



DOANE UNIVERSITY

SYLLABUS

COU 699/619: Roles & Functions of Clinical Mental Health Counseling

Course Content

Course Number: COU 699/619

Course Title: Roles & Functions of Clinical
Mental Health Counseling

Course Dates: Summer Term 2022

Credit Hours: 3 Credits

Course Faculty: Courtney East, PhD

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Office Email: Courtney.East@Doane.edu

Office Hours: Various - Email to Request

Classroom: MAC 101

Meeting Times: Wednesdays, 6:00 – 10:30 pm

Course Description

In this course students will explore the historical, philosophical, theoretical, and practical aspects of the clinical mental health counseling field. Current trends, professional identity, and other relevant matters for clinical mental health counseling will be examined. As a foundation to the clinical courses, students will explore various settings and potential site placements where mental health services are provided. Counseling supervision and consultation styles and theories will be examined. **Prerequisites:** *a) must be taken no more than 3 semesters prior to enrollment in COU 622, and b) admission into Level 2 status.*

Student Learning Objectives

1. Students will examine the history and philosophy of the counseling profession and its specialty areas, including the development of clinical mental health counseling (2F1a & 5C1a).
2. Students will explore roles and settings of clinical mental health counselors including service delivery modalities within the continuum of care. (2F1b, 5C2a, 5C2c).
3. Students will learn about legislation, government policy, and the role and process of professional advocacy relevant to clinical mental health counseling (5C2i, 2F1d).
4. Students will learn the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (2F1f, 2F1g, & 5C2k).
5. Students will explore the role of counseling supervision in the profession along with theories, models, and strategies for understanding and practicing consultation (2F1m, 2F5c).
6. Students will learn about record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (5C2m).

Required Text

None

Supplemental Readings

All readings will be provided as a downloadable PDF in Canvas, including select chapters from Hodges, S. (2019). *The Counseling Practicum and Internship Manual: A Resource for Graduate Counseling Students*. Springer Publishing Company.

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| CACREP Standards Addressed in this Course |
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| SLO | 2016 Standard | Topic Coverage | Methods of Instruction | Assessment |
|-----|--|---------------------------------|---|----------------------------------|
| 1 | 2F1a history and philosophy of the counseling profession and its specialty areas | Chapter 1, <i>Hodges, S.</i> | Lecture Assigned Readings Share/Pair Discussion | Reflective Assignment |
| 1 | 5C1a history and development of clinical mental health counseling | Chapter 1, <i>Hodges, S.</i> | Lecture Assigned Readings Share/Pair Discussion | Reflective Assignment |
| 2 | 5C2a roles and settings of clinical mental health counselors | Chapter 1, <i>Hodges, S.</i> | Lecture Assigned Readings Group Discussion | Reflective Assignment |
| 2 | 2F1b the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation | Provided Articles | Lecture Assigned Readings Group Discussion Experiential Activities | Interview Project |
| 2 | 5C2c mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks | Provided Articles | Lecture Assigned Readings Group Discussion Experiential Activities | Interview Project |
| 3 | 5C2i legislation and government policy relevant to clinical mental health counseling | Provided Articles | Lecture Assigned Readings Group Discussion Experiential Activities | Current Affairs Group Project |
| 3 | 2F1d the role and process of the professional counselor advocating on behalf of the profession | Provided Articles | Lecture Assigned Readings Group Discussion Experiential Activities | Current Affairs Group Project |

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|---|--|--|---|--------------------------|
| 4 | 2F1f professional counseling organizations, including membership benefits, activities, services to members, and current issues | Chapter 1, <i>Hodges, S.</i> <i>counseling.org</i> | Lecture Assigned Readings Multimedia Breakout Groups | Reflective Assignment |
| 4 | 2F1g professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues | Chapter 1, <i>Hodges, S.</i> <i>counseling.org</i> <i>dhhs.ne.gov</i> | Lecture Assigned Readings Group Discussion Multimedia Breakout Groups | Reflective Assignment |
| 4 | 5C2k professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling | Chapter 1, <i>Hodges, S.</i> <i>counseling.org</i> <i>dhhs.ne.gov</i> | Lecture Assigned Readings Multimedia Breakout Groups | Reflective Assignment |
| 5 | 2F1m the role of counseling supervision in the profession | Chapter 6, <i>Hodges, S.</i> Provided Articles | Lecture Assigned Readings Group Discussion Interview of Professional | Interview Project |
| 5 | 2F5c theories, models, and strategies for understanding and practicing consultation | Provided Articles | Lecture Assigned Readings Group Discussion Interview of Professional | Interview Project |
| 6 | 5C2m record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling | Provided Articles | Lecture Assigned Readings Group Discussion Interview of Professional | Interview Project |

Student Expectations

1. Read the content of this syllabus and ask any questions you may have about anything included.
2. Complete all reading assignments prior to class meeting times. The reading assignments for this class will include information that will be discussed and applied during in class meetings.
3. Ongoing participation and appropriate engagement is expected from all students.

Course Assignments

1. Interview of Licensed Counselor

Canvas | 20 Points | Due Week 9

Full description and evaluation methods provided in class. Students will interview a LMHP or LIMHP with specialization in mental health counseling in order to learn more about the roles and functions of a counselor in the community. Students will develop an interview protocol prior to the interview. The interview should happen in person at the site placement as opposed to a virtual interview to the best extent possible.

2. Literature or Book Review of Specialized Topic

In-Class Presentation, Canvas | 20 Points

Full description and evaluation methods provided in class. Students will review materials regarding a specialized topic related to mental health counseling and present to the class. Topic and method of review must be approved by the instructor.

3. Current Affairs Group Project

In-Class Presentation, Canvas | 25 Points

Full description and evaluation methods provided in class. Students will work in groups of 2-3 to explore and learn about a special topic impacting the counseling profession as it relates to legislation, government policy, or professional advocacy needs. Topic must be approved by the instructor. Groups will present information to the class.

4. Practicum Placement

Canvas | 20 Points | Due Week 9

Full description and evaluation methods provided in class. Students will identify and complete all pre-practicum paperwork as appropriate. Students immediately enrolling in COU 622 will be required to secure a practicum placement and submit all required documentation for grade. Students not immediately enrolling in COU 622 will identify 2-3 potential sites including contact information and all relevant site information. Students will develop a timeline for securing placement with the understanding that they may not enroll in COU 622 until a practicum placement has been secured and all required paperwork has been approved.

5. Various Reflective Assignments

Canvas | Complete/Incomplete | 5 points total

Full description and evaluation methods provided in class. Students will complete various assignments in-class as it relates to the weekly topic. Assignments may include website reviews, reflective essays, or other experiential activities. Students must earn a ‘Complete’ on all assignments in order to earn the full 5 points for the term.

6. Critical Learning Analysis (CLA)

Canvas | 5 Points | Due Week 9

The course CLA should be a reflective essay of the student’s key learning experiences from the course. Students should synthesize knowledge and discuss how learning has impacted personal growth, professional growth, and implications for future practice. Citations are only needed if referencing a source other than the student’s original thought. No page requirements, however, 2-5 double space is expected. First personal language is acceptable as long as the essay is written using a professional tone.

Evaluation Criteria

Grading

The final grade will be based on the following criteria:

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|---------------------------------|-------------------|
| Interview of Licensed Counselor | 20 points |
| Literature/Book Review | 20 points |
| Current Affairs Group Project | 30 points |
| Practicum Placement Setup | 10 points |
| Reflective Assignments | 5 points |
| Critical Learning Analysis | 5 points |
| Attendance and Participation | 10 points |
| Total Possible Points | 100 Points |

Grading Scale

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|-----------|---------|-----------|---------|-----------|---------|-----------|---------|----------|----------|
| A+ | 100-97 | B+ | 89.9-87 | C+ | 79.9-77 | D+ | 69.9-67 | F | Below 60 |
| A | 96.9-93 | B | 86.9-83 | C | 76.9-73 | D | 66.9-63 | | |
| A- | 92.9-90 | B- | 82.9-80 | C- | 72.9-70 | D- | 62.9-60 | | |

Tentative Course Schedule

***NOTE TO STUDENTS:** Full weekly calendar (including required readings, assignments and due dates) will be provided to students in advance of the start of the SUMM22 Term via email from the instructor. Calendar will be provided in Canvas as well as available for print on the first day of class.

| Week/ Date | Topic | Required Readings | Weekly Assignments |
|---------------|-------|-------------------|--------------------|
| 1-9 | TBD* | TBD | TBD |

Classroom Policies & Expectations

- Classroom Behavior:** Students are expected to engage in respectful and professional behavior in the classroom. This includes engaging in course content and discussion, contributing to a collaborative environment, and being on time and prepared for class.
- Late Assignments:** Students will receive a **5% deduction per day** for all late assignments, excluding Online Weekly Quizzes. No late/partial credit will be provided for Weekly Quizzes. The instructor

will not be available to help with technological issues the day of class. Any in-class assignment must be completed on the day that you have chosen. Due to the time frame given for each class, moving activities would become overly difficult and affect the learning of other students. Therefore, in-class activities must be completed on the day chosen by the student. Should an unforeseen issue arise (i.e., illness, family death, etc.) changes will be determined on a case-by-case basis. Students should contact the instructor in a timely manner.

3. **Use of Technology:** Any use of computers or phones should be for classroom use only. Should you need to make a call/text please quietly leave the classroom.
4. **Plagiarism:** Any work that you turn in during this class must be your own work. Any use of others' work (i.e., research papers, journal articles, etc.) must be cited using APA format. Students who do not cite work will, at minimum, be given a zero for that assignment and possibly reported to Academic Integrity. Unicheck is utilized to check for plagiarism on academic papers submitted to Canvas. Failure of the course, academic program remediation, and/or dismissal from the MAC program are also potential consequences for plagiarism.
5. **Email:** Students should expect to communicate with the instructor through the official Doane University email system.

Course Declarations

Canvas Usage: Canvas will be utilized to collect various artifacts that can represent the student's body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards. The online portfolio is maintained in the student's personal Livetext or Anthology site. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

Questions, Concerns, Grievances: Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or misunderstanding; or if you have a question or complaint. In addition, you may contact the COE Graduate Programs Division Chair regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

Non-Discrimination Policy

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

Title IX Policy Statement

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments. Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the *Director of the Office for Civil Rights*, Department of Health, Education, and Welfare, Washington, D.C., 20202.

Title IX Mandatory Reporting

At Doane, all university employees, including faculty, are considered “Mandatory Reporters.” A “Mandatory Reporter” is required to report incidents of sexual misconduct and relationship violence to the Title IX Coordinator and, thus, cannot guarantee confidentiality. This means that if you tell a mandatory reporter about an incident of sexual harassment, sexual assault, domestic violence, dating violence, stalking and/or other forms of prohibited discrimination, he/she will have to share the information with the University’s Title IX Coordinator. Sharing of this information does not mean that you are officially reporting the incident. This process is in place to ensure you have access to and are able to receive the support and resources you need. Please learn additional information (including confidential resources) at doane.edu/cape-project

Academic Integrity

Fundamental to our mission, our core values, and our reputation, Doane University adheres to high academic standards. Students of Doane University are expected to conduct themselves in a manner reflecting personal and professional integrity. Disciplinary actions may be taken against students whose academic behavior is not congruent with the expectations of the University. Students are responsible for adhering to the standards detailed in this policy. Not being familiar with these standards does not mean that the students will not be accountable for adherence to them. Additional details on the Academic Integrity policy for violating academic integrity are published in the undergraduate and graduate catalogs.

Accommodations

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

Any student who thinks they may need an accommodation based upon the impact of a disability should contact the Office of Disability Services (<https://www.doane.edu/disability-services>) to coordinate reasonable accommodations as soon as possible.

Military Friendliness Academic Policy

Veterans and active duty military personnel with military obligations are encouraged to communicate to the faculty about these obligations. These communications need to occur within the first two weeks of a course, or as soon as military obligations are identified, and the student needs to provide relevant documentation to the faculty. If necessary, once the student has self-disclosed and provided proper documentation to the faculty, reasonable arrangements will be implemented to help the student complete their academic coursework. More details on the policy are available in the university catalog.

Catalogs and Calendars

Doane catalogs, calendars, and student handbooks are available at this website: <https://www.doane.edu/schedules-catalogs-handbooks-and-calendars>

Doane Library

Doane's Library provides both on- and off-campus access to databases, e-books, and full text articles published in peer-reviewed academic and professional journals. Access the library at the following link: <https://www.doane.edu/library>. Contact a librarian for assistance by phone (402-826-8287) or by email (library@doane.edu).

Changes in Syllabus

The instructor and Doane University reserve the right to make changes as necessary to this course syllabus. All students will be notified of any changes.

Doane University
Master of Arts in Counseling Program

Statement of Understanding: COU 699/619 Syllabus

I _____ have fully read and understand the syllabus for **COU 699/619** during the _____ term. By signing this form, I acknowledge that the following statements are true:

- I understand that I have access to the current version of the syllabus both electronically (Canvas) and paper (via request to the course faculty member) at all times during the term.
- I acknowledge that the course faculty member has verbally gone over the syllabus in class and has offered time in class to address any questions or concerns.
- I understand each of the course assignments, requirements, due dates, and consequences.
- I understand that I may email, call, or schedule a meeting with the course faculty member during MAC office hours to discuss the syllabus. I know that I may find contact information on the syllabus.
- I understand that it is my responsibility to reach out to the course faculty member if I do not understand any of the requirements or expectations in this course.

MAC Student Signature

Date