

CHICAGO STATE UNIVERSITY

Department of Psychology ONLINE COURSE

I. Psych 5611.51 Clinical Mental Health Counseling Fall 2009 Three (3) Credit Hours

II. Professor: Jacqueline A. Conley, Ph.D., LCPC
Phone: (773) 995-2317
Office: Harold Washington Hall, Room 225
Email: jconley@csu.edu
Office Hours: Wednesday & Thursday 4:00pm-5:00pm (on-campus)
Online: Monday & Tuesday 10:00am – 11:00am (in Eluminate)
Class: ONLINE

III. Attendance Policy:

Attendance is very important. In order for students to gain a strong understanding and foundation of the course material, they must participate in all the components of the course. Attendance will be counted weekly through login

on blackboard. **Students must login at least twice.** One letter grade drop will be given to students who miss more than 2 weeks of logins over the course semester.

IV. ADA Policy:

The College of Arts and Sciences and the Department of Psychology are strongly committed to taking all reasonable steps to ensure that our students are able to work to their fullest potential. The Abilities Office provides services for all students in attendance at Chicago State University with verified disabilities. Please direct all requests for accommodations due to a disability to the Abilities Office (773) 995-4401. The Office is located in the Student Union Building, Room 198.

V. Course Prerequisite:

Admission to the master's degree program.

VI. Conceptual Framework:

All activities in the College of Education are guided by the belief that we Prepare All Candidates To Succeed, which translates into the PACTS acronym. The PACTS acronym also represents the strands for the College of Education's Conceptual Framework:

- P – Professionalism
- A – Assessment
- C – Content
- T – Technology
- S – Standards

Department Mission

The mission of the Counseling Graduate Program is to produce highly qualified graduates equipped to serve the complex counseling needs in the urban setting with specific emphasis on addressing the needs of urban youth and their families. This mission is generated from the belief that counselors equipped to deal with the more difficult problems in large cities will also be effective in other, less challenging settings.

VII. Course Description:

Addresses the roles, functions, settings, and management of clinical mental health counseling. Introduces relevant models and theories, ethical and legal issues, professional organizations, preparation standards and credentialing, and management of mental health services.

VIII. Method of Instruction:

This course is 100% online. Through lectures, online discussions, readings and assignments students will gain knowledge about issues critical to becoming a clinical mental health counselor. Specific areas that students will gain appreciation and understanding of include: The role of a clinical mental health counselor, ethical and legal issues, advocacy, multicultural competencies/diversity, professional counseling orientation, and current trends/issues.

Use of Technology:

Students are expected to be able to use a computer, access the internet, send and retrieve email, turn in assignments via blackboard, open attachments, and conduct a library search online. The research paper will be submitted through the tunitin antiplagiarism program that is located within blackboard. The course relies completely on blackboard to make announcements, post lecture notes, and assignments. Email messages will be frequently sent to the class and to individual students. As such, it is your responsibility to ensure that you have access to blackboard and your email account as messages will be sent to the account on file with the university. In the event that you have problems with accessing either blackboard or your email account, contact Academic Computing as soon as possible. If you do not utilize your university email account, contact Academic Computing for assistance with having your messages forwarded to the address of your preference.

IX. Program Objectives met in this Course (*italicized*):

1. Students will demonstrate knowledge in the relationship between human growth and development and counseling.
2. Students will demonstrate knowledge in assessment, research, and evaluation.
3. Students will understand the dynamics of the helping relationship and be able to apply this understanding in counseling and group guidance.
4. Students will understand educational and career planning and be able to apply this understanding effectively including in settings with the complex challenges of urban youth, families and communities.
5. *Students will demonstrate a professional orientation and knowledge of professional and ethical issues.*
6. Students will understand how to assess a client, including urban youth, as well as develop and implement an appropriate plan of intervention to use in effectively teaching the client.
7. Students will demonstrate knowledge of social and cultural issues relevant to counseling and be able to apply this knowledge in counseling settings.
8. Students will be prepared for employment as a counselor.
9. Students will demonstrate a high level of knowledge in clinical mental health counseling or school guidance and counseling.

X. Course Objectives and Assessments/Student Outcome Measures

Objectives	Measures of Objectives	Standards CACREP = Council for Accreditation of Counseling and Related Educational Programs SC – School CMH – Clinical Mental Health
a. history and philosophy of the clinical mental health counseling profession	Reading, exams	CACREP = 1a CMH = A1
b. professional roles, functions of clinical mental health counselor, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications	Reading, discussions, assignments, exams	CACREP = 1b CMH = A3
c. clinical mental health counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event	Reading, discussions, exams	CACREP = 1c CMH = A10
d. self-care strategies appropriate to the clinical mental health counselor role	Reading, assignments, exams	CACREP = 1d
e. counseling supervision models, practices,	Reading,	CACREP = 1e

and processes	discussions, exams	
f. clinical mental health counseling professional organizations, including membership benefits, activities, services to members, and current professional issues	Reading, discussions, assignments, exams	CACREP = 1f CMH = A7, C9
g. professional credentialing of clinical mental health counselors, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	Reading, exams	CACREP= 1g CMH = A4
h. the role and process of the professional clinical mental health counselor advocating on behalf of the profession	Reading, discussions, assignments, exams	CACREP = 1h CMH = C1
i. advocacy processes needed to address public mental health policy, financing, regulatory processes, as well as institutional and social barriers that impede access, equity, and success for clients	Reading, discussions, exams	CACREP = 1i CMH = B2, D4, E4, E6
j. ethical standards of clinical mental health professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Reading, discussions, assignments, exams	CACREP = 1j CMH = A2
k. multicultural/pluralistic trends and theories of multicultural counseling, identity development and social justice	Reading, discussions, assignments, exams	CACREP = 2a, 2c
l. principles of mental health including education as well as wellness and prevention as counseling goals	Reading, discussions, assignments, exams	CACREP = 5a CMH = C1, D3
m. consultation practice	Reading, discussions, assignments, exams	CACREP = 5f CMH = C1
n. importance and application of research (including needs assessment and program evaluation) in the counseling profession	Reading, discussions, assignments, exams	CACREP = 8a, 8d
o. models, methods, range, and principles of referral, program development and service delivery as well as the management of mental health services	Reading, discussions, assignments, exams	CMH = A8,C3, C5, F1

Professional Standard Sets

National Council for Accreditation of Teacher Education (NCATE) <<http://www.ncate.org>>

Illinois State Board of Education Content Area Standards
<<http://www.isbe.state.il.us/profprep/standards.htm>>

Council for Accreditation for Counseling and Related Educational Programs (CACREP)
<<http://www.cacrep.org>>

XI. Grading Policy and Evaluation Criteria:

The overall grade for the course is determined by the following criteria:

Grading Scale:

1.	Attendance	10 points	A = 100%-90%
2.	Individual Paper	50 points	B = 89%-80%
3.	Exams (2 x 100 points)	200 points	C = 79%-70%
4.	Group Activities (2x50pts)	100 points	D= 69%-60%
5.	Journal (4x10pts)	40 points	F = 59% and below
6.	Discussion Board (7x10pts)	70 points	WP = withdraw passing
7.	Individual Activity	50 points	WF = withdraw failing
Total		520 points	

LATE WORK (WHEN ACCEPTED) WILL RESULT IN GRADE REDUCTIONS. Assignments turned in late or not complying with directions (including use of APA style) will receive grades that reflect this non-compliance. Students should expect letter grade reduction for non-compliance with established requirements of the course. Problems should be discussed with the professor prior to handing in assignments. Work will not be accepted after 5 days week of the given due date, including weekends and a drop in one letter grade will be given for the assignment. The late work policy only applies to assignments missed because of medical emergencies.

Paper:

Students are required to write a paper on “My Philosophy of Counseling.” In this paper you are required to address some of your basic beliefs about how you view counseling: the purpose of clinical mental health counseling, your role as a helper, what you would expect of your clients. Write about your why you are interested in the helping professions. What kind of work would you like to do? What would you most hope to learn from this class? Address some of your life experiences (and perhaps personality characteristics) that will assist you in becoming an effective counselor. The paper must be two typed, double-spaced pages and saved in **RTF format**. Submit the paper via digital dropbox which is under the TOOL link. **The paper is worth 50 points. Due date October 4, 2008 by 10:00pm.**

<http://www.apastyle.org/learn/tutorials/brief-guide.aspx>

Journals:

Students are required to complete 4 online journals. Journals are due on Saturday by 8:00pm during the week of the learning unit opens. The journals are located in specific chapters. **Each journal entry is worth 10 pts.**

Discussions:

There are 7 discussion board assignments that you must complete. The discussion boards will post on Mondays in the respective chapters. Students' initial response must be posted on Fridays by 8:00pm. Also, students must reply to 2 classmates' initial respond and provide critical feedback to their response. The replies must be posted that Sunday by 5:00pm. **Each discussion is worth 8pts and the replies are worth 1 pt each. The entire discussion is worth 10pts.**

Examinations & Quizzes:

There are **2 online exams worth 100 points each.** The exams will consist of multiple choice, short answer and essay questions. There are no make-up exams, except in the case of verifiable medical emergencies. Please be sure that you are using a computer that has an internet connection of dsl or cable. If you are using dial-up be cautious as you might get disconnected. In most chapters there is a link to take practice quizzes. The **quizzes are not worth points** they are for self-assessment. I recommend that you take them in order for preparation for the exams.

Group Activity:

Students are required to complete 2 group activities. Students are assigned to a group within blackboard. Within the group, students have access to group email, group file exchange, group discussion board. Thus group members should be able to communicate and complete activities online. **Each activity is worth 50 points each.**

Individual Activity:

Students are required to complete 1 individual activity. **The activity is worth 50 pts.**

The weekly chapters will open as learning units which include all the assignments unless otherwise specified. Each learning unit will open up on Mondays at 12:00am and close on Fridays at 11:55pm.

ASSIGNMENTS DUE DATES:

Individual Activity (Self Assessment) 9/14 by 10:00pm

Paper: Oct. 4 by 10:00pm

Group Assignment 1: 10/21 by 10:00pm

Group Assignment 2: 11/23 by 10:00pm

Midterm Exam: 10/6-10/8 available from 6:00am -10:00pm

Final Exam: 12/1-12/3 available from 6:00am -10:00pm

Course Evaluation: 12/8-12/10 by 10:00pm

The following assignments are associated with the following chapters and instructions are in that learning unit:

Discussion Boards: In Introduction week and Chapters 1, 4, 6, 7, 9, & 11

Journals: In the Introduction week and Chapters: 8, 12, & 13

XII. Required Texts:

Corey, G., & Corey, M. (2007). *Becoming a Helper. 5th Ed.* NY: Thomson Learning.

You must order your book online at www.ichapters.com. The ISBN10 is 0-534-61452-3.

Gladding, S. T., & Newsome, D.W. (2009). *Clinical mental health counseling in community and agency settings, 3rd Ed.* Upper Saddle River, NJ: Merrill/Pearson.

XIII. Required reading: Selected readings from articles made available by the instructor. **Additional readings will be assigned.**

XIV. Bibliography:

American Psychological Association. (2009). *Publication Manual for the American Psychological Association*, 6th Ed. DC: APA Press.

Aponte, J.F. & Wohl, J. (2000). *Psychological intervention and Cultural Diversity*. Boston, MA; Allyn and Bacon.

Castillo, L. G., Brossart, D. F., Reyes, C. J., Conoley, C. W., & Phoummarath, M.J. (2007). The influence of multicultural training and perceived multicultural counseling competencies and implicit racial prejudice. *Journal of Multicultural Counseling and Development*, 35, 4, 243-254.

Colangelo, J. J. (2009). The American Mental Health Counselors Association: Reflection on 30 historic years. *Journal of Counseling and Development*, 87, (2), 234-240.

Comas-Diaz, L., & Greene, B. (1994). *Women of color: Integrating ethnic & gender identities in psychotherapy*. Guilford Publications.

Davis, L. (1998). *Working with African-American Males*. CA: Sage Publication.

Gladding, S. (2004). *Counseling: A comprehensive profession*. Upper Saddle River, NJ. Pearson/Merril Prentice Hall.

Huber, C.H., & Savage, T.A. (2009). *Promoting research as a core value in master's-level counselor education*. *Counselor Education & Supervision*, 48, (3), 167-178.

Hays, D. G. (2008). Assessing multicultural competence in counselor trainees: A review of instrumentation and future directions. *Journal of Counseling and Development*, 86, (1), 95-101.

Kettner, P., Moroney, R., & Martin, L. (1999). *Designing and managing programs: An effectiveness-based approach*. CA: Sage Publications.

Lambie, G. W., Sias, S. M., Davis, K.M., Lawson, G., & Akos, P. (2008). A scholarly writing resource for counselor educators and their students. *Journal of Counseling and Development*, 86, (1), 18 - 25.

MacCluskie, K.C. & Ingersoll, R.E. (2001). *Becoming a 21st century agency counselor: Personal and professional explorations*. CA: Brooks/Cole.

Martz, E. (2001). Expressing counselor empathy through the use of possible selves. *Journal of Employment Counseling*, 38, 128-133.

Roscoe, L. J. (2009). Wellness: A review of theory and measurement for counselors. *Journal of Counseling and Development*, 87, (2), 216-226.

Utsey, S.O., Bolden, M.A., & Brown, A.L. (2001). Visions of revolution from the spirit of Frantz Fanon: A psychology of liberation for counseling African Americans confronting societal racism and oppression. In

Ponterotto, J.G., Casas, J.M. Suzuki, L.A., Alexander, C.M. (Eds.). *Handbook of multicultural counseling* (2nd). (pp. 311-336). Thousand Oaks, CA: Sage.

XV. Course Calendar

Dates	Readings	Chapters Corey; Gladding
8/25	Introduction and overview of the course, overview of profession,	
9/1	Part I – Historical Overview of the Counseling Professional Chap 1 Historical Overview History, philosophy, trends in clinical mental health and other types of counseling	1
9/8	<u>Chap 1 Is the Helping Profession for You</u> Chap 2 Professional Identity Professional roles, organizations, preparation standards, and credentials of clinical mental health and other types of counseling Benefits, activities and services to membership Effects of public policy on above How to advocate for your profession ACA www.counseling.org AMHCA http://www.amhca.org/	<u>1</u> <u>2</u>
9/15	<u>Chap 4 Concerns about Being a Helper</u> Chap 5 Current and Emerging Influences Operation of an emergency management system within agencies and community and counselors' role on interdisciplinary team during traumatic events Professional issues related to clinical mental health counseling including expert witness, core provider status, practice privileges and managed care Importance of research in advancing the counseling professional Use of needs assessment and program evaluation to effect program modifications	<u>4</u> <u>5</u>
9/22	<u>Chaps 3 & 8 Know Thyself & Knowing Your Values</u> Part II – Roles and Functions of Clinical Mental Health Counselors Chap 6 The Counseling Process Models, methods, principles of service delivery including support groups, peer facilitation training, parent education, self-help Understanding and practicing consultation Understanding supervision	<u>3 & 8</u> <u>6</u>
9/29	<u>Chap 9 & 10 Stress & Burnout</u> Self-care strategies <u>Chap 13 Ethical & Legal Issues & Boundary Issues</u> Chap 3 Ethical and Legal Considerations related to clinical mental health and other counseling ACA Code of Ethics http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx AMHCA Code of Ethics http://www.amhca.org/code/	<u>9, 10, & 13</u> <u>3</u>
10/6	Midterm exam	
10/13	<u>Chap 6 Helping Process</u> Chap 7 Clinical Assessment and Diagnosis DSMIV & the Counselor Culturally appropriate diagnosis	<u>6</u> <u>7</u>

10/20	Chap 8 Essential Counseling Services: Crisis Intervention, Prevention, Advocacy, and Evaluation Principles of mental health: prevention, intervention, consultation, education, advocacy Promoting wellness using the above Crisis Intervention & Suicide Awareness	8
10/27	<u>Chap 7 Understanding Diversity</u> Chap 4 Clinical Mental Health Counseling in a Diverse Society Multicultural and pluralistic trends: nationally and internationally Operation of programs/networks promoting mental health in multicultural society Application of multicultural competencies Strategies and processes to support client advocacy, influence public policy & government relations to enhance equity, increase funding and promote programs Advocacy and public policies that affect quality and access of services	<u>7</u> 4
11/3	<u>Chap 12 Working with Groups</u> Part III – Working with Specific Populations Chap 9 Working with Groups Support groups, parent education	<u>12</u> 9
11/10	Chap 10 Marriage, Family, and Couples Counseling	10
11/17	Chap 11 Counseling Adults Chap. 12 Counseling Children and Adolescents	11 12
11/24	<u>Chap 11 Working in the Community</u> Chap 13 Community Agencies, Medical Settings, and Other Specialized Clinical Settings Range of mental health service delivery (e.g., inpatient, partial treatment) and clinical mental health counseling services network Management of mental health services and programs, administration, finance, and accountability How to improve service delivery opportunities through public policy, client advocacy, financing, and regulatory processes and client understanding and access Interdisciplinary teams and relationships between counselors and other professionals Interagency/interorganization collaboration and communication Community referral resources Chap 14 Career Counseling, Employee Assistance Programs, and Private Practice Professional issues including expert witness, core provider status, practice privileges and managed care	<u>11</u> 13 & 14
12/1	Final Exam	
12/8	Complete online course evaluation	

Educational Policies: Classroom expectations and procedures will be governed by the policies of Chicago State University.

Disclaimer:

Information in this syllabus was, to the best knowledge of the instructor, considered correct and complete when distributed for use at the beginning of the semester. However, this syllabus should not be considered a contract between Chicago State University and any student. The instructor reserves the right, acting within the policies and procedures of CSU, to make changes in course content or instructional technique without notice or obligation.

ADA Policy:

The College of Arts and Sciences and the Department of Psychology are strongly committed to taking steps to ensure that students are able to work to their fullest ability. The Abilities Office provides services for students with verified disabilities. Services may be requested at anytime but are not retroactive. If services are required please contact the Abilities Office at 773-995-4410 or SUB, room 190.

Academic Integrity:Plagiarism and Academic Misconduct

Academic misconduct includes but is not limited to cheating, encouraging academic dishonesty, fabrication, plagiarism, bribes, favors, threats, grade tampering, non-original work, and examination by proxy. Procedures regarding academic misconduct are delineated in "Student Policies and Procedures", article X, section 2. If an incident of academic misconduct occurs, the instructor has the option to notify the student in writing and adjust grades downward, award a failing grade for the semester, or seek further sanctions against the student.

Examples of Plagiarism:

1. Handing in an assignment written by someone else and claiming the work as your own.
2. Handing in an assignment that contains paraphrases ideas form another source, published or unpublished, without documenting the source.
3. Handing in an assignment that contains sections, paragraphs, sentences that someone else has written without documenting the source.

Please refer to the APA Publication Manual (5th ed.) for correct referencing.

Unattended Children

Although this is an online class, when you visit campus unattended children are not allowed in Harold Washington Hall and other campus buildings. Please consider leaving your child at the CSU Child Care Center (x2556) where they will be safe while you are in class.

Respect & Optimal Learning:

In order to successfully get through the semester and achieve the maximum learning, I have several requests. Thoroughly read the syllabus and announcement placed on blackboard. Read and complete all the assignments on time. Participate in the blackboard discussions, and take all exams.

Maintaining confidentiality:

In addition to the policies described above, this course, like other courses in the Counseling Program, requires that the students maintain absolute confidentiality regarding all personal material revealed in class. Any breach of confidentiality will be considered a serious ethical and academic violation.