



Foundations, Contextual Dimensions, and Knowledge and Skills of Mental Health

COU 6669 |

Total Credit Hours: 3

Classroom:

Instructor

Course Description

This course is designed as a specialization course in mental health counseling for students who plan to work in the field of mental health counseling. The course provides an overview of the mental health counseling profession as well as issues related to the identification of the new counselor to this profession. Special emphasis is placed upon the foundations of mental health counseling, contextual dimensions of mental health counseling, as well as the knowledge and skills of the mental health counselor.

Rationale for Course

The counselor is a facilitator of psychological development and well-being. This course is designed to be an introductory course to the field of mental health counseling for graduate students.

Learning Objectives

The course objectives will enable the student to articulate, implement, and demonstrate a comprehensive approach to mental health counseling and its delivery and management. The student will possess a clear understanding and knowledge of:

- a. Understand the historical, philosophical, societal, cultural, economic, and political dimensions of mental health counseling.
- b. Demonstrate knowledge in completing intake interviews, conducting mental status evaluations and record keeping to develop biopsychosocial case conceptualizations and treatment planning.
- c. Understand the roles of mental health counselors within the context of the health and human services systems, including functions and relationships among interdisciplinary treatment teams.
- d. Develop an understanding of the etiology of emotional and mental disorders and create an awareness of appropriate treatment modalities to create optimal emotional and mental health.
- e. Demonstrate an understanding of the treatment modalities for mental health services, including inpatient, outpatient, partial treatment and aftercare to maintain an appropriate continuum of care.
- f. Develop an understanding of the *Diagnostic and Statistical Manual (DSM)* and the International Classification of Diseases (ICD) to differentiate disorders to appropriately diagnose.
- g. Become aware of legislative and government policies that are relevant to the

counseling profession.

- h. Develop an awareness of sociocultural, demographic, and diversity issues relevant to mental health counseling.
 - i. Understand the roles of mental health counseling within the context of the health and human services systems, including functions and relationships among interdisciplinary treatment teams, and the historical, organizational, legal, and fiscal dimensions of the public and private mental health care systems.
 - j. Create an awareness of professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
- k. Develop an awareness for interacting with the legal system when working with court-referred clients.
 - l. General principles of etiology, diagnosis, treatment, and prevention of mental and emotional disorders and dysfunctional behavior, and general principles and practices for the promotion of optimal mental health;
- m. Application of modalities support maintaining and terminating counseling and psychotherapy with mentally and emotionally impaired clients, including crisis intervention, brief, intermediate, and long-term approaches.
- n. Effective strategies for influencing public policy and the governmental relations on local, state, and national levels to enhance funding and programs affecting mental health services in general and the practice of mental health counseling.

CACREP Standards (2016)

- V.C.1.a. History and development of clinical mental health counseling.
- V.C.2.a. Roles and settings of clinical mental health counselors
- V.C.2.i. Legislation and government policy relevant to clinical mental health counseling
- V.C.2.k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
- V.C.2.m. Record keeping, third party reimbursement, and other practice management issues in clinical mental health counseling

Task/Activity: Students will demonstrate knowledge of the history, philosophy, and trends in clinical mental health counseling. Students will also be able to knowledgeably discuss clinical mental health counseling professional organizations and appropriate credentialing. Lectures will address the historical and philosophical foundations of clinical mental health counseling as well as professional organizations, licensure and credentialing. Current trends in job definitions and settings will also be addressed.

Assignment: Students will attend lectures and read chapters in the textbook. Students will also complete a presentation with their peers on a current trend in the counseling profession.

Assessment for Learning Outcomes: A mid-term exam and a final exam will be utilized to assess mastery of knowledge as well as class discussion. Additionally, students will demonstrate the ability to conceptualize current trends in the counseling profession through a group presentation.

- V.C.2.i. Legislation and government policy relevant to clinical mental health counseling
- V.C.2.l. Legal and ethical considerations specific to clinical mental health counseling.
- V.C.3.c. strategies for interfacing with the legal system regarding court referred clients

Task/Activity: Students will demonstrate a clear understanding of relevant codes of ethics as well as legal issues that are commonly faced by clinical mental health counselors.

Assignment: Students will attend lectures; read a text chapter; read the 2014 ACA Code of Ethics; engage in class discussion; and process ethical considerations related to ethical counseling practice.

Assessment for Learning Outcomes: Students will complete an interview with a LPC and identify ethical concerns that have come up in the counselor's practice. Additionally, students will engage in an ethical discussion with peers within the classroom.

- V.C.1.b. Theories & models related to clinical mental health counseling
- V.C.1.e. Psychological tests and assessments specific to clinical mental health counseling
- V.C.2.a. Roles & settings of clinical mental health counselors
- V.C.2.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
- V.C.2.j. Cultural factors relevant to mental health counseling
- V.C.3.d. Strategies for interfacing with integrated behavioral health care professionals
- V.C.3.e. Strategies to advocate for persons with mental health issues

Task/Activity: The student will demonstrate a satisfactory knowledge of the various roles and settings in which clinical mental health counselors find employment. The student will also understand the importance and nature of interactions with other professionals involved in treatment planning and follow-through in an ecological or multicultural context.

Assignment: Student will attend lectures that also include guest speakers; read text chapters and handouts. The student will receive a resource manual from the State Department of Mental Health and other materials explaining setting opportunities.

Assessment for Learning Outcomes: Questions are included on these topics on the mid-term exam to determine knowledge level.

- V.C.2.k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
- V.C.2.m. Record keeping, third party reimbursement, and other practice management issues in clinical mental health counseling

Task/Activity: The student will demonstrate knowledge of all appropriate professional organizations relevant to clinical mental health counseling and will be knowledgeable of current credentialing bodies and the requirements to obtain those credentials. The many benefits of professional organizational involvement will be emphasized. Students will also be encouraged to become active in professional activities available to students.

Assignment: The student will attend lectures, read the textbook chapters, and read all handouts. Furthermore, the student will discuss credentials and professional organizations with the LPC they interview. Students will also submit a series of questions that they would like to discuss with a panel of professional counselors. A panel of counselors will attend class and students will have the opportunity to engage in conversations with the professional panel.

Assessment for Learning Outcomes: The student will demonstrate competence through questions included on the mid-term exam addressing professional organizations and their branches as well as the various credentialing bodies.

- V.C.1.b. Theories & models related to clinical mental health counseling
- V.C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- V.C.1.d. neurobiological and medical foundation and etiology of addiction and co-occurring

disorders

V.C.1.e. Psychological tests and assessments specific to clinical mental health counseling

V.C.2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

V.C.2.e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

V.C.2.g. impact of biological and neurological mechanisms on mental health V.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues

Task/Activity: The student will possess a clear comprehension of different models and theories employed in the practice of clinical mental health counseling. The student will be knowledgeable of well established, older theories as well including neuroscience and emerging therapeutic approaches. The student will also become knowledgeable of the principles and different models for clinical supervision.

Assignment: Students will attend lectures, read text chapters and assigned articles, watch brief videos on neuroscience during class, and complete case studies in class. Students will complete an interview with a LPC in the community. Additionally, a group of professional counselors will attend class for engagement with students in the class.

Assessment for Learning Outcomes: Questions will be included on the final exam to measure knowledge of the subject matter.

V.C.1.d. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders

V.C.1.e. Psychological tests and assessments specific to clinical mental health counseling

V.C.2.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

V.C.2.e. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders

Task/Activity: The student will demonstrate a clear comprehension of the necessity of addressing the possibility of client addiction being responsible for or co-existing with both medical conditions and psychological disorders. He/she will become knowledgeable of common drugs of use and abuse.

Assignment: The student will attend lectures, read text chapters and handouts, and participate in case study activities. Students will complete group presentations on current trends in the mental health profession.

Assessment for Learning Outcomes: Participation in case study group activities as well as questions on the midterm exam will be employed to measure knowledge of the topics.

V.C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

V.C.2.i. Legislation and government policy relevant to clinical mental health counseling

V.C.2.l. Legal and ethical considerations specific to clinical mental health counseling.

Task/Activity: Students will be informed of issues and responsibilities related to establishing practice privileges and working within managed care systems. They will learn of various practice-related issues or concerns which may influence their practice, such as serving as an expert witness. This will include understanding the importance of supervision in professional growth and self-care.

Assignment: The student will attend a lecture which will include a guest speaker, read appropriate textbook chapters and handouts.

Assessment for Learning Outcomes: Students will work on group case studies related to the topic. Questions on the final exam will address these topics.

- V.C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
- V.C.2.b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
- V.C.2.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
- V.C.2.i. Legislation and government policy relevant to clinical mental health counseling
- V.C.2.k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.
- V.C.2.m. Record keeping, third party reimbursement, and other practice management issues in clinical mental health counseling
- V.C.3.e. Strategies to advocate for persons with mental health issues

Task/Activity: Students will learn about the basic management tasks and issues related to effectively operating a counseling practice or agency. Topics covered will include but not be limited to the creation of a budget, anticipating charges, creating appropriate documentation, software systems in use, and creating reports related to accountability.

Assignment: Students will attend lectures, listen to a guest speaker, read a text chapter; engage in class discussion; and complete two assignments related to the management of a counseling office. Students will obtain an informed consent from the counselor they interview. Students will interview a counselor in a variety of settings and discuss issues related to private practice and financial reimbursement. Students will also participate in a guest panel discussion with a board of counselors from the community. Students will listen to a series of podcasts related to wellness and self-care and complete a 6-page paper which includes developing a personal wellness plan.

Assessment for Learning Outcomes: Students will collect a variety of paperwork that can be utilized in a counseling practice. Students will also write a summary of their interview with a LPC and process this experience within the paper and during class.

- V.C.2.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
- V.C.2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)
- V.C.2.f. impact of crisis and trauma on individuals with mental health diagnoses
- V.C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
- V.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues
- V.C.3.d. strategies for interfacing with integrated behavioral health care professionals

Task/Activity: Students will learn basic counseling first aid skills needed as a clinical mental health counselor to address individuals who are in immediate distress after a disaster. Through guest speakers and/or the professor, they will receive information about crisis counseling in natural disasters and in domestic or asexual abuse cases. They will also become well informed of issues related to suicide prevention and assessment as well as the assessment of harm to others. The students will also receive self-care information to use in crisis situations.

Assignment: Students will read chapters in the text, attend lectures, and hear a guest speaker. They will participate in several group case studies addressing these important topics. These topics are covered over several lectures given their importance.

Assessment for Learning Outcomes: Response to case studies and test items on the final exam will be the primary methods for assessing.

Task/Activity: Students will become familiar with the usual protocols and procedures used by local hospitals, mental health centers, and sexual assault agencies to address emergencies. Students will know which hospitals and agencies treat psychiatric

emergencies and will be given local contact information for Department of Mental Health branches responsible for emergencies.

Assignment: Students will read chapters in the text, attend lectures, and hear a guest speaker. They will participate in several group case studies addressing these important topics. These topics are covered over several lectures given their importance. Students will also complete a group project related to trending topics in the counseling profession. Students will create a PowerPoint and present with their peers on topics which may be related to crisis and trauma.

Assessment for Learning Outcomes: Response to case studies and test items on the final exam will be the primary methods for assessing.

V.C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

V.C.1.e. Psychological tests and assessments specific to clinical mental health counseling

V.C.2.b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

V.C.2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

V.C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

V.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues

Task/Activity: Over the course of several lectures, students will become knowledgeable of various types of assessments; the purposes served by different assessments; and the need to carefully research assessments to determine their appropriateness given the demographics of the individual(s) being assessed, the validity and reliability, etc. They will understand the different purposes of various types of psychological assessments and the need to use them for the purposes they were intended to serve.

Students will be knowledgeable of popular assessments used to adequately screen or diagnose for substance use disorders, addictions, and other psychological disorders, e.g., Mini Mental Status Exams. The students will also learn how to knowledgeably select which assessment to use in different situations.

Assignment: Students will read the appropriate material in the textbook, attend lectures, observe phone applications providing assessment materials, receive handouts including examples of Mini Mental Status Exams, and participate in case studies provided by the professor.

Assessment for Learning Outcomes: Final Exam questions and case studies provided by the professor will be used to assess competency.

V.C.1.e. Psychological tests and assessments specific to clinical mental health counseling

V.C.2.b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

V.C.2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

V.C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

V.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues

Task/Activity: Students will explore the advantages and disadvantages of formally diagnosing clients as well as the various principles supporting currently employed diagnostic tools. Students will become familiar with the history of the Diagnostic and

Statistical Manual format, the diagnoses contained, and the appropriate use of it.

They will understand potential biases in the diagnostic process due to multicultural differences. Students will also explore the role of addictions and substance abuse in psychological disorders, the frequency of co-morbidity, and the importance of exploring both as well as medical disease in appropriately diagnosing a client.

Assignment: Students will listen to lectures, read the textbook and handouts, and actively participate in several case studies in class using the DSM to diagnose the cases.

Assessment of Learning Outcomes: Students will complete group case studies to diagnose the cases using the DSM. There will also be final exam questions related to diagnosis.

V.C.1.c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning

V.C.2.b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

V.C.2.j. Cultural factors relevant to mental health counseling

V.C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

V.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues

Task/Activity: Biopsychosocial models for understanding mental and co-occurring disorders such as addiction will be presented in order to guide students in prevention and rehabilitation. The models assist students organize effective case conceptualization, treatment planning, and intervention.

The various models and formats for documenting treatment planning will be explained to students. Students will be familiar with intake interviews, case conceptualizations, progress vs. case notes, treatment plans, and termination documentation of students. They will comprehend the “do’s and don’ts” of record-keeping. They will also learn appropriate methods of referral clients based on client functioning level and severity of disorder.

Multicultural and diversity issues will be integrated in the process of diagnosis, case conceptualization, prevention/intervention, treatment planning, and follow-up.

Assignment: Students will attend lectures, read textbook material as well as handouts, participate in group case study activities, and complete a case conceptualization.

Assessment of Learning Outcomes: Students will complete case studies and complete a case conceptualization which is graded by a 5-item rubric. The final exam will also address this topic.

V.C.1.d. neurobiological and medical foundation and etiology of addiction and co-occurring disorders

V.C.2.a. Roles & settings of clinical mental health counselors

V.C.2.b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

V.C.2.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

V.C.2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)

V.C.2.j. cultural factors relevant to clinical mental health counseling

V.C.3.b. techniques and interventions for prevention and treatment of a broad range of

mental health issues

V.C.3.d.strategies for interfacing with integrated behavioral health care professionals

V.C.3.e. Strategies to advocate for persons with mental health issues

Task/Activity: Throughout the course, students will become knowledgeable of the different counseling services available to clients. They will develop an understanding of how to evaluate services for the appropriateness to clients of different cultures, ages, backgrounds, etc. given the counseling issues and needs presented. Students will become aware of ways in which counselors can use prevention and advocacy to improve mental health, wellness, and personal improvement in the community.

Assignment: Students will attend lectures, listen to guest speakers, read textbook chapters and handouts, engage in case studies, and interview a Licensed Professional Counselor.

Assessment of Learning Outcomes: Students will be assessed using case studies as group activities, midterm and final exam questions, and a rubric evaluating the interview with the Licensed Professional Counselor.

V.C.1.b. theories and models related to clinical mental health counseling V.C.1.c.

principles, models, and documentation formats of biopsychosocial case

conceptualization and treatment planning

V.C.2.b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

V.C.2.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

V.C.3.b. techniques and interventions for prevention and treatment of a broad range of mental health issues

Task/Activity: Throughout the course, students will become familiar with an area of specialization within mental health practice through focused literature review upon a selected problem, population and setting. They will develop an understanding of how to evaluate services for the appropriateness to clients of different cultures, ages, backgrounds, etc. given the counseling issues and needs presented in the area of specialization.

Each student will identify one or more evidence-based practices known to be effective or promising in the area of specialization. Selected practices will be identified by sampling resources contained in NREPP, CASEL, and other online registries for evidence-based practice. Students will use a model of program evaluation to select the best practices. They will take into account how to modify or “localize” the evidence based best practice to fit ecological and cultural requirements for diverse populations.

Assignment: Students will explore published literature in a selected area of specialization and evaluate the intervention according to accepted standards for quantitative and qualitative research. Next, students will identify one or more evidence based best practices by using the online resource:

http://nrepp.samhsa.gov/01_landing.aspx

Assessment of Learning Outcomes: Students will complete a case conceptualization and treatment plan in a selected area of specialization defined by problem, population, and/or setting.

V.C.1.b.theories and models related to clinical mental health counseling V.C.1.c.

principles, models, and documentation formats of biopsychosocial case

conceptualization and treatment planning

V.C.2.b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders

V.C.2.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

V.C.2.d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM)

and the International Classification of Diseases (ICD)

V.C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management

Task/Activity: Students will learn how to develop and monitor measurable outcomes for clinical mental health interventions and programs in general and in an area of specialization. Students will identify one or more instruments or protocols to evaluate effectiveness in the area of specialization. The instrument, protocol, and targeted outcome are explored in the literature and the online registries for evidence-based practice.

Assignment: Students will explore published literature in a selected area of specialization and evaluate the intervention according to accepted standards for quantitative and qualitative research.

Students identify measurable objectives, including relevant instruments or protocols, to monitor progress and outcome when implementing an intervention in an area of specialization.

Assessment of Learning Outcomes: Students will complete a mid-term and final exam to demonstrate academic competencies.

Prerequisites

None

Instructional Materials

Young, J.S. & Cashwell, C.S. (2017). *Clinical mental health counseling: Elements of effective practice*. Los Angeles: Sage Publications, Inc.

Supplementary References and Materials:

Addie Bardin, Shelley Verma, Julia Wagner, Angela Ruffier, Diane S. Morse; FOCUS on women: Program evaluation of a pilot probation and primary care transitions clinic collaboration☆, Evaluation and Program Planning, ISSN 0149-7189, <https://doi.org/10.1016/j.evalprogplan.2022.102088>.

American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA

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

https://digitalcommons.odu.edu/cgi/viewcontent.cgi?article=1117&context=chs_etds

https://nhmh.org/wp-content/uploads/2020/02/Ramanuj2019_Article_EvolvingModelsOfIntegratedBeha-1.pdf

<https://psychiatryonline.org/doi/pdf/10.1176/appi.ps.55.11.1285>

Methods of Instruction

The primary methods of instruction for this course include lectures, reading, guest speakers, field experiences, and group discussions. The student will read assignments prior to class and actively participate in classroom discussion.

Methods of Evaluation

Specific course requirements include the following:

Attend class and participate in class discussions. Because each class meeting is the equivalent of almost three hour-long meetings, and because there are experiential dimensions to this course, absences greatly affect potential student gains. The student is therefore expected to attend all class meetings. In case of illness or emergency, please notify the instructor prior to class. Alternative assignments may be made in case of an absence.

Complete all reading assignments. Readings should be completed prior to their due date since they will form the basis of classroom discussions.

Complete assignments and bring them to class. Important learning experiences are self-guided and involve outside-of-class exercises and activities. By bringing the materials to class, the student is prepared to share information and insight. Deadline for all work is on the assigned date. No work will be accepted after the assigned due date unless the student has special needs which he/she has discussed in advance with the professor. **Late assignments will be accepted but 5 points per calendar day will be deducted from the grade.**

Assignments

1. Interview with a Licensed Professional Counselor

To better understand the roles and functions of professional counselors, you will conduct an in-depth interview with a Licensed Professional Counselor (LPC) who is currently working in the field. **You cannot interview a faculty member (adjunct or full time), your personal counselor, your site supervisor or a member from the guest panel. This assignment is an opportunity for you to learn more about the profession from an individual that you do not encounter on a regular basis. Put yourself out there and take a risk. Interviewing your site supervisor, your personal counselor or a faculty member will result in a zero.** You will meet the person at his or her workplace and gather information including, but not limited to, the following: (You do not have to ask any of these questions. They are listed to serve as a guide for you).

- What is your current job title and functions (e.g., job activities, clients served, etc.)?
- How long have you been licensed?
- What is your understanding of the requirements to become licensed? • Did you receive your education in Mississippi or another state? If another state, what did it take to transfer your license to Mississippi?
- What have your credentials done for you professionally?
- Do you think credentialing is important for counselors?
- Do you belong to any professional organization or associations? If so, are you actively involved with these organizations or associations?
- Why did you decide to pursue counseling versus psychology or social work? • How is mental health counseling different from counseling psychology or social work?
- What continuing education, post-graduate trainings, or other certifications have you found most helpful?
- What skills have you had to develop since completing graduate studies to perform your job effectively (e.g., play therapy, psychometry, psychopharmacology, substance abuse treatment, working with special populations, etc.)?
- What type of social justice issues have you encountered?
- Do you regularly attend any professional conferences, trainings, or workshops? • Do you regularly engage in advocacy? If so, when, how, and for what groups? • Do you regularly receive clinical supervision? If so, when and who from? • Do you regularly engage in consultation? If so, when and who from? • What professional journals or other publications do you believe are important for counselors to read?
- Do you have professional liability insurance? Through your agency or privately? • What do you

think is the biggest current professional issue that counselors are facing at a local level? At the state level? At a national level?

- What do you like the best about your job as a counselor?
- What do you think the greatest challenge is for counselors working in your setting?
- What advice would you offer me as a new counselor just entering the field?

The following questions are guides for your reflection. You will write a **2-3 page reflection (not including the title page or reference)**. The reflection is not an outline of the questions and answers you received from the person you interviewed. You should demonstrate the ability to take in the information that you learned from the person you interviewed and reflect on the experience.

- What did you learn about the counseling profession from your interview? • What thoughts and feelings do you have about your future career as a counselor?
- Please also include a discussion of the impressions you had of the office/environment in which you interviewed the professionals. What was it like? How would it feel to be a client?
- Is there a takeaway message that you will walk away with?

You will also need to submit a completed informed consent form with your paper (Appendix A).

2. Current Issues Presentation

This assignment is designed so that you can begin to gain an understanding of the current trends, issues, or concerns in professional counseling. You and the instructor will decide on the topic for your presentation.

Students will be expected to integrate readings and information from the course over the semester into your work, as well as find additional sources. The presentation should be **20-25 minutes in length**. Each presentation must include **at least 5 references**, from both journal articles and scholarly texts (not Wikipedia). At least one visual aid is required (Power Point, handout, poster, etc.). You will cover the information outlined below and you may add additional information that is outside of these mentioned areas.

Presentations should cover the following:

- Information (including written literature and research) about the current issue you are presenting about. *Include a brief overview of how the history and philosophy of the counseling profession has shaped the issue.* What does the literature say about this topic?
- The impact of the current issue on clinical mental health counselors (please discuss both the positive and negative impact). Use the research to-date on the issue to support your discussion of the impact
- The impact of the current issue on your future practice (e.g., you as a counselor, the specific settings you hope to work and the particular clientele). Each group member's interest should be addressed. How do you hope to integrate this information into your practice? Are you interested in working within this area in the future?
- How do you think you might be able to advocate (e.g., to help the trend continue to move forward, to stop the trend, to help the clientele that need services, work with others, etc.)?

3. Current Issues Presentation Handout

Each student will be required to complete a handout during the group presentations at the end of the semester. These will be completed by the audience members and will be turned in at the end of each night. I will provide the handouts that you will need to complete during the presentations. The completion of the handout will count as a grade.

4. Exam one and Exam two

The exams will cover key terms and concepts from the class lectures, class readings and PowerPoint presentations. The test will consist of multiple-choice questions, true and false and short answers.

5. Panel questions and discussion

A panel of individuals from the profession will attend class to discuss their professional journey and to answer questions regarding the profession. To prepare for the guest panel students must provide a list of **5 questions** that could be asked of the panel. Questions should be professional in nature and should be asked as a means to guide your own professional journey. Further discussion of appropriate questions will take place during the first class.

6. Wellness Paper

In recent years, the American Counseling Association (ACA) has recognized that professional counselors, like all helping professions, are at a higher risk for burnout, vicarious trauma, and impairment. The purpose of the Counselor Impairment and Wellness Paper is for you to be able to objectively explain issues that arise from being a professional counselor and how to mitigate those through personal wellness and self-care strategies.

In addition to the textbook, visit the American Counseling Association website (<https://www.counseling.org/knowledge-center/vistas>) and its journal, VISTAS, and read the following articles:

Ahia, C.E. & Boccone, P.J. (2017). Licensure board actions against professional counselors: [Implications for counselor training](https://www.counseling.org/knowledge-center/vistas). VISTAS. Retrieved from <https://www.counseling.org/knowledge-center/vistas>.

Hunter, S.T. (2016). Beyond the breaking point: Examining the pieces of counselor burnout, compassion fatigue, and secondhand depression. VISTAS. Retrieved from <https://www.counseling.org/knowledge-center/vistas>.

Listen to this podcast:

Smith, J. (Producer). (2020, January 28). EP155: The Quest for Wellness - A Conversation with Dr. Gerard Lawson [Audio Podcast]. The Thoughtful Counselor. Retrieved from <https://wp.me/p7R6fn-Xct>.

Write a 6-page paper, making sure to properly cite within your paper all sources you consult for information in current APA format. Your paper must be in current APA format (including a running head, title page, abstract, and reference page). The abstract must provide a brief, but detailed, overview of the paper in 150-250 words. The title page, abstract, and reference page do not contribute toward the page requirement.

Below are a series of prompts that must be included in your paper. I will be looking for the following prompts when I grade each paper.

- Definition of Impairment (this should include a discussion of how and why counselors become impaired, what that impairment looks like, and how it can impact the practice of counseling). This section should be 1-2 pages long.
- Implications of Impairment (this should include a discussion of ethical misconduct, specifically noting the most frequently occurring ethical violations in your state [the article will give some guidance but you are also strongly encouraged to research this on your state's counseling board website]). This section should be 1 page long.
- Impairment Prevention (this should include a discussion of what counselors can do to protect against impairment). This section should be 1 page long.
- Wellness Plan and Reflection (while the other sections need to be written in 3rd person, this section can be written in 1st person). You will assess your own risks and develop a personal wellness plan. This section should be 2 pages long. You will need to take a series of wellness assessments. You should discuss these assessments and the results within your paper. The links for the assessments can be found on Canvas.
- Discuss the results of the assessments and in what ways you see your results reflecting your current life.

- Develop a Wellness Plan as a result of your assessments. Include reflections of the following question:
 - What areas of your life need more or less attention?
 - Identify an area of wellness that you want to work on over the course of the semester.
 - What changes do you need to make?
 - What steps are you willing to take to reach your goal of implementing needed changes?

MC Syllabus Statement

The MC Syllabus contains all policies and procedures that are applicable to every course offered by Mississippi College, both on campus and online. The policies in the MC Syllabus describe the official policies of the University as they relate to instruction and will take precedence over those found elsewhere. It is the student's responsibility to read and be familiar with every policy. The MC Syllabus may be accessed at any time on the MC website at the following: <https://www.mc.edu/provost/mcsyllabus>.

Grading Policy

Your assignments will be assigned points as follows to determine your grade: 1.
Interview with a LPC/Reflection 75

2. Exam one 50
3. Exam two 50
4. Current event presentation 100
5. Current Issues Group Presentation Handout (Strickland) 20
6. Guest panel questions 10
7. Impairment and Wellness Paper 200
8. Participation 20

Total points 525

Grading Scale:

- A 94 - 100
- B+ 87 - 93
- B 80 - 86
- C+ 73 - 79
- C 66 - 72
- D 60 - 65
- F below 60

My goals are to (1) meet the course objectives and (2) ensure fairness. Accordingly, please do not contact the instructor at the end of the course to request an extra assignment, bonus opportunity, or grade change for any reason except an error in the calculation of the final grade. Grade appeals should follow the process outlined in MC Policy 4.20.]

Additional Course Policies

- **Late assignments will be accepted but 5 points per calendar day will be deducted from the grade.**
- Electronic recording of any sort will not be permitted in any class without written permission.
- The information expressed in this syllabus is not intended to and shall not be taken as binding on the

specific day-to-day inclusion of the materials to be covered in the class. The dates, chapters, topics, tests, etc., are offered only as a general guideline of the subject matter that this class will or may cover.

- Be respectful of others. Please keep cell phones turned off during class time. Ringing phones interfere with the learning environment. *SPECIAL NOTE ON COMPUTER AND CELLPHONE USE:* Learning science has shown the importance of being present in the learning environment not only physically and academically, but also interpersonally and intrapersonally. Computer screens can be a barrier to fully engaging in the construction of knowledge. During class, therefore, laptops will only be allowed for taking notes. Please refrain from using computers for surfing the Internet, instant-messaging, e-mail, etc. Cellphones are not to be used during class.

ATTENDANCE

- Class attendance is an essential part of college education and students are expected to attend regularly and punctually. Individuals learn through active participation and involvement. There will be experiential components of this course. Cumulative absences will result in a lowered grade or loss of credit for the course.
- The university policy will be followed concerning absences. A student will receive an F in a class immediately when absences, whether excused or unexcused, exceed 25% of the class meetings. Tardiness will not be excused. If a student is late to the class and is marked absent during roll call, that student will be considered absent for the class.
- The last day to drop a course for the semester is listed in the current class bulletin. • Students cannot withdraw after that date with a W (passing) unless the three following criteria are met: Extenuating circumstances (clearly outside of student's control); Passing the course at the time of withdrawal; and does not have excessive absences at the time of withdrawal.

FLEXIBILITY CLAUSE

- The aforementioned requirements, assignments, policies, evaluation procedures, etc. are subject to change. Student and instructor experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.

Best Practices

Mississippi College has a number of resources available for students to help students meet their academic, personal and professional goals. Below are some of the resources available on campus.

- Mississippi College Library
- Mississippi College Writing Center
- Student Success
- Career Services
- Mental Health Services

Course Outline / Schedule

Date	Topics	Readings/Assignments
Week 1:	Syllabus Overview	Introduction to the profession
Week 2:	Introduction and history/ Professional Identity	<p>Chapter 1</p> <p>Watch: Treating Mental Health needs</p> <p>20/20 Unifying</p> <p>20/20 Vision for future</p>
Week 3:	Legal and Ethical Issues	<p>Chapter 2</p> <p>https://psychiatryonline.org/doi/pdf/10.1176/appi.ps.5.11.1285</p> <p>Addie Bardin, Shelley Verma, Julia Wagner, Angela Ruffier, Diane S. Morse; FOCUS on women: Program evaluation of a pilot probation and primary care transitions clinic collaboration ☆, Evaluation and Program Planning, ISSN 0149-7189, https://doi.org/10.1016/j.evalprogplan.2022.102088.</p>
Week 4:	Wellness, Self Care, and Burnout Prevention	<p>Chapter 12</p>
Week 5:	Continuum of Care/Other Settings Psychiatry & Psychopharmacology	<p>Chapter 4</p> <p>Chapter 8</p>
Week 6:	Exam one	Chapters 1,2,4, 8, and 12
Week 7:	Advocacy and Social Justice	<p>Chapter 3</p> <p>This link will be posted on Canvas as well: You guys will need to listen to the podcast below to prepare for this week's discussion.</p> <p>https://concept.paloaltou.edu/resources/the-thoughtful-counselor-podcast/multicultural-orientation-cultural-humility-and-responding-to-cultural-opportunities-in-counseling-with-sidney-shaw</p>

Week 8:	Assessing Client Concerns Diagnosis Treatment Planning	Chapter 5 Chapter 6 Chapter 7 LPC Interview Due
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Week 9:	Managed Care, billing and Documentation Emerging Approaches to Clinical Mental Health Counseling	Chapter 9 Chapter 15 https://digitalcommons.odu.edu/cgi/viewcontent.cgi?article=1117&context=chs_etds https://nhmh.org/wp-content/uploads/2020/02/Ram-anuj2019_Article_EvolvingModelsOfIntegratedBeha-1.pdf
Week 10:	Spring Break	No Class
Week 11:	Guest Panel	Impairment and Wellness Paper due
Week 12:	Clinical Supervision The Applications of Neuroscience to Clinical Mental Health Counseling	Chapter 11 Chapter 14
Week 13:	Exam 2	Chapters 3, 5, 6, 7, 9, 11, 14, 15, and guest panel
Week 14:	Presentations	

Week 15: Presentations

Week 16: Presentations

Disclaimer

The instructor reserves the right to modify the schedule proposed in the syllabus as necessary. Modifications will be provided in writing.