# AUBURN UNIVERSITY SYLLABUS

1. **Course Number:** COUN 7410

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

**Credit Hours:** 3 Semester hours

**Prerequisites:** None

**Course Instructor:** Jessica Meléndez Tyler, PhD, LPC, NCC

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**Semester/Year:** Spring 2022

1. **Date Syllabus Prepared:** December 2021
2. **Text**(s): Gerig, M.S. (2017). *Foundations for clinical mental health counseling: An introduction to the profession (*3rd e.d.). 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,* Sixth Edition (2009). American Psychological Association.

## Please see attached reading list for additional resources.

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 development of clinical mental health counseling (CACREP V.C.1, a.).
  2. Roles and settings of clinical mental health counselors (CACREP V.C.2.a.).
  3. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP V.C.2.b.).
  4. 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 V.C.2.c.).
  5. Impact of biological and neurological mechanisms on mental health (CACREP V.C.2.g)
  6. Legislation and government policy relevant to clinical mental health counseling (CACREP V.C.2.i)
  7. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (CACREP V.C.2.k)
  8. Legal and ethical considerations specific to clinical mental health counseling (CACREP V.C.2.l)
  9. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP V.C.3.a.).
  10. Techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP V.C.3.b.).
  11. Strategies for interfacing with the legal system regarding court referred clients (CACREP V.C.3.c.)

1. **Assignments/Projects:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Assignment** | **Due Date** | **Points Available** | **CACREP Standards** |
| Class Participation | On-going | 30 |  |
| Intervention Activity | 2/2 | 25 | II.F.1.e; II.F.2. b.; V.A.2.a.; V.C.3.b. |
| Ethics Workshop | On-going | 150 | II.F.1.a.; II.F.1.b; II.F.1.c.;  II.F.1.d; II.F.1.e.; II.F.1.h.; II.F.2.  b.; II.F.5.d; II.F.5.e; II.F.5.k.;  II.F.8.e.; V.C.1, a.; V.C.2.b.;  V.C.2.c.; V.C.3.a.; V.C.3.b.;  V.C.2.g; V.C.2.i; V.C.2.k; V.C.2.l |
| Human Services Organization Review | 3/2 | 50 | II.F.1.b.; II.F.1.c.; II.F.1.d.;  II.F.1.h; II.F.5.d; V.C.2.a.;  V.C.2.b.; V.C.3.a.; V.C.3.b.;  V.C.3.c.; V.C.2.a.; V.C.2.i |
| Responses to Weekly Readings  (12 responses) | On-going | 60 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Final Examination | 4/20 | 100 | V.C.1, a.; V.C.2.b.; V.C.2.c.;  V.C.3.a.; V.C.3.b.; V.C.2.g;  V.C.2.i; V.C.2.k; V.C.2.l |
| **Total** |  | **420** |  |

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

Students are required to research a human service organization (within 100 miles) 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. **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.**

1. Introduce the professional that you are interviewing. Include their name, professional licenses/certifications, contact information (email and/or phone) and number of years they have worked as a helping professional.
2. Describe the counseling population that this individual provides services
3. Explain the type(s) of professionals who are employed at the site (i.e., mental health counselors, social workers, marriage and family practitioners, psychologists).
4. What treatment/counseling model does this person theoretically subscribe to? (e.g., Cognitive Behavioral, Person-Centered, etc).
5. Ask this individual to describe an ethical or legal issue that they encountered and how they addressed the issue.
6. Ask how the site is funded. What rate do they bill clients?
7. How does this setting bill clients (i.e., private insurance, Medicaid).
8. Does this site utilize a specific counseling program (i.e., 12 steps, Matrix Model), therapeutic model (i.e., reliance upon a specific theory) or is does the therapist select the interventions in session?
9. What is the best piece of advice that this candidate has for a new counselor-in- training?

Upon collecting this information from a human service representative, 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…

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

# Intervention Activity (25 pts)

# Upon reexamining theoretical orientations in class, each student will identify a counseling theory that they would like to experiment with. For class, students must select a counseling intervention specific to the selected theory 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.*

# D. Ethics Workshop (150 points)

Students will divide into groups of two to three and prepare a group presentation that challenges peers with a dilemma to “spot the ethical violation(s)” while implementing the week’s reading. Building off of the content found in the textbook, scholarly literature, and culture, groups will research and develop a presentation that promotes class discussion and lasts approximately 30-45 minutes. One slide of the presentation may be dedicated to a general overview of the weekly readings as all students are expected to read each week and apply it to an ethics scenario. In addition to a brief review, groups will show a clip from the news/ media/ a podcast (i.e. the Tuskegee study, Little Albert, What About Bob?) or develop and present an original ethical case scenario for review. Please use PowerPoint for this presentation and outline the presentation as follows:

1. One slide that briefly reviews the significant content of the weekly readings;
2. Presentation of the ethical case scenario and thoughtful class discussion.
3. Definitions, when relevant, of professional terminology (i.e., [nonmaleficence](http://www.google.com/search?hl=en&client=firefox-a&hs=e7h&tbo=d&rls=org.mozilla:en-US:official&channel=np&spell=1&q=nonmaleficence&sa=X&ei=unjPULrhMIH89QTrnoCgDQ&ved=0CDEQBSgA)).
4. Connect any specific theoretical orientation or therapy style being displayed as part of this scenario
5. Identify the ethical issues or themes in your case.
6. Identify the specific ACA Ethical Codes and ABEC Ethical Codes that the case addresses.
7. Provide future practitioners with guidelines of practice.
8. An experiential class activity that promotes class discussion and engagement.

Please provide in your PowerPoint presentation a slide that includes all the references you have used in APA format. It is advised that all references are professional references, Wikipedia, et cetera is discouraged.

**E. Responses to weekly readings (60 points)-12 readings**

In preparation for each class discussions, you will be asked to provide a meaningful two-paragraph response to the week’s readings. 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. These reflections will be uploaded via Canvas.

# F. Final Examination (100 points)

In preparation for future comprehensive and licensing examinations, a final examination will be administered in this class. This examination will contain both multiple choice and short answer.

**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

|  |  |
| --- | --- |
| A = 100-94% | C+ = 79-75% |
| A-= 93-90% | C = 74-70% |
| B+=89-87% | D = 69-60% |
| B = 86-84% | F = 59 - 0% |
| B- = 83-80% |  |

## All late assignments will receive a 5% grade reduction per day.

**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 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.

Students with Disabilities Statement Disability Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours an alternative time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

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.**

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:**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Schedule** | **Topics** | | **Readings/Assignments** | | **CACREP Standards** | | |
| 1/12  Week 1 | Introduction to course | | **None** | |  | | |
| 1/19  Week 2 | History of counseling profession  What is a mental health counselor? | | **Chapter 1 & 2**  Gignac & Gazzola (2018)  Sommers-Flanagan (2015)  Hanna & Bemak (1997) | | V.C.1, a; V.C.2.b. | | |
| 1/26  Week 3 | Theoretical foundations | | **Chapter 3**  Burkholder (2012)  Freeman et. al (2007)  Finding your Theoretical Orientation (on Canvas) | | V.C.2.b. | | |
| 2/2  Week 4 | Counseling theories | | **Chapter 4**  Fontaine & Hammond  (1994)  Murguia & Diaz (2015)  *Intervention Activity* | | V.C.2.a.; V.C.3.b. | | |
| 2/9  Week 5 | Practicum and  internship | | Jordan & Kelly (2011) | | V.C.2.a.; V.C.2.b.;  V.C.3.a. | | |
| 2/16  Week 6 | Credentialing and licensing | | **Chapter 5**  *Ethics Workshop* | | V.C.2.b.; V.C.3.a.;  V.C.2.k | | |
| 2/23  Week 7 | Ethical and legal issues in CMHC | | **Chapter 6**  Lloyd & Foster (2017)  Moleski & Kiselica (2005)  *Ethics Workshop* | | V.C.2.a.; V.C.2.b.;  V.C.2.c.; V.C.2.i; V.C.2.l | | |
| 3/2  Week 8 | The practice of CMHC  Employment settings | | **Chapter 7, 8**  *Human Services Organization*  *(due on Canvas)*  *Ethics Workshop* | | V.C.2.a. | | |
| 3/9 | | **Spring Break-NO CLASS** | | | | |
| 3/16  Week 10 | | Appraisal and research | | **Chapter 9**  Naugle (2009)  *Ethics Workshop* | | V.C.2.a, V.C.2.c |
| 3/23  Week 11 | | Managed care  Biological and Neurological Factors in Mental Health | | **Chapter 11**  Daniels (2001)  Kaut (2011)  *Ethics Workshop* | | V.C.3.a.; V.C.3.b.; V.C.2.g |
| 3/30  Week 12 | | Program development/  evaluation  Changing profession | | **Chapter 12**  Boone et al, (2011)  Calley (2009)  *Ethics Workshop* | | V.C.2.a.; V.C.2.c.; V.C.3.b. |
| 4/6  Week 13 | | Future of profession | | **Chapter 13**  *Ethics Workshop* | | V.C.2.c.; V.C.3.b. |
| 4/13  Week 14 | | Clinical supervision | | Magnuson, Norem, Wilcoxon, (2002)  Toporek et. al (2004)  *Ethics Workshop* | | V.C.2.c.; V.C.3.a. |
| 4/20  Week 15 | |  | | *Final Examination* | |  |

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

# Supplemental Readings

Boone, M.S., Edwards, G.R., Haltom, M., Hill, J.S., Liang, Y.S., Mier, S.R., Shropshire, S.Y., Belizarie, L.S., Conklin Kamp, L., Murthi, M., Wong, W.K., & Yee Yau, T. (2011). Let’s talk: Getting out of the counseling center to serve hard to reach students. *Journal of Multicultural Counseling and Development,* 39, 194-205.

Burkholder, D. (2012). A model of professional identity expression for Mental Health Counselors. *Journal of Mental Health Counseling, 34*(4), 295–307. https://doi-org.spot.lib.auburn.edu/10.17744/mehc.34.4.u204038832qrq131

Calley, N. G. (2009). Comprehensive program development in mental health counseling: Design, implementation, and evaluation. *Journal of Mental Health Counseling, 31*(1), 9–21. https://doi-org.spot.lib.auburn.edu/10.17744/mehc.31.1.u018125603371233

Daniels, J.A. (2001). Managed care, ethics, and counseling. *Journal of Counseling & Development,* 79, 119-122.

Dillon, F. R., Worthington, R. L., Savoy, H. B., Rooney, S. C., Becker-Schutte, A., & Guerra, R. M. (2004). Counselor preparation: On becoming allies: A qualitative study of lesbian-, gay-, and bisexual- affirmative counselor training. *Counselor Education and Supervision*, *43*(3), 162–178. https://doi-org.spot.lib.auburn.edu/10.1002/j.1556-6978.2004.tb01840.x

Fontaine, J.H., & Hammond, N.L. (1994). Twenty counseling maxims. *Journal of Counseling & Development,* 73, 223-226.

Freeman, M. S., Hayes, B. G., Kuch, T. H., & Taub, G. (2007). Personality: A predictor of theoretical orientation of students enrolled in a counseling theories course. *Counselor Education & Supervision, 46*(4), 254–265. https://doi-org.spot.lib.auburn.edu/10.1002/j.1556-6978.2007.tb00030.x

Gignac, K., & Gazzola, N. (2018). Embracing counsellor professional identity work: Experiential accounts of transformation and transition. *Canadian Journal of Counselling and Psychotherapy, 52*(3), 205–228.

Hanna, F. J., & Bemak, F. (1997). The quest for identity in the counseling profession. *Counselor Education & Supervision*, *36*(3), 194. https://doi-org.spot.lib.auburn.edu/10.1002/j.1556-6978.1997.tb00386.x

Jordan, K., & Kelly, W. E. (2011). A preliminary factor analytic investigation of beginning counseling students worries. *Psychology Journal*, *8*(1), 2–10.

Kaut, K. P. (2011). Psychopharmacology and mental health practice: An important alliance. *Journal of Mental Health Counseling, 33*(3), 196–222. https://doi-org.spot.lib.auburn.edu/10.17744/mehc.33.3.u357803u508r4070

Lloyd, H. J., & Foster, V. A. (2017). Student Counselors’ Moral, Intellectual, and Professional Ethical Identity Development. *Counseling & Values*, *62*(1), 90–105. https://doi-org.spot.lib.auburn.edu/10.1002/cvj.12051

Magnuson, S., Norem, K., Wilcoxon, S.A. (2002). Clinical supervision for licensure: A consumer’s guide. *Journal of Humanistic Counseling, Education & Development,* 41, 52- 60.

Moleski & Kiselica (2005). Dual relationships: A continuum ranging from the destructive to therapeutic. *Journal of Counseling and Development.* 83, 3-

MURGUIA, E., & DÍAZ, K. (2015). The philosophical foundations of cognitive behavioral therapy: Stoicism, Buddhism, Taoism, and Existentialism. *Journal of Evidence-Based Psychotherapies*, *15*(1), 37–50. Retrieved from http://search.ebscohost.com.spot.lib.auburn.edu/login.aspx?direct=true&db=aph&AN=101895847&site=ehost-live

Naugle, K. A. (2009). Counseling and testing: What counselors need to know about state laws on assessment and testing. Measurement & Evaluation in Counseling & Development, 42(1), 31–45. <https://doi-org.spot.lib.auburn.edu/10.1177/0748175609333561>

Sommers-Flanagan, J. (2015). Evidence-based relationship practice: Enhancing counselor competence. *Journal of Mental Health Counseling*, *37*, 95–108.

Toporek, R. L., Ortega-Villalobos, L., & Pope-Davis, D. B. (2004). Critical incidents in multicultural supervision: Exploring supervisees’ and supervisors’ experiences. *Journal of Multicultural Counseling & Development, 32*(2), 66–83. https://doi-org.spot.lib.auburn.edu/10.1002/j.2161-1912.2004.tb00362.x