*****North Carolina Central University***

“Communicating to Succeed”

**HM Michaux School of Education**

***The School of Education’s Vision:*** *To become an international community of scholars who are culturally responsive educators and practitioners.*

# Counselor Education Program

# Department of Allied Professions

# CON 5381.OL

# Introduction to Mental Health Counseling

**Summer 2013**

**Blackboard- Online Course**

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**Counselor Education Mission Statement**

*The Counselor Education Program at North Carolina Central University prepares counselors to work with children and adults in a variety of settings. The primary focus of the program is to prepare professional counselors who can promote human growth and development in rural and urban settings. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. The program makes an intentional effort to serve a diverse group of students (diverse across race, gender, age, and ethnicity). A major emphasis of the training is on clinical experiences in partnership with local agencies. These partnerships foster an understanding of multicultural and diverse populations and mastering counseling techniques that promote their empowerment in rural and urban settings. The program aims to develop professional counselors who are agency leaders and advocates for systemic change. Faculty in the program are expected to teach, mentor, provide service to the community, present at local and national conferences and conduct program relevant research.*

**Required Textbooks:**

Gerig, M.S. (2013). *Foundations for clinical mental health counseling: An introduction to the profession,* (2nd ed). Upper Saddle River, NY: Pearson.

Rosenburg, J., & Rosenburg, S.J. (2012). *Community mental health, challenges for the 21st century,* (2nd ed). New York, NY: Routledge.

**Recommended Texts:**

American Psychological Association (2010*). Publication manual of the American*

*Psychological Association (6th ed.)*. Washington, DC: Author.\*

American Psychiatric Association (2013). *Diagnostic and statistical manual for mental*

*disorders-text revision. (5th ed).* (DSM-5). Washington, DC: Author.

Herlihy, B., & Corey, G. (2006). *ACA Ethical Standards Casebook (6th ed*.) Alexandria, VA: American Counseling Association.

Summers, N. (2012). *Fundamental of case management: Practice skills for the human*

*services (4nd ed*). Belmont, CA: Thomson-Brooks/Cole.

*\*(DO NOT USE THE FIRST PRINTING OF THE MANUAL AS THERE ARE A NUMBER OF ERRORS IN THAT EDITION. THE ERRORS ARE CORECTED IN THE SECOND AND THIRD PRINTINGS).*

**Important Websites:**

[**www.nccuCounseling.com**](file:///F:\Spring%202010\Profssional%20Orientation%20toCounseling\www.nccuCounseling.com) This is the address for the Department of Counselor Education at NCCU. Visit it often for departmental updates and major requirements.

[**http://www.apastyle.org/**](http://www.apastyle.org/) American Psychological Association APA Writing Style home page.

[**http://blog.apastyle.org/**](http://blog.apastyle.org/) Writing experts comment on the APA writing style.

[**http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx**](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx%20) APA tutorial site.

[**http://owl.english.purdue.edu/owl/resource/560/01/**](http://owl.english.purdue.edu/owl/resource/560/01/) APA formatting and Style Guide writing lab.

**http://**[**ncblpc.org**](http://www.ncblpc.org) Information regarding licensure.

**http://**[**acait.com**](http://www.acait.com) Information regarding liability insurance.

**Online Resources**

There are a number of additional external links listed in the Content Area of the Blackboard for this class. These resources will be useful in the completion of assigned class projects.

**Course Description**

This course is an online course designed to provide an overview of the historical development of community mental health counseling and the emerging identity of the clinical mental health counselor. It investigates ethical considerations and program development within a multicultural context. Attention is also focused on theory, research and application, prevention, case management and consultation. Instruction is delivered by way of class readings and discussions, PowerPoint presentations and selected media presentations.

**Student Learning Outcomes**

*At the completion of this course of instruction, candidates will:*

Understand the history, philosophy, and trends in clinical mental health counseling through class reading and assignments. (CACREP A.1)

Understand 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 through visit to local community mental health agency and interview with practitioner. (CACREP A.3)

Know the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling, through visit to local community mental health agency and interview with practitioner. (CACREP .4)

Understand ethical and legal considerations specifically related to the practice of clinical mental health counseling through class readings and assignments. (CACREP A.2)

Know professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems) through class readings and assignments. (CACREP A.7)

Understand the management of mental health services and programs, including areas such as administration, finance, and accountability through development of proposal project including literature review. (CACREP A.8)

Apply knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling through proposal project including literature review. (CACREP B.2)

Describe 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 through research paper.

Know the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help) through research paper. (CACREP C.3)

Understand the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare-and the clinical mental health counseling services network through project proposal and literature review. (CACREP C.5)

Understand professional issues relevant to the practice of clinical mental health counseling through field assignment. (CACREP C.9)

Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities through development of the Wellness Project. (CACREP D.3)

Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling through proposal project. (CACREP E.4)

Know public policies on the local, state, and national levels that affect the quality and accessibility of mental health services through program proposal project. (CACREP E.6)

Understand how to critically evaluate research relevant to the practice of clinical mental health counseling through class research projects and assignments. (CACREP I.1)

Know models of program evaluation for clinical mental health programs through the development of the program proposal project. (CACREP I.2)

**Course Policies**

1. You are expected to actively participate in this class and turn all assignments in on time. In addition to turning in assignments according to the schedule on this syllabus, active participation includes logging into Blackboard regularly for updates on chapter content, participation in class discussion board topics and responding to emails in a timely manner. You will need to make sure your NCCU email account is active and that you can receive messages correctly. If you have difficulties with your email account or Blackboard in general, please contact the campus Helpdesk at <http://www.nccu.edu/facultyandstaff/its/helpdesk.cfm> or contact the Eagle Technical Assistance Center (ETAC) at (919) 530-7676.

2. Class discussions in Blackboard are the primary method of class attendance and participation. Generally, there are two discussion forums assigned each week. You must submit an initial response to each question and respond to at least 1 classmate to receive complete credit for the discussion requirement. Discussion questions are related to the assigned reading for the week. Each student should select 1 question to answser/discuss and make an effort to pick questions that other classmates have not already selected. Discussion forums will close on the due date listed in the course calendar.

3. Assignments are to be completed and submitted on time. Although not expected, if an assignment is turned in late, one letter grade will be deducted.

4. Written assignments for this course will be graded on content as well as format. This means you are expected to adhere to the writing style of the APA Publication Manual, 6th edition. This style includes clarity of writing; correct grammar and spelling, as well as adherence to APA style reference citation, page numbering and title page formatting. Papers submitted in a non APA format will lose one letter grade. Please review your APA Publication manual and other resources included on this syllabus as you prepare assignments for class. Under External Links on Blackboard, you will also find online APA writing resources.

5. When submitting your assignments on Blackboard be sure they are submitted under Assignments.

6. Academic Honesty: All candidates will demonstrate integrity in the execution of class assignments and activities. You will not submit work without providing proper references. You will not copy and/or plagiarize comments from your classmates.

**Assignments and Due Dates**

In order to appreciate the breadth and scope of community agency counseling, a variety of assignments are required for this course. Detailed information will be posted under assignments. Assignments are due by midnight on the specific due date. All due dates are actually *“no later than”* dates which means you may turn your assignments in at any time prior to that date. All assignments will be graded and returned via Assignments. A brief synopsis of each is listed below:

**Discussion Board Postings; Due Two Time Weekly, 140 points**

Select ONE question in each discussion forum that interests you and submit your response to the Discussion Board. The questions are related to the reading assignments each week. Include why you selected this particular question as a part of your response. Make sure to answer your questions in a comprehensive manner in order to earn the maximum points. Also be mindful that if someone else has answered the same question, your answer should provide additional insight. Partial points will be awarded for responses that fail to answer the question with clarity. Please respond no later than the date indicated in the course schedule. Also, please comment on at least ONE answer from a fellow classmate per chapter. You may earn a maximum of 10 points per discussion questions (5 for initial posting and 5 for the response to your classmate. Due Dates are located on the Course Schedule.

**Self Care Reflection and Wellness Plan, Due July 8, 2013; 75 points**

You should write a maximum 2 page paper that provides your reflection on an article posted on Self-Care. In addition to your reflection, you should include your personal wellness plan to use when you enter practice. This is a two page written assignment.

**Agency Review Paper, Due July 15, 2013; 75 points**

You will visit a Clinical Mental Health agency. It is important to schedule your meeting with an agency as early as possible. Therapists usually have very busy schedules and waiting too late could result in your not successfully completing this assignment. The following minimum components should be included in your interview and paper:

* Fully describe the agency you visited.
* What are the roles and functions of clinical mental health counselors in various practice settings?
* Explain the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.
* What professional organizations is the counselor a member? Why?
* What credentials does the counselor possess? How did he/she earn them?
* What professional issues are relevant to the practice of clinical mental health counseling?

This interview/review will generate a 5 page (minimum) paper.

**Program Proposal with Brief Literature Review, Due July 29, 2013, 100 points**

You will develop a program proposal for helping a target population that interests you. You program will provide interventions to the target group and will help the community as a whole. The following minimum components should be included in your program proposal:

* Outline/overview of your program
* Statement of Purpose for your program
* Resources needed for your program
* Funding sources for the program (you should research options for funding for mental health community programs and include a source that may possibly support your program.
* Literature Review that provides information on the interventions your program will provide. Your literature review should include at least 4 resources published within 5 years.

This is a 10 page paper including a title page and reference list.

**Examinations; 200 points**

There is a midterm and a final examination. It will consist of multiple choice and essay questions and you will have 2.5 hours for completion. These questions will come from your textbook, selected readings and Blackboard postings. The final exam will not be comprehensive. The midterm will assess the information covered during the first portion of the course. The final exam will assess the information covered during the second portion of the course. Each exam will be 100 points.

**Readings and PowerPoint Presentations**

There are a series of PowerPoint presentations listed under course documents that summarize/re-iterate each chapter’s content. You may find these useful in supplementing your reading. Reading Assignments are listed weekly. Reading assignments are important for successful completion of class assignments and examinations.

**Foliotek Requirements**

Everyone admitted Fall 2008 or after should have a Foliotek account. If you do not have a Foliotek account, contact Foliotek at 1-888-365-4639, extension 2. Note this information is on our website ([www.nccuCounseling.com](file:///F:\Spring%202010\Profssional%20Orientation%20toCounseling\www.nccuCounseling.com)) on the student page. Only Fall 2009 and forward documents will be part of the official Foliotek portfolio checkout for graduation. Students who wish to use the portfolio for professional development are welcome to upload documents from courses completed prior to the Fall 2009. These documents should be your best work and incorporate your instructors’ feedback and/or suggestions. Faculty will evaluate your portfolio each semester so this will be an ongoing requirement.

Foliotek Documents – Students in the Counselor education program please place the following corrected assignments in your Foliotek account:

[***Program Proposal***](javascript:__doPostBack('ctl00$ctl00$Content$contentMain$Home1$repScoringGuideUnitGroups$ctl00$dgSections$ctl08$lnkSection','')) ***and literature review***

[***Self Care Reflection***](javascript:__doPostBack('ctl00$ctl00$Content$contentMain$Home1$repScoringGuideUnitGroups$ctl00$dgSections$ctl11$lnkSection','')) ***and Wellness Plan***

**Course Evaluation**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Total Possible Points** | **Due Date** |
| Discussion Board | 100 (10/forum) | Various Dates (2 Per week) |
| Self-Care Reflection and Wellness Plan | 75 | July 8, 3013 |
| Agency Interview and Review | 75 | July 15, 2013 |
| Midterm | 100 | July 22, 2013 |
| Program Proposal with Literature Review | 100 | July 29, 2013 |
| Final Exam | 100 | August 1, 2013 |
|  | **550** |  |

**Grading Scale**

|  |  |
| --- | --- |
|  | **Final Grade** |
| 495 – 550 | A |
| 440 - 494 | B |
| 385 – 439 | C |
| <385 | D |

**Course Schedule**

|  |  |  |
| --- | --- | --- |
|  | **Topics** | **Assignments** |
| **Week 1**  **7/2 – 7/8** | What is Mental Health Counseling?  Historical Prospective  Theoretical Foundations  Self-Care | Read Chapters (Chs.) 1 & 2 (Gerig)  Read Chs. 3 & 4 (Gerig)  Read Article on Self-Care  Introduction Discussion Posting  Due July 3, 2013  Discussion Question (DQ) #1  Due July 5, 2013  **Self Care Reflection Paper Due July 8, 2013**  DQ #2 Due July 8, 2013 |
| **Week 2**  **7/9 – 7/15** | Credentialing of Mental Health Counselors  Ethical and Legal Issues  Mental Health Counselor Settings of Employment  Appraisal and Research | Read Ch. 5, 6, 7, & 8 (Gerig)  Read NCBLPC Credentialing Document  Review the NBCC Credentialing Website  DQ#3 Due July 12, 2013  **Agency Review Paper**  **Due July 15, 2013**  DQ#4 Due July 15, 2013 |
| **Week 3**  **7/16 – 7/22** | Diversity and Mental Health Counseling  Moving from Stigma to Recovery  Mental Health Across the Life Cycle | Read Part 4 (Chs. 9 and 12) (Rosenburg)  Read Part 1 (Chs. 1, 2, & 3) (Rosenburg)  Read Part 3 (Chs. 6, 7, & 8) (Rosenburg)  DQ#5 Due July 19, 2013  **Midterm Exam Due July 22, 2013**  DQ#6 Due July 22, 2013 |
| **Week 4**  **7/23 – 7/29** | Managed Care and Third Party  Reimbursements  Policy and Practice  Best Practices in Mental Health Counseling | Read Ch. 10 (Gerig)  Read Part 6 (Chs. 17 & 18) (Rosenburg)  Read Part 5 (Chs. 13 & 16) (Rosenburg)  DQ #7 Due July 26, 2013  **Program Proposal with Literature Review Due July 29, 2013**  DQ#8 Due July 29, 2013 |
| **Week 5**  **7/30 – 8/4** | Emerging Trends in Mental Health Counseling | Read Part 2 (Chs. 4 & 5) (Rosenburg)  Chs. 11 & 12 (Gerig)  DQ#9 Due August 2, 2013  DQ#10 Due August 2, 2013  **Final Exam Due August 1. 2013** |

*Contents of this syllabus are subject to change due to the dynamic characteristics of the learning environment.*

\*\*\*Students with documented disabilities needing special assistance, please contact Student Support Services at (919)530-6325.\*\*\*

**Course Resources**

Bem, S. L. (1993). *The lenses of gender: Transforming the debate on sexual inequality.* New Haven, CT: Yale University Press.

Clark, R., Anderson, N., Clark, V., & Williams, D. (1999) Racism as stressor for African Americans. *American Psychologists,* *54,* 805-816.

Cohen, S. Kessler, R.C., & Gordon, L.U. (Eds.). (1995). *Measuring Stress: A Guide for Health and Social Scientists.* Oxford, UK: University Press.

Cromier.S., Nurius,P., & Osborne, C.(2013*). Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioral interventions*. (7th ed.). Belmont, CA:Brooks/Cole.

Dass-Brailsford, P. (2007). *A practical approach to trauma: Empowering interventions*. Thousand Oaks, CA: Sage Publications

Dohrenwend B. S. (1978). Stress and community psychology. *American Journal of Community Psychology, 6,* 1-14.

Eagly, A.H. (1996). Gender and altruism. In J.C. Chrilser, C. Golden, & P.D. Rozee (Eds), *Lectures on the Psychology of Women* (pp.43-60) New York: McGraw Hill.

Folkman, S., & Lazarus, R., (1988). *Manual for the ways of coping questionnaire*. Palo Alto, CA: Consulting Psychologist Press.

Gehart.D., (2013). *Theory and Treatment Planning in Counseling and Psychotherapy*. Belmont, CA: Brooks/Cole

Gladding, S. & Newsome, D. (2014*). Clinical mental health counseling in community and agency settings.* (4th ed.). Upper Saddle River, NJ: Pearsons.

Guthrie, R.V. (2003). *Even the rat was white: A historical view of psychology*. (2nd ed.).Needham Heights, MA: Allyn & Bacon.

Hall, L.K. (2008). *Counseling military families: What counselors need to know.* New York, NY: Taylor and Francis.

Hershenson, D.B., Power, P.W., & Waldo, M. (1996). *Community counseling: Contemporary theory and practice.* Boston: Allyn & Bacon.

Hirschfeld, M. & Cody, J. (2004). *Collaborative healing: A “shorter” therapy approach for survivors of sexual abuse*. Eau Claire, WI: Pesi Healthcare, LLC

Krohne, H.W. (1996). Individual difference in coping. In M. Zeider, & N. Endler (Eds.) *Handbook coping.* (pp. 381-409). New York, NY: John Wiley and Sons.

McClam, T. & Woodside, M. (2007). *Generalist case management: A method of human service delivery* (3rd. ed).

Myers, L. J., Speight, S. L., Highlen, P. S., Cox, C. I., Reynolds, A. L., Adams, E. M., and Hanley, T. C. (1991). Identity development and worldview: An optimal conceptualization, *Journal of Counseling and Development, 70,* 54-63.

Parham, T (1989). Cycles of psychological nigrescence. *The Counseling Psychologist17(*2) 187-226).

Parham, T. &White, J. (2010). *The psychology of Blacks: An African centered perspective.* (4th ed.).Upper Saddle River, NJ: Prentice Hall.

Levounis, Petros, Drescher, Jack & Barber,Mary (Eds.). (2012). *The LGBT casebook*. Arlington, VA: American Psychiatric Association.

Scurfield, M.R. (2001). Positive and negative aspects of the exposure to racism and trauma: Research assessment and treatment implications. *National Center for Posttraumatic Stress Disorder Clinical Quarterly, 10,* 1-10.

Teed, E. & Scileppi, J. (2007). *The community mental health system: A navigational guide for providers*. Boston, MA: Pearson Education, Inc.

Wood-Robinson, (2012). *The convergence of race, ethnicity and gender: Multiple Identities in counseling*. (4th ed.).Upper Saddle River, NJ: Prentice-Hall.