

SOUTHEAST MISSOURI STATE UNIVERSITY
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND COUNSELING
COURSE SYLLABUS

Title of Course: **Foundations of Mental Health Counseling (3 cr)**

Course No. **CP 640**

Revised Spring 2012

Semester:

Instructor:

Office:

Phone:

E-mail:

Office Hours:

Class Room:

Class Dates:

Class Times:

Website:

Note: The Instructor will add the above information each semester.

I. Catalog Description and Credit Hours of Course:

An overview of the role and scope of the mental health counselor, the community counseling agencies, and the counseling service programs. (3)

II. Prerequisite(s):

Graduate Standing and Permission of the Instructor.

III. Course Integrated in to the Program Requirements

M.A. Career Counseling	M.A. School Counseling	M.A. Mental Health Counseling	Ed.S. Counseling Education	Psychological Examiner Certificate
		Required		

IV. Student Learning Outcomes

1. The student will be able to identify the history, philosophy, and trends in clinical mental health counseling. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).
2. The student will be able to identify the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

3. The student will be able to demonstrate an understanding of the management of mental health services and programs, including areas such as administration, finance, and accountability. This outcome will be measured by the Comprehensive Professional Counseling Portfolio (CPCP).

V. Course as Relates to External Requirements

CACREP Requirements (2009)	DESE Requirements (2008)	LPC Requirements	NBCC Requirements
Mental Health Foundations			

VI. Course as Relates to External Standards

CACREP Standards (2009)
<p>CMHC. Foundations – A. Knowledge</p> <ol style="list-style-type: none"> 1. Understands the history, philosophy, and trends in clinical mental health counseling. 2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. 3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. 4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. 5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision. 6. Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders. 7. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems). 8. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.
DESE Standards (2008)

VII. Purposes or Objectives of the Course:

- A. The students will become knowledgeable about the foundations of clinical mental health counseling issues, including but not limited to:
 1. identifying the historical, philosophical, societal, cultural, economic, and political dimensions of the mental health movement.

2. investigating the roles, functions, and professional identity of clinical mental health counselors.
 3. demonstrating their knowledge of the structures and operations of professional organizations, training standards, credentialing bodies, and ethical codes pertaining to the practice of clinical mental health counselors.
 4. examining the implications of professional issues unique to clinical mental health counseling including, but not limited to recognition, reimbursement, and right to practice.
 5. identifying the implications of socio-cultural, demographic, and lifestyle diversity relevant to clinical mental health counseling.
- B. The students will gain an understanding about the various contextual dimensions of clinical mental health counseling including but not limited to:
1. identifying the roles of clinical mental health counselors in a variety of practice settings and the relationships between counselors and other professionals in these settings.
 2. demonstrating their knowledge of the organizational, fiscal, ethical, and legal dimensions of the institutions and settings in which clinical mental health counselors practice.
 3. identifying the models and techniques of community needs assessments to design, implement, and evaluate community counseling interventions, programs, and systems.
 4. describing the general principles of community intervention, consultation, education, and outreach; characteristics of human services programs and networks, public, private, and volunteer, in local communities.
 5. examining the methods, models, and principles of clinical supervision.
- C. The students will gain an understanding about the knowledge and develop the skills for the practice of clinical mental health counseling including, but not limited to the following:
1. the client characteristics of individuals served by institutions and agencies offering clinical mental health counseling services, including the effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, chronic illness, developmental transitions, and interpersonal, family, and community violence.

2. the principles of program development and service delivery for a clientele based on assumptions of normal development including prevention, implementation of support groups, peer facilitation training, parent education, career information and counseling, and encouragement of self-help.
3. the effective strategies for promoting client understanding of and access to community resources.
4. the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
5. the effective strategies for client advocacy in public policy and government relations issues.
6. recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

VIII. Course Content or Outline:

Class Hours

A.	Review of Development of the Mental Health Movement	3
	1. Historical	
	2. Philosophical	
	3. Societal	
	4. Cultural	
	5. Economic	
	6. Political	
	7. Ethical and Legal	
B.	Professional Identity and of Counselors	3
	1. Structures and Operations of Professional Organizations	
	a. American Counseling Association (ACA)	
	b. Divisions: e.g., Association of Counselor Educators and Supervisors (ACES)	
	2. Training Standards	
	a. Accreditation	
	3. Licensure	
	a. Right to Practice	
	b. Recognition	
	4. Credentialing Bodies	
	a. NBCC	
	5. Ethical Standards	
	6. Sociocultural, Demographic and Lifestyle Diversity Implications	
	7. Professional Development	

C.	Roles and Functions of Counselors	6
	1. Modalities	
	2. Multi-modal Settings	
	3. Interdisciplinary Teams	
	4. Client Advocacy	
	5. Indirect Service	
	6. Direct Service	
	a. Intake interviews (e.g., biopsychosocial)	
	b. Mental health history	
	c. Treatment plans	
D.	Characteristics of Community Counseling Institutions	3
	1. Organization	
	2. Administration	
	3. Fiscal	
	4. Legal	
	5. Political	
	6. Types of services	
	7. Employment requirements	
	8. Promotion of services	
	9. Ease of access to services	
E.	Understanding and Counseling Communities and Services	12
	1. Theories and Techniques of Community Needs Assessment	
	a. Design	
	b. Implement	
	c. Evaluate	
	2. Inter and Intra Professional Relationships	
	3. Client Characteristics	
	a. Socioeconomic status	
	b. Unemployment	
	c. Aging	
	d. Gender	
	e. Culture	
	f. Ethnicity	
	g. Chronic illness	
	h. Developmental transitions	
	i. Interpersonal, family and community violence	
	4. Principles of Program Development and Service Delivery	
	a. Developmental Orientation	
	b. Prevention	
	c. Support Groups/Community Support	
	d. Peer Facilitation Training	
	e. Parent Education/Familial Support	
	f. Career Information and Counseling	
	g. Encouragement of Self-Help	

	h. Program Evaluation	
	5. Strategies for Promotion Client Understanding of Access to Resources	
	6. Strategies for Client Advocacy in Public Policy and Government Relations	
F.	General Principles of Clinical Mental Health Counseling	12
	1. Intervention	
	2. Consultation	
	3. Education	
	4. Outreach	
	5. Human Services Programs	
	6. Networks	
	7. Public	
	8. Private	
	9. Volunteer	
G.	Counseling in Clinical Mental Health Settings	3
	1. Comprehensive Mental Health Centers	
	2. Community Counseling Center	
	3. Vocational Rehabilitation	
	4. Corrections	
	5. Youth Residential Facilities	
	6. Student Personnel in Higher Education	
	7. Community Planning	
	8. Service Centers	
	9. Youth Services	
	10. Pastoral Counseling	
	11. Crisis Telephone Services	
H.	Current Issues of Clinical Mental Health Counselors	3
	1. Private Practice	
	2. Third Party Reimbursement	
	3. Supervision	
	4. Grant Writing	
	5. Managed Care	
	6. Others	

IX. Textbook(s):

Gerig, M.S., (Current Edition). *Foundations for Mental Health and Community Counseling*. Upper Saddle River, NJ: Pearson

X. Expectations of Students:

- A. The student is expected to actively participate in class.
- B. The student will be expected to complete the required readings and assignments.
- C. Satisfactory performance on examinations.
- D. The student will be expected to respond to a variety of skill assessment techniques.

- E. The student will be expected to know about and use a variety of technological strategies to enhance learning.
- F. The student will be expected to know about legal issues and ethical standards in counseling.

XI. Basis for Student Evaluation

- A. Written examinations (25%)
- B. Written critiques of professional articles (25%)
- C. Presentation (25%)
- D. Graduate quality research paper (25%)

Final letter grade:

- 91% to 100% -- A
- 81% to 90% -- B
- 71% to 80% -- C
- 0% to 70% -- F

Note: *The section “Basis for Student Evaluation” is given as a general guideline. Course assignments and the exact final letter grade are at the discretion of the instructor. Each instructor will include assignment information and grading procedure in this section in the specific course syllabus handed out at the beginning of each semester.*

XII. Methods of instruction

A combination of:

- Classroom lectures and discussions
- Classroom experiential exercises
- Web-assisted instructions and tests/exams

XIII. Academic Policy Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one's scholastic record. It includes: academic misconduct, dishonesty, plagiarism and cheating or knowingly or actively assisting another person in doing the same. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Students are responsible for upholding the principles of academic honesty as they would any other professional and ethical standard. Refer to: <http://www6.semo.edu/judaffairs/code.html>

Note: *Faculty may add specific sanctions regarding academic dishonesty within the parameters outlined in the University Policy for Academic Honesty.*

XIV. Students with Disabilities Statement:

If a student has a special need addressed by the Americans with Disabilities Act (ADA) please notify the instructor at the beginning of the course. You must register as a student

with a disability in the office of Learning Assistance Programs and Disability Support Services in University Center Room 302 or at 651-2273. It is the responsibility of the student to notify the instructor prior to requesting reasonable accommodation. Failure to do this may result in not receiving the requested accommodation. Refer to: <http://www.semo.edu/cs/services/disability.htm>

XV. Civility, Respect and Classroom Etiquette:

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, differentiate values, and make relevant judgments. To do this successfully, many times multiple perspectives will be presented; some of which may represent points of view on which everyone will not agree. A successful educational experience requires a shared sense of respect among and between the students, the instructor and various points of view.

Further, it is to be expected that the instructor will treat all students with dignity and respect – it is also expected that the students will treat both the instructor and other students with this same respect. In order to facilitate this process more effectively, students are asked the following: 1) before class turn off all pagers and cell phones; 2) refrain from text messaging during class; 3) avoid distracting behavior (e.g. popping gum, noisy eating, and clipping fingernails); 4) minimize side conversations; and, 5) maintain respectful interactions. Finally, personal harassment of any kind will not be tolerated.

XVI. Counselor Dispositions

Counselor Dispositions, as assessed within Counselor Education are guided by the central core of the Counseling Conceptual Framework. The beliefs and attitudes related to the areas of *competence, reflection and caring*, are the guiding influence with the eight foundational counselor dispositions assessed throughout the program. These are: 1) Genuineness, 2) Congruence, 3) Non-judgmental Respect, 4) Emotional Awareness, 5) Ethical Understanding, 6) Concreteness, 7) Empathy, and 8) Professional Commitment. See [Student Handbook](#).

XVII. Knowledge Base References:

An online Knowledge Base is maintained on the Program website. See <http://www4.semo.edu/counsel/Program/know-base.htm>

XVIII. Course Schedule

Note: Course Schedule will be added each semester by the instructor.

Questions, comments or requests regarding this course or program should be taken to your instructor. Unanswered questions or unresolved issues involving this class may be taken to Dr. Ruth Ann Roberts, Interim Chair, Department of Educational Leadership and Counseling.