

SOUTHEAST MISSOURI STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY AND COUNSELING
COURSE SYLLABUS

Title of Course: **Mental Health Counseling (3 cr)**

Course No. **CP 640**

Revised 2020 (2016 CACREP Standard Updates)

Semester: Fall 2020

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

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

Class Room: SC407

Class Days: September 13-14 and November 1-2 and remaining portion of the course will be online.

Class Times: Fridays 5-10 p.m. and Saturdays 8 a.m.-5 p.m.

Website: <https://learning.semo.edu/login/index.php>

Communication: I work very hard to respond to your inquiries. General rule: during the week I work to respond to emails within 24 hours and weekends within 48 hours. If I am at a conference, workshop, holiday, or taking vacation time there is an exception to this rule. I work hard to be *reasonable* and hope for the same in return.



I. Catalog Description and Credit Hours of Course:

An overview of the role and scope of the mental health counselor, the community counseling agencies, and the counseling service programs. (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 to identify the trends in clinical mental health counseling, continuum of care, referral, and third-party reimbursement. This outcome will be measured by the Integrated Comprehensive Professional Counseling Portfolio (CPCP) and Key Assessment: Managed Care Assignment (CACREP Standards, 2016: Clinical Mental Health Counseling (CMHC) Specialty Standards 5.C.2. a., c. and m.)

B. The student will be able to identify the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. This outcome will be measured by the Mental Health Professional Review Assignment (CACREP Standards, 2016: Clinical Mental Health Counseling (CMHC) Specialty Standards 5.C.1. a., b., j., k., and l.)

C. The student will be able to demonstrate an understanding of the history of mental health counseling and reflect on how they see themselves in their future role as mental health counselors. This outcome will be measured by the Initial Reflection Assignment (CACREP Standards, 2016: Clinical Mental Health Counseling (CMHC) Specialty Standards 5.C.1.a.)

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
Mental Health Foundations and Contextual Dimensions			

VI. Course as Relates to External Standards

CACREP Standards (2016)
<p>Clinical Mental Health Counseling (CMHC) Specialty Standards (5.C):</p> <ol style="list-style-type: none"> 1. Foundations <ol style="list-style-type: none"> 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 e. psychological tests and assessments specific to clinical mental health counseling 2. Contextual Dimensions <ol style="list-style-type: none"> 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 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

DESE Standards (2011)

VII. Purposes or Objectives of the Course:

- A. The students will become knowledgeable about the foundations of clinical mental health counseling issues, including but not limited to:
 - a. identifying the historical, philosophical, societal, cultural, economic, and political dimensions of the mental health movement.
 - b. investigating the roles, functions, and professional identity of clinical mental health counselors.
 - c. demonstrating their knowledge of the structures and operations of professional organizations, training standards, credentialing bodies, and ethical codes pertaining to the practice of clinical mental health counselors.
 - d. examining the implications of professional issues unique to clinical mental health counseling including, but not limited to recognition, reimbursement, and right to practice.
 - e. identifying the implications of socio-cultural, demographic, and lifestyle diversity relevant to clinical mental health counseling.

- B. The students will gain an understanding about the various contextual dimensions of clinical mental health counseling including but not limited to:
 - a. identifying the roles of clinical mental health counselors in a variety of practice settings and the relationships between counselors and other professionals in these settings.
 - b. demonstrating their knowledge of the organizational, fiscal, ethical, and legal dimensions of the institutions and settings in which clinical mental health counselors practice.
 - c. identifying the models and techniques of community needs assessments to design, implement, and evaluate community counseling interventions, programs, and systems.
 - d. describing the general principles of community intervention, consultation, education, and outreach; characteristics of human services programs and networks, public, private, and volunteer, in local communities.
 - e. examining the methods, models, and principles of clinical supervision.

- C. 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:
- a. 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.
 - b. 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.
 - c. the effective strategies for promoting client understanding of and access to community resources.
 - d. the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
 - e. the effective strategies for client advocacy in public policy and government relations issues.
 - f. 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.	Professional Identity and of Counselors	3
	1. Structures and Operations of Professional Organizations	
	a. American Counseling Association (ACA)	
	b. Divisions: e.g., Association of Counselor Educators and Supervisors (ACES)	
	2. Training Standards	
	a. Accreditation	
	3. Licensure	
	a. Right to Practice	
	b. Recognition	

4. Credentialing Bodies
 - a. NBCC
 5. Ethical Standards
 6. Sociocultural, Demographic and Lifestyle Diversity Implications
 7. Professional Development
- C. Roles and Functions of Counselors 6
1. Modalities
 2. Multi-modal Settings
 3. Interdisciplinary Teams
 4. Client Advocacy
 5. Indirect Service
 6. Direct Service
 - a. Intake interviews (e.g., biopsychosocial)
 - b. Mental health history
 - c. Treatment plans
- D. Characteristics of Community Counseling Institutions 3
1. Organization
 2. Administration
 3. Fiscal
 4. Legal
 5. Political
 6. Types of services
 7. Employment requirements
 8. Promotion of services
 9. Ease of access to services
- E. Understanding and Counseling Communities and Services 12
1. Theories and Techniques of Community Needs Assessment
 - a. Design
 - b. Implement
 - c. Evaluate
 2. Inter and Intra Professional Relationships
 3. Client Characteristics
 - a. Socioeconomic status
 - b. Unemployment
 - c. Aging
 - d. Gender
 - e. Culture
 - f. Ethnicity
 - g. Chronic illness
 - h. Developmental transitions
 - i. Interpersonal, family and community violence
 4. Principles of Program Development and Service Delivery
 - a. Developmental Orientation
 - b. Prevention
 - c. Support Groups/Community Support
 - d. Peer Facilitation Training

- e. Parent Education/Familial Support
 - f. Career Information and Counseling
 - g. Encouragement of Self-Help
 - h. Program Evaluation
 - 5. Strategies for Promotion Client Understanding of Access to Resources
 - 6. Strategies for Client Advocacy in Public Policy and Government Relations
- F. General Principles of Clinical Mental Health Counseling 12
- 1. Intervention
 - 2. Consultation
 - 3. Education
 - 4. Outreach
 - 5. Human Services Programs
 - 6. Networks
 - 7. Public
 - 8. Private
 - 9. Volunteer
- G. Counseling in Clinical Mental Health Settings 3
- 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. Crisis Telephone Services
- H. Current Issues of Clinical Mental Health Counselors 3
- 1. Private Practice
 - 2. Third Party Reimbursement
 - 3. Supervision
 - 4. Grant Writing
 - 5. Managed Care
 - 6. Others

IX. Textbook(s):

Required:

Gladding, S. T. & Newsome, D. W. (2018). *Clinical Mental Health Counseling in Community and Agency Settings*. (5th Ed.). New York, NY: Pearson.

Note: Because of the amount of writing assignments required throughout your counselor preparation program, it is strongly recommended that you purchase of the following for your use and reference in every course throughout the program:

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

Additional Readings may be assigned.

X. Expectations of Students:

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

XI. Basis for Student Evaluation

Course Assignments:

Initial Reflection Paper (10% of overall grade):

Students will write a reflection paper on what it means to be a professional mental health counselor. This reflection paper is subjective and is based on your thoughts and ideas on your reasons for choosing this profession while considering the history of the mental health profession and first few chapters as you reflect on your role in the field. This is an opportunity for you to discuss where you see yourself now and where you see yourself in the future. Please keep this reflection paper between 3-4 pages; you do not need to follow any particular format. **You will be able to submit your assignment via Moodle.**

Class/Forum Participation (20% of overall grade):

Students will be expected to engage in classroom discussion and activities. 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. When the class does not meet face to face, there will be topics/articles and related questions that will be posted for open discussion on forum. Students will be expected to contribute thoughtful responses at least once on each topic for discussion.

Advocacy Project Proposal (30% of overall grade):

Students will be expected to participate in a small group that proposes and considers conducting an advocacy project for future implementation in your work as a mental health counselor. This project will be informed by an assessment of community resources as it relates to mental health counseling (please review the literature regarding needs assessments that would be relevant in conducting this project). This will involve an exploration of local assets/resources, activities, gaps, barriers, and emerging needs in relation to mental health services in our community. Based on what is uncovered during the assessment of community resources, students will be expected to frame their project around a concern. Some examples may include: suicide prevention, counselor education, inter-professional relations, intra-professional relations, marketplace recognition, research, and prevention/wellness, evidence-based practice, etc. The small groups will present their proposed advocacy project to the class on **November 2, 2019**. Proposals will also be turned in on **November 4, 2019** as well. You will be given a more detailed outline of the assignment on the Saturday of our first face to face weekend class.

Mental Health Professional Review (10% of overall grade): Students will provide a review of a mental health professional (counselor, psychologist, psychiatrist, clinical social worker, psychiatric nurse, etc.). Sections to be included in the interview are: mission statement of agency/facility where the individual works, agency goals, target population served, staff patterns (who is hired as counselors; what credentials are required and how many on staff), future employment opportunities for counselors, sources of funding, salaries, types of services offered, client demographics (i.e. sex, age, ethnicity), mean number of sessions per client, and how the agency interfaces with other agencies. You will also want to find out how the mental health professional views collaboration between other mental health professionals within the agency and between other agencies in the community. The final section of the paper will consist of your personal reaction to the agency (i.e. would you work there? Why or why not?) Please use appropriate headings addressing the above listed content items. The paper should be 4-6 pages in length, excluding the title page and reference page. Grading will be based on the content, clarity, and thoughtfulness of the paper. **You will be able to submit your assignment via Moodle.**

Class Reflection Paper (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 (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.

Managed Care Assignment Final (20% of overall grade):

Students will conduct interviews at three different mental health agencies related to how the agency secures and maintains funding. The interview will focus on how the agency interacts with managed care companies. The interview will also ascertain how the agency perceives the benefits and challenges related to funding in mental health. Students will then submit a 4--6 page paper in APA style that compares and contrasts the three agencies. The paper will also address the student's personal and professional reactions to the material. The paper will articulate strategies related to advocacy in the mental health field and implications of the findings. You will be able to upload this assignment to Moodle.

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/responsiblredhawks/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](tel: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 to see any academic alerts, ask for help and to access resources to support your success at Southeast.

XIV. Course Schedule

TENTATIVE SCHEDULE

Date	Topic/Assignments	Readings	Standards Clinical Mental Health Specialty (5.C.)
08.19.19	Introduction & Syllabus Introduction Forum online	Review syllabus	Overview of standards covered based on syllabi topics and all standards: 1. a.-c., e.; 2. a.-c., j.-m.
09.13.19	Introduction & Syllabus (any last minute questions) History of and Professional Identity in Clinical Mental Health Counseling Ethical and Legal Aspects of Counseling	Gladding & Newsome: 1-2 Kiselica & Robinson, 2001	1.a.-b.; 2.a.-b. & l.
09.14.19	Clinical Mental Health Counseling in a Diverse Society/Current and Emerging Influences The Counseling Process Assessment and Diagnosis Holistic Approaches (Biopsychosocial Assessments and Treatment Planning and Documentation) Consultation, Advocacy, and Evaluation Advocacy Project	Gladding & Newsome: 3-8 Myers, & Sweeney, 2008; Conflict Test Tool; Cameron & turtle-song, 2002; Nelson, 2002 (Assessment Model)	1.a.-e.; 2. a.-k. & m.
09.15.19	Reflection Paper Due		1.a.
09.16.19	Forum Discussion Topics (will be available online): Couples and Family Counseling Counseling Children and Adolescents Due 9/22/19 at 11:55 PM	Gladding & Newsome: 10-11	2.a.-c.
10.07.19	Forum Discussion Topics (online): Program Development and Service Delivery Co-occurring Mental Health Issues Consultation Due 10/14/18 at 11:55 PM	Restall & Strutt, 2008; Bride, MacMaster & Webb-Robins, 2006; Caplan, Caplin & Erchul, 2002	2.a.-j.
11.01.19	Addressing Crisis, Disasters, and Suicide Working with Groups	Gladding & Newsome: 8-9	2.a.-c.; k. & l.

	Counseling Adults Licensure and Certification Case Studies	& 12 Steigerwald & Forrest, 2004; Garcia et.al., 2003	
11.02.19	College and Career Counseling Specialized Clinical Settings EAP, Private Practice, Managed Care, etc. Advocacy Project Presentations Advocacy Project Proposals Due	Gladding & Newsome: 13- 15	2.a.c.
11.17.19	Mental Health Professional Review Due		1.a., b., j., k., and l.
12.02.19	Class Reflection Paper Due		
12.09.19	Managed Care Assignment Due (Final)		2. a., c. and m.

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 Dr. Pujol, Interim Dean, College of Education, Health, and Human Studies.

