CNEP 5319: INTRO TO CLINICAL MENTAL HEALTH COUNSELING  
Texas A & M University – Corpus Christi  
Department of Counseling & Educational Psychology  
Course Syllabus- Spring 2017

**Professor:** Kristina Nelson, Ph.D., NCC  
**Course No. and Section:** CNEP 5319.001  
**Office Hours:** M, W, Th 9:30am-2:00pm  
**Location:** Room ECDC 238  
**Office telephone:** 361-825-2469  
**Meeting Time:** Thursdays 7:00pm-9:30pm  
**Email:** Kristina.Nelson@tamucc.edu  
**Semester:** Spring, Jan. 19-April 27, 2017

**I. Course Description**  
This course is designed to provide 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 to effectively function in clinical settings. 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 knowledge for effectiveness in this specialized role.

**III. State Adopted Proficiencies for School Counselors**

**Learner-Centered Knowledge:**  
- Counseling students understand human developmental patterns and use this knowledge base to create developmentally appropriate counseling agendas.

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

**Learner-Centered Planning:**  
- 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:**  
- Counseling students learn to help diverse groups of clients transfer learning to other situations.
- Counseling students learn to help diverse groups of clients clarify problems and implement change.
• Counseling students learn to help diverse groups of clients by understanding the referral process and when and where to refer clients.
• Counseling students learn to help diverse groups of clients to monitor their own progress.

Learner-Centered System Support:
• 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.
• 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:
• Counseling students learn professional ethics and law related to counseling in public schools and community agencies.
• Counseling students learn self-assessment and self-evaluation.
• Counseling students learn and study case studies related to professional counseling.

Equity in Excellence for All Learners:
• Counseling students learn multicultural sensitivity.
• 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:
• Counseling students learn active listening skills, open communication, empathic responding, caring confrontation, and conflict resolution.

IV. TExES Competencies

Competency 001 (Human Development): The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services that meets the needs of all students.

Competency 002 (Student Diversity): The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors Affecting Students): The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 004 (Program Management): The school counselor understands how to plan, implement, and evaluate a developmental guidance program, including counseling services, which promotes all students' success.
Competency 005 (Developmental Guidance Program): The school counselor knows how to provide a comprehensive developmental guidance program that promotes all students' personal growth and development.

Competency 006 (Counseling): The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment): The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families): The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community): The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.

Competency 010 (Professionalism): The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

V. Course Objectives and Learning Outcomes

A) Objectives
This course is designed to meet 2016 CACREP entry-level specialty area standards (Section 5) for clinical mental health counseling. The following standards are covered in this course. Standards shown in bold type represent the targeted course objectives that will be assessed in this course throughout the semester.

- CACREP Standard 5-C-1-a: History and development of clinical mental health counseling.

- CACREP Standard 5-C-1-b: Theories and models related to clinical mental health counseling.

- CACREP Standard 5-C-1-c: Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.

- CACREP Standard 5-C-1-d: Neurobiological and medical foundation and etiology of addiction and co-occurring disorders.

- CACREP Standard 5-C-1-e: Psychological tests and assessments specific to clinical mental health counseling.

- CACREP Standard 5-C-2-a: Roles and settings of clinical mental health counselors.
• CACREP Standard 5-C-2-b: Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.

• CACREP Standard 5-C-2-c: Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks.

• CACREP Standard 5-C-2-d: Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD).

• CACREP Standard 5-C-2-e: Potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders.

• CACREP Standard 5-C-2-f: Impact of crisis and trauma on individuals with mental health diagnoses.

• CACREP Standard 5-C-2-g: Impact of biological and neurological mechanisms on mental health.

• CACREP Standard 5-C-2-h: Classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.

• CACREP Standard 5-C-2-i: Legislation and government policy relevant to clinical mental health counseling.

• CACREP Standard 5-C-2-j: Cultural factors relevant to clinical mental health counseling.

• CACREP Standard 5-C-2-k: Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.

• CACREP Standard 5-C-2-l: Legal and ethical considerations specific to clinical mental health counseling.

• CACREP Standard 5-C-2-m: Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling.

• CACREP Standard 5-C-3-a: Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.
• CACREP Standard 5-C-3-b: Techniques and interventions for prevention and treatment of a broad range of mental health issues.

• CACREP Standard 5-C-3-c: Strategies for interfacing with the legal system regarding court-referred clients.

• CACREP Standard 5-C-3-d: Strategies for interfacing with integrated behavioral health care professionals.

• CACREP Standard 5-C-3-e: Strategies to advocate for persons with mental health issues.

B) Learning Outcomes

This course infuses the Learning Objectives of CACREP Section 5 Standards, the state adopted proficiencies for school counselors, and the TExES competencies listed above to enable students to demonstrate understanding of the following objectives. Upon completion of the course, students will be able to:

• Explain the history, and development of clinical mental health counseling as measured by a successful passing rate of 80% on the weekly online quizzes.

• Apply principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning as measured by a successful passing rate of 80% on the professional research projects.

• Describe the roles and settings of clinical mental health counselors as measured by a successful passing rate of 80% on the discussion forum postings.

• Comprehend the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders as measured by a successful passing rate of 80% on the weekly online quizzes.

• Differentiate among the mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks as measured by a successful passing rate of 80% on the professional research projects.

• Demonstrate knowledge of the current legislation and government policy efforts relevant to clinical mental health counseling as measured by a successful passing rate of 80% on the discussion forum postings.

• Summarize the client cultural factors relevant to clinical mental health counseling as measured by a successful passing rate of 80% on the discussion forum postings.

• Explain the legal and ethical considerations specific to clinical mental health counseling as measured by a successful passing rate of 80% on the weekly online quizzes.
• Demonstrate the record keeping, third party reimbursement, and other practice and management issues relevant to the contemporary practice of clinical mental health counseling as measured by a successful passing rate of 80% on the professional research projects.

• Formulate strategies to advocate for persons with mental health issues as measured by a successful passing rate of 80% on the professional research projects.

VI. Course Topics

• Evolving professional identity trends in clinical mental health counseling
• Training, credentials, and professional affiliations
• History and philosophy of the profession
• Theoretical perspectives, models, and application
• Managed care and third party reimbursement
• Counseling process and assessment
• Case conceptualization, diagnosis and treatment planning
• Treatment settings and the continuum of care
• Evidence-based treatments and interventions
• Documentation and record-keeping
• Bioecological and developmental factors affecting mental health
• Working with individuals, groups, couples, and families
• Ethical and legal issues related to clinical mental health counseling
• Advocacy and professional development
• Mental health competencies with multicultural and diverse groups
• Technology and other emerging trends

VII. Instructional Methods and Activities

Course material will be presented in lectures, supplemented by classroom discussions/online materials, cooperative/interactive learning, video, out-of-class and in-class assignments, case studies, role play, group discussions, and examinations. Additionally, some assignments and quizzes will be offered through Blackboard. Students should become familiar with the functionality of Blackboard. Students can access the Blackboard page for this course at: https://bb9.tamuccc.edu/ using their TAMUCC login and password.

VIII. Evaluation and Grade Assignment

A) Major Course Assignments

Class Discussions

Each week you will be responsible for completing all assigned course readings and participating in small group and classroom discussions based on those readings. Guided discussion prompts will be posted to the course Blackboard discussion forum. Students will need to thoughtfully
consider the topic or question presented, and author a response to be posted in the discussion forum on Blackboard that demonstrates their knowledge and understanding of the assigned reading material. In addition to their response, students will need to formulate at least two questions regarding the reading that will be submitted through Blackboard prior to class each week. Students will also be expected to bring a hard copy of both their responses to the discussion posts as well as the questions formulated from the reading to class. The instructor will review all posts to determine whether students have met this requirement or not. Discussion posts will be evaluated based on the following items:

**Content** – Student demonstrates an in-depth understanding and application of concepts and issues presented in the course (e.g., insightful interpretations or analyses; accurate and perceptive parallels, ideas, opinions, and conclusions), showing that the student has absorbed the general principles and ideas presented; and postings/responses that are well-supported by pertinent research/evidence from a variety of and multiple peer-reviewed books and journals, where appropriate; and mastery and thoughtful/accurate application of skills or strategies presented in the course.

**Quality of writing** – Student uses language that is clear, concise, and appropriate; make few, if any, errors in spelling, grammar, and syntax; provide adequate information about a source when citing or paraphrasing it; and use a preponderance of original language and only directly quote when necessary and/or appropriate;.

**Contributions to the discussion** – Student significantly contributes to the quality of the discussion by providing: rich and relevant examples; discerning and thought-provoking ideas; stimulating thoughts and probes; new perspectives; original and critical thinking; and are positive, courteous, and respectful when offering suggestions, constructive feedback, or opposing viewpoints.

Discussion board posts account for 100 points of your final grade.

**Counselor Professionalism Paper**

Students will submit a paper regarding ethical and legal issues, counselor identity, and professionalism. Students will interview at least one professional licensed counselor asking the following questions as well as at least two additional questions formulated by the student: (a) If a client asked you what is counseling about, how would you answer?, (b) Please discuss at least one main legal and/or ethical issue commonly found in the counseling practice, and how you believe future counselors could be best prepared to address these issues, (c) What does the term counselor identity mean to you?, and (d) What does professionalism mean to you, and how do believe counselors should demonstrate this? This paper will be written in APA style format (minimum of five pages; maximum of eight pages) with at least three professional (refereed) journal articles and/or professional books as references. Students will also reference the professional counselor they chose to interview. Students will submit an electronic copy of the assignment along with electronic copies of the articles you have reviewed and referenced in your paper. The Counselor Professionalism Paper will count for 200 points toward your final grade. The following sections will be included in the paper:
a. A brief introduction that informs the reader of key points that are addressed in the paper.
b. A summary of the interview addressing each question asked as well as additional pertinent information.
   i. If a client asked you what is counseling about, how would you answer?
   ii. Please discuss at least one main legal and/or ethical issue commonly found in the counseling practice, and how you believe future counselors could be best prepared to address these issues.
   iii. What does the term counselor identity mean to you?
   iv. What does professionalism mean to you, and how do believe counselors should demonstrate this?
   v. What are important qualities that you believe counselors must possess?
   vi. What do employers (i.e., counseling agencies expect of new counselors?
   vii. What is appropriate work attire in your setting?
   viii. How do believe counselors are currently represented in the community, and how would you like counselors to be represented in the community?
c. A summary of the main points highlighted in the literature regarding
   i. an ethical and/or legal issues that was identified in the interview
   ii. counselor identity
   iii. professionalism
d. A discussion of how the information influences
   i. you as a counseling student
   ii. your work as a professional counselor
   iii. your presence in the community
e. Students will also send a “Thank You” letter to the interviewee following the interview. A copy of this letter will be attached the end of this paper.
f. It is strongly recommended that students review the APA Publication Manual prior to and throughout the writing process

Weekly Online Quizzes

Each week, a brief quiz will be posted to assess students’ understanding of the topics being discussed. The quizzes will be made available online through Blackboard, and will be available three days before class until 1 hour prior to the beginning of class. Quiz questions will be presented in multiple choice format, and only reflect the material discussed for the previous week (not cumulative). The use of notes and textbooks is allowed; however, students must work alone and not seek outside help from fellow classmates or other individuals. There will be ten quizzes available for students to take throughout the semester, with each quiz being worth 10 points. A total of 100 points are possible toward your final course grade.

Professional Case Illustration Projects

Throughout the semester a series of four (4) professional case illustration projects will be assigned to help you learn more about the role of the clinical mental health counselor. These projects will require you to utilize the library, Internet, local service providers, and national agencies. Submitted assignments will be evaluated on content as well as style. A more detailed description for each project is provided on the class Blackboard homepage under the assignment
tab in each learning module. Each professional research project is worth 100 points, resulting in a maximum of 400 points that can be earned on these assignments. These projects will be written in **APA style format** (minimum of three pages; maximum of five pages) with at least two professional (refereed) journal articles and/or professional books as references. All references are expected to be reported (e.g., journal articles, internet, local service providers, and national agencies. For each project students will be provided with a case illustration that they need to address including the following areas:

a. What is the presenting issue?
b. Probable diagnosis (i.e., according to DSM-V)
c. Treatment Plan
d. Additional resources the client may need
e. Identify the agency or organization that would be best suited for this client to receive services.

**Panel Reflection Paper**
A panel of Professional Counselors from various settings will visit the class to discuss their work (e.g., role, identity, what a typical day might look like, paperwork, etc.). Students will formulate questions to ask the panel. Following the panel visit, students will write a 2-3 page reflection paper about the experience. The Panel Reflection Paper will count for 100 points toward your total grade. This paper will include:

a. A brief introduction of the key points gleaned from the interview that will be further discussed throughout the paper.
b. A summary of what you learned about
   a. counselor identity
   b. what a typical day may be like for a counselor
   c. the various roles a counselor may fill
d. challenges counselors face
e. how to best prepare yourself to be a counselor

**B) Point Allocation**

<table>
<thead>
<tr>
<th>Weekly Online Quizzes (10 @ 10 points each)</th>
<th>Discussion Board Posts (10 @ 10 points/week)</th>
<th>Professional Case Illustration Projects (4 @ 100 points each)</th>
<th>Panel Reflection Paper</th>
<th>Counselor Professionalism Paper</th>
<th>Final Examination</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 points</td>
<td>100 points</td>
<td>400 points</td>
<td>100 points</td>
<td>200 points</td>
<td>100 points</td>
</tr>
</tbody>
</table>

**TOTAL** 1000 points

**C) Grade Distribution**

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000</td>
<td>800-899</td>
<td>700-799</td>
<td>600-699</td>
<td>Below 600</td>
</tr>
</tbody>
</table>
IX. Course Schedule and Policies

A) Course Schedule

See schedule for the current academic semester included at the end of this syllabus.

B) Course Policies

Attendance & Participation
Students will attend ALL scheduled classes, more than two absences will deduct one letter grade; missing more than 30 minutes of a class meeting will be considered an absence. Students will participate in course activities (both in and out of class) in a cooperative manner, complete homework assignments in a timely fashion, as well as remain receptive to feedback provided by the instructor and teaching assistant. Cell Phones: Turn your cell phones off during class meetings. If you need to have this device on for a relevant reason, please consult with instructor prior to class.

Professionalism
By enrolling in a graduate program you have begun your professional career. As such, the expectation is that you will conduct yourself as a professional. A significant part of being a professional is being respectful to your peers and instructor at all times. Examples of disrespectful and unprofessional behavior in a face-to-face class include: talking in class, not paying attention, criticizing others’ thoughts and beliefs, falling asleep, or texting/talking on a phone. These same behaviors can be found in online classes as well, especially when participating in class discussion boards. While it is understandable that there may be times when you are not in total agreement with your peers or instructor, respect for the academic environment should always be acknowledged. Good advice would be to reread your posts before uploading them, to see if they may be disrespectful or hurtful to others.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. The University’s goal is to provide you with a high quality educational experience that is free from repression. To assist in meeting this goal, you are responsible for following the rules of the University, city, state, and federal government. You are expected to behave in a manner that is dignified, respectful, and courteous to all people; regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Late Submissions of Student Work
One added challenge to attending graduate school coursework is that many students have families, work part or full-time jobs, and have to negotiate a number of responsibilities outside of the classroom. As a faculty member I acknowledge that it is understandable that life circumstances may take precedence to your school work and encourage you to plan, when possible, the turning in of your assignments and completion of course activities in the event that you should have to miss class. As a policy, all assignments are to be turned in at the beginning of class on the due date. Any work turned in will be subjected to a letter grade deduction for each day that the assignment is late with
no assignments being accepted after the second day late.

**Extra Credit**

As a general rule, extra credit opportunities will not be extended in this course. Course grades should be reflective of the proficiency level students are able to demonstrate through all course assignments and assessments. Requests to award additional points without just cause or to assign alternative/additional work for credit will be denied.

**Academic Integrity and Plagiarism**


University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism (plagiarism is the presentation of the work of another as one's own work).

Disciplinary action for academic misconduct is the responsibility of the faculty member assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty, and with giving sanction to any student involved. Penalties that the instructor might possibly apply to individual cases of academic dishonesty include:

- Written reprimand
- Requirement to re-do work in question
- Requirement to submit additional work
- Lowering of grade on work in question
- Assigning grade of "F" to work in question
- Assigning grade of "F" for course
- Recommendation for more severe punishment, such as dismissal from program or University

If the faculty member determines that assigning a grade of "F" to the course is the appropriate penalty and this disciplinary action occurs prior to the deadline for dropping courses, the student forfeits his/her right to drop the course in question.

If the faculty member recommends more severe punishment, such as dismissal from the program or from the University, the faculty member will notify the appropriate chair/college dean, who in turn will notify the Office of Student Affairs. If dismissal from the University is recommended, the Office of Student Affairs will follow its procedure for such cases.

The faculty member must file a record for each case of academic dishonesty, including a description of the disciplinary action taken, along with any materials involved, with his or her college dean, who will forward a copy to the Office of Student Affairs. The academic dean of the college in which the offense took place will maintain records of all cases of academic dishonesty reported for a period of five years. The Office of Student Affairs will also maintain records of such cases for a period of five years. The Office of Student Affairs will inform the Graduate Dean as appropriate.

Any student who has been penalized for academic dishonesty has the right to appeal the
judgment or the penalty assessed. Students who wish to appeal an academic dishonesty decision should contact the Office of Student Affairs for guidance on the appropriate steps for initiating the process.

**Dropping a Class**
My hope is that you never find it necessary to drop this or any other class during your program of study. With that being said, I realize events sometimes occur that make dropping a course a necessary and wise decision. If you ever find yourself in a situation like this, I ask that you consult with me before you decide to drop the course to be sure it is your best option. Should dropping the course prove to be the best action for you to take, it is your responsibility to initiate the drop process by going to the Student Services Center and filling out a course drop form. Simply discontinuing your attendance and participation WILL NOT automatically result in your being dropped from the class, and a final grade will be issued.

**Communication**
Each TAMUCC student has access to an individual e-mail account assigned to them by the university. This is the primary method through which your instructor will communicate with you throughout the semester. At the beginning of the course, students should make sure they have activated their account and make plans to check the account regularly. Students can expect to receive a response to their queries from their instructor within 48 hours (excluding weekends and university-recognized holidays).

**Syllabus Disclaimer:**
While the provisions of this syllabus are as accurate and complete as possible, the instructor reserves the right to change any provisions herein, with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructor. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.

**X. Textbooks**


*Optional Texts (recommended but NOT required)*:


XI. Bibliography


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 website at [http://www.tamucc.edu/provost/university_rules/index.html](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. Disability 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.

XIV. Academic Continuity

In the event of an unforeseen adverse event such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

XV. Course Assignment Evaluation Rubrics

(See Assignments Tab on Course Blackboard page)

Tentative Course Schedule (Summer 2016)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assigned Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/19/17</td>
<td>Introduction to the Course</td>
</tr>
<tr>
<td>1/26/17</td>
<td>Historical, philosophical, societal, cultural, economic, and political dimensions of clinical mental health counseling (GN: chapters 1, 2)</td>
</tr>
<tr>
<td>2/2/17</td>
<td>Understanding the roles, functions, preparation standards, credentialing, licensure, training, and professional identity of CMH counselors (GN: Chapters 2, 6) Case Illustration Project 1 Due</td>
</tr>
<tr>
<td>2/9/17</td>
<td>Legal, ethical, and professional issues related to the practice of CMHC (GN: Chapter 3)</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2/16/17</td>
<td>CMH organization, management, administration, financing, accountability, policies, political</td>
</tr>
<tr>
<td></td>
<td>climate and impact of legislation, legal, and other issues (GN: Chapter 13)</td>
</tr>
<tr>
<td></td>
<td>Case Illustration Project 2 Due</td>
</tr>
<tr>
<td>2/23/17</td>
<td>Understanding of the general principles of CMH counseling, prevention, intervention, consultation, program operations and community networking (GN: Chapters 6, 8)</td>
</tr>
<tr>
<td>3/2/17</td>
<td>Clinical mental health counseling and diversity, culturally sensitive and relevant clinical mental health practices (GN: Chapter 4)</td>
</tr>
<tr>
<td></td>
<td>Case Illustration Project 3 Due</td>
</tr>
<tr>
<td>3/9/17</td>
<td>Professional Counselor Panel</td>
</tr>
<tr>
<td>3/16/17</td>
<td>NO CLASS – SPRING BREAK</td>
</tr>
<tr>
<td>3/23/17</td>
<td>Management of clinical mental health services and programs: Service delivery, networks resources, and community systems (GN: Chapters 9, 10, 11, 12, 13)</td>
</tr>
<tr>
<td></td>
<td>Panel Reflection Paper Due</td>
</tr>
<tr>
<td>3/30/17</td>
<td>Bio-psychosocial assessment, clinical assessment tools, diagnosis, case conceptualization, treatment planning, referral, and prevention (GN: Chapter 7)</td>
</tr>
<tr>
<td></td>
<td>Case Illustration Project 4 Due</td>
</tr>
<tr>
<td>4/6/17</td>
<td>Needs assessments, program development and evaluation, grant writing, and research (GN: Chapter 8)</td>
</tr>
<tr>
<td></td>
<td>Counselor Professionalism Paper Due</td>
</tr>
<tr>
<td>4/13/17</td>
<td>Advocacy, public policy, regulatory processes, promoting client understanding of and access to resources (GN: Chapter 8)</td>
</tr>
<tr>
<td></td>
<td>Case Illustration Project 5 Due</td>
</tr>
<tr>
<td>4/20/17</td>
<td>Emerging issues in clinical mental health counseling (GN: Chapter 5)</td>
</tr>
<tr>
<td>4/27/17</td>
<td>Final Examination</td>
</tr>
</tbody>
</table>