

COUN 7510-15

Clinical Mental Health Counseling
Skills and Practice

Fall 2010

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Department of Special Education,
Rehabilitation, Counseling/School
Psychology

College of Education

INSTRUCTOR INFORMATION:

Chippewa M. Thomas, Ph.D.
Associate Professor and CMHC
Program Coordinator
2068 Haley Center
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334-844-2895

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OFFICE HOURS:

By appointment

COLLEGE OF EDUCATION



Faculty, staff and students
strive to prepare and be professionals who are:

Competent

equipped with the knowledge, skills
and technological expertise to help
all individuals learn and develop

Committed

dedicated to the ethical practices and collaboration
that serve as the foundation of a diverse
and intellectually vibrant society

Reflective

devoted to analyzing their own past practices
in ways that fuel ongoing learning
and improve future practices

A Keystone in Building a Better Future for All



**AUBURN UNIVERSITY
SYLLABUS**

1. **Course Number:** COUN 7510-15
 Course Title: Advanced Clinical Mental Health Counseling Skills and
 Practice
 Credit Hours: 3 Semester hours
 Prerequisites: COUN 7320
 Corequisites: None

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2. **Date Syllabus Prepared:** Initial submission January, 2010; revised August, 2010

3. **Text(s):**
 Required:

Welfel, E. R. & Ingersoll, R. E. (2001). *The Mental Health Desk Reference*. New York, NY: John Wiley & Sons, Inc.

Recommended:

Belmont, J. (2006). *86 Tips and tools for the therapeutic toolbox*. Eau Claire, WI: PESI, Inc.

Gregoire, J., & Jungers, C. (2007). *The Counselor's companion: What every beginning counselor needs to know*. (Eds.). Mahwah, N.J.: Lawrence Erlbaum Associates.

Halbur, D., & Halbur, K. V. (2005). *Developing your theoretical orientation in counseling and psychotherapy*. Boston: Allyn & Bacon.

McHenry, W. & McHenry, J. (2007) *What Therapists Say and Why They Say It: Effective Therapeutic Responses and Techniques*. Boston, MA: Pearson.

Perry, C. W. (2002). *Basic counseling techniques: A beginning therapist's toolkit*. Bloomington, IN: 1st Books Library.

Shinn, M. R., Walker, H. M., & Stoner, G. (2002). *Interventions for Academic and Behavioral Problems II*. National Association of School Psychologists, Publisher.

Sinacola, R. E. & Peters-Strickland T. (2006). *Basic Psychopharmacology for Counselors and Psychotherapists*. Boston, MA: Pearson.

4. Course Description:

Advanced counseling interventions, practices, techniques and methods for mental health counselors, including: treatment planning, counseling processes, and evaluation.

5. Student Learning Outcomes:

- Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders*;
- Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help)*;
- Knows the disease concept and etiology of addiction and co-occurring disorders*;
- Understands the range of mental health service delivery –such as inpatient, outpatient, partial treatment and aftercare, and the clinical mental health services network*;
- Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning*;
- Knows the public policies on the local, state, and national levels that affect the quality and accessibility of mental health services*;
- Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders*;
- Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling*;
- Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders*;
- Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate*;
- Maintains information regarding community resources to make appropriate referrals*;
- Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations*;
- Demonstrates skill in conducting the following: intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management*;
- Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders*;
- Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care*;
- Applies relevant research findings to inform the practice of clinical mental health counseling*;
- Conceptualizes an accurate multi-axial diagnosis of disorders presented by a client and discusses the differential diagnosis with collaborating professionals*;

Please note: *refers to CACREP 2009 standards

6. Course Content Outline:

Week 1: Orientation

Week 2: Intake and Assessment

- Implementation of intake
- Integrating assessment into counseling
- Assessing presenting issues

Weeks 3&4: Conceptualization and Goal Identification

- Counseling goals and objectives
- Understanding the conceptualization process

Weeks 5&6: Conceptualization and Treatment Planning

- Mental Health Counseling Theory Development
- Integration of conceptualization and theory

Week 7: Substance Abuse Treatment and Interventions

- Assessment and conceptualization
- Interventions

DUE: Demonstration of Case Conceptualization Skills

Week 8: Substance Abuse Treatment and Interventions

- Treatment systems

Week 9: Assessing Client's Progress and Modifying Counseling Plan

- Developing counseling outcomes
- Evaluation of counseling outcomes
- Client participation in evaluation

DUE: Demonstration of Assessment, Intake and Planning Skills

Week 10: Addressing Diversity, Social Justice and Advocacy

- Counseling considerations and diversity: Modifying planning
- Implementing diversity in evaluation

Weeks 11&12: Counseling Children and Adolescents

- Assessment and conceptualization
- Interventions
- Legal and ethical issues

Week 13: Special Topics

- Domestic Violence
- Sexual Abuse

DUE: Demonstration of Theoretical Orientation and Application

Weeks 14 & 15: Special Topics

- Severe Mental Illness
- Eating Disorders

Week 16: Special Topics

In lieu of a final exam, students will present their Demonstration of Treatment Planning Skills

DUE: Demonstration of Treatment Planning Skills

COURSE CALENDAR

Date:	Class Topic:	Reading Due:	Assignment Due:
08/19	Course Orientation and Syllabus Review	None	None
08/26	Intake and Assessment	Assigned	None
09/02	Conceptualization and Goal Identification	Assigned	Podcast and Discussion Questions
09/09	Conceptualization and Goal Identification <i>4th week Class Evaluation</i>	Assigned	None
09/16	Conceptualization and Treatment Planning	Assigned	Podcast and Discussion Questions
09/23	Conceptualization and Treatment Planning	Assigned	None
09/30	Substance Abuse Treatment and Interventions	Assigned	Podcast and Discussion Questions Demonstration of Case Conceptualization Skills
10/07	Substance Abuse Treatment and Interventions <i>Midterm SGIF Evaluation</i>	Assigned	None
10/14	Assessing Client's Progress and Modifying Counseling Plan	Assigned	Podcast and Discussion Questions Demonstration of Assessment, Intake and Planning Skills
10/21	Addressing Diversity, Social Justice, and Advocacy	Assigned	None
10/28	Counseling Children and Adolescents	Assigned	Podcast and Discussion Questions

11/04	Counseling Children and Adolescents <i>12th week Class Evaluation</i>	Assigned	None
11/11	Special Topics	Assigned	Podcast and Discussion Questions Demonstration of Theoretical Orientation and Application
11/18	Special Topics	Assigned	Podcast and Discussion Questions ALCA CONFERENCE Mobile, Alabama
11/25	NO CLASS – THANKSGIVING HOLIDAY		
12/02	Special Topics <i>Final Class Evaluation</i>	Assigned	Demonstration of Treatment Planning Skills

7. Assignments / Projects:

1. **Demonstration of Case Conceptualization Skills:** Using the case conceptualization form, develop a case conceptualization of a specific case or supervised experience (you may draw from supervised clinical experiences).
2. **Demonstration of Assessment, Intake and Planning Skills:** Using format provided, develop plan that outlines a method of assessment, intake and counseling planning (e.g., identified goals, objectives). These should be integrated for a specific client setting or issue.
3. **Demonstration of Theoretical Orientation and Application:** Using the format provided, develop a 5-6 page (APA format) discussion of your theoretical orientation with specific evidence of how this will be reflected or is reflected in your counseling practice. This should include reflection in goals, interventions, therapeutic relationship, focus, and projected or expected indicators of therapeutic success.
4. **Demonstration of Treatment Planning Skills:** Using the treatment plan format that is provided, you are to develop a treatment plan of a case study or current supervised counseling experience. This plan should focus on one of the issues addressed in this class (e.g., children, substance abuse, and severe mental illness). In addition, please note that the plan asks you to consider issues of diversity and advocacy for this client. You will present your treatment plan to the class during the final exam period.

See attached addendum for further instructions regarding these assignments. These assignments are also reflected in the specialization section of the Masters clinical portfolio (i.e., for practicum and internship).

8. Rubric and Grading Scale:

- A: Demonstration of Case Conceptualization Skills: (15%)
- B: Demonstration of Assessment, Intake and Planning Skills: (25%)
- C: Demonstration of Theoretical Orientation and Application: (25%)
- D: Demonstration of Treatment Planning Skills (35%)

Total: 100%

The following scale will be used:

90-100%	=A
80-89.9%	=B
70-79.9%	=C
60-69.9%	=D
Below 60%	=F

9. Class Policy Statements:

1. Attendance: Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.
2. Excused absences: Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student's immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have excused absences from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.
3. Make-Up Policy: Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be limited must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

4. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.
5. Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).
6. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.
7. Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:
 - a. Engage in responsible and ethical professional practices
 - b. Contribute to collaborative learning communities
 - c. Demonstrate a commitment to diversity
 - d. Model and nurture intellectual vitality

10. Justification for Graduate Credit:

This course includes advanced content on pedagogical methods in counselor education. This includes content as specified by the Council for the Accreditation of Counseling and Related Programs (CACREP, 2009). All academic content approved by CACREP is for advanced Masters and/or Doctoral graduate study. This includes rigorous evaluation standards of students completing the student learning outcomes specified in this syllabus.