

COURSE SYLLABUS

**COUN 540 – Foundations of Clinical
Mental Health Counseling**
3 Semester Credits
[term, year]
Meeting Day/Time: [day, time]



Professor:
Email:
Office Phone:
Physical Office:
Virtual Office: <https://southern.zoom.us/j/>
Office Hours: Available on the following days and times:

[day]	[times]
[day]	[times]

Calendly Link: Students should use the following Calendly link to schedule appointments:
<https://calendly.com/>

VIRTUAL CLASSROOM LOCATION: <https://southern.zoom.us/j/>

I. COURSE DESCRIPTION:

This course examines the history, philosophy, and current trends of counseling in community agencies. Roles and functions of clinical mental health counselors and professional issues, such as credentialing, core provider status, expert witness status, and practice privileges within managed care systems are studied. This course emphasizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders. Prevention, intervention, consultation, education, and advocacy in community agencies are also studied.

Annual program outcomes reporting and the Counseling Outcomes Assessment Report are available online at www.southern.edu/academics/edpsych/counseling/resources.html

II. REQUIRED READING:

Gladding, S., & Newsome, D. (2018). *Clinical mental health counseling in community and agency settings* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

III. SUPPLEMENTAL MATERIALS:

1. Selected books and articles:

American Psychiatric Association (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). Arlington, VA: American Psychiatric Publishing.

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

Anderson, S. K. & Middleton, V. A. (2018). *Explorations in diversity: Examining the complexities of privilege, discrimination, and oppression* (3rd ed.). Belmont, CA: Thompson Brooks/Cole.

Barlow, D. (2014). *Clinical handbook of psychological disorders: A step-by-step treatment manual* (5th ed.). New York: Guilford Press.

Corey, G. (2017). *Theory and practice of counseling and psychotherapy* (10th ed.). Pacific Grove, CA: Brooks/Cole.

Corey, G. (2012). *Theory and practice of group counseling* (8th ed.). Pacific Grove, CA: Brooks/Cole Publishing.

Durand, V. M. & Barlow, D. H. (2012). *Essentials of abnormal psychology* (6th ed.). Belmont, CA: Cengage Learning.

Hays, D. G. (2017). *Assessment in counseling: A guide to the use of psychological assessment procedures* (6th ed.). Alexandria, VA: American Counseling Association.

Herlihy, B. & Corey, B. (2014). *ACA ethical standards casebook* (7th ed.). Alexandria, VA: American Counseling Association.

Hood, A. B. & Johnson, R. W. (2007). *Assessment in counseling* (4th ed.). Alexandria, VA:

American Counseling Association.

Jongsma, A.E., & Peterson, L.M. (2014). *The complete adult psychotherapy treatment planner* (5th ed.). New York: John Wiley.

Jongsma, A.E., Peterson, L.M., & McInnis, W.P. (2014). *The adolescent psychotherapy treatment planner* (5th ed.). New York, NY: John Wiley.

Jongsma, A.E., Peterson, L.M., & McInnis, W.P. (2014). *The child psychotherapy treatment planner* (5th ed.). New York, NY: John Wiley.

Lewis, J., Packard, T., & Lewis, D. (2012). *Management of human service programs* (5th ed.). Belmont, CA: Brooks/Cole.

Neukrug, E., Peterson, C., Bonner, M., & Lomas, G. (2013). A national survey of assessment instruments taught by counselor educators. *Counselor Education and Supervision, 52*(3), 207-221.

Robinson-Wood, T. L. (2016). *The convergence of race, ethnicity, and gender: Multiple identities in counseling* (5th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

Rosenthal, H. (2017). *The encyclopedia of counseling* (4th ed.). New York, NY: Routledge.

Yalom, I. D. & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books.

McRay, B. W., Yarhouse, M. A., & Butman, R. E. (2016). *Modern psychopathologies: A comprehensive Christian appraisal*. Downers Grove, IL: IVP Academic.

Yarhouse, M. A. & Sells, J. N. (2010). *Family therapies: A comprehensive Christian appraisal* (2nd ed.). Downers Grove, IL: InterVarsity Press.

Journal articles include, but should not be limited to the following journals:

American Journal of Psychiatry
American Psychologist Contemporary Psychology Humanistic Psychology Journal
of Clinical Psychology Journal of Counseling Psychology
Journal of Consulting and Clinical Psychology
Journal of Personality and Social Psychology Journal of Psychology
Journal of Youth and Adolescence

2. Selected Relevant Websites:

American Counseling Association: <http://www.counseling.org/>

National Board for Certified Counselors:

<http://www.nbcc.org/AssetManagerFiles/ethics/nbcc-codeofethics.pdf>

IV. TECHNOLOGY REQUIREMENTS

Class meetings for this course will occur synchronously via Zoom. Therefore, students will need to have internet service at their location. They will also need to be equipped with a webcam and microphone, so that class experience can be productive and enjoyable.

V. ACADEMIC SUPPORT

The following resources are available to students in need of academic support:

eClass Help Desk: Email eclasshelp@southern.edu or call 423-236-2086.

Information Technology: Go to IT Workstation Support Desk in Wright Hall, call 423-236-2712, or email it-helpdesk@southern.edu.

McKee Research & Writing Center: The Writing Center, located in McKee Library, provides free writing support for all Southern students on all kinds of projects at any stage of the writing process. Writing tutors can help you brainstorm before you start writing, clarify ideas, organize your paper, strengthen specific sentences or paragraphs, work on grammar and mechanics, and cite sources correctly.

Schedule a 25-minute or 50-minute face-to-face or Zoom appointment at <https://trac.e.southern.edu>, or call the Center for assistance at 423.236.2014, or email Sonja Fordham, Director of the Writing Center at the McKee Library: sfordham@southern.edu. An appointment is not necessary: walk-ins are welcomed. If you just have a quick question, you may ask the question here: <https://southern.libanswers.com/writingcenter>.

Hours: Sundays 3 pm-8 pm, Mondays-Thursdays 9 am-8 pm, Fridays 9 am-12 pm.

The Tutoring Center, located in McKee Library, provides free peer tutoring for more than 50 courses. Students can meet with a tutor to review principles, learn content-specific study strategies, and enhance content area knowledge. Schedule a 50-minute face-to-face or Zoom appointment at <https://trac.e.southern.edu> or call the Center for assistance at 423.236.2578. All Tutoring Center appointments need to be scheduled at least 24 hours in advance. Tutoring Hours: Sundays-Thursdays 9 am-10 pm, Fridays 9 am-4 pm.

VI. BIBLICAL FOUNDATION OF THE COURSE

This course will be guided by a central concept that a solid structure builds a firm foundation:

“Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock.” Matthew 7:24

The goal of the SEP professional education unit is to facilitate the comprehensive development of professionals as servant leaders in their communities. Toward that goal, this survey course is designed to provide students with an overview of the clinical mental health counseling profession from a biblical, Christian worldview of organizations emphasizing a solid foundation including: employment settings, populations served, and counseling modalities. Additionally, it offers students a multifaceted perspective on counseling that highlights a theoretical understanding and practical application of the community counseling model that is particularly relevant for counseling practice in the 21st century.

KNOWLEDGE AND SKILL OUTCOMES

Upon successful completion of this course, students will be able to:

1. Understand the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. [CACREP 2.F.1.e] *
2. Be familiar with professional counseling organizations, including membership benefits, activities, services to members, and current issues. [CACREP 2.F.1.f]
3. Understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others. [CACREP 2F.2.d]
4. Know strategies for career development program planning, organization, implementation, administration, and evaluation. [CACREP 2.F.4.f]
5. Know the theories, models, and strategies for understanding and practicing consultation. [CACREP 2.F.5.c]
6. Understand the concepts and processes of developing measurable outcomes for clients. [CACREP 2.F.5.i]
7. Know suicide prevention models and strategies [CACREP 2.F.5.l]
8. Be familiar with strategies to promote client understanding of and access to a variety of community-based resources. [CACREP 2.F.5.k]
9. Know the different types of groups and other considerations that affect conducting groups in varied settings [CACREP 2.F.6.f]
10. Be familiar with the history and development of clinical mental health counseling. [CACREP 5.C.1.a]
11. Understand the roles and settings of clinical mental health counselors [CACREP 5.C.2.a]
12. Know the 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. [CACREP 5.C.2.c]
13. Understand legislation and government policy relevant to clinical mental health counseling. [CACREP 5.C.2.i]
14. Know the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. [CACREP 5.C.2.k]
15. Understand the strategies for interfacing with integrated behavioral health care professionals. [CACREP 5.C.3.d]
16. Be familiar with the strategies to advocate for persons with mental health issues. [CACREP 5.C.3.e]

*Bracketed codes identify the 2016 CACREP standards addressed in each outcome.

VII. HOW THE COURSE WORKS

A. Policies and Procedures

1. Disclaimer:

The professor reserves the right to modify, supplement, and make changes to the course syllabus as needs arise. Students will be notified if/when any changes are made.

2. Disabilities and Accommodations

1. In keeping with the University's policy, if you are a student who believes you may need an accommodation based on the impact of a disability or learning challenge (*i.e., physical, learning, psychological, ADHD or other type*), you are strongly encouraged to contact Disability Support Services (DSS) at 423-236-2544 or stop by stop the Bietz Center for Student Life, Suite 3900. Please note that accommodations are not retroactive and cannot be implemented until faculty or staff members have received the official Letter of Accommodation from DSS. Specific details of disabilities remain confidential between students and DSS unless a student chooses to disclose or there is a legitimate academic need for disclosure, which is on a case-by-case basis. For further details, visit the Disability Support Services website [here](#).
2. ONLINE COURSES: Students taking online courses from off-campus locations may also contact the DSS through email at dss@southern.edu.

3. Academic Honesty

1. Faculty Responsibilities:
 - i. Professors must clearly explain the requirements for assignments, examinations, and projects, such as "open book," "take home," or "peer collaboration."
 - ii. Professors may assume "no collaboration" is the rule unless they state otherwise.
2. Student Responsibilities:
 - i. Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise, students might innocently misrepresent others' material as their own.
 - ii. Procedures for citing sources must follow the American Psychological Association (APA) writing style. Students unfamiliar with this style should confer with their professor and make every effort to become familiar with the current *Publication Manual of the American Psychological Association*.
 - iii. Students are to assume that all course work is "no collaboration" unless stated otherwise by the professor.
 - iv. The professor may require students to submit papers through Turnitin, an originality checker application, and/or submit students' work to Turnitin once they have completed it.

3. Turnitin:

Turnitin is a company Southern Adventist University contracts with that provides resources for students and a service for professors who may need to verify the academic integrity with which papers or projects have been prepared and submitted. While the use of Turnitin may not be initially required on all assignments, professors at Southern may submit students' work to Turnitin or require that they do so.

4. Profile Picture Policy

1. All students enrolled in an online class at Southern Adventist University must upload a profile picture (instructions here) of themselves to the learning management system (LMS) used by Southern: eClass. For on-campus students, this picture is linked to the picture on their Southern ID card. The purpose of this is so that students and professors can better connect with the individual they will be working with over the course of the semester. Students who do not comply may not be able to register for future online courses. Students must keep in mind when uploading their profile picture, that it must meet the following guidelines:
 - i. The photo should be a full-face likeness, similar to a passport photo or driver's license photo. No variations permitted.
 - ii. Attire worn in the photo should adhere to the Southern Adventist University dress code.
 - iii. The photo should show *only* you; there should be no distractions such as additional people or pets in the photo.

5. Student Authentication (distance education students only)

1. The Higher Education Opportunity Act of 2008 [viewable [here](#); see p. 3325] requires Southern Adventist University to authenticate the identity of all students who enroll in distance education courses offered by the university. Southern requires students enrolled in an online course or program to authenticate their identity at the time of initial registration in their first semester at Southern in order to ensure that a student who is enrolled is the same student who completes and submits work and assignments in that course or program. This process helps protect the integrity of the education provided by Southern Adventist University.
2. Students should authenticate their identity by using **ONE** of the following options:
 - i. Authenticate in person at Southern Adventist University.
 - ii. Authenticate online with a secure identity verification partner chosen by Southern Adventist University.
3. Students who do not authenticate their identity during their first semester in which they are enrolled in online classes will receive an incomplete in these course(s). If they do not complete their authentication by the end of the following semester, their final grade will automatically convert into an F. The student will not be allowed to register for further online classes until the authentication process is completed. In addition, non-compliance with the authentication policy may make the student subject to discipline according to the

Procedures for Handling Academic Dishonesty in the Southern Adventist University
Undergraduate or Graduate Catalog.

6. Add/Drop Policy

1. *Dropping a class* and completing all parts of the process to ensure that a class is dropped is the student's responsibility. Failure to comply with this procedure may result in a failing grade for the course.
2. *A grade of Incomplete (I)* will be given only under extreme circumstances. Students must complete a written request for an Incomplete before any extensions will be considered. According to the policy of the College, any incomplete (I) grade that is not removed by the end of the following term (fall, winter) will automatically become an "F." It is the student's responsibility to make arrangements with the professor to complete the course on time.
3. *Tuition Refund:* A student who drops a class will/will not receive a tuition refund based on the date he or she is officially dropped from the course. Consult the Graduate Handbook for the semester dates by which you must drop a class in order to receive a tuition refund. Prior to the deadline date, students not completing the course for any reason are required to complete the requirements for dropping the course.

B. INSTRUCTIONAL STRATEGIES/METHODOLOGY

1. Methods of Instruction

The instructor will use a variety of instructional methodologies, including: media-enhanced lecture, Zoom, videos, class discussion, analysis of case studies, role-plays, reflection on personal experiences, in-class and field activities, multimedia-based simulations, presentations, and other experiences.

2. Diversity Considerations

Counselors need to develop proficiencies for working with clients from diverse backgrounds to ensure that all clients have the opportunity to achieve a desired level of emotional and psychological well-being. To help counselor candidates acquire an understanding of diverse client characteristics and the ability to maintain an effective therapeutic change environment, this course will specifically address relevant multicultural issues affecting clients in various community agency settings. There will also be discussion concerning multicultural counselor competencies in various agency contexts.

3. Incorporation of Research

1. *Students:*

In order to complete certain course requirements, students will need to engage in research of the

professional literature regarding standards of practice counseling in a variety of community mental health contexts, operating as a counselor advocate, and serving in preventive and consultative roles.

2. *Instructor:*

The instructor will incorporate counseling-related research to this course by using and infusing into class discussions and activities the professional literature resources listed below. Other research resources will be included as appropriate. Some examples of these resources are listed below:

Gibson, D. M., Dollarhide, C. T., & Moss, J. M. (2010). Professional identity development: A grounded theory of transformational tasks of new counselors. *Counselor Education and Supervision, 50(1), 21-38.*

Hongryun, W., Lu, J., Harris, C. & Cauley, B. (2017). Professional identity development in counseling professionals. *Counseling Outcome Research and Evaluation, 8(1), 15-30.*

4. **eClass**

1. The website for course access is eclass.e.southern.edu. Here students will find an electronic version of the syllabus, descriptions of course activities and projects, and links to a variety of resources, including Southern Adventist University webmail, McKee Library, Campus Bookstore, and tutorials. This is also where students will access course grades. There are two ways that students can login to their online course. The course will appear as a link on their Southern Access account <https://access.southern.edu>. They can also put eclass.e.southern.edu into their browser and enter their username and password. If one method does not work, they may try the other method.
2. *System Requirements:* For system requirements, students will need to visit this page: <https://www.southern.edu/academics/academic-sites/online-campus/successful.html>

5. **Class Attendance/Presence**

1. *Attendance policy:*
 - i. On days and times designated in the Course Schedule, this course will include synchronous class meetings via Zoom. These meetings will include a worship thought, a time for teaching and discussion of course content, and a time for questions and clarification. Students must plan to attend these meetings. Regular attendance, punctuality, and participation are essential for success in this class. Therefore, they are required unless arrangements have been made **in advance** with the professor.

Generally speaking, professors will not excuse absences for reasons other than **illness, authorized school trips, or emergencies beyond the students' control**. If a student's absence does not fall into any of these three categories, the student should expect that the absence will not be excused, and attendance credit will not be given.

- ii. Students will be required to share their Zoom video and remain visible to their classmates and professor until class is over. Students' attire should be appropriate for a classroom environment, even if they are connecting to class through Zoom.
- iii. Students who feel ill are encouraged to contact the University Health Center or another health care provider as soon as possible. Students may be asked to present documentation from a health provider to be excused for repeated absences from class due to illness. Students must communicate with their professor **before any absence or within 24 hours** from missed class meetings.
- iv. If for some reason, justified or not, students cannot attend a synchronous class meeting, viewing of the recording of the session is required. The recording can be accessed through eClass.
- v. For the most part, other than on Sabbath, students should enter eClass **daily**. Please note that the professor checks logs of eClass to ensure that students are actively engaging with the course materials. If a student is inactive or misses several assignments without initiating any communication with the professor about the reasons, the student may be contacted.

6. Communication

1. eClass Announcements

- i. To facilitate communication between the professor and learners, all class members are encouraged and expected to regularly check the "Announcements" under the Course Resources within your eClass course. All eClass announcements posted to the class will be considered public class announcements

2. Southern Email

- i. To facilitate communication between the professor and every co-learner, all class members are encouraged and expected to regularly check their southern.edu email account. Students should email questions or comments to the professor. The student can expect to receive an electronic reply to questions or comments within 24-48 hours, except on the weekend. Emails sent on Fridays after 12:00 p.m. will be answered on Mondays.

An important reminder: when a student needs to send an email, the email subject should reflect the purpose of that email. Additionally, as the professor teaches more than one course simultaneously, students should also include the course prefix and number in every email subject line.

C. GRADES AND FEEDBACK PLAN

1. Accessing your grades in eClass

You can access your grades by clicking the "grades" link at the top middle section of the course home page above the course header.

2. Class Attendance Credit

- a) Students' attendance will be taken every week through the university's Attendance Tracking System (ATS). Ten (10 minutes) before class starts, a QR Code assigned to each class section will be displayed on the Zoom screen. Students will be able to scan the QR Code with their phones and their attendance will be recorded. Due to system's limitations, the QR Code will disappear from the screen once the professor initiates the class and starts sharing other materials on screen (e.g., PowerPoints, videos, etc.) A total amount of Attendance points will be included in the final participation grade. Being present and punctual to every Zoom class is an easy way to accumulate points toward the final grade.
- b) Again, due to system limitations, once class starts, the only way to receive attendance credits is if the points are entered manually by the professor in the grade book. Therefore, if a student is late to class but wants to receive attendance credit for the day, the student will need to send the professor a brief email explaining the situation, as soon as she or he enters the Zoom room. Once class is over, the professor will review the email and, if appropriate, will manually enter the attendance points in the grade book. Sending this email will be important because, during class, the professor will be focusing on the material being discussed and may or may not remember that a student was allowed into the Zoom room after class started.

3. Submission Times and Late Work Caution

- 1. Course assignments are to be submitted electronically to the course site, unless specifically indicated on the *Course Calendar*.
- 2. Late work is at risk of not being accepted unless prior approval is received from the professor. It is the students' responsibility to plan ahead and to deliver a professional product in a timely manner. If, however, a student is ill or experiencing an emergency that is out of his or her control, the student must contact the professor immediately regarding the situation.
- 3. All assignments will be due on **Wednesday nights at 11:59 p.m.** unless otherwise specified in the *Course Calendar* or by the instructor. On very rare occasions, students might lose internet connection or have other technical difficulties when it is very close to submission time. This may cause additional stress for students who are trying to complete their assignments at the last minute. Given this possibility, it is strongly recommended that students plan to start and finish their assignments way ahead of the deadline. This will give them enough margin for unexpected circumstances.
- 4. The professor recognizes that some students might be trying to manage very complicated academic and/or work schedules during this semester. As a result, following the plan recommended above might not always be possible for them. For that reason, a period of grace

will be given to complete assignments between Wednesdays at 11:59 p.m. and the next day (Thursday), at 6:00 p.m. (before class).

5. If an assignment has not been submitted 6:00 p.m. on Thursday, according to the course schedule, a grade of zero will be entered in the grade book. **Note:** Although the zero grade may not appear in the grade book exactly at noon on the due date, the eClass system will automatically register the date and time when an assignment was submitted, whether it was submitted before or after the deadline. If a student wishes to submit a missed assignment after the deadline, the student will need to email the professor explaining the reasons for the missed assignment and requesting permission to submit it. If approval is granted, the student should proceed to complete the assignment as soon as possible.
6. Once the missed assignment has been submitted, the student will be responsible for emailing the professor back, letting her know that the assignment is ready to be graded. **This step will be important** because the professor will not go back to review assignments that have been graded already, whether they were assigned a grade of zero or not. Therefore, the only way to get the zero removed from an assignment will be by emailing the professor to make her aware that the assignment is now ready for the change of grade.

4. Providing Feedback to the Professor

1. At any time during the semester, students may schedule appointments with the professor, during her office hours, to discuss any questions or ideas they might have that could help them learn the material better.
2. Near the end of the semester, students will need to evaluate this course. Southern Adventist University encourages all students enrolled in courses to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. The online evaluation may be accessed at access.southern.edu. Students may log in using their SAU e-mail login and password, and then select *Course Evaluation* from *Course Tools*. All comments and evaluations are completely anonymous, and the results are made available to instructors only after grades are submitted to the Records Office. Completion of this evaluation will be scheduled during one of the last class sessions of the semester and will count as the class attendance points for that day.

5. Receiving Feedback from the Professor

Feedback from the professor will be facilitated through the grading of academic assignments and professional dispositions required in this course.

a) Assignment Feedback

Feedback on activities or projects will be provided in a timely manner, usually by the following class period. Although care is exercised when scoring and recording grades, students should keep all grade results after they are returned. If there is a discrepancy, having these materials will be useful for clearing it up. If students have questions regarding any item, an appointment

may be made to speak with the instructor regarding the matter.

b) Professional Dispositions and Conduct

Homrich, A. M. & Henderson, K. L. (2018) stated that clinical counseling programs must evaluate their students, not just based on their academic knowledge and skills, but also on their “consistent demonstration of appropriate interpersonal, intrapersonal, and professional behavior expected of clinicians in the practice of their profession.”

The Graduate Studies in Professional Counseling (GSPC) program at Southern Adventist University prepares students to become professional practitioners in the mental health care field. Therefore, students enrolled in counseling courses are expected to always demonstrate professional dispositions and conduct. Towards that goal, students are evaluated every semester, based not only on their academic grades, but also on the professional dispositions and behavior that they model when relating to their professors, classmates, and others around them.

D. ACADEMIC ASSIGNMENTS

The following requirements support the students’ achievement of the knowledge and skill outcomes described in Section VI above. Results from all the requirements will contribute to students’ final grades in this course.

1. Class Participation:

Students are expected to participate in class. In order to participate, students must have read the assigned chapters prior to class each week (see course schedule for dates). In no more than a few sentences and at the end of each class period, you will be given time to reflect on the class period and provide your observation of how the topic discussions added value to your experience as a counselor in training.

2. Professional Membership:

During this class, the counseling profession and some of the developing trends in the professional practice of a counselor will be discussed. One way to stay up-to-date on the emerging status, concerns and practice within a discipline is to become a member of the professional organization associated with the discipline. For that reason, students will need to join the American Counseling Association (ACA) for credit in this course. To join, please visit:
<http://www.counseling.org/Counselors/MemberJoin.aspx>.

3. Advocacy Letter:

Students will write a letter to advocate for the counseling profession. There are requests for such letters in *Counseling Today* and at the ACA website www.counseling.org. Students will use professional letter writing skills and submit letters to the instructor for review prior to mailing. The following website may also be helpful: <http://www.counseling.org/public-policy/public-policy>.

4. Application Assignments:

Application assignments are designed to assess student understanding of the weekly lesson content and to bring questions to class. Students will read each assigned chapter in textbook prior to class. This assignment has **two parts: 1)** a summary of the chapter most important information **2)** a brief description of how you understand this information to be useful to your future practice (about *one page total*).

Use a 12-points double spaced Times New Roman or Calibri font. Align text left—do not select the option to justify the paper body. Though not required, conducting research and using outside sources to support ideas can strengthen the work. If any research sources are cited, APA guidelines must be followed.

All application papers are **due at 11:59 pm the day before class**. Please refer to the course calendar.

Due dates are non-negotiable. However, if there are unexpected obstacles that prevent students from meeting deadlines, students may contact the instructor immediately.

5. Chapter Presentations:

A presentation of applied concepts from the selected chapter will be completed during the semester. It should include a research of local community agencies related to the chapter topic. For example, chapter 9 talks about group work; therefore, you could focus on agencies such as CADAS, FOCUS Health Care, Fortwood Center, etc. Presentations should be about 20-30 minutes in length. **The presentation will also be uploaded to eClass by midnight Wednesday before the presentation due date.**

6. Weekly Quizzes:

Weekly quizzes will cover textbook chapters. Quizzes are **due as stated on eClass**. *Please, be aware that the system will shut down after the allowed time.*

7. Community Agency Visitation, Interview, & Presentation:

During the semester, students are required to visit (virtual or phone interviews are acceptable) a local, functioning community agency that provides multiple (more than one) services to the community, **including counseling services**. These “visits” will provide students with exposure to services that are offered by local mental health agencies. This will be an opportunity to learn first-hand about community agency practices (and may inform the eventual choice of an internship placement). Therefore, students may need to be prepared to ask questions of the agency representative during their visit. Students should also gather a description of the agency including:

- a. Critical analysis of the organization:
 - i. Mission and corporate structure
 - ii. Personnel
 - iii. Population(s) served
 - iv. Special concerns of target population (at least three)

- v. Possible treatment barriers
- vi. Social and political climate surrounding the agency
- b. Organizational strengths and weaknesses;
- c. Your opinion of the effectiveness of the agency at meeting its purpose;
- d. Your perspective on how the agency might make changes to better achieve its mission.

Prior to visitation, students must inform the instructor of the agency they will visit in order to avoid duplication.

For the visit, students will complete the “*COUN540 – Agency Profile*” form (posted in eClass). The form will be due in eClass **by 11:59 the day before the presentation due date.**

Students will also complete an interview with a community agency counselor at the same agency. For this interview, students will complete a “*COUN 540 – Agency Counselor Interview*” form (posted in eClass). **The form will be due in eClass 11:59 the day before the presentation due date.**

After gathering the above information from the selected agency, students will create and present a PowerPoint presentation to the class. Students’ presentations will be 25-35 minutes in length (including questions and answers of classmates) and, if possible, will include brochures, pamphlets, and agency websites. Photographs of the agency and the counselor interviewed (with their permission) may be included. Students may also invite the counselor to class on the day of their presentation for additional insight in to the agency and their work.

1. Grading Criteria:

The following is a summary of the course requirements, number of points, and percentages used for assigning final grades. The *Expected Outcome* column indicates the specific desired outcomes (refer to this syllabus section *VII- Knowledge and Skill Outcomes*) being assessed by the given requirement.

Course Requirement	Number of Points	Approx % of Final Grade	Expected Outcomes
Class Participation	140 (14x10)	21	1 - 16 2.F.1.e, 2.F.1.f, 2F.2-d, 2.F.4.f, 2.F.5.c, 2.F.5.i, 2.F.5.l, 2.F.5.k, 2.F.6.f, 5.C.1.a, 5.C.2.a, 5.C.2.c, 5.C.2.i, 5.C.2.k, 5.C.3.d, 5.C.3.e
Professional Membership	10	2	1, 2, 10, 11, 13, 14 2.F.1.e, 2.F.1.f, 5.C.1.a, 5.C.2.a, 5.C.2.i, 5.C.2.k
Advocacy Letter	20	3	1, 16 2.F.1.e, 5.C.3.e
Application Assignments	140 (14x10)	21	1 - 16 2.F.1.e, 2.F.1.f, 2F.2-d, 2.F.4.f, 2.F.5.c, 2.F.5.i, 2.F.5.l, 2.F.5.k, 2.F.6.f, 5.C.1.a, 5.C.2.a, 5.C.2.c, 5.C.2.i, 5.C.2.k, 5.C.3.d, 5.C.3.e
Chapter Presentation	50	7	1 - 16 2.F.1.e, 2.F.1.f, 2F.2-d, 2.F.4.f, 2.F.5.c, 2.F.5.i, 2.F.5.l, 2.F.5.k, 2.F.6.f, 5.C.1.a, 5.C.2.a, 5.C.2.c, 5.C.2.i, 5.C.2.k, 5.C.3.d, 5.C.3.e
Weekly Quizzes	225 (14x15)	34	1 - 16 2.F.1.e, 2.F.1.f, 2F.2-d, 2.F.4.f, 2.F.5.c, 2.F.5.i, 2.F.5.l, 2.F.5.k, 2.F.6.f, 5.C.1.a, 5.C.2.a, 5.C.2.c, 5.C.2.i, 5.C.2.k, 5.C.3.d, 5.C.3.e
Agency Project & Presentation	80	12	1, 3, 8, 10, 11, 15 2.F.1.e, 2.F.2.d, 2.F.5.k, 5.C.1.a, 5.C.2.a, 5.C.3.d
TOTAL	665	100	

1. Distribution of Scores:

The following distribution of scores will serve as a guide in determining the final letter grades for this course:

Letter Grade	Point Range	Percentage Range
A	622 – 665	94 – 100%
A-	596 – 621	90 – 93%
B+	576 – 595	87 – 89%
B	556 – 575	84 – 86%
B-	529 – 555	80 – 83%

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[term, year]

C+	509 – 528	77 – 79%
C	489 – 508	74 – 76%
C-	463 – 488	70 – 73%
D+	443 – 462	67 – 69%
D	423 – 442	64 – 66%
D-	396 – 422	60 – 63%
F	0 – 395	0 – 59%

[See Course Calendar on Next Page]

IX. COURSE CALENDAR

Date	Topic	CACREP Common Core Curricular Experiences	Assignment Due
[day-date] Week 1	<ul style="list-style-type: none"> •Course overview (Review Syllabus) •Select an agency to research/visit •Sign up for presentations 	<ul style="list-style-type: none"> • 2.F.5.k Be familiar with strategies to promote client understanding of and access to a variety of community-based resources. 	Choosing an agency to visit Choosing a chapter to present Class participation 1
[day-date] Week 2	<ul style="list-style-type: none"> •Gladding & Newsome, Chapter 1 History and professional identity in CMH counseling profession 	<ul style="list-style-type: none"> • 5.C.1.a Be familiar with the history and development of clinical mental health counseling. • 2.F.1.e Understand the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. • 5.C.2.a Understand the roles and settings of clinical mental health counselors • 5.C.2.k Know the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. • 2.F.1.f Be familiar with professional counseling organizations, including membership benefits, activities, services to members, and current issues. 	Application Assignment 1 Quiz 1 Class participation 2
[day-date] Week 3	<ul style="list-style-type: none"> •Gladding & Newsome, Chapter 2 Ethical & Legal Aspects of Counseling 	<ul style="list-style-type: none"> • 5.C.2.i Understand legislation and government policy relevant to clinical mental health counseling. • 2.F.1.e Understand the advocacy processes needed to address institutional 	Application Assignment 2 Quiz 2 Class participation 3

		and social barriers that impede access, equity, and success for clients.	Professional Membership Please upload it to E-class.
[day-date] Week 4	<ul style="list-style-type: none"> •Gladding & Newsome, Chapter 3 Clinical Mental Health Counseling in a Diverse Society 	<ul style="list-style-type: none"> • 2F.2-d Understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others. • 2.F.5.k Be familiar with strategies to promote client understanding of and access to a variety of community-based resources. 	Application Assignment 3 Quiz 3 Class participation 4
[day-date] Week 5	<ul style="list-style-type: none"> •Gladding & Newsome, Chapter 4 The Counseling Process •Gladding & Newsome, Chapter 5 Client Assessment & Diagnosis 	<ul style="list-style-type: none"> • 2.F.1.e Understand the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. • 2.F.5.i Understand the concepts and processes of developing measurable outcomes for clients. • 2.F.5.c Know the theories, models, and strategies for understanding and practicing consultation. • 5.C.3.d Understand the strategies for interfacing with integrated behavioral health care professionals. 	Application Assignment 4 Quiz 4 Class participation 5
[day-date] Week 6	<ul style="list-style-type: none"> •Gladding & Newsome, Chapter 6 Holistic Approaches to Clinical Mental Health Counseling. 	<ul style="list-style-type: none"> • 2.F.5.c Know the theories, models, and strategies for understanding and practicing consultation. • 2F.2-d Understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others. • 5.C.3.d Understand the strategies for interfacing with integrated behavioral health care professionals. 	Application Assignment 5 Quiz 5 Class participation 6

<p>[day-date] Week 7</p>	<p>•Gladding & Newsome, Chapter 7 Consultation, Advocacy, and Evaluation</p>	<ul style="list-style-type: none"> • 2.F.1.e Understand the advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. • 2.F.5.c Know the theories, models, and strategies for understanding and practicing consultation. • 2.F.4.f Know strategies for career development program planning, organization, implementation, administration, and evaluation. • 2.F.5.k Be familiar with strategies to promote client understanding of and access to a variety of community-based resources. 	<p>Application Assignment 6</p> <p>Quiz 6</p> <p>Class participation 7</p> <p>Advocacy Letter Please upload it to eClass.</p>
<p>[day-date] Week 8</p>	<p>•Gladding & Newsome, Chapter 8 Dealing with Crises, Disasters, Suicide, while managing Stress and avoiding Burnout</p>	<ul style="list-style-type: none"> • 2.F.5.l Know suicide prevention models and strategies. • 5.C.2.a Understand the roles and settings of clinical mental health counselors. • 2.F.5.k Be familiar with strategies to promote client understanding of and access to a variety of community-based resources. 	<p>Application Assignment 7</p> <p>Quiz 7</p> <p>Class participation 8</p>
<p>[day-date] Week 9</p>	<p>•Gladding & Newsome, Chapter 9 Working with Groups</p> <p>•Gladding & Newsome, Chapter 15 Employee Assistance Programs, Private Practice, Coaching, and Managed Care</p>	<ul style="list-style-type: none"> • 2.F.6.f Know the different types of groups and other considerations that affect conducting groups in varied settings. • 5.C.2.a Understand the roles and settings of clinical mental health counselors. • 2.F.5.c Know the theories, models, and strategies for understanding and practicing consultation. • 2.F.5.k Be familiar with strategies to promote client understanding of and access to a variety of community-based resources. 	<p>Application Assignment 8</p> <p>Quiz 8</p> <p>Application Assignment 9</p> <p>Quiz 9</p> <p>Class participation 9</p>
<p>SPRING BREAK – [dates]</p>			

[day-date] Week 10	•Gladding & Newsome, Chapter 10 Couples & Family Counseling	<ul style="list-style-type: none"> • 2.F.5.k Be familiar with strategies to promote client understanding of and access to a variety of community-based resources. • 2.F.6.f Know the different types of groups and other considerations that affect conducting groups in varied settings. 	<p>Application Assignment 10</p> <p>Quiz 10</p> <p>Class participation 10</p>
[day-date] Week 11	•Gladding & Newsome, Chapter 11 Counseling Children & Adolescents	<ul style="list-style-type: none"> • 2.F.6.f Know the different types of groups and other considerations that affect conducting groups in varied settings [CACREP] • 2.F.5.k Be familiar with strategies to promote client understanding of and access to a variety of community-based resources. 	<p>Application Assignment 11</p> <p>Quiz 11</p> <p>Class participation 11</p>
[day-date] Week 12	•Gladding & Newsome, Chapter 12 Counseling Adults	<ul style="list-style-type: none"> • 5.C.3.e Be familiar with the strategies to advocate for persons with mental health issues. • 5.C.2.a Understand the roles and settings of clinical mental health counselors. • 2.F.5.i Understand the concepts and processes of developing measurable outcomes for clients. • 2.F.5.k Be familiar with strategies to promote client understanding of and access to a variety of community-based resources. 	<p>Application Assignment 12</p> <p>Quiz 12</p> <p>Class participation 12</p>
[day-date] Week 13	• Gladding & Newsome, Chapter 13 College & Career Counseling	<ul style="list-style-type: none"> • 2.F.4.f Know strategies for career development program planning, organization, implementation, administration, and evaluation. • 5.C.1.a Be familiar with the history and development of clinical mental health counseling. • 5.C.2.a Understand the roles and settings of clinical mental health counselors. 	<p>Application Assignment 13</p> <p>Quiz 13</p> <p>Class participation 13</p>

<p>[day-date] Week 14</p>	<p>•Gladding & Newsome Chapter 14 Community Agencies, Medical Settings, and Other Specialized Clinical Settings</p>	<ul style="list-style-type: none"> • 5.C.2.c Know the 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. • 5.C.2.a Understand the roles and settings of clinical mental health counselors. • 2.F.5.k Be familiar with strategies to promote client understanding of and access to a variety of community-based resources. • 5.C.2.k Know the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. • 2.F.1.f Be familiar with professional counseling organizations, including membership benefits, activities, services to members, and current issues. 	<p>Application Assignment 14 Quiz 14 Class participation 14</p>
<p>[day-date] Week 15</p>	<p>•Wrap up</p>		<p>Final Exercise and class evaluation</p>

APPENDIX A

Southern School of Education & Psychology Conceptual Framework For Professional Counseling Programs

This course is congruent with the *Conceptual Framework* of the School of Education and Psychology. This Conceptual Framework is aligned, in turn, with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core curricular experiences and student learning outcomes established for Clinical Mental Health and School Counseling programs.

To Serve, To Lead, To Transform

- E. *Mission of the School of Education and Psychology:* Our mission is to prepare all students to be effective professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a pluralistic society.
- F. *Goal of the School of Education and Psychology:* The goal of the School of Education and Psychology is to facilitate the comprehensive development of professionals as servant leaders in their communities. This goal is realized by providing opportunities for the counselor candidate to become effective in the following roles:
1. a caring person,
 2. an informed facilitator,
 3. a reflective decision maker, and
 4. a committed professional.

Together, these roles lay the foundation for the professional excellence on which the counselor education unit bases the CACREP core curricular experiences and expected learning outcomes.

G. *Core Curricular Experiences and Learning Outcomes:*

1. As a Caring Person, the counselor candidate is provided with curricular experiences in the areas of social and cultural diversity, helping relationships, and group work. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
 - (a) effective **counseling, prevention, and intervention**;
 - (b) service to clients who represent **diverse populations**; and
 - (c) **advocacy** to better the lives of individuals and communities.
2. As an Informed Facilitator, the counselor candidate is provided with curricular experiences in the areas of assessment, human growth and development, and career development. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite for:
 - (a) meaningful **assessment** that facilitates a plan of action,
 - (b) **diagnosis** leading to appropriate treatment, and
 - (c) promoting optimal **academic development** in the school setting.

3. As a Reflective Decision Maker, the counselor candidate is provided with curricular experiences in the area of research and program evaluation. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
 - (a) conduct **research** that contributes to the knowledge base of the profession;
 - (b) critically **evaluate** research and apply current information to decision making; and
 - (c) conduct meaningful **program evaluations** that inform development and enhance services.

4. As a Committed Professional, the counselor candidate is provided with curricular experiences in the area of professional orientation and ethical practice. The counselor candidate is then expected to demonstrate the knowledge, skills, and practices requisite to:
 - (a) applying and adhering to **ethical and legal standards** specific to the counseling practice;
 - (b) adhering to the **professional orientation** and roles that are relevant to the counseling practice; practice;
 - (c) **collaborating and consulting** with other professionals, both within the clinical or school setting and with other community professionals;
 - (d) utilizing the **foundation knowledge** specific to the area of counseling practice, and
 - (e) **leading** in the development and management of counseling practice in a clinical or school setting.