



## ONLINE COURSE

### COUN 5611.51 Clinical Mental Health Counseling Three (3) Credit Hours

**Professor:** Dr. Shirlyn Garrett, Ed.D., NCC, LCPC  
**Phone:** (773) 320-9592 (please text and I will respond ASAP)  
**Office:** Harold Washington Hall, Room 301-B  
**Email:** sgarre20@csu.edu  
**Office Hours:** Monday 4-6pm-WEDNESDAY, FRIDAY 4-5pm; please text to make other appointments  
**Class:** ONLINE

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#### Required Texts:

Corey, G., & Corey, M. (2016). *Becoming a Helper. 7th Ed.* NY: Thomson Learning.  
The ISBN10 is 0-534-61452-3.

Gladding, S. T., & Newsome, D.W. (2018). *Clinical mental health counseling in community and agency settings, 5th Ed.* Upper Saddle River, NJ: Merrill/Pearson.

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

#### 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 Moodle. **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.

#### Statement from Abilities Office:

Students with a disability who require reasonable accommodations to fully participate in this course should notify the instructor within the first two weeks of the semester. Such students must be registered with the Abilities Office which is located in the Cordell Reed Student Union Building, Room 198. The telephone Number is 773.995.4401. Accommodations may be requested at any time, but they are not retroactive.

#### Course Prerequisite:

Admission to the master's degree program.

**Course Description:**

This course is 100% online. Through 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 Moodle, open attachments, and conduct a library search online. The papers will be submitted through the turnitin antiplagiarism program that is located within moodle. The course relies completely on Moodle 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 Moodle 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 Moodle 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.

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

1. Integrate knowledge of human growth and development into the diagnostic and counseling process.
2. Appropriately use counseling assessment, research, and evaluation protocols.
3. Use the analysis of the dynamics of the helping relationship in the counseling process.
4. Prepare and utilize effective educational and career planning in school/clinical mental health counseling settings, including settings with the complex challenges of urban youth, families and communities.
5. *Effectively respond to professional and ethical issues.*
6. Implement an appropriate plan of intervention to use in effectively teaching and counseling clients, including urban youth.
7. Appropriately respond to social and cultural issues in school/clinical mental health counseling settings.
8. Integrate counseling knowledge and skills into effective performance as a school/clinical mental health counselor.
9. Effectively coordinate services with other professionals in the school/clinical mental health counseling setting.

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**Course Objectives and Assessments/Student Outcome Measures**

<b>Objectives- To know:</b>	<b>Measures of Objectives</b>	<b>Standards CACREP = Council for Accreditation of Counseling and Related Educational Programs SC – School CMH – Clinical Mental Health</b>
a. history and philosophy of the counseling profession and its specialties, including the clinical mental health counseling profession	Exams, discussion board grading rubric	CACREP = 1a CMH = 1a
b. multiple professional roles and settings, functions of counselors across specialty areas, including clinical mental health counselor, and relationships with human service and integrated behavioral health care systems, including strategies for interagency/interorganization collaboration and consultation	Exams, discussion board grading rubric, paper grading rubric, interview	CACREP = 1b CMH = 2a
c. Professional counselors' and clinical mental health counselors' roles and responsibilities as members of an interdisciplinary community outreach and emergency management response teams	Exams, discussion board grading rubric	CACREP = 1c CMH =
d. self-care strategies appropriate to the clinical mental health counselor role	Exams, discussion board grading rubric	CACREP = 1l
e. role of counseling supervision in the profession	Exams, discussion board grading rubric	CACREP = 1m
f. clinical mental health counseling and all other professional counseling organizations, including membership benefits, activities, services to members, and current professional issues	Exams, discussion board grading rubric	CACREP = 1f CMH = 2k
g. professional credentialing of clinical mental health counselors and all other professional counselors, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	Exams, discussion board grading rubric	CACREP= 1g CMH = 2k
h. the role and process of the professional clinical mental health counselor	Exams, discussion	CACREP = 1d CMH =3e

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advocating on behalf of the profession	board grading rubric	
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 and persons with mental health issues	Exams, discussion board grading rubric	CACREP = 1e CMH = 3e
j. ethical standards of clinical mental health professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Exams, discussion board grading rubric	CACREP = 1i CMH = 2l
k. cultural factors such as multicultural/pluralistic trends and theories of multicultural counseling, identity development and social justice relevant to clinical mental health counseling	Exams, discussion board grading rubric, project	CACREP = 2a, 2c CMH = 2j
l. principles of mental health including education as well as wellness and prevention as counseling goals	Exams, discussion board grading rubric	CACREP = 5a CMH = 3b
m. <a href="#">theories, models, and strategies for understanding and practicing consultation</a>	Exams, discussion board grading rubric	CACREP = 5c
n. importance and application of research (including needs assessment and program evaluation) in the counseling profession	Exams, discussion board grading rubric	CACREP = 8a, 8d
o. 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	Exams, discussion board grading rubric, agency visit	CMH = 1c
p. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Exams, discussion board grading rubric	CMH = 1c
q. psychological tests and assessments specific to clinical mental health counseling	Exams, discussion board grading rubric	CMH = 1e

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r. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	Exams, discussion board grading rubric	CMH = 2m
s. strategies for interfacing with the legal system regarding court-referred clients	Exams, discussion board grading rubric	CMH = 3c
t. current labor market information relevant to opportunities for practice within the counseling profession	Exams, discussion board grading rubric	CACREP = 1h
u. <b>technology's impact on the counseling profession</b>	Exams, discussion board grading rubric	CACREP = 1j, 5e
v. strategies to promote client understanding of and access to a variety of community-based resources	Exams, discussion board grading rubric, agency visit	CACREP = 5k
w. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	Exams, discussion board grading rubric	CACREP = 8a
x. legislation and government policy relevant to clinical mental health counseling	Exams, discussion board grading rubric	CMH = 2i

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**Professional Standard Sets**

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

**Grading Scale:**

1. Opening Paper <i>(My Philosophy of Counseling)</i>	50 points
2. Agency Visit	30 points
3. Interview .....	30 points
4. Advocacy Project .....	30 points
5. Mental Health Issue Assignment .....	75 points
6. Midterm Exam	100 points
7. Quizzes (within Moodle)	100 points
8. Discussion Board (17x10 pts)	170 points
9. Final Exam	100 points
<b>Total</b>	<b>685 points</b>

A = 100%-90%

B = 89%-80%

C = 79%-70%

D= 69%-60%

F = 59% and below

WP = withdraw passing

WF = withdraw failing

## ASSIGNMENTS

### Opening 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 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 typed, double-spaced pages. Submit the paper via SGARRE20@CSU.EDU. **The paper is worth 100 points, due date February 3, 2018 by midnight (CST).**

### Agency Visit:

You are required to select two mental health agencies that provide counseling services in the community, contact the agency, and schedule a meeting with someone on staff who can inform you of the types of services provided by their agency. Please plan on visiting the agency in person in order to conduct the interview. You will then prepare a report to the class, of no longer than 15 minutes, as to what you found. Sections to be included in your report are: description of the agency, location, mission statement, agency goals, target population, staff patterns (who are hired as counselors; what is their credentials 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 may use the attached “Suggestions for Agency Interview” sheet. Your report must be turned in with a final section which will consist of your personal reaction to the agency (i.e. would you work there? Why or why not?) . The paper should conform to APA format standards. Please use appropriate headings. Each report should be 4-6 pages long, not counting the title and reference page. The entire project is worth 60 points. Grading will be based on the content, clarity, and thoughtfulness of both the presentation and the paper, as well as adherence to APA format. **Due Date: November 17, 2018.**

### Interview of Counseling Professionals.

Students will interview in person (face-to-face) one mental health professional about their professional role and important issues within the field. The professional must have received his/her training and graduate education as counselors in a program hopefully similar to the Clinical Mental Health Counseling program. If you have any doubt about the training of the individual you plan to interview, please ask him/her about his/her training PRIOR to your interview or contact me to verify that he/she is appropriate for this assignment. Also, you may not interview a family member or close friend for this assignment. Any deviation from using the appropriate professional will result in a loss of 10 points for the assignment.

After conducting the interview, you are to write a reaction paper to the interview, indicating the issues that were of particular interest to you about the counseling profession, the training, the role of the counselor, the environment in which a counselor works in, the responsibilities given to the counselor, and the current issues within the field that affect a counselors role/career/job.

**Please remember this is a reaction paper to the interview.** The paper should reflect your awareness of the profession and role as a counselor as opposed to a summary of the interview. Do not offer a summary of the interview but your **REACTION** to it. I am looking for your “inner dialogue” of the interview. When you discuss the interview, do so in context of your reaction to the responses. A running account of what was said is not important though it is important to include the items in the “Interview Guideline Questions” sheet attached to this syllabus. Your paper should be 6-8 pages in length. The paper is worth **30 points**. Grading will be based on the content, clarity, and thoughtfulness of the paper, as well as adherence to APA format. See

Due Date: **October 28, 2018**. **A drop box will be provided for submission of your interview paper on Moodle.**

### **Advocacy Project.**

As counselors and agents of social change, we impact the community and the profession in variety of ways. Our voices and knowledge create change for our profession and for our clients. Two avenues to effect such change include contacting legislative bodies that create laws that effect our profession and clients and/or researching human services for our clients and ourselves. Both opportunities involve education and advocacy . You are to write a letter or email related to legislative action. You will need to explore the ACA and state counseling association websites to become aware of the need for various legislative actions. Examples include legislative actions that provide reimbursement for counselors’ services, that promote counselors’ rights to practice within the limits of their training, that advocate for services for students in schools etc.

To create a thoughtful and well-informed letter/email, you will need to engage in your own research on the subject and include that information in your letter/email with correct referencing of resources (you must cite at least two professional references of research in the body of your letter and include a references page). You may not use a standard letter that an organization has prepared. This letter/email must be in your own Words. Make sure to address what you learned about the role of advocate, what you learned about yourself as an advocate, and as a result of this project, what role advocacy will have in the future. The project is worth 30 points. Grading will be based on content, clarity, creativity of presentation, ownership, and enthusiasm for the project. **Due date: September 20, 2018**

### **Mental Health Issue Assignment.**

Students will complete a written assignment that addresses mental health issues/problems/trends that confront Clinical Mental Health Counselors. These topics include, but are not limited to:

life as a counselor, family violence, substance abuse,  
adolescent issues, advocacy issues, crisis intervention issues, consultation issues,  
professional. identity, parenting problems, sexual abuse (adult, adolescent, child).

You will pick a topic of interest to you, and explore what contributes to the problem, common treatments/interventions used, and types of training available to prepare oneself to better deal with such a presenting problem. Assessments used to clarify intensity or severity would also be good to include in your paper if available. Referenced articles are to be taken from a recent (2006 or later) scholarly journal. The paper should be 5-7 pages in length, using Times New Roman, size 12 font. Use of APA format is expected for your title page, body of paper, and your reference page. Publication of the article and/or making a presentation on the topic in a professional venue is the goal. I am willing to help each of you accomplish this goal. Plagiarism will result in an automatic failing grade. See attached grading rubric for this assignment. **Due November 30, 2018 Please email to sgarre20@csu.edu**



## Final Paper

### THE COMMUNITY MENTAL HEALTH (CMH) SYSTEM'S PAPER

The purpose of the CMH systems paper is to give students the opportunity of investigating the organizational structure and dynamics of an actual Community Mental Health Center. The formal paper will be emailed to the instructor by midnight, CST **November 17, 2018 This paper should answer all of the following questions and follow APA guidelines. This paper should be at least Five Pages and include references.**

Procedure:

Interview an employee of a community mental health center of your choice. The employee should be a person knowledgeable of the center's general system. Follow the outline below relative to the content of your interview.

#### 1. Demographic Information

- a. Name of the organization
- b. Current location(s) and main address, phone number and web address.
- c. Name of the CEO.
- d. Service area(s)

#### 2. History of the Organization

- a. When the organization was founded
- b. Why the organization was developed.
- c. The purpose/mission of the organization at that time.
- d. Significant accomplishments.
- e. Past funding sources.
- g. Population(s) served.

#### 3. Current Organization System

- a. Population(s) served.
- b. Funding source(s).
- c. Budget - total amount of operational budget and sources.
- d. Staffing pattern, i.e., how many counselors, social workers, psychologists, support staff, etc.
- e. Types of programs/services provided in terms of primary, secondary and tertiary Prevention.

#### 4. Other Organizational Activities

- a. Research conducted by the organization.
- b. Efforts to educate the community regarding mental health.
- c. Efforts to influence public policy on behalf of their clients.
- d. **Non-client related** consultation to other professional organizations.

5. Your Observations

- a. What seems to be going well for this center? Not so well? What are the organization’s Strengths? Weaknesses?
- b. What suggestions do you have for this organization?

**Midterm and Final Exams 20% each Midterm 10/15 and Final 12/5 -On-Campus**

As ‘group’ content is a significant part of the NCE exam (the requirement for counselor licensure in many states), a midterm and final exams will be due online. The exams will be multiple choices and some essay questions. This will serve as a good study guide for group content for the NCE (National Counselor Exam).

**Discussions:**

There are weekly 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 Midnight, CST. Also, students must reply to **two** classmates’ initial response and provide critical feedback to their response. The replies must be posted that Sunday by midnight CST. **Each discussion is worth 10 pts and the replies are worth 1 pt each. The entire discussion is worth 12 pts.**

**PSYC 5611 Discussion Board Posts Grading Criteria Rubric:**

<b>Criteria (10 total points)</b>	<b>0 Low</b>	<b>1 Basic</b>	<b>2 High Average</b>	<b>3 High</b>
<b>Discusses important historical trends, and philosophies in clinical mental health counseling including the role of clinical mental health counseling professional organizations. (3 points) C – 1a, 1f;</b>	Fails to discuss any specific historical trends of philosophies.	Discusses several specific historical trends of philosophies, but simply repeating content in the text.	Identifies and discusses important historical trends of philosophies in clinical mental health counseling.	Identifies and discusses important historical trends of philosophies in clinical mental health counseling and the factors impacting shifts.; also articulating the role and benefit of professional

<b>Criteria (10 total points)</b>	<b>0 Low</b>	<b>1 Basic</b>	<b>2 High Average</b>	<b>3 High</b>
<b>CMH – A1, C9</b>				organizations.
<b>Identifies the roles and functions of clinical mental health counselors and relationships with other service providers. (3 points) C – 1b; CMH - A3</b>	Fails to identify the roles and functions of clinical mental health counselors and relationships with other service providers.	Identifies the basic roles and functions of clinical mental health counselors and relationships with other service providers.	Identifies the basic roles and functions of clinical mental health counselors and relationships with other service providers including strategies for collaboration.	Identifies the basic roles and functions of clinical mental health counselors and relationships with other service providers including strategies for interagency/ interorganization collaboration and communications.
<b>Explains the differences between different types of professional credentialing and accreditation. (3 points) C – 1g; CMH - A4</b>	Fails to explain the differences between different types of professional credentialing and accreditation.	<b>Provides definitions of the different types of professional credentialing and accreditation.</b>	<b>Clearly articulates the differences between state licensing and state/national credentialing as well as professional accreditation.</b>	Articulates these differences while providing a clear recognition of the need and roles of each body to counselors and the impact of public policy in this arena.
<b>Format: follows APA Publication Manual guidelines and is free of typographical, spelling and grammatical errors. (1 point)</b>	Fails to follow APA Publication Manual guidelines and contains typographical, spelling, and grammatical errors.	Demonstrates accurate APA style with no typographical, spelling, or grammatical errors.		

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**XIV. Bibliography:**

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**XV. Course Calendar**

<i>Dates</i>	<i>Topic</i>	<i>Readings and Assignments</i>
Week One	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Overview of the course</li> <li>• Overview of the Profession</li> </ul>	<p><b>Students are required to write a paper on “ My Philosophy of Counseling.”</b> 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 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 typed, double-spaced pages. The paper must be typed, double-spaced pages. Submit the paper via SGARRE20@CSU.EDU. <b>The paper is worth 100 points, due date</b></p>
Week Two	<ul style="list-style-type: none"> <li>• History and Professional Identity</li> <li>• History and philosophy of the counseling profession and its specialties, including the clinical mental health counseling profession</li> <li>• multiple professional roles and settings, functions of counselors across specialty areas, including clinical mental health counselor, and relationships with human service and integrated behavioral health care systems, including strategies for interagency/interorganization collaboration and consultation</li> <li>• clinical mental health counseling and all other professional counseling organizations, including membership benefits, activities, services to</li> </ul>	<ul style="list-style-type: none"> <li>• Corey Chs 2,3,8</li> <li>• G&amp;N Ch 1</li> <li>• Article in Moodle</li> <li>• Role of research in counseling</li> <li>• Labor market information</li> </ul> <p>How to advocate for your profession</p> <ul style="list-style-type: none"> <li>• ACA <a href="http://www.counseling.org">www.counseling.org</a></li> <li>• AMHCA <a href="http://www.amhca.org/">http://www.amhca.org/</a></li> </ul>

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	<p>members, and current professional issues</p> <ul style="list-style-type: none"> <li>professional credentialing of clinical mental health counselors and all other professional counselors, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues</li> </ul>	
Week Three	<ul style="list-style-type: none"> <li>Counseling Theory</li> <li>Counseling Process</li> <li>Role of counseling supervision in the profession</li> </ul>	<ul style="list-style-type: none"> <li>Corey Ch 4-5</li> <li>Documents Provided in Moodle</li> <li>Professional Development Plan (Moodle)</li> <li>G&amp;N Ch: 4</li> </ul>
Week Four	Understanding Diversity	<ul style="list-style-type: none"> <li>Corey Ch:7</li> <li>G&amp;N Ch:3</li> <li>Related Articles will be provided</li> </ul>
Week Five	Diversity Continued	<ul style="list-style-type: none"> <li>PowerPoint LBGQT Identity</li> <li>G&amp;N Ch:12</li> </ul>
Week Six	<ul style="list-style-type: none"> <li>The Counselor (we will begin discussions related to the DSM-V)</li> <li>Client Assessment and Diagnosis</li> <li>Essential Counseling Services</li> </ul>	<ul style="list-style-type: none"> <li>Corey Ch: 6</li> <li>G&amp;N: Ch 5</li> </ul> <p><b>ACA Code of Ethics</b> <a href="http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx">http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx</a></p> <p><b>AMHCA Code of Ethics</b> <a href="http://www.amhca.org/code/">http://www.amhca.org/code/</a></p> <ul style="list-style-type: none"> <li>Articles related to Specific Diagnosis will be provided</li> <li>Biopsychosocial Assessment models and formats</li> </ul>
Week Seven	<ul style="list-style-type: none"> <li>Boundary Issues</li> <li>Holistic Approaches to Clinical Mental Health</li> </ul>	<ul style="list-style-type: none"> <li>Corey Ch:10</li> <li>Related Articles will be provided</li> </ul>

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	Counseling	<ul style="list-style-type: none"> <li>• G&amp;N Ch: 6</li> </ul>
Week Eight	<ul style="list-style-type: none"> <li>• Ethical and Legal Issues</li> </ul>	<ul style="list-style-type: none"> <li>• Corey Ch 9</li> <li>• G&amp;N:2</li> <li>• Related Articles will be provided</li> </ul>
Week Nine	<ul style="list-style-type: none"> <li>• Suicide Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Newsome Chapter 8</li> </ul>
Week Ten	<ul style="list-style-type: none"> <li>• Working with Groups</li> <li>• Consultation, Advocacy and Evaluation</li> <li>• <a href="#">Theories, models, and strategies for understanding and practicing consultation</a></li> <li>• Professional counselors' and clinical mental health counselors' roles and responsibilities as members of an interdisciplinary community outreach and emergency management response teams</li> </ul>	<ul style="list-style-type: none"> <li>• Corey Ch:12</li> <li>• G&amp;N: Ch 9</li> <li>• Related Articles will be provided</li> <li>• G&amp;N Ch:7</li> </ul>
Week Eleven	<ul style="list-style-type: none"> <li>• Marriage, Family, and Couples Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• G&amp;N Ch 10</li> <li>• Related Articles will be provided</li> </ul>
Week Twelve	<ul style="list-style-type: none"> <li>• Self Care</li> </ul>	<ul style="list-style-type: none"> <li>• Posted see Moodle review</li> <li>• G&amp;N Ch: 8</li> </ul>
Week Thirteen	<ul style="list-style-type: none"> <li>• Counseling Children and Adolescents</li> <li>• Counseling Adults</li> </ul>	<ul style="list-style-type: none"> <li>• G&amp;N Ch 11</li> <li>• Related Articles will be provided</li> <li>• G&amp;N Ch:12</li> </ul>
Week	<ul style="list-style-type: none"> <li>• Dealing with Crises, Disasters, and Suicide,</li> </ul>	<ul style="list-style-type: none"> <li>• Corey: Ch 13</li> </ul>



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<p>Fourteen</p>	<p>While Managing Stress and Avoiding Burnout</p>	<ul style="list-style-type: none"> <li>• Related Articles will be provided</li> <li>• G&amp;N Ch:8</li> </ul>
<p>Week Fifteen</p>	<ul style="list-style-type: none"> <li>• Working in Community Agencies, Medical Settings, and Other Specialized Settings</li> <li>• <b>technology's impact on the counseling profession</b></li> </ul>	<ul style="list-style-type: none"> <li>• Corey Ch 11</li> <li>• G&amp;N Chs: 5&amp;14</li> <li>• Related Articles will be provided</li> </ul>
<p>Week Sixteen</p>	<ul style="list-style-type: none"> <li>• College and Career Counseling,</li> <li>• Employee Assistance Programs, Private Practice, Coaching, and Managed Care</li> <li>• <b>Strategies to promote client understanding of and access to a variety of community-based resources</b></li> </ul>	<ul style="list-style-type: none"> <li>• G&amp;N Ch 13</li> <li>• Related Articles will be provided</li> <li>• G&amp;N Ch: 15</li> <li>• Current labor market information relevant to opportunities for practice</li> </ul>
<p>Week Seventeen</p>	<ul style="list-style-type: none"> <li>• <b>Final Paper Due on May 5, 2018</b></li> </ul> <p>Visit to a Community Mental Health Agency in your Area</p>	<ul style="list-style-type: none"> <li>• Due by Midnight CST</li> <li>• Related Articles will be provided</li> </ul>
	<ul style="list-style-type: none"> <li>• <b>Project Due Dates</b></li> </ul>	<p><b>Final Paper THE COMMUNITY MENTAL HEALTH (CMH) SYSTEM'S PAPER Due 4/17</b></p> <p><b>1. The purpose of the CMH systems paper is to give students the opportunity of investigating the organizational structure and dynamics of an actual Community Mental Health Center. The formal paper will be emailed to the instructor by midnight, CST <u>This paper should answer all of the following questions and follow APA guidelines. This paper should be at least Five Pages and include references.</u></b></p>

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**Additional reading may be changed upon notice!**

**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.

**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 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 from 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 (6<sup>th</sup> 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. .

**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 Moodle 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.

**Academic Warnings:**

Student progress is monitored throughout each semester, and progress indicators are posted to Moodle / CSU X-Press during the 5<sup>th</sup>, 9<sup>th</sup>, and 13<sup>th</sup> weeks of the semester, as listed in the Academic Calendar. Instructors and academic advisors usually communicate with students if problems arise, but it is the responsibility of the student to check, and to take immediate action when necessary to improve the grade. If you receive “SP” (satisfactory progress), you are on track to successfully complete the course. Otherwise, if there are issues related to attendance; missing assignments and exams, and/or limited progress, please contact the instructor and your academic advisor as soon as possible.

### **Navigation of Moodle Course Management System:**

CSU has recently transitioned from Moodle, an e-learning course management platform. You can access Moodle via Cougar Connect (<http://cougarconnect.csu.edu>) under the Student Tab or <http://csumoodle.remote-learner.net>. Your username and password to access Moodle is the same used to access your network or their email account. In the event you experience technical problems, complete the following:

1. Contact the instructor via email indicating that you are experiencing technical problems.
2. For login, username, password and e-mail technical support contact the IT Help Desk at 773.995.3963 or [helpdesk@csu.edu](mailto:helpdesk@csu.edu).
3. For other technology support, contact learning and Instructional Services at (773) 995-2960 or [elearning@csu.edu](mailto:elearning@csu.edu) or [www.csu.edu/moodle](http://www.csu.edu/moodle).
4. If you anticipate that technical resolution may be delayed, contact me to discuss extensions on assignments.

**For purposes of continuity of information, I will communicate with the class via the Forums feature in Moodle. Therefore, I am requesting that you commit to checking these pages regularly. You are responsible for checking your emails and ensuring that emails can be sent to you (that your mailbox is not full). You are required to log into the on-line system each week of the course to read any posted materials. Additionally, you are responsible for ensuring that you receive and keep up with all information that I send out, which may include, but is not limited to, updates, and revisions. Please do not hesitate to contact me by e-mail, Moodle, or phone if you have questions, concerns, or problems. Although I check emails regularly, please note that I might not be able to respond until after 5pm. If you have not heard from me within 24 hours, feel free to contact me via phone TEXT PLEASE AND I WILL RESPOND.**