I. **TITLE:** Issues in Mental Health Counseling

II. **COURSE DESCRIPTION AND PREREQUISITE(S):** A course designed to survey the foundations of community and agency mental health counseling. Topics such as history and philosophy of mental health counseling, administration and supervision of mental health systems, ethical standards and legal aspects, assessment and program development, education and consultation practices, as well as case management and treatment services.

   **Prerequisite(s):** None

III. **COURSE OBJECTIVES:**

   A. Students will gain knowledge of: (based on CACREP Standards, 2009)
      1. The historical overview of the counseling profession (Section II,G.1.a)
      2. Professional identity of community counselors (Section II,G.1.b)
      3. Ethical and legal aspects of counseling (Section II,G.1.j)
      4. Current and emerging issues in community counseling (Section II,G.1.c)
      5. The counseling process (Section II,G.3.e, Section II,G.5.c)
      6. Counseling needs assessment, diagnosis, and treatment planning and execution (Section II,G.1.i, Section II,G.3.f)
      7. Remedial and preventive counseling interventions (Section II,G.3.d, G.5.g, G.8.a, G.8.e).
      8. The variety of settings in which community counseling takes place (Section II,G.1.b).
      9. Multicultural counseling (Section II,G.2.a, Section II,G.2.b, Section II,G.2.f)
      10. Community resources, referral systems, and case management
      11. Education and Consultation practices Section II,G.1.b)
      12. Administration
      13. Supervision
      14. Working with specific populations: Groups; Couples, Marriage and Family; Adults; Children; Adolescents (Section II,G.2.d, G.6.a)
      15. Advocacy for the counselor, client, and the profession Section II,G.1.h).

   B. Students will be able to describe
      1. The importance of mental health counseling service. (Section II,G.1.b)
      2. The reasons for developing and maintaining trusting counseling relationships (Section II,G.5.b, G.5.c).
      3. The process of drawing treatment plans.
      4. Factors that influence helping processes including environmental and social factors, relationships external to the helping process, and commitment to change.
      5. The components and implementation of effective and complete helping processes Section II, G.3.h, G.5.c).
      6. Professional roles and functions including similarities and differences with other types of professionals (Section II,G.1.c).
      7. Professional organizations including membership benefits, activities, services to members, and current emphases (Section II,G.1.a).
8. History of the helping professions including significant factors and events influencing the evolution of the helping professions (Section II,G.5.c)
9. Ethical standards including evolution, methods of change, and applications to various professional activities (Section II,G.1.j).
10. Professional preparation standards and professional credentialing including certification, licensure, and accreditation practices, standards, and activities Section II,G.1.g, G.1.f).

C. Students will develop skills to:
   1. Resolve ethical dilemma (Section II,G.1.j)

The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

IV. CONTENT OUTLINE:
The tentative course outline is described in a separate document.

V. INSTRUCTIONAL ACTIVITIES:
The course is designed to expose the student to the knowledge, skills, and appropriate attitudes about community counseling. This is achieved through a combination of various instructional techniques including, but not limited to, lectures, group discussions, written assignments, reading assignments, demonstrations, guest speaker(s), movie clips, and site visits.

VI. FIELD, CLINICAL AND/OR LAB EXPERIENCES:
Community Counseling Agency/Site visits

VII. TEXT AND RESOURCES:
C. Community Counseling Agencies

VIII. EVALUATION AND GRADING PROCEDURES:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Reading Assignments</td>
<td>16 points</td>
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<tr>
<td>Mental Health Professional Interview</td>
<td>25 points</td>
</tr>
<tr>
<td>Personal Reflection Paper</td>
<td>25 points</td>
</tr>
<tr>
<td>Scholarly Paper</td>
<td>50 points</td>
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<tr>
<td>Mental Health Professional Paper</td>
<td>25 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25 points</td>
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</table>

**Points:** 166 Total Points
A 90-100%      B 80-89%      C 70-79%      D 60-69%      F 60% or below
A. **Reading Assignments** (16 points total) – Come to each class having completed the reading assignments for that day. Prior to each class, post at least one question, comment or response onto the Blackboard Discussion Board. The questions, comments, and/or issues should pertain to the reading.

B. **Personal Reflection Paper** (25 points) – Write a 2-3 page paper that addresses the reason why you are in this class. Also write about why you are seeking a degree in the counseling profession. (CACREP Section I: AA4)

C. **Mental Health Professional Interview** (25 points) – If you are already in the mental health field, interview a professional or practitioner in an area other than your current line of work. If you are new to the mental health field, chose an area within the counseling field that you would like to learn more about for your future career. You may also interview someone to learn more about a specific or unique niche in mental health. For example, interviewing someone in a specialized area such as prison psychology, working in a VA, working in a primary health care setting, school counselor, school psychologist, community mental health setting, etc. Questions to consider during the interview (these are just suggestions): what are your primary responsibilities/duties in your role, what do you like/not like about your area of counseling, what are areas you see for growth in your specialty area, how did you decide to go into this field and is it what you expected, what were your licensure requirements, educational and job requirements, etc. The paper should be 2 pages in length. Be prepared to discuss this in class. (CACREP Section II: G1b, G1c, G1g, G1h, G2f, G3h, G5b, G5f)

D. **Scholarly Paper** (50 points) – Select a topic within the field of counseling which is of interest to you (i.e. couples counseling, eating disorders, cutting, bullying, ADHD, career counseling, mood disorders, personality disorders, etc.). Attempt to narrow down your paper to three main questions. For example: what is the frequency of the disorder for school aged children, what are the symptoms of the disorder, and what current treatments are available for a specific disorder? You must have a minimum of six citations on your reference page. The body of the paper should be around 4 pages in length, no more than 5 pages. (CACREP Section II: G1b, G2a, G2d, G2f, G3e, G8a, G8e)

E. **Mental Health Professional Paper** (25 points) Write a 2-3 page paper about a specialty area of counseling (i.e. family counseling, career counseling, school counseling, school psychology, addiction counseling, neuropsychology, community mental health counseling). The paper should include information about the educational requirements, professional associations, licensure, fees, continuing education, work responsibilities, and salary associated with this specialty. (CACREP Section I: AA4; Section II: G1b, G1g, G1f, G1h, G1j)

F. **Final Exam** (25 points) The final exam will consist of multiple choice and essay questions. More information will be provided concerning the exam during the semester.

**Additional notes on assignments:**
A. For each paper be ready to have a class discussion about the subject matter.
B. Concerning the assignments, this syllabus is subject to change throughout the course of the semester. Updated versions of the syllabus will be posted on Blackboard.
C. All papers will be written in APA format. If you have questions about formatting, refer to the sample and power point instructions.
D. Policy on late assignments: If an assignment is late, 1 point will be deducted for each day the assignment is late.

E. Suggested journals to use for the scholarly paper:
   1. Journal of Counseling and Development
   2. Journal of Counseling Psychology
   3. Journal of Pediatric Psychology
   4. The Counseling Psychologist
   5. Career Development Quarterly

IX. ATTENDANCE POLICY:
This course adheres to the academic honesty policy stated in the current Murray State University Graduate Bulletin. In addition, missing 2 sessions will necessitate withdrawal from the course. Further, students will lose participation and attendance points whenever they miss scheduled class sessions. If they come to class late or leave early they could be counted as absent.

X. ACADEMIC HONESTY POLICY
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students’ academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:
   Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.
   Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.
   Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.
   Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one’s own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or other provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).

CACREP Counseling Program Specifics for CNS 618

<table>
<thead>
<tr>
<th>Clinical Mental Health Counseling Objectives</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Foundations A1</td>
<td>Understands the history, philosophy, and trends in clinical mental health counseling.</td>
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<td></td>
<td>lectures, group discussions, written assignments, reading assignments, demonstrations, guest speaker(s), movie clips, and site visits</td>
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<tr>
<td>Foundations A2</td>
<td>Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.</td>
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<td></td>
<td>lectures, group discussions, written assignments, reading assignments, demonstrations, guest speaker(s), movie clips, and site visits</td>
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<tr>
<td>Foundations A3</td>
<td>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.</td>
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<td></td>
<td>lectures, group discussions, written assignments, reading assignments, demonstrations, guest speaker(s), movie clips, and site visits</td>
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<tr>
<td>Foundations A4</td>
<td>Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.</td>
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<td>lectures, group discussions, written assignments, reading assignments, demonstrations, guest speaker(s), movie clips, and site visits</td>
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<tr>
<td>Foundations A5</td>
<td>Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of</td>
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<td>lectures, group discussions, written assignments, reading assignments, demonstrations, guest speaker(s), movie clips, and site visits</td>
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<td>Category</td>
<td>Knowledge Area</td>
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<tr>
<td>Clinical Supervision</td>
<td>Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders.</td>
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<tr>
<td>Foundations A6</td>
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<tr>
<td>Foundations A7</td>
<td>Is aware of professional issues that affect clinical mental health counselors</td>
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<tr>
<td>Foundations B1</td>
<td>Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.</td>
</tr>
<tr>
<td>Foundations B2</td>
<td>Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.</td>
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<tr>
<td>Prevention &amp; Intervention C1</td>
<td>Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.</td>
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<tr>
<td>Prevention &amp; Intervention D3</td>
<td>Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.</td>
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<tr>
<td>Diversity &amp; Advocacy E1</td>
<td>Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.</td>
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<tr>
<td>Diversity &amp; Advocacy E2</td>
<td>Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client.</td>
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<tr>
<td>Diversity &amp; Advocacy F1</td>
<td>Maintains information regarding community resources to make appropriate referrals.</td>
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<tr>
<td>Assessment G2</td>
<td>Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.</td>
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<tr>
<td>Research I2</td>
<td>Knows models of program evaluation for clinical mental health programs.</td>
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