CNEP 5319: INTRO TO CLINICAL MENTAL HEALTH COUNSELING  
Texas A & M University – Corpus Christi  
Department of Counseling & Educational Psychology  
Course Syllabus- Summer 2018

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Course No. and Section: CNEP 5319.001  
Location: Room ECDC 238  
Meeting Time: Online  
Semester: Summer- July 5, -Aug. 3, 2018

I. Course Description
This course is designed to prepare 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.tamucc.edu/ using their TAMUCC login and password.

VIII. Evaluation and Grade Assignment

A) Major Course Assignments

Weekly Online Quizzes

Weekly quizzes will be available through Blackboard to assess students’ understanding of the topics being discussed. The quizzes will be available through Blackboard prior to the following 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. **Quizzes account for a total of 100 points are possible toward your final course grade.**

**Class Discussions & Discussion Board Posts**

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 each week (for 10 weeks; total of 10 discussion posts required), and will consist of approximately 2-4 question/prompts. 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 their formulated questions from the readings 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 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.**

**Professional Case Illustration Projects**

Throughout the semester a series of three 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. Students will work in pairs; however, each student will be responsible for turning in their own paper at the
beginning of class the day it is due. Submitted assignments will be evaluated on content as well as style. A more detailed description for each project, including each case illustration is provided on the class Blackboard homepage under the assignment tab. Each professional case illustration is worth 100 points, resulting in a maximum of 300 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. Professional Case Illustration Projects account for a total of 300 possible points toward your final course grade. 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. Which theoretical orientation could be applied here, and why?
c. Treatment Plan (informed by textbook, counseling resources, and/or peer-reviewed literature)
d. Justification-What does the literature say about this issue/client, and how to best help this type of client?
e. Additional resources the client may need
f. Identify the agency or organization that would be best suited for this client to receive services.

Counselor Identity and Professionalism Paper

Interview - Students will submit a paper regarding counselor identity and professionalism. Students will interview at least one professional licensed counselor and ask the following questions as well as at least two additional questions formulated by the student: (a) What does the term counselor identity mean to you?, (b) If a client asked you what is clinical mental health counseling about, how would you answer?, (c) 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, (d) What does professionalism mean to you, and how do believe counselors should demonstrate this? (e) What are important qualities that you believe counselors must possess? (f) What do employers (i.e., counseling agencies) expect of new counselors? (g) What is appropriate work attire in your setting? (h) How do believe counselors are currently represented in the community, and how would you like counselors to be represented in the community?

Literature Review - Following the interview portion of this paper, students will review the counseling literature to supplement the information provided during the interview by addressing questions a-e from above. For example, for the first interview question, the student will review the literature and provide the best description of counselor identity. For the second interview question, the student will review the literature and provide the best description of clinical mental health counseling. And so on.

Reflection – Following the interview and literature review portion of this paper, the student will provide a reflection to include how the information gained through this assignment influences (a) you currently as a counseling student, (b) your future work as a professional counselor, (c) how you view the counseling profession, (d) your presence in the community, and (e) what you will
do to develop your counselor identity and demonstrate professionalism.

This paper will be written in **APA style format** (minimum of eight pages; maximum of ten pages) with at least five 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, and bring a hard copy of the paper to class. **The Counselor Identity and Professionalism Paper will count for 200 points toward your final grade.** The following sections will be included in the paper:

a. **Introduction** - A brief introduction that informs the reader of key points that are addressed in the paper.

b. **Summary of Interview** - A summary of the interview addressing each question asked as well as additional pertinent information.
   i. What does the term *counselor identity* mean to you?
   ii. If a client asked you what is counseling about, how would you answer?
   iii. 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.
   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. **Review of the Literature** - A summary of the main points highlighted in the literature regarding:
   i. *Counselor identity*.
   ii. What clinical mental health counseling is.
   iii. At least one main legal and/or ethical issue commonly found in the counseling practice, and how counselors could be best prepared to address these issues.
   iv. Professionalism.
   v. Important qualities for counselors to possess.

d. **Reflection** - A discussion of how the information obtained through this assignment influences:
   i. you currently as a counseling student
   ii. your future work as a professional counselor
   iii. your presence in the community
   iv. what you will do to develop your counselor identity and demonstrate professionalism

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
Agency Review Group Project
In groups of 2 people, students will identify a counseling agency/setting (NOT the TAMUCC clinic) to visit. Each group will schedule a visit with the agency of their choice. Each group will visit the agency together, and obtain the following information about the agency:

a. Name of agency
b. Target population
c. Area of specialty (i.e., children and families, addictions, etc.)
d. What type of clients do they provide counseling for?
   a. Demographics of clientele (i.e., age, gender, ethnicity, etc.)
e. What services do they offer (i.e., counseling, prevention, wellness, etc.)?
f. What type of paperwork do they utilize (i.e., intake, biopsychosocial, assessments, etc.).
   If the agency will allow, please request a copy of their paperwork for learning purposes to share with the class.
g. How long may clients attend counseling?
h. What are the fees for receiving counseling?
   a. Do they file through insurance?
   b. Are there financial plans (i.e., sliding scale options)?
   c. Pro bono work?
i. How many counselors are employed there at a time?
j. What certifications are needed to work there?
k. What do they look for in a candidate when seeking to hire counselors?

After visiting the agency, each group will send a “Thank You” note the agency for the visit (a copy will be provided to the instructor). Each group will develop a PowerPoint presentation providing an overview of their findings to present to the class regarding the information obtained about the agency they visited with. Items a-k from the list above should be addressed in the presentation. Group presentations will be 20-30 minutes in length. Each presentation will include a handout highlighting key findings about the agency. In addition, students will be required to fill out the group participation feedback form (found toward the of the syllabus) regarding each group member’s participation in the is project. This Agency Review Group Project accounts for 200 possible points toward your final grade.

B) Point Allocation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>Weekly Online Quizzes (10 @ 10 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Board Posts (5 @ 20 points/week)</td>
<td>100</td>
</tr>
<tr>
<td>Professional Case Illustration Projects (2 @ 100 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Group Agency Review Project</td>
<td>200</td>
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<tr>
<td>Counselor Professionalism Paper</td>
<td>100</td>
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<tr>
<td>Final Examination</td>
<td>100</td>
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**TOTAL** 1000 points
C) Grade Distribution

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<th>B</th>
<th>C</th>
<th>D</th>
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<td>800-899</td>
<td>700-799</td>
<td>600-699</td>
<td>Below 600</td>
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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 office of 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 form 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. 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 2018)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>7/2</td>
<td>*Introduction to the Course; Review of the syllabus; Introduction activity</td>
<td></td>
</tr>
<tr>
<td>7/9</td>
<td>*Historical &amp; Professional Foundations of Clinical Mental Health: overview of the counseling profession, philosophical, societal, cultural, economic, and political dimensions of clinical mental health counseling; *Professional Identity: Understanding the roles, functions, preparation standards, credentialing, licensure, training, and professional identity of CMH</td>
<td>Chapters 1 &amp; 2</td>
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<tr>
<td>7/11</td>
<td>*Holistic Approaches to Clinical Mental Health Counseling.</td>
<td>Chapters 7</td>
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<td></td>
<td>*Class Time to work on Group Project.</td>
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<td>*Assign Groups to Agencies</td>
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<tr>
<td></td>
<td><strong>Quiz 1 Due</strong></td>
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<td></td>
<td><strong>Course Discussion 1 Due</strong></td>
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<tr>
<td></td>
<td>*Clinical mental health counseling and diversity, culturally sensitive and relevant clinical mental health practices</td>
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<td><strong>Quiz 2 Due</strong></td>
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<tr>
<td>7/16</td>
<td>*Legal, ethical, and professional issues related to the practice of CMHC</td>
<td>Chapters 3</td>
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<td><strong>Quiz 3 Due</strong></td>
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<td></td>
<td>*The Counseling Process: Understanding of the general principles of CMH counseling, consultation, program operations and community networking</td>
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<td><strong>Quiz 4 Due</strong></td>
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<td><strong>Course Discussion 2 Due</strong></td>
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<td></td>
<td><strong>Case Illustration Project 1 Due</strong></td>
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<tr>
<td>7/18</td>
<td>*Client Assessment and Diagnosis: Biopsychosocial assessment, Needs assessment, clinical assessment tools, diagnosis, case conceptualization, treatment planning, referral, and prevention</td>
<td>Chapters 6</td>
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<td><strong>Quiz 5 Due</strong></td>
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<td></td>
<td>*Consultation, Advocacy, and Evaluation</td>
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<td></td>
<td>*Essential Counseling Services: Crisis Intervention, Suicide Risk, Prevention, Stress;</td>
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<td><strong>Quiz 6 Due</strong></td>
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<td><strong>Course Discussion 3 Due</strong></td>
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<tr>
<td>7/23</td>
<td>*Special Populations: Working with Groups; Marriage, Couple, and Family Counseling</td>
<td>Chapters 10 &amp; 11</td>
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<td></td>
<td><strong>Quiz 7 Due</strong></td>
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<td><strong>Case Illustration Project 2 Due</strong></td>
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<td></td>
<td>*Special Populations: Counseling Adults; Counseling Children &amp; Adolescents.</td>
<td>Chapters 12 &amp; 13</td>
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<td><strong>Quiz 8 Due</strong></td>
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<td><strong>Course Discussion 4 Due</strong></td>
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<td>7/25</td>
<td>*Clinical Mental Health Settings: CMH organization, management, financing, accountability, policies, political climate, impact of legislation, programs; Service delivery, networks resources, and community systems</td>
<td>Chapters 14</td>
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<td><strong>Quiz 9 Due</strong></td>
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<td>*Career Counseling, Employee Assistance Programs,</td>
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<td>Event</td>
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<td>Rehabilitation Counseling, &amp; Private Practice</td>
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<td>Quiz 10 Due</td>
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<td>Course Discussion 5 Due</td>
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<td>Group 5 Projects Due</td>
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<td>Chapter 15 &amp; 16</td>
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<td>7/30</td>
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<td>Counselor Professionalism Paper Due</td>
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<td>8/1</td>
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<td>Final Examination</td>
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**XVI. Rubrics AND Forms**

(see Blackboard)