

CPSY 427 001
Introduction to Clinical Mental Health Counseling

Section 001: Thursdays, 4:15 – 6:45 pm, COMM 014 523

Instructor:

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Course Description

This course has two purposes. The first purpose is to conduct an in-depth examination of Clinical Mental Health Counseling as a helping profession. Specifically, we will examine (a) historical, philosophical, and social/political influences on contemporary mental health counseling practice and the future of mental health counseling as a helping profession, (b) professional organizations to which mental health counselors belong, the settings in which they practice, and the roles of mental health counselors in those settings, (c) credentialing and licensing for mental health counseling practice, and (d) knowledge bases critical to mental health counseling, including evidence-based practice.

The second purpose is to provide students with an opportunity to develop their skills at presenting to professional audiences. Thus, students will have an opportunity to develop in-depth knowledge on a substantive topic relevant to the work of mental health counselors and present their findings to the class.

Objectives

It is, therefore, hoped that after completing the course students will be knowledgeable about all of the following:

1. Historical, philosophical, societal, cultural, economic, and political foundations of mental health counseling and the future of mental health counseling practice.
2. Preparation standards, credentialing, licensing, and professional identities of mental health counselors.
3. Roles and functions of mental health counselors in relation to contemporary issues in Clinical Mental Health Counseling.
4. It is also hoped that students will develop increased skills and confidence to conduct workshops and other forms of professional presentations.

IDEA Objectives for Course Evaluation:

Essential: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

Important: Developing skill in expressing oneself orally or in writing

Important: Learning how to find, evaluate, and use resources to explore a topic in depth

Standards and Assessments

As a counselor, you can be a vehicle for social justice in whatever setting you work and in whatever role you exercise in your career. All presentations in this course are expected to incorporate social justice perspectives and issues into the topics. The conceptual framework can be accessed at www.luc.edu/education/mission/

The SOE's Conceptual Framework (CF)—Social Action through Education—is exemplified within the context of this course primarily through:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Required Texts

Sheperis, D.S., & Sheperis, C. J. (2015). *Clinical Mental Health Counseling: Fundamentals of Applied Practice*. Boston, MA: Pearson. ISBN-13: 978-0137083701; ISBN-10: 013708370X

Required Articles

American Psychological Association Presidential Task Force on Evidence-Based Practice (2006). Evidence-based practice of psychology. *American Psychologist*, 61 (4), 271-285. DOI: 10.1037/0003-066X.61.4.271

Hays, P. A. (2009). Integrating Evidence-Based Practice, Cognitive–Behavior Therapy, and Multicultural Therapy: Ten Steps for Culturally Competent Practice. *Professional Psychology: Research and Practice* 40 (4), 354–360 DOI: 10.1037/a0016250

Southam-Gerow, M. A., Hourigan, S. E., & Allin, R. B. (2009). Adapting Evidence-Based Mental Health Treatments in Community Settings: Preliminary Results from a Partnership Approach. *Behavior Modification* 33 (1), 82-103 DOI: 10.1177/0145445508322624

Evidence-Based Practice Websites

Cochrane Data Base of Systematic Reviews

www.thecochranelibrary.com

APA, Division 12 Empirically-Validated Treatments

www.psychologicaltreatments.org

National Registry of Evidence-Based Programs and Practices
www.nrepp.samhsa.gov

National Institute for Health and Clinical Experiences (NICE)
www.nice.org.uk

Assignments

Class Attendance and Participation

You will be expected to attend all class meetings on time, to read the assigned readings and to actively engage in class discussions and activities. Participation grades also will reflect your professional behavior and active participation in all class activities in ways that reflect the counseling profession. Successful participation in each class meeting will not affect your course grade. However, if you do not meet the class expectations for participation, you will receive a course deduction of up to two points (or two percent) per class. If a class period is missed and excused by the instructor, you may complete a short written assignment and/or exercise in order to get credit for class participation on that day.

State Licensing Worksheet (February 1, pass/fail)

Learn about the licensing requirements in a state (other than Illinois) in which you might want to practice. Complete the Licensing Worksheet and post to Saki (found in the Sakai assignment portal). Additionally you will be asked to post your worksheet to a forum in Sakai so that other students will be able to use it as a resource. Bring your findings to class and be prepared to discuss it. Students will sign up for a State on-line on Sakai. Only one student can research a particular state. Sign up for your state on Sakai after the first class. See the ACA website for a list of potential States (<https://www.counseling.org/knowledge-center/licensure-requirements/state-professional-counselor-licensure-boards>)

Licensing Quiz (taken between January 25 and February 1, pass/fail)

Following Week 2, you will have a quiz. This quiz includes multiple choice, short answer, and true/false questions to assess your knowledge of the licensure and certification laws/rules and processes in the State of Illinois as well as your knowledge of professional organizations. You will need to have read your text and visited ACA divisional websites (<https://www.counseling.org/about-us/divisions-regions-and-branches/divisions>) to successfully complete this quiz. You may use any of these resources to assist you and you must complete this without any other assistance. The quiz is available for you to take any time between class two and three.

Advocacy Project (March 15, worth 10 points)

As counselors and agents of social change, we impact the community and the profession in a variety of ways. Our voices and knowledge create change for our profession and for our clients. Two avenues to effect change include contacting legislative bodies that create laws that affect

our profession and clients/students and/or researching mental health agencies for our clients/students and ourselves. Both opportunities involve education and advocacy. You must **choose one** of the projects below.

Individual Advocacy Project 1

Counselor Advocacy through Legislative Influence: Students will write a letter or email related to legislative action that affects an important counseling issue to you. Explore the American Counseling Association (<https://www.counseling.org/government-affairs/public-policy>) and Coalition of Illinois Counselor Organizations (<http://www.cico-il.org/legislation.html>) public policy and legislation websites to become aware of the need for various legislative actions. Examples of issues related to cases may include third-party reimbursement for counselor services, counselors' rights, client rights, services for students in schools, mental health parity, etc.

To create a thoughtful and well informed letter/email, you will need to engage in your own exploration on the subject and include that information in your letter/email with correct referencing of resources (you must cite at least two references from professional journals of research in the body of your letter and include a references page). Websites and Counseling Today are not appropriate professional resources for your letter. You should review relevant literature in ACA journals (<https://www.counseling.org/publications/counseling-journals>). You may not use a standard letter that an organization has prepared (this is plagiarism and will result in failure of the assignment and possibly the course). This letter/email must be in your own words though you can use template letters to inform yours.

You are to send the letter or email. You will need to submit evidence that you mailed or emailed the letter as well as submit a copy of the letter through Sakai for grading. If you email the letter, you can take a screen shot of the email confirmation and submit that along with the text of your email. If you mail it via USPS, please take a photo of the letter prior to mailing it and upload that photo to Saki along with the text.

Grading (this assignment will be graded by the TA):

Knowledge of the Legislative Issue	3 points
Incorporation of Relevant Scientific Literature	3 points
Application of the Literature to the Issue	3 points
Writing	1 point

Individual Advocacy Project 2

Research Social Services Agency: Students will select a community or mental health agency that provides services to the community. You will contact the agency and schedule a meeting with someone on staff (it does not need to be a Counselor) who can inform you of the types of services provided by their agency. **You must visit the agency in person to conduct the interview.** This agency should not be where you are planning to do your internship training next year (if applicable). You will prepare a handout and post it to Saki for grading. This is not a

paper and does not need to be written in APA format. Rather, it should be a neatly organized guide for the instructors and other student to view that helps them easily understand the role and scope of the agency. A Guideline for Researching Mental Health Agency is posted to Sakai with questions that you should answer. You may also provide other information as necessary and relevant to the particular agency you visit. Be sure to clearly delineate the functions of the agency, the role it has in the community and how the agency receives appropriate referrals or attracts clients/participants

Grading (this assignment will be graded by the TA):

Description of Agency Functions	3 points
Description of Agency Role in the Community	3 points
Description of how the agency gets referrals	3 points
Writing	1 point

Interview a Counseling Professional (March 22, worth 10 points)

Students will interview in person (face-to-face or via skype) one counseling professional about the role of professionals and changes and important issues within the field. (See the Guidelines for Interviewing a Counseling Professional on Sakai). This professional must have received their training and education as counselors in a program similar to the Counseling program at Loyola. That means they must have a degree in Community Counseling, Clinical Mental Health Counseling, or a similar degree. Individuals who received training and education in social work, psychology, marriage and family therapy, and psychiatry are **not** viable professionals for interviewing. If you have any doubt about the training of the individuals you plan to interview, please ask them about their training **prior** to your interview or contact me to verify that they are appropriate for this assignment. Also, you may not interview a family member, a close friend for this assignment, or someone associated with your internship training site for next year (if applicable). Any deviation from using the appropriate professional will result in a deduction in the grade.

You are to write a reaction paper to the interviews, indicating issues that raised salience for you about the counseling profession, training, the role of the counselor, and current issues within the field. The paper should reflect your awareness of the profession and role as a counselor as opposed to a summary of the interview. I cannot stress enough how important it is not to offer a summary of the interview but your REACTION to it. I am looking for your “inner dialogue” of the interviews. You may discuss the interviews but mostly 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 Schedule available on Sakai. This paper should be 5-6 pages in length and written in APA format.

You must obtain informed consent of the professionals you are interviewing and submit the signed forms to the instructor with your assignment. Any papers submitted without the consent forms will receive a failing grade. A contract is included in the Guidelines for Interviewing a

Counseling Professional on Sakai.

Grading (this assignment will be graded by the TA):

Address all of the relevant guideline questions	3 points
Discussion of learning about the profession	3 points
Reflection on future career as a counselor	3 points
Writing	1 point

Evidence Based Practice (EBP) Assignment (April 19, worth 19 points)

Students are expected to select a client problem of interest, engage in an evidence-based practice review of the problem, and develop a poster presentation geared toward practicing clinicians that can be discussed with the instructor and peers during one of two class periods (dates will be assigned during the second week of class)

EBP Topic (March 1, pass/fail)

Students must submit their topic to the instructor through Sakai by March 1, 2018. Students should identify the following components of the project:

- The clinical or developmental area of concern. This could include eating disorders, social anxiety, bipolar disorder, being bullied in school, coping with grief and loss, managing racial distress, sports performance enhancement, or any variety of clinical presentations of interest to you.
- The intended client population. Be as specific as possible when identifying your population demographics (age, gender, racial/ethnic background, immigration/acclimation background, sexual orientation, social class, etc.). If a particular sociocultural characteristic is unimportant, please identify that as well, if applicable.
- The intended audience for your poster presentation. This could include addiction counselors, counselor educators, counseling students, community mental health administrators, counselors practicing in a specific environment (private practice, hospital setting, school based counseling), etc. Address who would benefit from reviewing your poster and who it would not be relevant to, if applicable.

EBP Poster (materials due April 19, various presentation dates, 19 points)

Develop a professional poster that you would use for presentation at a professional conference. The presentation should include a review and discussion of the usefulness of EBP with regard to the clinical or developmental issue and your population of choice. You should also clearly outline how the information would be useful in a clinical setting with your intended audience.

On the night of the presentation, please arrive early to set up your poster. Your poster should be mounted on a stiff backing or on a trifold board. Easels will be available upon request. Prepare to discuss your presentation for 10-15 minutes, and provide reviewers with a one page fact-sheet about your poster topic. You will likely give your poster talk several times as class

members, the instructor and the TA move around the room. This is an opportunity to learn not only how to present, but also to ask professionally relevant questions and to have professional conversations.

In addition to the full text of your poster presentation, you must also submit an annotated bibliography of all cited research and of your one-page fact-sheet. These materials must all be submitted to Sakai by the start of class on April 19, 2018 regardless of when you present.

Resources for Creating a Poster Presentation

<https://library.ithaca.edu/sp/subjects/PosterSession>

<http://www.apa.org/gradpsych/2011/01/poster.aspx>

<http://www.apa.org/ed/precollege/ptn/2012/11/research-posters.aspx>

Grading (this assignment will be graded by the Instructor):

Review of literature for the clinical area of concern	6 points
Application of EBP to clinical practice	6 points
Poster visual organization and appeal	4 points
Verbal presentation during poster session	3 points

Contemporary Trends Project (various dues dates, worth 40 points)

Teams of three students will be asked to select a topic from among those listed below, conduct in-depth research on the topic, and lead a two-hour class period devoted to the topic, using appropriate technologies and other types of instructional strategies (e.g., lectures, discussion, demonstrations, experiential exercises, case studies). In addition, each team is required to prepare an annotated bibliography of selected readings and three final exam questions on the topic to distribute to the class on the day of the presentation. Presenters are expected to post required reading (2-4 journal articles or book chapters) to Sakai two weeks prior to the presentation. Please feel free to consult with the instructor about the appropriateness of the readings for the topic. Everyone in the class is expected to have read these topical readings prior to the class period.

Grading will be based on (a) preparation and organization, (b) quality of instruction, (c) demonstrated knowledge, (d) appropriateness of content coverage, (e) clarity of application, and (f) use of PowerPoint and other media.

Ratings will be provided for the team on the above 7 dimensions, by the instructor, TA and fellow class members, using the following scale:

- 0 = poor, failure (F)
- 1 = unacceptable (D)
- 2 = minimally acceptable (C)
- 3 = good, acceptable (B)

4 = target, excellent (A)

To assign a final grade on the presentation to the team members, class and instructor ratings will be averaged on each dimension and then an overall average, across the 6 dimensions, will be obtained. Grades will be based on the overall average and will be assigned according to the following scale:

3.50 – 4.00 = A (35-40 points)

3.00 – 3.49 = B+ (30-34 points)

2.50 – 2.99 = B (25-29 points)

2.00 – 2.49 = C+ (20-24 points)

1.50 – 1.99 = C (15-19 points)

1.00 – 1.49 = D+ (10-14 points)

0.50 – 0.99 = D (5-9 points)

0.00 – 0.49 = F (0-4 points)

Topics

Presentations should be chosen from the following issues relevant to the practice of mental health counseling:

- Clinical Supervision
- Spirituality and religion in Counseling
- Managed Care
- Prevention and Promotion of Optimal Development
- Crisis and First Responder Intervention
- Technology in Counseling and Internet Based Counseling
- Psychotherapy with Children and Adolescence
- Trends in Multicultural Competence
- Public Policy and Advocacy
- Career and Employment Counseling
- Forensic Mental Health Counseling

Students will rank order their preferences for the 11 topics listed above. The instructor will assign groups based on these preferences.

Final (Due Monday, April 30 by noon, worth 21 points)

A take home final exam will be given on the date noted on course schedule below. The exam will cover issues related topics covered during the first five weeks of the course, as well as the knowledge bases covered in the class presentations. In relation to the latter, the instructor will select one of the questions from the list that each team distributes to the class at the time of its presentation to include on the final exam. Grading structure for the exam will be discussed in class prior to the exam. This is an “open book” exam, but you must complete this without any assistance or collaboration from other students. The Final will be graded by the Instructor.

Schedule:

Date	Topic	Required Reading
1/18 Week 1	Overview of course	No readings due
	<ul style="list-style-type: none"> • <i>No assignments Due</i> 	
1/25 Week 2	Introduction to the Profession of Clinical Mental Health Counseling	Chapters 1-4
	<ul style="list-style-type: none"> • <i>No assignments Due</i> • <i>On-line Licensing Quiz opens at the end of class</i> 	
2/1 Week 3	The Practice of Clinical Mental Health Counseling	Chapters 5-9
	<ul style="list-style-type: none"> • <i>State licensing Work Sheets Due, and reviewed by class</i> • <i>On-line licensing Quiz taken by the start of class</i> 	
2/8 Week 4	Contemporary Trends in CMHC	Chapters 11, 13, 14, 15
	<ul style="list-style-type: none"> • <i>No Assignments Due</i> 	
2/15 Week 5	Evidence Based Practice	articles
	<ul style="list-style-type: none"> • <i>No Assignments Due</i> 	
2/22 Week 6	Contemporary Trends: Presentation 1 Spirituality and Religion on Counseling Erica Pinney, Zoe Leshner, Susan Haarman	Readings Assigned for Presentation
	<ul style="list-style-type: none"> • <i>No Assignments Due</i> 	
3/1 Week 7	Contemporary Trends: Presentation 2 Prevention and Promotion of Optimal Development Danielle Zar, Nicole Murphy, Bree Hyde	Readings Assigned for Presentation
	<ul style="list-style-type: none"> • <i>EBP Topic Due</i> 	
3/8 Week 8	Spring Break	
3/15 Week 9	Contemporary Trends: Presentation 3 Crisis and First Responders	Readings Assigned for Presentation,

	Erin Hohman, Benedetta Rossi, Hillary Murakami	Chapter 10
	<ul style="list-style-type: none"> • <i>Individual Advocacy Projects Due</i> 	
3/22 Week 10	Contemporary Trends: Presentation 4 Psychotherapy with Children and Adolescents Terri Blake, Amanda Schmidt, Katherine Mydra	Readings Assigned for Presentation
	<ul style="list-style-type: none"> • <i>Interview a Counseling Professional Due</i> 	
3/29 Week 11	No Class - Easter Break	No readings Due
	<ul style="list-style-type: none"> • <i>No Assignments Due</i> 	
4/5 Week 12	Contemporary Trends: Presentation 5 Trends in Multicultural Competence Hannah Payne, Jessica Catellier, Bianca Mack	Readings Assigned for Presentation
	<ul style="list-style-type: none"> • <i>No Assignments Due</i> 	
4/12 Week 13	Contemporary Trends: Presentation 6 Forensic Mental Health Counseling Gabriella Adair, Claire Sensi, Daniel Garcia	Readings Assigned for Presentation, Chapter 12
	<ul style="list-style-type: none"> • <i>No Assignments Due</i> 	
4/19 Week 14	EBP Poster Session 1 Erica Pinney, Zoe Leshner, Susan Haarman, Danielle Zar, Nicole Murphy, Bree Hyde, Erin Hohman, Benedetta Rossi, Hillary Murakami	No Readings Due
	<ul style="list-style-type: none"> • <i>Take Home Final Assigned</i> 	
4/26 Week 15	EBP Poster Session 2 Terri Blake, Amanda Schmidt, Katherine Mydra, Hannah Payne, Jessica Catellier, Bianca Mack, Gabriella Adair, Claire Sensi, Daniel Garcia	No Readings Due
	<ul style="list-style-type: none"> • <i>No Assignments Due</i> 	
Monday, April 30	<ul style="list-style-type: none"> • <i>Take Home Final due in Sakai by noon.</i> 	

Assignment List Summary

Class Attendance and Participation (points subtracted when unsatisfactory)
State Licensing Worksheet (February 1, pass/fail)
Licensing Quiz (taken between January 25 and February 1, pass/fail)
Advocacy Project (March 15, worth 10 points)
Interview a Counseling Professional (March 22, worth 10 points)
Contemporary Trends Project (various dues dates, worth 40 points)
Evidence Based Practice (EBP) Assignment
 EBP Topic (March 1, pass/fail)
 EBP Poster (materials due April 19, various presentation dates, 19 points)
Final (turned in by Monday, April 30 at noon, worth 21 points)

Grading Policy

For the course grade, the total accumulation of points will be used to determine your grade based on the following:

100-90 points	A	79-77 points	C+
92-90 points	A-	76-73 points	C
89-87 points	B+	72-70 points	C-
86-83 points	B	69-67 points	D+
82-80 points	B-	66-60 points	D
		59-	F

A grade of 82 or below will require the student to retake the course before being eligible to apply for and accept a counseling practicum.

Late assignments will not be accepted without previous permission of the instructor. If an extension is granted, grades will be lowered by 10% for every day the assignment is late. Therefore, any anticipated situations that may affect turning in materials on time should be discussed with the instructor.

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other

accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Diversity

Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, ability status. This class is designed to facilitate your development as a culturally competent professional, able to work effectively with diverse clients and communities.

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. Across multiple courses students are assessed on the dispositions below. Students who show impairment in these categories may be assessed as deficient. Students who exhibit exemplary conduct will be assessed as such on each dimension. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise. Dispositions Assessment Rubric for this course can be found on LiveText and are delineated below.

	Exceeds Standard (0 pt)	Meets Standard (0 pt)	Partially Meets Standard (0 pt)	Does not Meet Standard (0 pt)
Interactions IL-LUC-DISP-2016.1	Candidate demonstrates exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients	Candidate demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.	Candidate occasionally demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.	Candidate does not demonstrate professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients
Course work IL-LUC-DISP-2016.1	Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the ACA	Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA	Candidate occasionally demonstrates a basic knowledge of professional and ethical behavior by demonstrating an	Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students)

	ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	and APA ethical principles (counseling psychology students) via demonstrated unprofessional or unethical conduct with supervisors and clients in field placements.
Field work IL-LUC-DISP-2016.1	Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate occasionally demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA ethical principles (counseling psychology students) via demonstrated unprofessional or unethical conduct with supervisors and clients in field placements.