# AUBURN UNIVERSITY SYLLABUS

1. **Course Number:** COUN 7410

**Course Title:** Clinical Mental Health Counseling - Orientation

**Credit Hours:** 3 Semester hours

**Prerequisites:** None

**Semester/Year:** Fall 2024

**Course Time:** Wednesdays, 4:00-6:50pm

**Course Location:** Haley 3104

**Course Instructor:** Danielle Pester Boyd, PhD, LPC, NCC, RPT

2008 Haley Center

danielle.boyd@auburn.edu

1. **Text**(s): Watson, J.C., & Schmit, M.K. (2019). *Introduction to Clinical Mental Health Counseling: Contemporary Issues*. Sage Publications. Upper Saddle River, NJ: Prentice Hall, Inc.

# Required Downloads (available on Canvas):

American Counseling Association. (2014). *ACA code of ethics.* Alexandria, VA: Author.

Alabama Board of Examiners. Code of Ethics.

**Major Resources:**

*Publication Manual of the American Psychological Association,* Seventh Edition (2020). American Psychological Association.

1. **Course Description:** Orientation to clinical mental health counseling to include roles, responsibilities, systems, theories, professional issues, and history.

# Student Learning Outcomes

* 1. History and philosophy of the counseling profession and its specialized practice areas (CACREP III.1. a.).
  2. The multiple professional roles and functions of counselors across specialized practice areas (CACREP III.1.b.).
  3. Counselors’ roles, responsibilities, and relationships as members of specialized practice and interprofessional teams including i) collaboration and consultation, ii) community outreach, and iii) emergency response management (CACREP III.1c.).
  4. The role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success (CACREP III.1.d.).
  5. the role and process of the professional counselor advocating on behalf of the profession (CACREP III.1.e)
  6. professional counseling organizations, including membership benefits, activities, services to members, and current issue (CACREP III.1.f)
  7. professional counseling credentialing, including certification, licensure, and accreditation practices and standards for specialized practice areas (CACREP III.1.g)
  8. legislation, regulatory processes, and government/public policy relevant to and impact on professional counseling and specialized practice areas (CACREP III.1.h)
  9. current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession (CACREP III.1.i)
  10. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling and specialized practice areas (CACREP III.1.j)
  11. self-care, self-awareness, and self-evaluation strategies for ethical and effective practice
  12. the purpose of and roles within counseling supervision in the profession (CACREP III.1.l)
  13. evidence-based counseling strategies and techniques for prevention and intervention

(CACREP III.V.o

1. **Assignments/Projects:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Assignment** | **Due Date** | **Points Available** | **CACREP Standards** |
| Class Participation | On-going | 30 |  |
| Intervention Activity | 11/20 | 25 | CACREP II.V.o, III.I.k |
| Article Presentation and Review | On-going | 25 | CACREP II.I.a, c, d, e, h, j, k. l |
| Clinical Settings Presentation | On-going | 150 | CACREP II.I. c,d,e,h,j |
| Human Services Organization Review | 9/29 | 50 | CACREP II.I.b,c,d,e,f,g,h,I,k,l |
| Reflections to Weekly Readings | On-going | 45 | CACREP II.I.a-l |
| Ethics Workshop Reflection | 10/20 | 100 | CACREP II.I.a-l |

**A. Class Participation (30 points):** As this course begins to prepare you for professional counseling work, it relies heavily upon ongoing interpersonal and professional dynamics, therefore every effort should be made to complete assigned readings in preparation for each class, to be punctual to and attend all class sessions, and to actively participate in in-class activities. In addition, students are expected to actively engage with the discussion and experiential group components of class. Participation will be evaluated in the following way:

*Excellent (A quality):* Proactive participation -- leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.

*Satisfactory (B quality)*: Reactive participation -- supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.

*Minimally Acceptable (C quality)*: Passive participation -- present, awake, alert, attentive, but not actively involved.

*Unsatisfactory (D/F quality)*: Uninvolved or disruptive participation -- electronic engagement unrelated to class; psychologically absent, present but not attentive, sleeping, and/or irrelevant contributions that inhibit the progress of the discussion.

**B. Response to weekly readings and discussion question (5pts each = 45pts)**

In preparation for each class discussion, you will be asked to provide a meaningful paragraph response to the week’s readings and one thoughtful discussion question to help facilitate class discussion. This will allow you to formulate your thoughts and reflect on the material before class. Your responses to the readings could include things that stood out to you, reflections of how this may or may not look in your future settings, or questions you still have. Chapters can be found on the course calendar within the syllabus, be sure to check the articles folder for the coinciding week to see if there are any articles as well. These reflections will be uploaded via Canvas and are due *by the start of class.*

**C.** **Human Service Organization Review (50 pts)**

Students are required to research a human service organization that provides mental health counseling services. For this project, students will contact a mental health agency/setting to obtain the following information through a 1:1 interview with a counseling professional from the site. **Note: This assignment MUST include an interview. Reviewing a website or gathering information in a different format than requested will result in a failing grade.**

Interview Guide:

1. Ask the professional counselor that you are interviewing to introduce themselves including their professional licenses/certifications, contact information (email and/or phone) and number of years they have worked as a helping professional, types of settings they have been employed in.
2. Tell me about the counseling population that you currently serve.
3. Can you explain the type(s) of professionals who are employed at your site (i.e., mental health counselors, social workers, marriage and family practitioners, psychologists)?
4. What treatment/counseling model do you theoretically subscribe to? (e.g., Cognitive Behavioral, Person-Centered, etc).
5. Can you describe an ethical or legal issue that you have encountered and how you addressed the issue?
6. What role does advocacy play in your work? How have you gotten involved in advocacy within the profession of counseling?
7. How is your site funded? What rate does your site bill clients?
8. How does your site bill clients (i.e., private insurance, Medicaid)?
9. Does your site utilize a specific counseling program (i.e., 12 steps, Matrix Model), therapeutic model (i.e., reliance upon a specific theory) or does the therapist select the interventions in session?
10. What is the best piece of advice you have for a new counselor-in- training?

Upon collecting this information from a counselor, students will record the respondent’s answers in an interview format:

# Student: What Populations Does This Setting Serve?

Mr. Smith: Our setting serves clients from…

Students will submit the interview transcript through Canvas and will be prepared to discuss their findings in class. A page limit is not identified for this assignment.

# D. Clinical Settings Presentation (150 points)

Students will divide into groups of 3 and prepare a group presentation that ***focuses on a specific CMHC therapeutic setting*** (inpatient psychiatric unit, outpatient SMI, outpatient child/adolescent, private practice, incarcerated populations, child advocacy center, etc.) and provides the class with an in-depth overview of the type of therapeutic work utilized within that setting. Presentations should be between 15-20 minutes.

Please use PowerPoint for this presentation and outline the presentation as follows:

1. Overview of the therapeutic setting chosen, and the types of services offered at that site.
   1. Who works there?
   2. What kinds of clients do they see?
   3. What kinds of services are offered?
   4. How are they funded?
   5. What kinds of licensure or credentialing does one need?
2. Identification of potential ethical dilemmas specific to the setting.
   1. Define the specific ethical dilemmas.
   2. Identify the specific ACA Ethical Codes and ABEC Ethical Codes that address these dilemmas.
   3. Identify other relevant resources (scholarly articles, professional organization guidelines, etc.) that provide guidance in responding to the ethical dilemma.
3. Provide future practitioners with guidelines of best practice related to the setting. This should be based on review of relevant scholarly counseling literature.

You are required to use 5 scholarly sources published within the last 5 years. These sources should be cited using both in-text citations and a Reference slide as guided by APA formatting. It is advised that all references are professional references, Wikipedia, et cetera is discouraged.

**E.** **Article Presentation and Review (25 pts)**

To develop good habits as regular consumers of research, students will choose an empirical article (published within the last 5 years) related to the week’s content and will share an overview of the key takeaway points from the article with their peers on that given week (~5-10 minutes). Students will sign up for which week they prefer early in the semester. Students will upload a copy of the article to canvas and will submit a 1-2 page double spaced review of the article/response to the content to Canvas due the week you are presenting. The reflections should be in APA format and include the citation for the article.

# F. Intervention Activity (25 pts)

# To help build your “toolbox” of therapeutic interventions, each student will select a counseling intervention specific to a specific theoretical orientation and present their identified intervention to the class. This demonstration will be a five to ten-minute demonstration that includes a review of the intervention and demonstration on how to implement it in therapy. *This assignment is to be submitted in class on the day it is due. Please be sure to bring enough copies of the intervention for your instructor and classmates.*

# G. Ethics Workshop Reflection (100 points)

# Students will be provided a case study to which they will apply both the Ethical Decision-Making Model discussed in class and the ACA Code of Ethics. Response papers should be formatted using APA format and submitted to Canvas.

**Rubric and Grading Scale:** All assignments must be completed to earn a final grade. Grades will be based upon total point accumulation in the course:

# Grading Scale

90 – 100% = A

80 – 89.99% = B

70 – 79.99% = C

60 – 69.99% = D

Below 60 = F

## All late assignments will receive a 10% grade reduction per day, and no late assignments will be accepted after one week.

**8. Class Policy Statements**

Attendance: Students are expected to attend class and to **be on time** for class meetings. Students are expected to prepare for class and to participate in class activities and discussions, when applicable. Should students need to be absent for any reason, please contact the course instructor before missing that class meeting. Students are allotted one excused absence.

Excused Absences: Students are granted excused absences from class for the following reasons: illness or 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 or 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 once a week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student EPolicy Handbook* at [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies) for more information on excused absences.

Make-Up Policy: Arrangement to make up a missed major exam (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.

Academic Honesty: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student EPolicy Handbook* 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.

Accommodations Statement: Auburn University and the Counselor Education program are committed to ensuring student success by providing them with the appropriate supportive resources when necessary. We encourage students to exercise their right under the Americans with Disabilities Act to access academic accommodations. Students who need accommodations should submit their approved accommodations through the AIM Student Portal on AU Access and follow up with the instructor about an appointment. It is important for the student to complete these steps as soon as possible; accommodations are not retroactive. Students who have not established accommodations through the Office of Accessibility but need accommodations should contact the Office of Accessibility at ACCESSIBILITY@auburn.edu or (334) 844-2096 (V/TT). The Office of Accessibility is located in Haley Center 1228. Once a student has begun the process for accommodations, they are responsible for scheduling a meeting with faculty to discuss how these accommodations will be implemented in practice. Faculty are committed to working with students to support their needs in conjunction with the Office of Accessibility.

Counselor Education Diversity, Equity, and Inclusion Statement (CACREP 2024 Standard 1.N.6): A central foundation of the mission of the Counselor Education programs is the preparation of counselors and counselor educators to work in an increasingly diverse society. The program’s understanding of diversity encompasses culture, sexual and gender identity, race, ethnicity, socioeconomic status, ability, and other aspects of individual identity. The program believes that meeting these goals requires that students and faculty engage in advocacy, equity, inclusion, and culturally sustaining practices. This includes students demonstrating these principles in their academic work, clinical practice, and professional development engagement. These principles are in alignment with our professional, ethical, and accreditation standards including: Council for the Accreditation of Counseling and Related Programs (2024 standards) American Counseling Association’s Code of Ethics (ACA, 2016), American Rehabilitation Counseling Association (ARCA), the Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMCHA), and the American School Counselor Association (ASCA). Overall, we seek to create educational and learning environments that support, sustain, and challenge students to address their development as professionals related to and representative of culturally sustaining practice.

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, and addendum to your syllabus and/or course assignments will replace the original materials.

Course communication: Canvas will be used as the medium to transfer educational materials and grades for this course. Students will upload completed assignments to Canvas and bring them to class only when instructed. University e-mail (**NOT** messages through Canvas) will be the primary avenue of communication with the instructor in between class sessions; feedback on assignments will be provided via Canvas.

Use of Electronics: Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g., on-call professional services, family emergencies). Computers and electronic notepads are welcomed but **may be used for class purposes only and must not be a distraction.**

Zoom Policy: Zoom participation requires you to keep your video on and your microphone muted when you are not speaking.

* If you have a need for technology to support your participation in this class or do not have a space conducive for participating - SERC provides private individual counseling spaces (Counseling Lab) that you can reserve and use for class sessions.
* Please know that you can blur your background if you are not comfortable sharing your space or environment during classes conducted online.
* Please limit all distractions such as your phone or attending to other work on your computer. It is often very apparent that a student is distracted and that impacts the class environment for everyone.
* Students can turn off their cameras briefly if needed (e.g., break). These pauses should be short. Having students on camera provides a higher level of engagement for all participants.
* If you have questions during class, you can raise your hand (in real time or via Zoom).
* Please know that sometimes it is challenging to be teaching and attending to students and reading messages in Chat, especially if I am also sharing content. If I don’t respond to a comment or discussion in Chat, please let me know.

Although you may be participating from your domicile, our Zoom meetings are professional interactions.

* You should dress and behave as you would in a normal F2F classroom.
* Please minimize distractions in the background as much as possible.
* Participating in spaces that are not conducive to zoom attendance (e.g., public spaces, vehicles) should be discussed with the instructor prior to the class session and should only be used when there are no other alternatives.

Recording Sessions: Due to the nature of our classes and the possibility that we may be discussing content that is confidential in nature:

* Instructors can record sessions and will notify students when the class session is being recorded (e.g., teaching demonstrations, making the session available to other students, speakers)
* Confidential content (e.g., supervision sessions) will be retained following appropriate ethical and legal practices as well as CED policies (e.g., password protected BOX folders).
* Students can request that the recording be stopped if they wish to discuss a topic that they do not want recorded. In areas such as supervision this may not be possible.
* You should participate in spaces that allow for these discussions and do not have others present in the room while you are using it for class or supervision.
* As per University policies, I reserve the right to dismiss anyone from a Zoom meeting whose environment or behavior is distracting or problematic.
* If you have any issues with sharing your video feed, adhering to this policy, or anything else related to your use of Zoom please notify me via email in the first week of class so we can discuss if accommodations are possible.

Policy Related to the Use of AI for Classroom Assignments: The Counselor Education Programs (CED) has a comprehensive policy on the use of Artificial Intelligence (AI). As the acceptable use of AI varies, please consult your instructor on how AI can be used within specific courses and/or clinical settings. Please understand that violations of this policy can be considered a form of plagiarism. Please see the CED Programs Handbook for the full AI policy.

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:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

1. **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.

1. **Course Content:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Schedule** | **Topics** | | **Readings/Assignments** | | | | **CACREP Standards** | |
| 8/21  Week 1 | Introduction Course set up | | **None** | | | |  | |
| 8/28  Week 2 | CMHC Professional Identity Issues  The evolution of CMHC | | **Chapters 1 & 2**  ***Reflection #1 due*** | | | | V.C.1, a; V.C.2.b. | |
| 9/4  Week 3 | Contemporary Theories & Models of CMHC | | **Chapter 3**  ***Reflection #2 due***  ***Article Presentations*** | | | | V.C.2.b. | |
| 9/11  Week 4 | Policies, Laws, and Regulatory Issues Relevant to the Practice of CMHC | | **Chapter 4**  ***Reflection #3 due***  ***Article Presentations***  Bring in policy/law pertinent in the state you hope to practice in to share with the class | | | | V.C.2.a.; V.C.3.b. | |
| 9/18  Week 5 | Ethical and legal issues in CMHC  Documentation & Record Keeping | | **Chapter 5 & 6**  ***Reflection #4 due***  ***Article Presentations*** | | | | V.C.2.a.; V.C.2.b.;  V.C.3.a. | |
| 9/25  Week 6 | No Class Meeting-Work Day  ***Human Service Organization Review*** ***due 9/29 by 11:59pm*** | | | | | | | |
| 10/2  Week 7 | Ethics Workshop | | **ACA Code of Ethics** | | | | V.C.2.c.; V.C.3.b. | |
| 10/9  Week 8 | Models of Clinical Supervision  What is Supervision for and why is it Helpful? | | **Chapter 8**  ***Reflection #5 due***  ***Article Presentations***  ***Clinical Settings Presentation- Residential Care Facilities, Hospitals, In-patient Care*** | | | | V.C.2.b.; V.C.3.a.;  V.C.2.k  V.C.2.a.; V.C.2.b.;  V.C.2.c.; V.C.2.i; V.C.2.l | |
| 10/16  Week 9 | Working with Managed Care  Incorporating Evidence-Based Practices in the tx of Mental Disorders | | **Chapter 7 & 9**  ***Ethics Workshop Reflection due 10/20 by 11:59pm***  ***Article Presentations***  ***Clinical Settings Presentation- Substance Use Treatment*** | | | | V.C.2.a. | |
| 10/23  Week 10 | Behavioral Medicine: A Holistic Look at Health and Illness  Psychopharmacology for the Nonmedical Mental Health Professional | | **Chapter 10 & 11**  ***Reflection #6 due***  ***Article Presentations***  ***Clinical Settings Presentation- Outpatient Community Mental Health Center*** | | | |  | |
| 10/30  Week 11 | | Neuroscience and the Brain  Social Determinants of Mental Health | | **Chapter 12**  ***Reflection #7 due***  ***Article Presentations***  ***Clinical Settings Presentation- Private Practice*** | | V.C.2.a, V.C.2.c | |
| 11/6  Week 12 | | Clinically Based Assessment, Diagnosis, and Tx Planning | | **Chapter 14**  ***Reflection #8 due***  ***Article Presentations***  ***Clinical Settings Presentation-***  ***K-12 Settings*** | | V.C.3.a.;V.C.3.b.; V.C.2.g | |
| 11/13  Week 13 | | Strategies for Working with Specific Populations | | **Chapter 15**  ***Reflection #9 due***  ***Article Presentations***  ***Clinical Settings Presentation- Colleges and Universities*** | | V.C.2.a.; V.C.2.c.; V.C.3.b. | |
| 11/20  Week 14 | | Building your Intervention Toolbox | | ***Clinical Settings Presentation-*** ***Correctional Facilities***  ***Intervention Activity Presentations*** | | V.C.2.c.; V.C.3.a. | |
| 11/27  Week 15 | | No Class  Thanksgiving Break | | | | | |
| 12/4  Week 16 | | Building your Intervention Toolbox | | | ***Intervention Activity Presentations*** | V.C.2.c.; V.C.3.a. | |

**\*The syllabus may be changed or adjusted by the instructor at any point in the semester**