

HUNTINGTON

— UNIVERSITY —

Clinical Mental Health Counseling Program

We provide Christ-centered, quality counselor training that promotes both scholarship and service

CN610

Foundational and Contextual Dimensions of Mental Health Counseling Syllabus Fall 2020 (October 26 – December 13, 2020)

Tuesdays @ 7pm EST

All students are required to read and have a thorough understanding of the syllabus.
Any questions or concerns need to be addressed with the instructors.

Instructor: Eric A. Williams, PhD

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Course Description:

An investigation of the history, philosophy and cultural dimensions of mental health counseling, including the roles and identity of mental health counselors, ethical considerations and training and credentialing of mental health counselors, includes professional issues and practice guidelines for the mental health counselor, including conducting community needs assessments and creating and overseeing community interventions to address those needs. (3 credit hours)

Brief Faculty Bio:

Dr. Williams joined Huntington University in the Spring of 2020 as an adjunct faculty member in the Masters of Counseling program. He later joined as a full-time visiting faculty member in the same program in Fall 2020.

Dr. Williams received his doctoral degree in Counselor Education and Supervision from Regent University in Virginia Beach, VA in 2017, masters in Marriage & Family Therapy, in 2001, and bachelors degree in Psychology in 1999. He has since been teaching in both clinical mental health counseling and marriage and family therapy programs.

He has worked in various clinical mental health settings that include psychiatric hospitals, in-home treatment, case management, group homes, foster care, school settings, military installations, and private practice. He also obtained his licensure as both a Licensed Clinical Mental Health Counselor Supervisor (LCMHCS) and Licensed Marriage and Family Therapist (LMFT) in the state of North Carolina. Furthermore, he operates his private

practice doing both face-to-face and online counseling in addition to clinical supervision. He is a committed member of both ACA and AAMFT national organizations and annually speaks at various conferences.

MACMHC Program Objectives:

Upon completion of the M.A. in Counseling, students will demonstrate understanding of:

1. Professional Counseling Ethics - Accurately apply the codes of ethics to a wide-range of counseling dilemmas, clients, and contexts.
2. Diversity - Demonstrate proficient cross-cultural counseling skills with diverse clients and in diverse contexts.
3. Human Development - Apply selected developmental concepts to diverse counseling scenarios.
4. Career Counseling - Apply career counseling models, skills, and assessment with diverse clients.
5. Counseling Models - Develop a sufficient counseling model for working a broad range of clients.
6. Counseling Skills - Demonstrate proficient counseling skills in working with a broad range of clients.
7. Group Work - Demonstrate proficient leadership skills in the facilitation of a group.
8. Assessment - Design and conduct several selected assessment processes for counseling scenarios.
9. Research - Design counseling-oriented research or program evaluation.
10. Integration - Develop an initial, integrated counseling model. Evidenced ethical integration of Christian faith in working with diverse clients and in diverse contexts.
11. Spiritual Formation - Develop a secure attachment with God.

Student Learning Outcomes (SLO):

Upon completion of this course, students should be able to:

1. Know the history and philosophy of the counseling profession and its specialty areas; the development of clinical mental health counseling (CACREP 2.F.1.a; CMHC 5.C.1.a)
2. Identify professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP 2.F.1.f)
3. Recognize strategies to promote client understanding of and access to a variety of community-based resources (CACREP 2.F.5.k)
4. Know 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 (CMHC 5.C.2.c)
5. Demonstrate an awareness of professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC 5.C.2.k)
6. Recognize strategies for interfacing with the legal system regarding court-referred clients (CMHC 5.C.3.c)
7. Describe strategies for interfacing with integrating behavioral health care professionals (CMHC 5.C.3.d)

Required Course Texts and Readings

American Counseling Association (2014). *ACA code of ethics*. <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

American Mental Health Counselors Association (2015). *AMHCA code of ethics*. <https://www.amhca.org/publications/ethics>

Gerig, M. S. (2018). *Foundations for clinical mental health counseling: An introduction to the profession* (3rd ed.). Pearson.

Recommended (not required) Readings and Resources

- Bayne, H. B., & Doyle, K. (2019). Licensure portability through an ethical lens: Considering multiple stakeholders. *Journal of Mental Health Counseling, 41*(2), 97-111. DOI: 10.17744/mehc.41.2.01.
- Bemak, F., & Chi-Ying Chung, R. (2017). Refugee trauma: Culturally responsive counseling interventions. *Journal of Counseling & Development, 95*(3), 299-308. DOI: 10.1002/jcad.12144
- Burkholder, D. (2012) A model of professional identity expression for mental health counselors. *Journal of Mental Health Counseling, 34*(4), pp. 295-307. <https://doi.org/10.17744/mehc.34.4.u204038832qrq131>
- Centre for Mental Health (2018). Social media, young people and mental health. Retrieved from <https://www.centreformentalhealth.org.uk/publications/social-media-young-people-and-mental-health>
- Cook, E. P. (2012). *Understanding people in context: The ecological perspective in counseling*. American Counseling Association. Retrieved from <https://www.counseling.org/Publications/FrontMatter/72918-FM.PDF>
- Council for the Accreditation of Counseling and Related Educational Programs (2015). *2016 CACREP standards*. Author. Retrieved from www.cacrep.org/wp-content/uploads/2017/08/2016-Standards-with-citations.pdf
- Even, T. A., & Robinson, C. R. (2013). The impact of CACREP accreditation: A multiway frequency analysis of ethics violations and sanctions. *Journal of Counseling & Development, 91*(1), 26-34. DOI: 10.1002/j.1556-6676.2013.00067.x.
- Henriksen, R. C., Maxwell, M. J. (2016). Counseling the fastest growing population in America: Those with multiple heritage backgrounds. *Journal of Mental Health Counseling, 38*(1), 1-11. DOI:10.17744/mehc.38.1.01.
- Kaplan, D. M., Francis, P. C., Hermann, M. A., Baca, J. V., Goodnough, G. E., Hodges, S., Spurgeon, S. L., & Wade, M. E. (2017). New concepts in the 2014 ACA code of ethics. *Journal of Counseling & Development, 95*(1), 110-120. DOI: 10.1002/jcad.12122
- Kaplan, D. M., & Kraus, K. L. (2018). Building blocks to portability: Culmination of the 20/20 initiative. *Journal of Counseling & Development, 96*(2), 223-228. DOI: 10.1002/jcad.12195.
- McDonald, C. P., Chang, C. Y., Dispenza, F., & O'Hara, C. (2019). Multiracial identity, color-blind racial Ideology, and discrimination: Professional counseling implications. *Journal of Counseling & Development, 97*(1). 75-85. DOI: 10.1002/jcad.12237
- National Board of Certified Counselors. (2015a). *National certified counselor*. Retrieved from <https://www.nbcc.org/certification/ncc>
- National Board of Certified Counselors. (2015b). *Certified clinical mental health counselor*. Retrieved from <https://www.nbcc.org/certification/ccmhc>
- Prosek, E. A., & Hurt, K. M. (2014). Measuring professional identity development among counselor trainees. *Counselor Education & Supervision, 53*(4), 284-293. DOI: 10.1002/j.1556-6978.2014.00063.x
- Ratts, M. J., Singh, A. A., Nassar-McMillan, S, Butler, S. K., McCullough, J. R. (2016). Multicultural and social justice counseling competencies: Guidelines for the counseling profession. *Journal of Multicultural Counseling & Development, 44*(1), 28-48. DOI: 10.1002/jmcd.12035.
- Renee S. Sherrell, R. S., & Lambie, G. W. (2018). The contribution of attachment and social media practices to relationship development. *Journal of Counseling & Development, 96*(3). 303-315. DOI: 10.1002/jcad.12204
- Talavera, D. C., Odafe, M., Cheref, S., Hong, J. H., Leslie, R., & Walker, R. L. (2019). Stress in relation to anxiety and depression among racial/ethnic minority women: The differential impact of cultural mismatch on somatic and cognitive symptoms. *Journal of Multicultural Counseling & Development, 47*(2), 131-140. DOI: 10.1002/jmcd.12127.
- Thoits, P. A. (2011). Mechanisms linking social ties and support to physical and mental health. *Journal of Health and Social Behavior, 52*(2), 145–161. DOI: 10.1177/002214 6510395592
- Warren, J. M. (2012). Mobile mind mapping: Using mobile technology to enhance rational emotive behavior therapy. *Journal of Mental Health Counseling, 34*(1), 72-81. Retrieved from <http://search.ebscohost.com.elibrary.huntington.edu/login.aspx?direct=true&db=aph&AN=71661690&site=ehost-live>

Wilkinson, T., Smith, D., & Wimberly, R. (2019). Trends in ethical complaints leading to professional counseling licensing boards disciplinary actions. *Journal of Counseling & Development, 97*(1), 98-104. DOI: 10.1002/jcad.12239

Method of Instruction and Course Requirements

This class includes seminar-style class discussion, case presentations, skill building exercises, and other teaching methods utilized to monitor and facilitate students’ self-awareness, professionalism, and the integration of academic and experiential learning. Students are expected and encouraged to actively participate in this learning experience.

1. ATTENDANCE AND PARTICIPATION (AP)

Students are expected to attend and participate in every class. Since this is a hybrid class, students will be expected to attend every class. Graduate education is highly collaborative, and your attendance and participation is crucial to the learning environment. In order to earn an A, attendance is expected. Students must regularly contribute to the classroom discussion. A portion of your participation grade will be determined from the classroom discussions.

2. DISCUSSION FORUMS (DF): 11 x 20 points each = 220

Students are expected to engage in graduate level class participation that includes regular class attendance and involvement with peers through in-class discussions. Specifics of the week are given which may include questions, articles to read and evaluate, online resources to review and/or videos to view as part of participation in the weekly discussion forum. Follow directions in each weekly discussion forum. Generally, students will write an initial Discussion Forum Post and will submit one response to classmates or professor by Midnight EST on the Sunday of the assigned week. Initial posts should be between 250 – 500 words. Response posts should be between 75 – 100 words. Responses should include (respectful) critical analysis of the posts, seek additional clarification, generate further discussion, or provide additional perspectives for consideration. Note: Out of respect for one another, when a peer responds with a question or prompting further reflection from you, ensure that you “close” the conversation with a response. This may mean that you end up posting more than the minimum requirements. Posts will be evaluated for both content and style based on the grading rubric below.

Grading Rubric for Discussion Forums	Points Available
Thoughtfulness of student’s reflection; writing flow or verbal expression; thorough inclusion of each required component, per forum instructions.	10
Correct use of the following: APA-style formatting (defined as: correct grammar, punctuation, and error-free spelling); references and citations, if required for post	2
Respectful and engaging response posts to peers and “closure” in the initial conversation, per discussion forum instructions.	8
Total:	/20

3. READING QUIZZES (RQ) (7 x 20 = 140 points)

Students will complete seven quizzes over the content of the course text. Quizzes are 10 multiple-choice or true/false questions and must be completed in one sitting. These quizzes are open book, but timed. Thus, advanced reading is important. Students may check to see what questions they missed after the quiz closes at the end of the assigned week.

4. PROFESSIONAL INTERVIEW (PI) (100 points)

In this assignment, students will be required to conduct an interview with a licensed mental health service provider. See **Interview with Mental Health Service Provider** document below for the interview questions

in a printable format. Following the interview, the students will be required to submit reflection paper based on the conducted interview.

Your final product will be in a **Word document** and be **approximately 3-5 pages** in length plus **title page, reference page (APA style)**. Utilize **at least two-three academic sources**. Your paper should be written in a clear, concise and organized manner; demonstrated ethical scholarship in accurate representation and attribution of sources; a display accurate spelling, grammar, and punctuation. Please, note that you may use the “personal communication” citation, etc. when writing this type of paper.

Interview with Licensed Mental Health Provider Rubric

Criterion (CACREP Standard)	Minimal expectations (0-2)	Partially met expectations (3-4)	Meets expectations (5-6)
1.What is the highest degree you have earned, what is your credential, and how much experience in clinical mental health setting do you have? (2.F1.g)	Insufficient Information	Adequate Information	Thorough Information
2. Can you describe your roles and responsibilities as members of interdisciplinary community outreach? (2.F1.c)	Insufficient Information	Adequate Information	Thorough Information
3. What is your perception of multicultural counseling competencies? (5.C2.j)	Insufficient Information	Adequate Information	Thorough Information
4. In your opinion, what are some ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan? (2.F3.i)	Insufficient Information	Adequate Information	Thorough Information
5. Please describe what theories and models of career development, counseling, and decision making you use in your practice? (2.F4.a)	Insufficient Information	Adequate Information	Thorough Information
6. In your opinion, what are counselor characteristics and behaviors that influence the counseling process? (2.F5.f)	Insufficient Information	Adequate Information	Thorough Information
7. From your experience, can you describe how therapeutic factors contribute to group counseling effectiveness? (2.F6.c)	Insufficient Information	Adequate Information	Thorough Information
8. Would you kindly outline some procedures for your site in identifying trauma and abuse and for reporting abuse? (2.F7.d)	Insufficient Information	Adequate Information	Thorough Information
9. How do you see the importance of research in advancing the counseling profession? (2.F8.a)	Insufficient Information	Adequate Information	Thorough Information
10.How would you describe your theoretical approach? (5.C1.b)	Insufficient Information	Adequate Information	Thorough Information
11.From your experience, to what degree does crisis and trauma impact individuals with mental health diagnosis? (5.C2.f)	Insufficient Information	Adequate Information	Thorough Information
12.What techniques and interventions for prevention and treatment of a broad range of mental health issues do you apply in your practice? (5.C3.b)	Insufficient Information	Adequate Information	Thorough Information

Academic Writing	Minimal expectations (0-1)	Partially met expectations (2)	Meets expectations (3)
Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling grammar, and punctuation.	Writing difficulty with several grammar, syntax, and/or APA Style formatting errors	Adequate quality of writing with minimal grammar, syntax, and/or APA Style formatting errors.	Excellent quality of writing with few, if any, grammar, syntax, and/or APA Style formatting errors.

5. FILM REVIEWS (FR) (2 x 70 points each = 140 points)

Students will view two movies during the course of the term. The movies will help the student to gain insight into mental health treatment and familial influence at various times in history. The first film is *One Flew Over the Cuckoo's Nest* (1975), which portrays men's inpatient treatment in the 1960's. *Infinitely Polar Bear* (2014) portrays mental health and family during the 1970's. Following the viewing of each film, students will submit a 2-3 page reflection on what they observed as a clinician and potential client.

One Flew Over the Cuckoo's Nest

Criterion (CACREP Standard)	Minimal expectations met (0-6)	Moderate expectations met (7-12)	Maximum expectations met (13-16)	Max Points
While you cannot do a complete Biopsychosocial Assessment, provide a Clinical Assessment of Randle based on what you observed in the movie. Include a physical description, presenting problem(s), clinical symptoms, and suggest some possible diagnoses from the DSM-5. (5.C3.a)	Insufficient clinical assessment of Randle.	Adequate clinical assessment of Randle. Some assessment details described adequately. Some scholarly resources utilized in support.	Thorough clinical assessment of Randle. Multiple assessment details described thoroughly. Multiple scholarly resources utilized in support.	/16
Describe the care providers depicted in this movie. Note their physical description, their role/position/ training, and their relationship to the patients. What qualities that are conducive to a therapeutic relationship that we have been discussing in our classes did you see demonstrated or would you have considered beneficial? (2.F5.f)	Insufficient information about caregivers.	Adequate information about the caregivers. Some scholarly resources utilized in support.	Thorough information about the caregivers. Multiple scholarly resources utilized in support.	/16
Describe the Philosophy and/or Theory of Treatment depicted in this movie. Which, if any, of the philosophies and/or theories you have studied did you see demonstrated? How were	Insufficient information about the Philosophy and/or Theory of	Adequate information about the Philosophy and/or Theory of	Thorough information about the Philosophy and/or Theory of	/16

treatment goals determined? What interventions were applied to the patients? What were the outcomes of the treatments that were chosen? How was patient progress evaluated? (2.F5.a; 5.C1.b)	Treatment depicted in each movie	Treatment depicted in each movie. Some scholarly resources utilized in support.	Treatment depicted in each movie. Multiple scholarly resources utilized in support	
Personal Reflections: As you viewed the movie, what were your thoughts and feelings from the viewpoint of a mental health professional and from the viewpoint of a potential patient in a similar setting? (2.F1.b; 5.C2.a)	Insufficient personal reflection.	Adequate personal reflection.	Thorough personal reflection.	/16
Academic Writing	Minimal expectations met (0-2)	Moderate expectations met (3-4)	Maximum expectations met (5-6)	Max Points
Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling, grammar, and punctuation.	Writing difficulty with several grammar, syntax, and/or APA Style formatting errors.	Adequate quality of writing with minimal grammar, syntax, and/or APA Style formatting errors.	Excellent quality of writing with few, if any, grammar, syntax, and/or APA Style formatting errors.	/6
Total				/70pts

Infinitely Polar Bear

Criterion (CACREP Standard)	Minimal expectations met (0-6)	Moderate expectations met (7-12)	Maximum expectations met (13-16)	Max Points
While you cannot do a complete BioPsychoSocial Assessment, provide a Clinical Assessment of Cameron & Maggie based on what you observed in the movie. Include a physical description, presenting problem(s), clinical symptoms, and suggest some possible diagnoses from the DSM-5. (5.C3.a)	Insufficient clinical assessment of Cameron and his family.	Adequate clinical assessment of Cameron and his family. Some assessment details described adequately. Some scholarly resources utilized in support.	Thorough clinical assessment of Cameron and his family. Multiple assessment details described thoroughly. Multiple scholarly resources utilized in support.	/16
Describe the family dynamics depicted in the movie. Consider the mother-father, husband-wife, and mother-daughter, and father-daughter dynamics. Which dynamics appear to be well-established and which might be in need of therapeutic interventions? What would be goals you think would benefit the family? (2.F5.f)	Insufficient information about caregivers.	Adequate information about the caregivers. Some scholarly resources utilized in support.	Thorough information about the caregivers. Multiple scholarly resources utilized in support.	/16
What are cultural influences at play in this family? Consider spirituality, race, ethnicity, SES, gender, age, etc. What are potential protective and risk factors for Cameron? What are potential	Insufficient information about the Philosophy and/or Theory of	Adequate information about the Philosophy and/or Theory of	Thorough information about the Philosophy and/or Theory of	/16

protective and risk factors for the family? (2.F5.a; 5.C1.b)	Treatment depicted in each movie	Treatment depicted in each movie. Some scholarly resources utilized in support.	Treatment depicted in each movie. Multiple scholarly resources utilized in support	
Personal Reflections: As you viewed the movie, what were your thoughts and feelings from the viewpoint of a mental health professional and from the viewpoint of a potential client in a similar setting? (2.F1.b; 5.C2.a)	Insufficient personal reflection.	Adequate personal reflection.	Thorough personal reflection.	/16
Academic Writing	Minimal expectations met (0-2)	Moderate expectations met (3-4)	Maximum expectations met (5-6)	Max Points
Write in a clear, concise, and organized manner; demonstrate ethical scholarship in accurate representation and attribution of sources (i.e. APA); and display accurate spelling, grammar, and punctuation.	Writing difficulty with several grammar, syntax, and/or APA Style formatting errors.	Adequate quality of writing with minimal grammar, syntax, and/or APA Style formatting errors.	Excellent quality of writing with few, if any, grammar, syntax, and/or APA Style formatting errors.	/6
Total				/70pts

6. COUNSELOR PREPARATION ASSIGNMENTS (CPA) (75 points)

Students will identify the professional requirements for licensure in the student's selected state. The grading rubrics and additional assignment instructions are below in the Appendix.

7. COMMUNITY NEEDS PROPOSAL (CNP) 100 points

Students will select a significant community need and design a proposal to respond to this need.

The need must be related to community mental health and could include: an unaddressed need; an under-addressed need; an unaddressed population; an under-served population.

- Students will identify key resource people in the community who would ideally be the lead developer in the project.
- Students will design a comprehensive model that includes assessment, goal setting, delivery systems, resource and environmental development, and valuation. See Gerig chapter 12 and resources in Moodle for examples. Use the following structure to format your proposal and the grading rubric in the appendix:

Assessment:

1. Describe the specific need the proposal will address?
2. What evidence do you have that this is a need?
3. What is causing the need?
4. What are the underlying causes for the problem?
5. Describe the population/community the need addresses (demographic, historical, political, key leaders, concerns, geographic, assets).
6. Describe strengths and problems.

Goal Setting:

1. What is your overall purpose for exploring the use of this intervention? (The mission)
2. What goals do you hope to achieve? (Be specific about the changes you wish to see.)

3. Be sure that your goals are: Specific, Attainable, Measurable

Delivery Systems:

1. What is the specific design of the program intervention?
2. What systems will you utilize to meet set goals?
3. What existing systems and structures can you join with to achieve the set goals?

Resource/Environmental Development:

1. Identify the key environmental supports you will need to be successful.
2. Identify the key individuals you must include to accomplish your goals.
3. Identify what roles these individuals will play in your intervention.

Evaluation:

1. What existing measures and information is available to you?
2. What measures and means will you use to evaluate your goal?
3. How will you know if your intervention was successful?

Logistics: Font: Times New Roman; **Font size:** 12; **Typed:** Double-Spaced; **Margin:** 1”; **Page #:** 6-8 pages; **References:** A minimum of 8 different academic sources; **Writing style:** APA style, including reference pages

Student Performance Evaluation Criteria and Procedures

Discussion Forums	11 x 20 points each = 220 (29.3% of total grade)
Reading Quizzes	7 x 20 points each = 140 (18.6% of total grade)
Film Reviews	2 x 70 points each = 140 (18.6% of total grade)
Professional Interview	75 total points (10% of total grade)
Counselor Preparation Assignment	75 total points (10% of total grade)
Community Needs Proposal	100 total points (13.3% of total grade)
Total:	750 points (100% of final grade)

Grading Scale:

- | | |
|--------------------------------|--------------------------------------|
| A 94 - 100% (702 - 750 points) | C 74 – 76% (552 – 573 points) |
| A- 90 – 93% (672 – 701 points) | C- 70 – 73% (522 – 551 points) |
| B+ 87 - 89% (649 – 671 points) | D+ 67 – 69% (500 – 521 points) |
| B 84 – 86% (627 – 648 points) | D 64 – 66% (485 – 499 points) |
| B- 80 – 83% (597– 647 points) | D- 60 – 63% (447 – 484 points) |
| C+ 77 – 79% (574 – 596 points) | F 60% and below (447 points & below) |

Final course grades of 74.9% or less are considered “Unsatisfactory” and the course will need to be repeated.

Student Learning Outcomes (SLO)	SLO Instruction/Activity (When, How, Where Covered)
Know the history and philosophy of the counseling profession and its specialty areas; the development of clinical mental health counseling (CACREP 2.F.1.a; CMHC 5.C.1.a)	Classroom lectures and activities Discussion Forum Weekly Readings – Gerig Text Chapters 1 and 2 Weekly reading quiz Film Review
Identify professional counseling organizations, including membership benefits, activities, services to members, and current issues (CACREP 2.F.1.f)	Classroom lectures and activities Discussion Forums Weekly readings – Gerig Text Chapter 5 Licensure & Certification Review Professional Interview
Recognize strategies to promote client understanding of and access to a variety of community-based resources (CACREP 2.F.5.k)	Classroom lectures and activities Discussion Forums Weekly readings – Gerig Text Chapters 10-13 Community Needs Proposal
Know 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 (CMHC 5.C.2.c)	Classroom lectures and activities Discussion Forums Weekly readings – Gerig Text Chapters 2-4; 8 Film Review Counselor Preparation Assignments
Demonstrate an awareness of professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CMHC 5.C.2.k)	Classroom lectures and activities Discussion Forums Weekly readings Gerig Text Chapters 5 and 6 Weekly reading quiz Counselor Preparation Assignments
Recognize strategies for interfacing with the legal system regarding court-referred clients (CMHC 5.C.3.c)	Classroom lectures and activities Discussion Forums – Gerig Text Chapter 8 Weekly readings Weekly reading quiz
Describe strategies for interfacing with integrating behavioral health care professionals (CMHC 5.C.3.d)	Classroom lectures and activities Discussion Forums – Gerig Text Chapters 7 and 8 Weekly readings Counselor Preparation Assignments

The table below maps the course assignments to the student learning outcomes listed above.

	CACREP 2.F.1.a; CMHC 5.C.1.a	CACREP 2.F.1.f	CACREP 2.F.5.k	CMHC 5.C.2.c	CMHC 5.C.2.k	CMHC 5.C.3.c	CMHC 5.C.3.d
DF	X	X		X	X	X	X
RQ	X	X	X	X	X	X	X
PI		X					
FR	X			X			
CPA					X		X
CNP		X	X				

MACMHC Program Comprehensive Assessment Plan (CAP):

Progress in the MACMHC program requires a combination of satisfactory academic achievement, demonstration of adequate clinical skills, and professional and personal development appropriate to the profession of counseling. Students are evaluated in these areas throughout their time in the program.

Students must demonstrate competency on student learning outcomes. Faculty recognizes the importance of assessing a candidate's progress according to national standards and departmental goals.

The MACMHC Department has developed and maintains an assessment system that collects and analyzes data at multiple checkpoints. For students, the assessment of program SLOs (student learning outcomes) provides regular feedback of progress and maintains a record of growth which is evidence that students have met CACREP standards at initial and advanced preparation levels. Each student will receive a communication from the Program Director that summarizes the results of the annual review process. If any remediation is indicated, the communication will explain what is expected of the student based on a remediation plan. Students will work with their Faculty Advisor to accomplish remediation plan.

As part of the continuous assessment plan, all students in this course will be assessed on the following rubric:

Discussion Question Week 5 – Appraisal and Research in the Practice of Clinical Mental Health Counseling in Multicultural Contexts

Students not receiving a satisfactory score on an assessment will receive some form of intervention in an effort to take reasonable steps to assist students in addressing and/or correcting the problem.

Professional Development and Counselor Identity

As of Fall 2019, students are required to obtain student membership in at least one professional organization and maintain throughout attendance in program. Additionally, students are required to attend one conference/seminar/workshop sponsored by a counseling organization prior to graduation.

Class Policies

Right of Revision: While the assignments are connected to assessment the facilitating instructor has the authority to change an assignment to better fulfill the objectives of the class if in her estimation it is believed that the assignment will better accomplish that objective. No advanced notice is required and those students who work ahead may find that they will have an extra assignment to complete this class.

Work Turned in Policy: All work assigned must be turned in for a student to successfully complete this course. Each assignment is tied to the course objectives and assessment of this class and therefore needs to be completed to comply with assessment requirements of our regional accrediting body. Should a student fail to turn in an assignment, the professor decides if that student may pass the course.

Missed and Late Assignments Policy: All paperwork and assignments must be completed in order to pass this class. Late assignments reflect on a student's developing professionalism as a mental health counselor. If you know in advance that you cannot turn an assignment in on time, an alternate due date *may* be negotiated without penalty if you make arrangements with me before the date the assignment is due. Three late assignments will result in remedial work (e.g., five-page paper). Discussion assignments must be completed in the week due unless student has discussed the reason for the delay with the professor prior to the end of the grading period. Late posting after the week closes will result in point reduction.

Writing Expectations: Graduate students are expected to submit written work that reflects personal

engagement and cognitive, affective and skill-based learning. Papers will be graded for content that analyzes, evaluates and synthesizes, spelling, grammar, and style. The APA format is expected for writing assignments unless otherwise indicated. The elements of APA that typically apply are the following: Title Page, Running Head, Content Heading if applicable, in paper citation of references used and list of all References at the end of the paper. You may want to purchase: *The Publication Manual of the American Psychological Association*, Seventh Edition. Each course web site has "Citation Help" which provides helpful links and tutorials.

Formatting File Names: When saving files to your computer, and submitting for a grade, be sure to name the file according to these conventions: the assignment name followed by one's first and last name (e.g., "Integration of Faith and Counseling Statement – FirstLastName"). This allows your files to be downloaded by the grading instructor and prevents the loss of files that do not reflect the student, course, or project.

Email Communication: Students are expected to check their Huntington University email address on a regular basis throughout the week to access course information and updates. To facilitate efficient email communication, the subject line of all email messages to the Instructor related to this course should include the course number and the name of the student (e.g., SUBJECT: CN 500 - StudentName: question or comment). Email messages should include students' first and last names in the signature. Additionally, please ensure your email contains a greeting to your professor and a signature at the end. This is professional training for future employment and an email may not be received well without such etiquette.

Attendance Policy: Residential students - Students who have been absent from as many as one-third of the total class sessions for a course are considered to have failed the course. Faculty members have the ability to grant exceptions for extenuating circumstances (i.e. death, illness, work, etc.). See the Student Handbook on the Huntington University portal for additional details. <http://my.huntington.edu>

Plagiarism and Cheating: Plagiarism is the use of the ideas, information, or wording of another without proper acknowledgement, leaving the false impression that the material is original with the student. Students will be held responsible for knowing the difference between legitimate and illegitimate use of source material. The academic community places high value on intellectual honesty. Representation of work as one's own but taken from another source by plagiarism or cheating is a serious offense, the penalty for which will result in failure for the paper or exam and may result in failure for the course.

Technology Support: If you have any technical questions or problems with Moodle, Zoom, or other technology, you can email moodlehelp@huntington.edu or call phone support at 260-359-4357. Phone support hours are Monday – Friday 8:00 AM to 5:00 PM

Library Services: You will see a Library Guide that will connect you to all the library services available to you from Huntington University.

Disability and Accessibility: In compliance with Section 504 of the Rehabilitation Act of 1973, Huntington University makes reasonable accommodations for students with disabilities. The director of the Academic Center for Excellence (ACE) is the advocate and coordinator of services for students with disabilities at the University. Any student who has a learning, orthopedic, sensory or psychiatric condition that substantially limits one or more major life activities and who would benefit from accommodations may be eligible for assistance. Students may contact the ACE in person, by phone at 260-359-4290 or by e-mail at ace@huntington.edu for more information.

CN 610 – Foundations and Contextual Dimensions of Mental Health Counseling Course Schedule

Week	Topic/SLOs Covered	Readings & Assignments
Week One 10/26 – 11/1	<p>Course Introduction/Syllabus Review;</p> <p>What is a Mental Health Professional?</p> <p>Historical Perspectives on Clinical Mental Health Counseling</p> <p>CACREP</p> <p><i>Live Class on 10/27</i></p>	<p>Gerig (2018) Chapter 1 & 2</p> <p>Discussion Forum</p> <p>Reading Test</p>
Week Two 11/2 – 11/8	<p>Theoretical Foundations: Theories and the Counselor</p> <p>Traditional and Contemporary Theories</p> <p>CACREP</p>	<p>Gerig (2018) Chapter 3 & 4</p> <p>Discussion Forum</p> <p>Reading Test</p> <p>Film Review</p>
Week Three 11/9 – 11/15	<p>Licensure and Certification in Clinical Mental Health Counseling</p> <p>Ethical and Legal Issues</p> <p>CACREP</p> <p><i>Live Class on 11/10</i></p>	<p>Gerig (2018) Chapter 5 & 6</p> <p>Discussion Forum</p> <p>Reading Test</p> <p>Credentialing Exploration Assignment</p>
Week Four 11/16 – 11/22	<p>The Helping Process</p> <p>Contexts for Professional Practice</p> <p>CACREP</p>	<p>Gerig (2018) Chapter 7 & 8</p> <p>Discussion Forum</p> <p>Reading Test</p> <p>Interview with LMH Professional</p>
Week Five 11/23 – 11/29	<p>The Role of Appraisal and Research in Mental Health Counseling</p> <p>Multiculturalism – The Fourth Force in Counseling</p> <p>CACREP</p>	<p>Gerig (2018) Chapter 9 & 10</p> <p>Discussion Forum</p> <p>Reading Test</p> <p>Film Review</p>

	Live Class on 11/24	
Week Six 11/30 – 12/06	Managed Care and the Impact on Mental Health Counseling Community Mental Health: A Model for Care CACREP	Gerig (2018) Chapter 11 & 12 Discussion Forum Reading Test
Week Seven 12/07 – 12/13	The Future of Mental Health Counseling CACREP Live Class on 12/08	Gerig (2018) Chapter 13 Kaplan & Gladding (2014) Discussion Forum Reading Test Community Needs Proposal

Appendix A
Professional Interview
Questions for Professional Interview with Licensed Mental Health Service Provider

1. What is the highest degree you have earned, what is your credential, and how much experience in clinical mental health setting do you have (CACREP standard 2.F1.g)?
2. Please describe your roles and responsibilities as members of an interdisciplinary community outreach (CACREP 2.F1.c).
3. How would you describe multicultural counseling competencies (CACREP 2.F2.c)?
4. In your opinion, what are some ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (CACREP 2.F2.c; 2.F3.i;)?
5. Please describe what theories and models of career development, counseling, and decision making you use in your practice (CACREP 2.F4.a)?
6. In your opinion, what are counselor characteristics and behaviors that influence the counseling process (CACREP 2.F5.f)?
7. From your experience, can you describe how therapeutic factors contribute to group counseling effectiveness (CACREP 2.F6.c)?
8. Would you kindly outline some procedures for your site in identifying trauma and abuse and for reporting abuse (CACREP 2.F7.d)?
9. How do you see the importance of research in advancing the counseling profession (CACREP 2.F8.a)?
10. How would you describe your theoretical approach (CACREP 5.C1.b)?
11. From your experience, to what degree does crisis and trauma impact individuals with mental health diagnosis (CACREP 5.C2.f)?
12. What techniques and interventions for prevention and treatment of a broad range of mental health issues do you apply in your practice (CACREP 5.C3.b)?

Appendix B

Counselor Preparation Assignment (CPA2) Education, Licensure, and Certification

1. Obtain a copy of the counselor licensure law in the state in which you live or want to practice.
2. Explain the requirements of mental health counselors in your state and create a Powerpoint detailing the following prompts:
 1. What specific steps are involved in completing an application for licensure?
 2. What professional title may be used by licensees in that state?
 3. What educational, clinical, supervision and exam requirements must the prospective licensee fulfill?
 4. What are some potential places you may be able to complete your practicum and internship? (List a minimum of 5)
 5. When will you begin reaching out to them to establish a relationship?
 6. How do you plan to ensure you have a practicum/internship location when that semester begins?

Your Powerpoint will include no more than 10 slides.

Counselor Preparation Assignment Rubric

Criterion (CACREP Standard)	Minimal expectations (0-8)	Partially met expectations (9-11)	Meets expectations (12-14)	Max Points
Identify what title(s) mental health counselors are given in your state when they are licensed. (2.F1.g)	Insufficient information about title(s) mental health counselors are given in your state when they are licensed.	Adequate information about title(s) mental health counselors are given in your state when they are licensed. Some scholarly resources utilized in support.	Thorough information about title(s) mental health counselors are given in your state when they are licensed. Multiple scholarly resources utilized in support.	/14 pts.
Search for the licensing requirements for mental health counselors in your state. (2.F1.g)	Insufficient information about the licensing requirements for mental health counselors in your state.	Adequate information about the licensing requirements for mental health counselors in your state. Some scholarly resources utilized in support.	Thorough information about the licensing requirements for mental health counselors in your state. Multiple scholarly resources utilized in support.	/14 pts.
Timely submission	Not submitted within 1 week with or without approval	Submitted 1-2 days late without approval.	Submitted 1-2 days late with approval or on time.	/14 pts.
List of places to contact for practicum and internship.	1-2 places mentioned	3-4 places mentioned	5+ places mentioned.	/14 pts.
Plan for finding and maintaining practicum/internship placement.	Minimal details explained without plan and details	Moderately explained with minimal detailed plan and action steps	Excellent explanation with detailed plan and action steps	/14 pts.
Slides organization	Minimal expectations (0-3)	Partially met expectations (4)	Meets expectations (5)	

	Slides disorganized and lacking details.	Some organization but lacks presentation quality.	Great organization and has professional and scholarly appeal.	/5 pts.
Total				/75 pts.

Appendix C Community Needs Proposal Grading Rubric

Criterion (CACREP Standard)	Minimal expectation (0-12)	Partially met expectations (13-16)	Meets expectations (17-19)	Max Points
<p>Assessment</p> <p>1. Describe the specific need the proposal will address? 2. What evidence do you have that this is a need? 3. What is causing the need? 4. What are the underlying causes for the problem? 5. Describe the population/community the need addresses (demographic, historical, political, key leaders, concerns, geographic, assets). 6. Describe strengths and problems.</p> <p>(2.F5.k; 5.C2.a; 5.C2.c)</p>	<p>Insufficient assessment description. No scholarly sources are utilized.</p>	<p>Adequate assessment description. Some scholarly sources are utilized.</p>	<p>Thorough assessment description. Multiple scholarly sources are utilized. Scholarly sources are utilized in support.</p>	/19 pts.
<p>Goal Setting</p> <p>1. What is your overall purpose for this intervention? (Your mission) 2. What goals do you hope to achieve? (Be specific about the changes you wish to see.) 3. Be sure that your goals are: Specific, Attainable, Measurable</p> <p>(2.F1.b; 2. F5.i; 2.F7.f; 2.F7.m; 2.F8.b; 2.F8.f; 2.F8.j; 5.C2.c; 5.C3.b)</p>	<p>Insufficient goal setting description. No scholarly sources are utilized.</p>	<p>Adequate goal setting description. Some scholarly sources are utilized.</p>	<p>Thorough goal setting description. Multiple scholarly sources are utilized.</p>	/19 pts.
<p>Delivery Systems</p> <p>1. What is the specific design of your program intervention? 2. What systems will you utilize to meet your goals? 3. What existing systems and structures can you join with to achieve your goals?</p> <p>(2.F5.j; 2.F5.k; 5.C3.d)</p>	<p>Insufficient delivery systems description. No scholarly sources are utilized.</p>	<p>Adequate delivery systems description. Some scholarly sources are utilized.</p>	<p>Thorough delivery systems description. Multiple scholarly sources are utilized.</p>	/19 pts.
<p>Resource/Environmental Development</p> <p>1. Identify the key environmental supports you will need to be successful.</p>	<p>Insufficient resource / environmental development description. No scholarly sources are utilized.</p>	<p>Adequate resource / environmental development description. Some scholarly sources are utilized.</p>	<p>Thorough resource/ environmental development description. Multiple scholarly sources are utilized.</p>	/19 pts.

2. Identify the key individuals you must include to accomplish your goals. 3. Identify what roles these individuals will play in your intervention. (2.F1.b; 2.F1.c; 2.F1.d; 2.F1.e; 2.F5.k; 5.C2.a)				
Evaluation 1. What existing measures and information is available to you? 2. What measures and means will you use to evaluate your goal? 3. How will you know if your intervention was successful? (2.F7.f; 2.F7.m; 2.F8.b; 2.F8.f; 2.F8.j; 5.C3.b)	Insufficient evaluation description. No scholarly sources are utilized.	Adequate evaluation description. Some scholarly sources are utilized.	Thorough evaluation description. Multiple scholarly sources are utilized.	/19 pts.
Academic Writing	Minimal expectations (0-3)	Partially met expectations (4)	Meets expectations (5)	Max Points
	Writing difficulty with several grammar, syntax, and/or APA Style formatting errors	Adequate quality of writing with minimal grammar, syntax, and/or APA Style formatting errors	Excellent quality of writing with few, if any, grammar, syntax, and/or APA Style formatting errors	/5 pts.
Total				/100 pts