

# HUNTINGTON

## — UNIVERSITY —

### Graduate Counseling Program

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

### **CN611 Knowledge and Skills of Mental Health Counseling** **Spring 2021 - [4 January – 22 February]** **Wednesdays 7pm ET**

**Instructor:** Mandy Kellums Baraka, PhD, LCPC (IL), NCC

**Email:** [mkellums@huntington.edu](mailto:mkellums@huntington.edu)

**Phone:** +1.618.751.9191

**Office hours:** Email or text to request appointment

### **Course Description**

This course is designed to help students develop an understanding of the philosophical foundations of the helping process and the application of basic (active listening, attending, building rapport, and demonstrating empathy) and advanced (the integration of skills with counseling theory, case conceptualization, treatment planning, providing corrective experiences, and the development of a personal counseling approach) counseling skills within a multicultural framework. (3 credit hours)

### **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):**

1. Upon completion of this course, students should be able to:
2. Participate in class experiences designed to develop strategies for personal and professional self-evaluation and implications for practice (CACREP 2.F.1.k)
3. Use ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (CACREP 2.F.5.d)
4. Develop an understanding of the impact of technology on the counseling process (CACREP 2.F.5.e)
5. Identify counselor characteristics and behaviors that influence the counseling process (CACREP 2.F.5.f)
6. Consistently demonstrate essential interviewing, counseling, and case conceptualizing skills (CACREP 2.F.5.g)
7. Know suicide prevention models and strategies (CACREP 2.F.5.l)
8. Demonstrate knowledge and use of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CMHC 5.C.1.c)
9. Identify and describe record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CMHC 5.C.2.m)
10. Recognize strategies to advocate for persons with mental health issues (CMHC 5.C.3.e)
11. Apply principles and techniques that contribute to the integration of Christian faith and practice with mental health counseling.

### **Required Course Texts and Readings**

Students are responsible for acquiring the following books and materials for this course by the time the course begins:

- American Psychiatric Association (2013). *Desk reference to the diagnostic criteria from DSM-5*. American Psychiatric Association. Arlington, VA: Author.
- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Brew, L, & Kottler, J. A. (2017). *Applied helping skills: Transforming lives* (2<sup>nd</sup> ed.). SAGE Publishing.
- Holy Bible (*Translation of student's choice*)
- Teyber, E., & Teyber, F. H. (2016). *Interpersonal process in therapy: An integrative model* (7<sup>th</sup> ed.). Cengage Learning.

### **Recommended (not required) Readings and Resources**

- Egan, G., & Reese, R. J. (2018). *The skilled helper: A problem-management and opportunity-development approach to helping* (11th ed.). Boston, MA: Cengage Learning Inc. ISBN: 9781305865716
- Erford, B. T. (2015). *40 techniques every counselor should know* (2nd ed.). Hoboken, NJ: Pearson. ISBN: 9780133571745
- McMinn, M. R., & Campbell, C. D. (2009). *Integrative psychotherapy: Toward a comprehensive Christian approach* (1st ed.). Downers Grove, IL: InterVarsity Press.

## Resources Available in Moodle

American Counseling Association (ACA; 2014). *ACA code of ethics*. Alexandria, VA: Author.  
American Counseling Association (2011). *Fact sheet #6: Suicide assessment*. Available  
<http://www.counseling.org/docs/trauma-disaster/fact-sheet-6---suicide-assessment.pdf?sfvrsn=2>

## Recommended Websites

American Association of Christian Counselors (AACC)	<a href="http://www.aacc.net">www.aacc.net</a>
American Association of State Counseling Boards (AASCB) <i>**Find your state counselor licensure board to ensure that you know the applicable licensure requirements, laws and rules, ethical standards, and other professional requirements for the practice of counseling.**</i>	<a href="http://www.aascb.org">www.aascb.org</a>
American Counseling Association (ACA)	<a href="http://www.counseling.org">www.counseling.org</a>
American Counseling Association ( <i>ACA Code of Ethics</i> )	<a href="http://www.counseling.org/ethics">www.counseling.org/ethics</a>
American Mental Health Counselors Association (AMHCA)	<a href="http://www.amhca.org">www.amhca.org</a>
American School Counselor Association (AASCB)	<a href="http://www.schoolcounselor.org">www.schoolcounselor.org</a>
Association for Spiritual, Ethical, & Religious Values in Counseling (ASERVIC)	<a href="http://www.aservic.org">www.aservic.org</a>
Christian Association of Psychological Studies (CAPS)	<a href="http://www.caps.net">www.caps.net</a>
National Alliance on Mental Illness (NAMI)	<a href="http://www.nami.org">www.nami.org</a>
National Board for Certified Counselors (NBCC)	<a href="http://www.nbcc.org">www.nbcc.org</a>

## Method of Instruction and Course Requirements

This course includes lecture, video, readings, in-class and Moodle discussions, role-plays, experiential activities, and self-evaluation. The method of instruction in this course are designed to develop the student's self-awareness and beginning professional identity as a mental health counselor. Students are expected and encouraged to actively participate in this learning experience.

### 1. DISCUSSION FORUMS (DF): 7 x 5 points each = 35 points total

Discussion topics and instructions that 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 will be provided. You are expected to engage in graduate level class participation that includes regular involvement with peers through in-class discussion forums. Follow directions in each weekly discussion forum.

You will write an initial Discussion Forum Post due by 11:59pm EST the Thursday of the assigned week and will submit two responses to classmates or professor by 11:59pm EST on the Sunday of the assigned week. Initial posts should be between 250 – 300 words, unless otherwise specified. Response posts should be between 100 – 150 words each. Attachments are not permitted.

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.

<b>Grading Rubric for Discussion Forums</b>	<b>Points Available (5)</b>
Thoughtfulness of student’s reflection; writing flow or verbal expression; thorough inclusion of each required component per instructions.	<b>1</b>
Reflects an understanding of counselor characteristics and behaviors that influence the counseling process (CACREP 2.F.5.f) and ethical and culturally relevant strategies for establishing and maintaining technology-assisted relationships (CACREP 2.F.5.d)	<b>2</b>
Correct use of the following: APA-style formatting including references and citations; grammar, punctuation, and error-free spelling	<b>1</b>
Respectful and engaging response posts to peers that adheres to word count and “closure” in the initial conversation.	<b>1</b>

**2. SKILL DEVELOPMENT & SELF-EVALUATION OF COUNSELING SKILLS (SD & SE):**

You are to participate in a counselor-client relationship both as counselor and as client and record sessions in Zoom. You will meet weekly for skills practice (approximately one hour each skills practice session). Three self-evaluations will be completed based on verbatim transcriptions of 10+-minute recorded sessions that includes 8 consecutive interactions to help you complete the self-evaluation the development of your basic counseling skills.

Additionally, you will complete a two-page (maximum) summary of the counseling session as you evaluate it in its totality (not just the transcribed 10-minutes); add this summary at the end of your verbatim transcription. Please be sure to answer the following questions:

1. What did I do well?
2. What area(s) do I need improvement?
3. How many reflections of feeling did I complete?
4. Identify each of them.
5. How many questions did I ask?
6. Identify them.
7. Overall reaction to the interaction. How was I feeling? (i.e. nervous, confident)

Additional guidelines and examples for the self-evaluation will be provided in the first class and uploaded in Moodle.

<b>Self-Evaluation Grading Rubric</b>	<b>Points Possible</b>
Accurate transcription, followed directions regarding assignment format, minimal typos/errors (3 or less)	<b>2</b>
Accurate identification of intentions and helping skills	<b>2</b>

Suggestions for alternative responses	2
Identification of strengths/areas for growth	2
Overall professionalism; focus on wellness and prevention	2
	10

**3. WEEKLY JOURNAL (WJ): 20 points total**

You will keep a weekly journal (via Moodle) to reflect upon their counseling experience and ongoing skill development. Each week’s journal entry should address the following: *Reflect upon how well you practiced this week’s assigned skills. How comfortable (or uncomfortable) were you with the skill(s) and why? Consider an alternative response or behavior that may also have been effective.* Initial and final journal entries will include additional prompts (found in Moodle) to address and will be worth more points.

**4. CASE STUDIES (CS): 20 points total**

You will complete five case studies provided by the professor. These assignments will measure your ability to appropriately identify a broad range of responses to the client in the case study. You will be asked to identify concepts and themes related to course content through real-world examples. Your professor will provide additional instructions and template during the initial class.

<b>Case Study Grading Rubric</b>	<b>Points Available (5)</b>
Thoughtfulness of student’s reflection; writing flow or verbal expression; thorough inclusion of each required component per instructions.	1
Reflects an understanding of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 5.C.1.c).	2
Correctly identified diagnosis and formulation components including treatment goals, recommendations, and prognosis	2

**5. FINAL EXAM (FE): 100 points total**

The final exam will cover foundations of the role of a helper related to clinical mental health counseling, main points of the material covered in the course text chapters 1-10 specifically counselor characteristics and behaviors that influence the counseling process (CACREP 2.F.5.f), and any identified handouts. Your professor will provide a study guide in week five. The exam will consist of multiple-choice, true/false, and short answer questions. The final exam is open-book, timed, and must be completed in one sitting. With the exception of short answers, you may check to see what questions you missed after completing the exam.

## Student Performance Evaluation Criteria and Procedures

Discussion Forums (DF)	30% of final grade
Skill Development & Self-Evaluation (SE)	30% of final grade
Weekly Journal	15% of final grade
Case Studies (CS)	15% of final grade
Final Exam (FE)	10% of final grade

### Grading Scale

A	95 - 100% (95 - 100 points)	C	75 – 78% (75 – 78.9 points)
A-	92 – 94% (92 – 94.9 points)	C-	72 – 74% (72 – 74.9 points)
B+	89 - 91% (89 – 91.9 points)	D+	69 – 71% (69 – 71.9 points)
B	85 – 88% (85 – 88.9 points)	D	65 – 68% (65 – 68.9 points)
B-	82 – 84% (82 – 84.9 points)	D-	62 – 64% (62 – 64.9 points)
C+	79 – 81% (79 – 81.9 points)	F	61% and below (61.9 points & below)

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

This chart identifies the CACREP standards and course instruction and evaluation methods:

CACREP Standard	Instruction (When, How)	Evaluation Method
Implement strategies for personal and professional self-evaluation and implications for practice (CACREP 2.F.1.k)	Readings, class lecture, and discussion Weeks 1 - 6	Weekly Journals
Use ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (CACREP 2.F.5.d)	Cormier et al., chapter 3,	Self-Evaluation
Develop an understanding of the impact of technology on the counseling process (CACREP 2.F.5.e)	Skills Practice Weeks 1-7; Class Lecture Week 1	Discussion Forum
Identify counselor characteristics and behaviors that influence the counseling process (CACREP 2.F.5.f)	Class lecture in Week 1; Readings and discussion Weeks 2 - 7	Final Exam
Demonstrate essential interviewing, counseling, and case conceptualizing skills (CACREP 2.F.5.g)	Class lecture, readings, and discussion in Week 4	Self-Evaluation
Know suicide prevention models and strategies (CACREP 2.F.5.l)	Class lecture, readings and discussion in Week 5	Case Study Week Five
Demonstrate knowledge and use of principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CMHC 5.C.1.c)	Readings, class lecture, and discussion Weeks 3 - 7	Case Study Week Seven
Identify record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (CMHC 5.C.2.m)	Readings, class lecture, and discussion Week 6	Discussion Forum
Recognize strategies to advocate for persons with mental health issues (CMHC 5.C.3.e)	Readings, class lecture, and discussion Weeks 1 - 6	Case Study Week Seven

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

	2.F.1.k	2.F.5.d	2.F.5.e	2.F.5.f	2.F.5.g	2.F.5.i	CMHC. 5.C.1.c	CMHC 5.C.2.m	CMHC 5.C.3.e
<b>DF</b>			x					x	
<b>SE</b>		x			x				
<b>WJ</b>	x								
<b>CS</b>						x	x		x
<b>FE</b>				x					

### **MACMHC Program Continuous 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 Mentor to accomplish remediation plan.

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

**Skill Development & Self-Evaluation of Counseling Skills 2 & 3. *Students will achieve a combined total of at least 18/20 points on the Skill Development & Self-Evaluation 2 & 3 which measure essential interviewing, counseling, and case conceptualization skills.***

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 Counselor Identity:** One aspect of professional counselor identity is participation in professional counseling organizations. 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. See the student handbook for more information or contact your advisor.

### **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.

**Zoom Virtual Classroom:** During the first week of the course, you will meet with your professor and classmates synchronously via Zoom to be oriented to the course and connect with them. Following the first week, your class will meet every other week for live 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. There is no exception to this policy. 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 online week closes will not be graded.

**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*, Sixth 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: your last name, first name followed by the assignment name (e.g., "Rogers, Carl - Integration of Faith and Counseling Statement"). This allows your files to be downloaded by the grading instructor and prevents files from getting lost.

**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 – First LastName: question or comment). Email messages should include student's first and last names in the signature. Please do not text your professor without an introduction, as your number is not saved into his/her phone and thus, may not respond without additional information.

**Attendance Policy:** Students are expected to participate weekly in the online classroom. Failure to participate in the first seven days will result in automatic withdrawal from the course. 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, Adobe Connect, or other technology, you can email [moodlehelp@huntington.edu](mailto:moodlehelp@huntington.edu) or call phone support at 260-359-4357. Phone support hours are: Monday – Friday 8:00 AM to 5:00 PM EST

**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](mailto:ace@huntington.edu) for more information.

**– CN611 Fall 2021 Course Schedule –  
Knowledge and Skills of Mental Health Counseling**

<b>Week</b>	<b>Topics &amp; SLO Covered</b>	<b>Skills</b>	<b>Readings/Due Dates</b>
<b>Week One</b> <i>Jan 4 -10</i>	<b>Introduction</b> Course Overview & Expectations; Syllabus & Assignment Review  Building a Foundation to Helping: Effective Helping Relationship Ingredients <i>[CACREP 2.F.5.d; 2.F.5.e; CACREP 2.F.5.f]</i>	<b>1.5 Hours per week with Skill Group</b>  Self-Awareness; Non-verbal Expression of Empathy; Ethics & Informed consent	Brew & Kottler 1-3 Teyber & Teyber - 1  <b>Discussion Forum</b> <b>Case Study</b> <b>Weekly Journal</b>  <i>Class One: January 6 8pm ET</i>
<b>Week Two</b> <i>Jan 11 - 17</i>	Listening and Influencing in Counseling: Building Skills  <i>[CACREP 2.F.1.k; 5.C.3.e. CACREP 2.F.5.f]</i>	Listening Responses: Clarification; Paraphrase; Reflection of Feeling	Brew & Kottler 4, 6 Teyber & Teyber - 2  <b>Discussion Forum</b> <b>Self-Evaluation One</b> <b>Weekly Journal</b>
<b>Week Three</b> <i>Jan 18 -24</i>	Assessing and Conceptualizing Client Problems and Contexts; The Clinical Interview and Assessment  <i>[CACREP 5.C.1.c; CACREP 2.F.5.f]</i>	Questions (open and closed); Restatement; Summarization	Brew & Kottler 5, 7 Teyber & Teyber – 3-5  <b>Discussion Forum</b> <b>Case Study</b> <b>Weekly Journal</b>  <i>Class Two: January 20 8pm ET</i>
<b>Week Four</b> <i>Jan 25 – 31</i>	Overall Treatment: Constructing, Contextualizing, and Evaluating Treatment  <i>[CACREP 5.C.1.c; CACREP 2.F.5.g]</i>	Information giving; Appropriate Self-Disclosure; Immediacy	Brew & Kottler 8-9  <b>Discussion Forum</b> <b>Case Study</b> <b>Self-Evaluation Two</b> <b>Weekly Journal</b>
<b>Week Five</b> <i>Feb 1 -7</i>	Clinical Decision Making and Treatment Planning  <i>[CACREP 5.C.1.c; CACREP 2.F.5.l]</i>	Interpretation; Challenge/ confrontation	Teyber & Teyber – 6-8  <b>Discussion Forum</b> <b>Case Study</b> <b>Weekly Journal</b>  <i>Class Three: February 3 8pm ET</i>

<p><b>Week Six</b> <i>Feb 8 - 14</i></p>	<p>Critical Commitments to Counseling (and Clients) <i>[CACREP 5.C.2.m; CACREP 2.F.5.d]</i></p>	<p>Working with multiple clients; Crisis Issues</p>	<p>Brew &amp; Kottler 10-11 <b>Discussion Forum</b> <b>Self-Evaluation Three</b> <b>Weekly Journal</b></p>
<p><b>Week Seven</b> <i>Feb 15 - 21</i></p>	<p>Termination in Counseling <b>Course Wrap up</b> <i>[CACREP 2.F.5.e; 5.C.1.c]</i></p>	<p>Skills Review / Skills of Termination (Graduating Clients)</p>	<p>Brew &amp; Kottler 12 Teyber &amp; Teyber – 9-10 <b>Final Exam</b> <b>Case Study</b> <b>Weekly Journal</b> <i>Class Four: February 17 8pm ET</i></p>

## Additional References

- Cornelius-White, J.H.D. (2016). *Person-centered approaches for counselors*. Thousand Oaks, CA: Sage.
- Greenberg, L.S. (2011). *Emotion-focused therapy* (2nd ed.). Washington, D.C.: APA Press.
- Ivey, A.E., Ivey, M.B., & Zalazuetz, C.P. (2010). *Intentional interviewing and counseling: Facilitating client development in a multicultural society*. Belmont, CA: Brooks/Cole.
- Nichols, M.P. (1995). *The lost art of listening: How learning to listen can improve relationship*. New York: The Guilford Press.
- Rogers, C. (1961). *On becoming a person*. Boston: Houghton-Mifflin.
- Sommers-Flanagan, J. (2015). Evidence-Based Relationship Practice: Enhancing Counselor Competence. *Journal of Mental Health Counseling*, 37(2), 95.
- Sommers-Flanagan, J., & Sommers-Flanagan, R. (1995). Intake interviewing with suicidal patients: A systematic approach. *Professional Psychology: Research And Practice*, 26(1), 41-47. doi:10.1037/0735-7028.26.1.41