CNEP 5319.001
Introduction to Clinical Mental Health Counseling
Texas A & M University – Corpus Christi
Department of Counseling & Educational Psychology

Course No. and Section: CNEP 5319.001
Class meeting time and location: 4:20-6:50 PM, Thursdays, Room: TBA
Semester: Spring 2014
Instructor: Sallie Freeman, Ph.D., LPC
Office and office hours: By appointment
Email: sallee.freeman@gmail.com

I. Course Description
This course provides counselors who will work in community settings with an understanding of the historical and philosophical background of clinical mental health counseling. It will cover the forces that influence the development of community counseling, the role of the mental health counselor, professional issues unique to mental health counseling, client characteristics, principles, community needs assessment, and program development.

II. Rationale:
Mental health counselors must understand the foundations and contextual dimensions of community counseling, as well as possess appropriate knowledge and skills. Factors of diversity; structural models, methods and principles of program development and service delivery; and effective strategies for client advocacy in public policy are all requisite for effectiveness in this specialized role.

III. State Adopted Proficiencies for Counselors:
Learner-Centered Knowledge:
1. Counseling students understand human developmental patterns and use this knowledge base to create developmentally appropriate counseling agendas.

Learner-Centered Process:
2. Counseling students learn to create an environment, which supports and encourages exploring options, sharing new ideas, and innovative problem solving.
3. Counseling students learn to utilize group counseling as a means of utilizing available human resources to provide maximum counseling services.

Learner-Centered Planning:
4. Counseling students learn to help diverse groups of clients set short-term, intermediate, and long-term goals; monitor progress toward their goals; and make necessary adjustments.

Learner-Centered Responsive Services:
5. Counseling students learn to help diverse groups of clients transfer learning to other situations.
6. Counseling students learn to help diverse groups of clients clarify problems and implement change.
7. Counseling students learn to help diverse groups of clients by understanding the referral process and when and where to refer clients.
8. Counseling students learn to help diverse groups of clients to monitor their own progress.

Learner-Centered System Support:
9. Counseling diverse groups of students learn to work as part of a collaborative team including learners, administrators, teachers, other school personnel, parents, guardians, and community members.
10. Counseling students learn to survey diverse groups of community members to determine needs that can be addressed by the counseling program and to develop broad goals related to priority needs and measurable objectives related to each goal.

Learner-Centered Professional Development:
11. Counseling students learn professional ethics and law related to counseling in public schools and community agencies.
13. Counseling students learn and study case studies related to professional counseling.

**Equity in Excellence for All Learners:**
15. Counseling students learn to respect all learners, be sensitive to their needs, and to encourage them to use all their skills and talents.

**Learner-Centered Communication:**
16. Counseling students learn active listening skills, open communication, empathic responding, caring confrontation, and conflict resolution.

**IV. TExES Competencies**

**Standard I. Learner-Centered Knowledge: The certified school counselor has a broad knowledge base.** The certified school counselor must know and understand:

1. the history of counseling;
2. counseling and consultation theories and practices;
3. career development theories and practices;
4. assessment principles and procedures, including the appropriate use of tests and test results;
5. changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
6. legal and ethical standards, practices, and issues;
7. the characteristics and educational needs of special populations;
8. the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students; and

**Standard II. Learner-Centered Skills: The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner.** The certified school counselor must:

1. counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
2. consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students;
3. coordinate resources for students within the school and community;
4. use varied sources of information about students for assessment purposes;

**Standard III. Learner-Centered Process: The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth.** The certified school counselor must:

1. collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;
2. facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information;
3. use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
4. implement effective referral procedures to facilitate the use of special programs and services; and
5. act as a consultant and/or coordinator to help learners achieve success inside and outside of school.
Standard IV. Learner-Centered Equity and Excellence for All Learners: The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:
(2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures; and
(3) facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

Standard V. Learner-Centered Communications: The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:
(2) use knowledge of group dynamics and productive group interaction;
(3) support responsive interventions by effectively communicating with parents/guardians, teachers, administrators, and community members;
(4) facilitate learners’ access to community resources;
(7) develop partnerships with parents/guardians, businesses, and other groups in the community to facilitate learning; and
(8) work effectively as a team member to promote positive change for individuals, groups, and the school community.

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:
(1) use reflection, self-assessment, and interactions with colleagues to promote personal professional development;
(3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;

V. Course objectives and Outcomes

This course is designed to meet CACREP II, 2009 standards and infuses the State Adopted proficiencies and the TExES competencies enable students to demonstrate knowledge and skills in the following areas:

A-1: Comprehends history, philosophy, and current trends in clinical mental health counseling. Students know essential facts regarding history, philosophy and current developments as measured by a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.

A-2: Comprehends ethical and legal considerations specifically related to the practice of clinical mental health counseling. Students identify ethical and legal issues related to clinical mental health counseling as measured by a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.

A-3: Knows roles, functions, of clinical mental health counseling in various practice settings and importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. Students can describe professional roles and functions across various treatment settings as measured by a successful passing rate of 80% on a comprehensive exam and community need/agency response research project.

A-4: Knows professional organizations, preparation standards, and credentials that are relevant to the practice of clinical mental health counseling. Students can list professional organizations, standards and credentials relevant to clinical mental health counseling as measured by a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.

A-5: Comprehends a variety of models and theories related to clinical mental health counseling, including methods, models, and principles of clinical supervision. Students can discuss various treatment models and theories, including
those associated with supervision, as measured by a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.

A-7: Identifies 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). Students will explain professional issues affecting clinical mental health counselors as measured by a successful passing rate of 80% on a comprehensive exam and community need/agency response research project.

A-8: Comprehends management of mental health services and programs, including areas such as administration, finance, and accountability. Students demonstrate understanding of implementation of mental health services and programs as measured through a successful passing rate of 80% on a comprehensive exam and community need/agency response research project.

A-9: Comprehends the impact of crises, disasters, and other trauma-causing events on people. Students identify the effects of crises, disasters and traumatic events as measured by a successful passing rate of 80% on a comprehensive exam, crisis/disaster counseling project, and class discussion participation grade.

A-10: Comprehends the operation of an emergency management system within clinical mental health agencies and in the community. Students can explain agency and community emergency management systems as measured by a successful passing rate of 80% on a comprehensive exam, crisis/disaster counseling project, and class discussion participation grade.

B-1: Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. Students identify and apply legal and ethical standards applicable to the clinical mental health counseling profession as measured by a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.

B-2: Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling. Students demonstrate understanding of public mental health policy, financing, and regulations as measured by a successful passing rate of 80% on the class discussion participation grade, crisis/disaster counseling project, and community need/agency response research project.

C-1: Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society. Students demonstrate knowledge of the principles of mental health including prevention, intervention, consultation, education, and advocacy as measured by a successful passing rate of 80% on a comprehensive exam, class discussion participation grade, and community need/agency response research project.

C-2: Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders. Students demonstrate knowledge of etiology and diagnostic processes in the case conceptualization and prevention of mental/emotional disorders as measured by a successful passing rate of 80% on a comprehensive exam.

C-3: Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help). Students will identify the models and methods of program development and service delivery as measured by a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.

C-5: Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network. Students will explain the range of service delivery in the continuum of care as measured by a successful passing rate of 80% on a comprehensive exam, class discussion participation grade, and case study project.

C-6: Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events. Students identify crisis intervention principles as measured by a successful passing rate of 80% on a comprehensive exam, crisis/disaster counseling project, and class discussion participation grade.

C-8: Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders. Students explain the importance of family, social, and community systems in treatment as measured by a successful passing rate of 80% on a comprehensive exam, class discussion participation grade, and case study project.

C-9: Understand professional issues relevant to the practice of clinical mental health counseling. Students can enumerate professional issues relevant to clinical mental health counseling a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.

D-1: Applies the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling. Students explain the procedures associated with diagnosis,
treatment, referral and prevention as measured by a successful passing rate of 80% for a case study project and class discussion participation evaluation.

D-2: Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders. Students understand and apply principles of multicultural competencies to case conceptualization, diagnosis, treatment, and prevention as measured by a successful passing rate of 80% for a case study project and class discussion participation evaluation.

D-7: Applies current record-keeping standards related to clinical mental health counseling. Students demonstrate and understanding of current record keeping standards as measured by a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.

E-1: Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services. Students explain how a multicultural society affects clientele in clinical mental health services as measured by a successful passing rate of 80% for a case study project and class discussion participation evaluation.

E-2: Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career and those of the client. Students demonstrate understanding of the effects of racism, discrimination, sexism, power, privilege, and oppression on one’s own life and career, and those of the client, as measured by a successful passing rate of 80% for a case study project and class discussion participation evaluation.

E-4: 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. Students explain strategies to support client and professional advocacy and promote public policies/governmental relations as measured by a successful passing rate of 80% for a class discussion participation evaluation.

E-5: Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare. Students detail an understanding of internalized oppression and institutional racism as measured by a successful passing rate of 80% for a class discussion participation evaluation.

E-6: Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services. Students list public policies on multiple governmental levels and effects thereof as measured by a successful passing rate of 80% for a class discussion participation evaluation.

F-1: Organizes information regarding community resources to make appropriate referrals. Students organize and understand information regarding community resources for client referrals as measured by a successful passing rate of 80% for a class discussion participation evaluation and community need/agency response research project.

F-2: Applies policies, programs, and services that are equitable and responsive to the unique needs of clients. Students identify and use policies, programs, and services responsive to unique client needs as measured by a successful passing rate of 80% for a class discussion participation evaluation and case study project.

G-1: Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans. Students identify the principles/models of assessments, case conceptualization, knowledge of development, and psychopathology as measured by a successful passing rate of 80% on a comprehensive exam, case study project, and class discussion participation grade.

G-2: Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments. Students demonstrate knowledge of various models to clinical evaluation and appropriate usage as measured by a successful passing rate of 80% on a comprehensive exam, case study project, and class discussion participation grade.

H-1: Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols. Students identify various appropriate comprehensive assessment interventions for diagnosis and treatment planning as measured by a successful passing rate of 80% on a comprehensive exam, case study project, and class discussion participation grade.

H-4: Applies the assessment of a client’s stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care. Students recognize a client’s state of dependence, change, or recovery, and can recommend appropriate treatment and placement, as measured by a successful passing rate of 80% on a comprehensive exam, case study project, and class discussion participation grade.
I-1: Understands how to critically evaluate research relevant to the practice of clinical mental health counseling. Students explain how to critically evaluate research relevant to the field as measured by a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.

I-2: Knows models of program evaluation for clinical mental health programs. Students list models of program evaluation as measured by a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.

I-3: Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling. Students demonstrate understanding of evidence-based protocols and evaluation of outcomes as measured by a successful passing rate of 80% on a comprehensive exam, case study project, and class discussion participation grade.

K-5: Understands appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event. Students explain appropriate diagnosis and interventions during a crisis, disaster or traumatic event as measured by a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.

L-3: Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. Students can clarify differences between diagnoses and developmentally appropriate reactions during disasters, crises, and traumatic events as measured by a successful passing rate of 80% on a comprehensive exam and class discussion participation grade.

VI. Course Topics

The major topics to be considered are:


VII. Instructional Methods and Activities

Methods and activities for instruction include:

A. Traditional Experiences (lecture/discussion; demonstration; guest speaker; on-line deliveries; video, etc)

B. Clinical Experiences (simulations; cooperative groups; student demonstrations or presentations; role play; value clarifications)

C. Field Experiences (community resources; case studies)

VIII. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are as follows:

Participation/topic quiz. You will be responsible for attending each class and being prepared to contribute to class discussion by completing the assigned reading material on the session topic. Students are to be prepared for a written/oral short “topic quiz,” given intermittently during the course. (These short tests will not be announced prior to the class session in which they are given.) Scores on each oral/written topic quiz, as well as unexcused absences and tardy arrivals, will be calculated into points given for participation. Promptness is expected, as is staying for the entire class. Please see Class Policies for further details. 5 points.
**Comprehensive Take-Home Exam.** Students will be given a comprehensive exam, based on assigned readings from the textbooks, covering course material/objectives. The exam will cover material from textbooks, lecture, discussion, and presentations. *Students must work independently on this examination.* Students will also sign the honor pledge, and are reminded that they need to report academic dishonesty. Examinations will *not* be accepted after the due date. Please see Class Policies for further details. **20 points.**

*Students will form groups of 3-4 members to complete following projects. Please form different groups for these assignments. Simply stated, any group members from one project may not be in your other groups. Please work with different people. Please submit the “Group Evaluation by Members” form at the end of the semester for each of the group projects.*

Please read Class Policies re: managing possible problems between group members. Remember to consult the instructor EARLY in the semester if problems arise—don’t wait until it is too late to take action. Learning to effectively work in groups is part of professional skills development.**

**Group project 1: Case Study.** Students will work in small groups to complete a team case study project. Your team will create a case study of an individual who presents with a clinically-based struggle. It will be your task to create a life-story/biopsychosocial history for this individual, including this individual’s strengths and weaknesses. The team will create a community-based intervention program for the client’s struggle by identifying the kinds of help that would most benefit the client. This help will be professional, community resources such as counseling, case management, specific support groups, mentoring, probation, etc., need to also be included. Your team will determine the kinds of services/help/concerns to be considered for the client based on the material in the textbooks. As a theoretical framework, include information from scholarly, governmental, and agency sources. Your project should cite a minimum of five references in addition to the textbook(s) and supplemental material provided by the instructor (such as what is on Blackboard). A paper in correct APA style will be submitted by each group, eight to ten pages in length, on the case study. See class policies for requirements on graduate level writing and correct formatting. **25 points**

**Group project 2: Crisis/disaster counseling presentation.** Student groups will prepare a presentation on crisis/disaster counseling, with a focus on local resources, knowledge of public health policies/regulation, and the role of counseling in mitigating crisis/disaster mental health issues in the community.

Each group will choose a particular crisis or disaster scenario, such as hurricane, families losing a home to fire, etc. Here is the scenario: There is a Fantasy Foundation grant to be awarded, with the selected recipient group asked to establish an agency to offer (1) direct counseling services for crisis/disaster clients and (2) set up a community coalition to coordinate different community service providers for crisis or disaster needs. As noted on the class calendar, each group will make a 20-30 minute presentation about their plan before the foundation’s grant committee. Each “agency” will explore existing local resources, such as using material available on local emergency management programming from the City of Corpus Christi, Nueces County, Corpus Christi Caller-Times newspaper, local police/fire department, and the like, such as how they work together to offer services—with particular attention given to mental health needs. In addition to textbook and classroom information, as well as governmental sources, students need to also utilize material from a minimum of three, current professional journals (published less than 6 years ago) on incorporating evidence-based services in crisis/disaster counseling. The agency will define a niche for needed services within the existing network of providers and establish a counseling agency to fill that gap, as well as set up the coalition to coordinate various community service providers.

Elements to address:

How are clients impacted by this trauma-causing crisis or disaster?

What service providers will you invite to be part of the community coalition to address these specific needs?

How do the existing service providers cover client needs? Are they responsive to public health policies/regulations?

How could service coordination be improved?

For the coalition, consider concrete logistics such as how/where the agencies meet, following public health policies/regulations, office space, staff, budget/funding, etc.

For your agency, what gap in mental health related services do you see and how will you fill this niche?

What specific services will your agency offer? Are you using evidence-based interventions?
How are these services specifically meeting the needs of clients involved in a trauma-causing event vs. a typical agency offering general counseling services? How is this type of counseling and programming different? Design outreach programming to meet client needs, as well as offering direct counseling services. Agency components to consider: office space, staff, budget/funding, implementing public health policies/regulations, program evaluation, etc.

On the presentation date, an outline of your presentation (agency and coalition elements) and a list of references is due. A paper copy in correct APA style will be given to the instructor. (Be sure to include the names of the group members!) Please also refer to Class Policies. 25 points.

**Group project 3: Community need/agency visits.** Each group will clarify and research one specific social issue creating a mental health need in our community, e.g. domestic violence, family mental health needs, teenage pregnancy, justice system, etc. (1) Groups will visit two agencies addressing this need. (2) Each group will prepare an eight to ten page report on the specific social issue in the community, providing local statistics as well as research from governmental agencies/scholarly sources. In the report, include accurate information on the local agencies and how counselors are working to mitigate the mental health issues associated with the selected social issue. Feel free to share your impressions on the quality of the services offered by each agency—positive, negative, or between. Please be sure to provide citations to support your evaluation. Also, please be cautioned to do in-depth research and provide accurate information. For example, if a student is confused and unintentionally interviews counselors working in two departments from the same agency, it is still considered a single agency. Students should familiarize themselves with background information about both counseling and business functions of the agency such as divisions/hierarchy of the organization, funding sources, employee functions, etc., and gather this information from two or more sources (not just the internet). Not all group members need to engage in every activity, e.g. some students may visit agencies while others do library research. Please note that, if one of the group members is working or volunteering at a particular agency, the group may not use that agency as part of this project. Remember to include information from scholarly, governmental, and agency sources as part of your research. You may also use one publication from each agency you visit. Your project should cite a minimum of five references in addition to the textbook(s) and supplemental material provided by the instructor (such as what is on Blackboard). An informal discussion will be held at the end of the course for groups to share their findings with other students to increase awareness of community issues and resources. A formal presentation such as a PowerPoint is not needed for this discussion. 25 points.

**B. Grading Scale:**

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<tr>
<th>Grading</th>
<th>A= 90 – 100 points</th>
<th>C= 70 - 79 points</th>
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<tr>
<td></td>
<td>B= 80 - 89 points</td>
<td>D= 60-69 points</td>
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**IX. Course Schedule and Policies**

<table>
<thead>
<tr>
<th>THURSDAYS Spring 2014</th>
<th>Topic</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>Jan 23</td>
<td>Introduction to course and requirements. Evolving professional identity and trends in clinical mental health counseling. Training, credentials, professional affiliations. History and philosophy of profession. Models and theoretical perspectives. Meet in groups—different groups for projects.</td>
<td>Newsome &amp; Gladding: Ch 1, 2 Seligman: Ch 1, 2 NOTE: Please talk to instructor during first class if accommodations are needed. (Required supplemental material posted on Blackboard or distributed during class sessions.) SIGN UP for presentations.</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Textbook References</td>
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<tr>
<td>Feb 6</td>
<td>The counseling process and introduction to assessment and case conceptualization. Client assessment and diagnosis. DSM-5.</td>
<td>Newsome &amp; Gladding: Ch 5, 6 DSM-V handout</td>
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<tr>
<td>Feb 13</td>
<td>Holistic approaches to clinical mental health counseling.</td>
<td>Newsome &amp; Gladding: Ch 7</td>
</tr>
<tr>
<td>Feb 20</td>
<td>Consultation, advocacy, and evaluation.</td>
<td>Newsome &amp; Gladding: Ch 8 ACA advocacy competencies</td>
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<tr>
<td>Feb 27</td>
<td>Treatment planning. Evidence-based interventions and research. Documentation and record-keeping.</td>
<td>Seligman: Ch 4, 6, 11</td>
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<tr>
<td>Mar 6</td>
<td>Spring break – no class.</td>
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<tr>
<td>Mar 13</td>
<td>Couple and family counseling.</td>
<td>Newsome &amp; Gladding: Ch 11 Seligman: Ch 8</td>
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<tr>
<td>Mar 20</td>
<td>ACA conference – no class. Meet with groups.</td>
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<tr>
<td>Mar 27</td>
<td>Counseling adults. Developmental and bioecological factors.</td>
<td>Newsome &amp; Gladding: Ch 12 Seligman: Ch 8 (cont’d)</td>
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<tr>
<td></td>
<td><strong>Project 1: Case study due this session.</strong></td>
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<tr>
<td>Apr 3</td>
<td>Counseling children &amp; adolescents. Developmental influences.</td>
<td>Newsome &amp; Gladding: Ch 13</td>
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<tr>
<td>Apr 10</td>
<td>Group work, theory.</td>
<td>Newsome &amp; Gladding: Ch 10 Seligman: Ch 9</td>
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<tr>
<td></td>
<td><strong>Group project 2: Crisis/disaster counseling project presentation due this session</strong></td>
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<tr>
<td></td>
<td><strong>Take-home examination distributed this class session.</strong></td>
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<tr>
<td></td>
<td><strong>Group project 2: Crisis/disaster counseling project presentations, cont.</strong></td>
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<tr>
<td>Apr 24</td>
<td>Community mental health counseling settings: community agencies, medical settings, and other specialized clinical settings. College and university settings, career counseling, coaching EAPs, private practice, managed care</td>
<td>Newsome &amp; Gladding: Ch 14, 15, 16 Seligman: Ch 10</td>
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<tr>
<td></td>
<td><strong>Project 3: Community need/agency visit due this session.</strong></td>
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Trends in clinical mental health counseling in the community. Technology. Multiple roles of CMHC. CMH Issues specific to our city/surrounding area, application of material learned in course, local resources.

Newsome & Gladding: Ch 5
Seligman: Ch 2, 13
Discussion of professional identity/development, community needs, and available resources.

Take-home examination due at START of class session. (Late exams will not be accepted.)
“Group Evaluation by Members” forms due this class.

Statement of Civility*
Texas A&M-Corpus Christi is a comprehensive urban university located on the South Texas Gulf Coast focusing on the higher education needs of South Texas and the State. Our student body represents the diversity of our State, and will provide its future leaders. Together, the students, faculty and staff from our campus community, reflect a variety of backgrounds and cultures. The quality of life on and about the campus is best served by courteous and dignified interaction between all individuals, regardless of sex, ethnic or religious background, sexual orientation, or disability.

It is the expectation of this University that all members of the campus community will work to develop and maintain a high degree of respect and civility for the wealth of diversity in which we are all fortunate to live and work. To ensure that this expectation is met, the University will take whatever action is necessary to prevent, correct, and discipline behavior which violates the spirit and intent of regulations designed to promote respect and civility, and will take whatever steps are necessary to foster mutual respect among the campus community.

* This policy also applies to interaction with guest speakers and members of our community.

Class Policies

Accommodations

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Students needing special accommodations should make arrangements at the beginning of the semester—at least one week prior to specified deadlines for examinations or assignments. (Please do not approach the instructor and ask for special accommodations after a deadline has been missed, or if a student is unhappy with a grade, etc.) Students with mobility, communication, learning, and health issues that qualify under the Americans with Disabilities Act need to make arrangements through the appropriate university office and provide the required paperwork to the instructor—prior to the deadline for the assignment or examination.

Students needing accommodations for situations that may not qualify under ADA definitions, such as needing special translation services, are reminded to make arrangements with the instructor at least one week before posted deadlines.
**Attendance**

You will be responsible for attending each class and being prepared to contribute to group and/or class discussion by completing the assigned reading material on the session topic prior to class. Counseling/therapy in various venues requires a high level of personal responsibility within the profession to maintain client welfare. You will be graded on participation, professional/ethical conduct, and preparation for discussion.

Class attendance is mandatory. It is the student’s responsibility to be present if roll is called or to sign an attendance roster when distributed. To receive an “excused absence” for a class session, or to explain need for tardiness/leaving early, notification must be given via email BEFORE the class session—do not just casually notify the instructor verbally. Unexcused absences, and multiple incidents of tardiness/leaving early, will affect points given for participation. Promptness is expected, as is staying for the entire class.

However, please be respectful and do NOT come to class if you are ill. If using the protocol described to inform the instructor, illness would be considered an excused absence. Please consider the wellbeing of the group; please do not expose fellow students to a possibly contagious illness.

**If there is tardiness or absence for any reason (excused or unexcused), it is the student’s responsibility to have a thorough understanding of material covered during the missed class time and to obtain handouts, notes, etc., from another student. When absent, students are still responsible for assignment deadlines.**

**Confidentiality**

**Maintaining confidentiality is expected.** Participating in group activities involves some level of self-disclosure. A level of trust and openness is needed as a part of the learning process, and it is important that confidentiality be maintained. Taking photographs and making audio/video recordings during class are not allowed unless there is full disclosure and prior consent given by all parties involved. If you wish to share with others outside the class, discuss only your own reactions or experiences and maintain confidentiality regarding other’s input. This is an ethical issue.

**Professional Courtesy**

Please be respectful and turn off cell phones, pagers, and other electronic media devices during class. Students who talk on the phone, text messages during a class session, or are using any sort of media device, rather than participating in classroom activities, will be asked to leave the class session and will not be given credit for attending that session. In case of being on-call for work or a family emergency, to maintain professional courtesy, the correct protocol is to inform the instructor before class, put the phone on “silent notification” or “vibrate,” and quietly leave the room to talk or text.

Please be courteous and pick up your trash such as paper, food/drink containers. The instructor should not have to pick up your trash for the room to be left neat and clean for others.

A free exchange of ideas in the classroom is needed to understand different viewpoints and explore a variety of perspectives. Therefore, verbal or physical aggression will not be tolerated. Actions such as cursing or a demeaning verbal attack on any individual or group will result in the student being asked to leave the class session, and the student will not be given credit for attendance or assignments/examinations due that session. Such infractions may also result in other disciplinary or remedial actions. Please refer to the Statement of Civility.

In addition, attire should conform to common community standards as to what would be appropriate for a young child to see. Individuals wearing attire that does not meet these reasonable standards, such as clothing showing obscene words or images, will result in the student being asked to leave the class session, and the student will not be given credit for attendance or assignments/examinations due that session.

**Academic Honesty**

Any material—a sentence, paragraph, chart, drawing, photograph—that is copied or quoted from any print or electronic source, or resulting from another party’s efforts, must have the associated citation/reference—or this is considered plagiarism and subject to disciplinary action as described in the current
university catalog. For example, if a student uses software with a copy/paste function to take another person’s work from the internet and the student claims/intimates that the work is his/her own, this is committing plagiarism. Each student is responsible for completing his or her own assignments for class. If a student asks another individual to complete work that will be misleadingly labeled as the student’s own efforts, this is a form of academic dishonesty.

Unless an assignment is explicitly described as a group project, each student is required to do his or her own work on assignments and take-home examinations. Given the ethics and accepted standard of conduct for our profession, any overture to unfairly collaborate, such as to give or get “help” on an assignment that is intended to be individual work, is academic dishonesty.

In a profession in which fidelity and trustworthiness are essential, if a student has knowledge of an act of academic dishonesty, the student is obligated to report the dishonesty to the instructor.

A grade of “0” or “F” will be given in cases of academic dishonesty, such as described above, or for work that has been previously submitted in another class and is being resubmitted for a current assignment. Students may be required to use specified software to verify that work was not plagiarized. Students will be given instructions regarding registration and instructions on use of the software.

Assignments

**Each student is responsible for having access to a computer to retrieve class information posted electronically, such as through Blackboard, and to verify that the student’s email address that is registered with the university system is a current (and working) email address so the instructor can use the university’s “email class” function to send class notices and required/supplemental material—or each student must get the material from another student in the class. Do not ask the instructor to make individual copies or re-send material to individual students.

Required reading/supplemental material will be noted as such when emailed or posted. Please be reminded that required and supplemental material is intended to expand the students’ knowledge base, promote critical thinking skills, and foster discussion. As such, a wide variety of viewpoints will be presented. The information is provided for general educational purposes, and opinions expressed by these authors cannot be assumed to represent the views of the instructor or university.

Examinations, papers, and assignments with a due date specified in the syllabus, will not be accepted after the due date. Students are given ample notification of course requirements and due dates. Students with an unexcused absence during examinations will not be able to take a make-up exam. (Please do not ask to be an exception to this requirement.) For a student with an excused absence, it is the student’s responsibility to make arrangements with the instructor to take a make-up exam or quiz.

All work, such as papers and reference lists, will be typed in the current APA format. If correct APA style is not used, the overall grade on the assignment will be lowered. Students’ work (papers, typed responses to examinations, and the like) must have all necessary references/citations in correct APA style, current edition, when outside sources are quoted or used for reference. Please do not turn in a copy of the original resource of cited information to the instructor, such as a copy of a journal article, unless specifically instructed to do so. Points may be deducted if students do not write at a collegiate level, using complete sentences, correct grammar/punctuation, and proofreading spelling.

Students are reminded that they are at an educational level at which references should come from professional/scholarly sources. In other words, use peer-reviewed journals, professional texts, and the like. Using popular resources of sometimes questionable merit, such as the several internet “encyclopedias” that are appropriate for students in high school, will result in the loss of points on your grade.

A paper copy of reports, examinations, and assignments (not an electronic copy) is due on or before the specified date, with multiple pages stapled. Work should not be unbound, nor should a paper clip be used. Do not use a plastic report cover or put assignments in any sort of folder. For assignments, when the number of pages is specified, this refers to the body of the work, and not reference lists, title page, etc.
After receiving a graded assignment and getting instructor approval to do a “rewrite,” to submit a rewritten assignment for a higher grade, pls remember the following. “Rewrites” are due in 7 days, at the start of the next class session. (If it is the end of the semester, the instructor will announce the date/location for submissions. On rare occasions, individual deadlines will be set by the instructor, but only in the case of an emergency.) Please remember: Late submissions for “rewrites” will not be accepted. For a “rewrite” grade…In addition to the rewritten assignment, students are required to submit:

1. The original assignment/paper (that was previously graded).
2. The original grading rubric that was completed by the instructor and given to the student.

If students do not follow the above requirements, please note that the “rewrite” will not be accepted for grading.

Students’ assignments, such as examinations, papers, and other assignments, will only be kept for two weeks after the last class meeting of the course. After this time, for confidentiality, students’ work will be shredded. If a student wants to retrieve a graded assignment after the last class session, arrangements need to be made at least one week before the due date of the project.

For PowerPoint presentations, because of university equipment variability, please store PowerPoint presentations on two types of electronic media such as CD and memory stick. If you are giving a presentation that requires equipment such as a PowerPoint projector, computer (and if internet connection is needed) it is the student’s responsibility to notify the instructor by email at least one week prior to your presentation date so that arrangements can be made.

Incomplete grades will be granted only when extraordinary circumstances arise and are the exception to the rule. Be aware that incomplete grades require paperwork from the student as well as from the professor, it is the student’s responsibility to meet with the instructor at least two weeks prior to the deadline for turning in grades if an incomplete is a necessity.

Group Work

When group work is assigned, there are occasional problems with one or more members not being responsible to the others in the group. If there are problems with an individual not attending meetings or not completing assignments by an agreed date, etc., students are reminded to inform the instructor as soon as possible. Do not wait until shortly before the assignment deadline to inform the instructor because then it is too late for remedial action. It is each student’s individual responsibility to notify the instructor in a timely manner if it appears that certain group members are not contributing to a class project. In addition, when group work is assigned, students will also be asked to complete a confidential evaluation form of fellow group members. (For those group members who are not responsible for completing their equitable share of work, those members will lose points on their grade.)

X. Textbook(s)

The textbook(s) adopted for this course is/are:


Also, required and supplemental reading selections—and general course information—will be provided by the instructor, with material provided during class sessions or electronic copies posted on Blackboard.

XI. Bibliography

Please refer to the reference lists and resources posted by the instructor in Blackboard.

The knowledge bases that support course content and procedures include:


XII. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations

Please also refer to Class Policies regarding students requesting accommodations.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
## Case Study Grading Rubric (25 points)

<table>
<thead>
<tr>
<th>No credit</th>
<th>Incomplete</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
<th>Weight</th>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>4</td>
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### Content
Comprehensive history (including strengths); broad community based program, use of supportive resources; appropriate interventions; completeness of literature review; responsiveness to directions; support for assertions literature review; responsiveness to directions; support for assertions

### Structure
Organization; paper follows a logical flow; evidence of original and critical thinking; participation in group work

### Style
Format; citations; mechanics
### Community need/Agency visit Grading Rubric (25 points)

<table>
<thead>
<tr>
<th>Content</th>
<th>No credit</th>
<th>Incomplete</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
<th>Weight</th>
<th>Total</th>
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<tbody>
<tr>
<td>Thorough research/presentation of social/mental health issue; in-depth research of agency; completeness of literature review; responsiveness to directions; support for assertions</td>
<td>X4</td>
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<tr>
<td><strong>Structure</strong></td>
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<tr>
<td>Organization; paper follows a logical flow; evidence of original and critical thinking; participation on group work</td>
<td>X0.5</td>
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<tr>
<td><strong>Style</strong></td>
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<tr>
<td>Format; citations; mechanics</td>
<td>X0.5</td>
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Crisis/disaster Counseling Presentation Grading Rubric (25 points)

<table>
<thead>
<tr>
<th>Content</th>
<th>No credit</th>
<th>Incomplete</th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
<th>Weight</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Thorough research/presentation of specifics of crisis/disaster counseling-impact of trauma-causing events, evaluation of community emergency network w/in mental health community agencies; in-depth research of needed community agency services and operations; applic of knowledge of public health policies/ regulations for service delivery; apply principles of crisis intervention for crisis/disaster, completeness of literature review; responsiveness to directions; support for assertions</td>
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| Structure                                                              |           |            |      |      |      |           |        |       |
| Organization; presentation follows a logical flow; evidence of original and critical thinking; participation on group work |           |            |      |      |      |           |        |       |

| Style                                                                  |           |            |      |      |      |           |        |       |
| Format; citations; mechanics                                          |           |            |      |      |      |           |        |       |