

**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 Fall 2011*

Semester:

Instructor:

Office:

Phone:

E-mail:

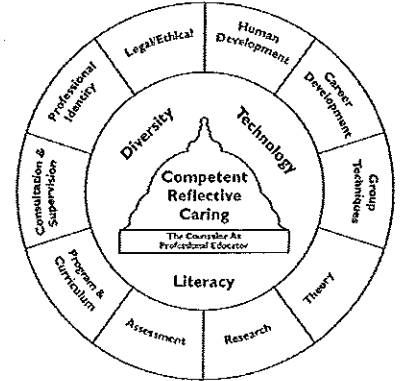
Office Hours:

Class Room:

Class Dates:

Class Times:

Website:



*Note: The Instructor will add the above information each semester.*

**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. Course as Relates to External Requirements**

CACREP Requirements (2009)	DESE Requirements (2006)	LPC Requirements	NBCC Requirements

Mental Health Foundations			
---------------------------	--	--	--

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

<b>CACREP Standards (2009)</b>
<p>CMHC. Counseling Prevention and Intervention – C. Knowledge</p> <ol style="list-style-type: none"> <li>1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.</li> <li>3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).</li> <li>5. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.</li> <li>7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.</li> <li>8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.</li> <li>9. Understands professional issues relevant to the practice of clinical mental health counseling.</li> </ol>
<b>DESE Standards (2006)</b>

**VI. 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.

<b>VII. Course Content or Outline:</b>	<b><u>Class Hours</u></b>
A. Review of Development of the Mental Health Movement <ol style="list-style-type: none"> <li>1. Historical</li> <li>2. Philosophical</li> <li>3. Societal</li> <li>4. Cultural</li> <li>5. Economic</li> <li>6. Political</li> <li>7. Ethical and Legal</li> </ol>	3
B. General Principles of Clinical Mental Health Counseling <ol style="list-style-type: none"> <li>1. Intervention</li> <li>2. Consultation</li> <li>3. Education</li> <li>4. Outreach</li> <li>5. Human Services Programs</li> <li>6. Networks</li> <li>7. Public</li> <li>8. Private</li> <li>9. Volunteer</li> </ol>	15
C. Counseling in Clinical Mental Health Settings <ol style="list-style-type: none"> <li>1. Comprehensive Mental Health Centers</li> <li>2. Community Counseling Center</li> <li>3. Vocational Rehabilitation</li> <li>4. Corrections</li> <li>5. Youth Residential Facilities</li> <li>6. Student Personnel in Higher Education</li> <li>7. Community Planning</li> </ol>	12

- 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

**VIII. Textbook(s):**

Seligman, L. (Current Edition). *Fundamental Skills for Mental Health Professionals*.  
Upper Saddle River, NJ: Pearson

**IX. 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.

**X. Basis for Student Evaluation**

- A. Written examinations (25%)
- B. Written critiques of professional articles (25%)
- C. Presentation (25%)
- D. Graduate quality research paper (25%)

***Final letter grade:***

91% to 100% -- A

81% to 90% -- B

71% to 80% -- C

0% to 70% -- F

*Note: The section "Basis for Student Evaluation" is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. Each instructor will include assignment information and grading procedure in this section in the specific course syllabus handed out at the beginning of each semester.*

## **XI. Methods of instruction**

A combination of:

Classroom lectures and discussions

Classroom experiential exercises

Web-assisted instructions and tests/exams

## **XII. Academic Policy Statement:**

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Students are responsible for upholding the principles of academic honesty as they would any other professional and ethical standard. Refer to: <http://www6.semo.edu/judaffairs/code.html>

*Note: Faculty may add specific sanctions regarding academic dishonesty within the parameters outlined in the University Policy for Academic Honesty.*

## **XIII. Students with Disabilities Statement:**

If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student with a disability in the office of Learning Assistance Programs and Disability Support Services in University Center Room 302 or at 651-2273. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to: <http://www.semo.edu/cs/services/disability.htm>

## **XIV. Civility, Respect and Classroom Etiquette:**

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and

make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view.

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.

#### **XV. 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 Student Handbook.

#### **XVI. Knowledge Base References:**

An online Knowledge Base is maintained on the Program website. See <http://www4.semo.edu/counsel/Program/know-base.htm>

#### **XVII. Course Schedule**

*Note: Course Schedule will be added each semester by the instructor.*

Department Approved: 9/6/2011

College Council Approved:

Graduate Council Approved: