoral Counseling	
11.	Crisis Telephone Services	
D.	Current Issues of Clinical Mental Health Counselors	12
1.	Private Practice	
2.	Third Party Reimbursement	
3.	Supervision	
4.	Grant Writing	
5.	Managed Care	
6.	Others	
E.	Special Topics	3
1.	Forensic Counseling	

2. Gerontological Counseling
3. Grief Counseling
4. Expressive Arts Interventions

**IX. Required Textbook(s):**

Johnson, S. L. (2018). *Therapist's guide to clinical intervention, Third Edition: The 1-2-3's of treatment planning (practical resources for the mental health professional)*. San Diego, CA: Academic Press.

Ratts, M. J., Toporek, R. L. and Lewis, J. A. (2010). *ACA Advocacy competencies: A social justice framework for counselors*. Alexandria, VA: American Counseling Association

American Psychological Association (2020). *Publication Manual of the American Psychological Association*. (7<sup>th</sup> ed.). Washington, DC: Author

**X. Expectations of Students:**

- A. The student will actively participate in class.
- B. The student will complete the required readings and assignments.
- C. The student will demonstrate satisfactory performance on examinations.
- D. The student will respond to a variety of skill assessment techniques.
- E. The student will know about and use a variety of technological strategies to enhance learning.
- F. The student will apply legal and ethical standards in counseling.

**XI. Basis for Student Evaluation**

**Course Assignments:**

**Treatment Plan and Documentation Assignment (20% of overall grade):**

Students will be responsible for applying the knowledge about biopsychosocial assessment, treatment planning, and documentation to a specific “client.” You will identify a particular “client” and complete a comprehensive assessment, treatment plan, and one case note based on your knowledge of and interaction with the client. The criteria for each of these sections will be covered in class during our discussion of how to conduct assessment, treatment planning, and documentation. **If using a current client, please be certain to change the name and other identifying information to protect the confidentiality of the person.** If you are not currently working with any clients, please select someone with whom you feel comfortable and ask them to generate a presenting issue and some fictional history and issues. The Treatment Plan and Documentation Assignment is due on **February 18, 2020**. You will be able to upload this assignment to the Moodle course page.

**Critical Thinking Response/Integration (10% of overall grade):** Students will have six questions (approximately two per week: worth 5 points each) that pertain to different topics relating to community/mental health agency counseling. You will be expected to answer these questions and submit them by the following due dates:

**Question 1: due date January 28<sup>th</sup>**

**Question 2: due date February 4<sup>th</sup>**

**Question 3: due date February 11<sup>th</sup>**

**Question 4: due date February 18<sup>th</sup>**

**Question 5: due date February 25<sup>th</sup>**

**Question 6: due date March 3<sup>rd</sup>**

**A forum discussion will be provided for submission of your question and answer.**

**Written Assignment (20% of overall grade):** Students will complete one written assignment that addresses mental health issues/problems/trends that confront mental health counselors. These topics include, but are not limited to: family violence, substance abuse/process addictions, adolescent issues, parenting problems, sexual abuse (adult, adolescent, child). Articles are to be taken from a recent (2010 or later) scholarly journal. Empirical studies, literature reviews, and theoretical articles are all acceptable. The paper will be 4-6 pages in length, excluding title page and reference page. Please use APA format for your title page, body of paper and your reference page and cite appropriately. Plagiarism will result in an automatic failing grade. **Due Date: March 1st. There will be availability to submit your assignment on Moodle.**

**Class/Forum Participation (5% of overall grade):**

Students will be expected to engage in classroom discussion and activities. If you are not present, you will not receive in class participation points. To receive participation credits in class, students will be expected to contribute to classroom discussion through facilitating questions and/or answering questions on multiple occasions throughout the duration of the face to face class times. *These participation points cannot be made up.*

**Mindful Counseling Advocacy through Active Campaigning Activity (15% of final grade):**

Following your thorough review of the literature and the suggested readings for this activity (hand out will be available via Moodle), you will be constructing a letter to your current district representative or state senator. You will construct a letter, no more than two pages, which highlights your concern and how you hope the representative/senator will consider/address this concern.

You will be graded on the following:

1. Accuracy and your ability to be succinct in your letter.
2. Creative suggestions as to why this particular issue should be of concern for the representative/senator (this will require background research on your representative/senator).
3. Citations support for your concern and your recommendations to address the concern.
4. Indication that you actually emailed your letter (usually you receive some type of generalized confirmation email upon sending your letter). You may copy and paste the email to the bottom of your letter when uploading or take a screen shot and submit.

**Class Reflection Paper-Final (10% of overall grade):** Each student is required to write and submit a 2 – 4 page reflection paper on what you learned from this class and how you plan to integrate class material in your work as a professional counselor (school or mental health setting). This paper can include descriptions of assignments that were particularly meaningful to you, key takeaways, and other points of interest as well as your plans to integrate your learning. This assignment also satisfies a requirement of the Integrated Professional Counseling Portfolio and can be uploaded in Moodle.

**Examination (20% of overall grade):** There will be one comprehensive exam, further information will be provided on our Moodle course page.

***Final letter grade:***

91% to 100% -- A

81% to 90% -- B

71% to 80% -- C

0% to 70% -- F

**XII. Methods of instruction**

A combination of:

Classroom lectures and discussions

Classroom experiential exercises

Web-assisted instructions and tests/exams

**XIII. Academic Honesty:**

Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else's work as your own, whether it is intentional or unintentional.
- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct

<http://www.semo.edu/responsibleredhawks/code-of-conduct.html> or the [Faculty Handbook Section \(D\) on Academic Honesty](http://www.semo.edu/facultysenate/handbook/5d.html) <http://www.semo.edu/facultysenate/handbook/5d.html>

#### **XIV. Accessibility:**

Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations.

Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

#### **XV. Civility:**

Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor.

Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at:

<http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and [http://www.semo.edu/pdf/Conduct\\_Faculty\\_Resource\\_Guide.pdf](http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf)

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pagers and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

#### **XVI. Counselor Dispositions**

Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of *competence, reflection and caring*, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See <https://semo.edu/psychology-counseling/accreditation.html> where the current student handbook can be accessed.

#### **XVII. Mandatory Reporting:**

I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.



### XVIII. Student Success:

This course uses SupportNET, Southeast's student success network, to improve communication between students, faculty and staff on campus. You'll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at [supportnet.semo.edu](http://supportnet.semo.edu) to see any academic alerts, ask for help and to access resources to support your success at Southeast.

### XIX. Course Schedule

#### TENTATIVE SCHEDULE

Date	Topic	Readings	Standards Clinical Mental Health Specialty (5.C.)
01.21.20	Introduction & Syllabus Treatment Planning: Goals, Objectives, Interventions <b>Critical Thinking Response 1 Due January 28<sup>th</sup></b>	Johnson: Chapter 1: pgs. 1-49 Ratts, etc.: Chapters 1-3	Overview of standards covered based on syllabi topics and all standards: 2.f.g.i. & 3.a.-e.
01.28.20	Treatment Planning: Goals, Objectives, Interventions <b>Critical Thinking Response 2 Due February 4<sup>th</sup></b>	Johnson: Chapter 1: pgs. 50-130 Ratts, etc. text: pick two chapters from Section II: <i>Advocacy Across Populations</i> to discuss in class. (participation points)	3.d.
02.04.20	Assessing Special Circumstances <b>Critical Thinking Response 3 Due February 11<sup>th</sup></b>	Johnson: Chapter 2: pgs. 131-194 Ratts, etc. text: pick one chapters from Section II: <i>Advocacy Across Settings</i> to discuss in class. (participation points)	2.f.&g.; 3.a.
02.11.20	Assessing Special Circumstances <b>Treatment Planning and Documentation Assignment Due February 18<sup>th</sup> Critical Thinking</b>	Johnson: Chapter 2: pgs. 195-276	2.i.& 3.a.b.

	<b>Response 4 Due February 18<sup>th</sup></b>		
02.18.20	Class Discussion will focus on Professional Advocacy <b>Mindful Counseling Advocacy through Active Campaigning Activity Due February 23<sup>rd</sup></b> <b>Critical Thinking Response 5 Due February 25<sup>th</sup></b>	Chapter 3: pgs. 279-499 Ratts, etc. text: pick two chapters from Section II: <i>Advocacy Across Specialty Areas</i> to discuss in class. (participation points)	2.i.; 3.c.&e.
02.25.20	Skill-Building Resources for Increasing Social Competency <b>Please complete Forum "Stress Review" on Moodle</b>  <b>Written Assignment Due March 1<sup>st</sup></b> <b>Critical Thinking Response 6 Due March 3<sup>rd</sup></b>	Ratts, etc. text: Read Section III: <i>20/20: The Future of the Counseling Profession.</i>	2.f.; 3.d.&e.
03.03.20	Professional Practice Forms, Clinical Forms, Business Forms <b>Class Reflection Paper Due March 8<sup>th</sup></b>	Chapter 4: pgs. 495-604	3.a.-d.
03.10.20	<b>Final Comprehensive Examination</b>		2.f.g.i. & 3.a.-e.

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to the Interim Dean, Dr. Joe Pujol.