



## Course Information

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**Course Title, Number, & Section Number:** Foundations of Clinical Mental Health Counseling, COUN665-1

**Term & Year:**

**Number of Credits:** 3 credits

**Course Location:** Murphy, 500 (Face to face)

**Dates & Times:**

September 10<sup>th</sup> 5pm-10pm

September 11<sup>th</sup> 8am-5pm

September 24<sup>th</sup> 5pm-10pm

September 25<sup>th</sup> 8am-5pm

October 8<sup>th</sup> 5pm-10pm

October 9<sup>th</sup> 8am-5pm

## Instructor Information

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**Name of Instructor:**

**Instructor Contact Information:**

Email:

Cell Phone:

**Instructor Preferred Method/Times for Student Contact:** Email is the best way to reach us, and we will respond within 2-3 business days. In addition, we can accommodate appointments, if requested in advance.

## Course Description

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This course addresses the history and development of clinical mental health counseling, theories and models related to clinical mental health counseling, principles of clinical mental health counseling, including prevention, intervention, consultation, education, and advocacy, and networks that promote mental health and wellness.

Prerequisite: COUN660.

## Methods of Instruction

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This course will contain lectures, videos, large and small group discussions, and experiential activities.

## Required Course Materials

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- Young, J. S., & Cashwell, C. S. (2017). *Clinical mental health counseling: Elements of effective practice*. Sage Publications.
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). <https://doi.org/10.1037/0000165-000>

## Program Mission

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The mission of the Viterbo University counselor education graduate programs is to prepare professional counselors who can build professional helping relationships, provide empirically supported techniques in a variety of settings and integrate the values of contemplation, integrity, hospitality, stewardship, and service into their personal and professional lives.

## Course Student Learning Outcomes

**Course Objectives (CACREP)** As a result of successfully completing this course, the student will **Professional Orientation and Ethics:** Students will construct a philosophy of counseling based on the history and future trends of the profession, professional roles and responsibilities, with an emphasis on ethical practice within the framework of American Counseling Association Ethical Guidelines.

1. Students will understand the role and function of a CMHC, understand credentialing, licensure, accreditation standards and the role of professional organizations.
2. Students will understand the ethics and law in the profession of counseling.
3. Students will be able to integrate counseling theory with clinical practice
4. Students will be able to demonstrate knowledge of interventions and prevention efforts.
5. Students will understand clinical documentation in its various formats and practice management issues
6. Students will understand mental health delivery models.
7. Students will discuss access to treatment and barriers that impeded access to mental health services.
8. Students will discuss the role of advocacy for their profession and the clients they serve.

### COUN 665 Standards/Assignment Alignment Chart

The curriculum is also designed to enhance a student's professional identity and clinical mental health counseling skills as the Student Learning Outcomes are aligned with those standards and explicated through specific assignments.

Student Learning Outcomes	Standards	Assignments/ Activities
1. Students will understand the role and function of a CMHC, understand credentialing, licensure, accreditation standards and the role of professional organizations.	<i>2.F.1.a history and philosophy of the counseling profession and its specialty areas</i>	Lecture, discussions, reflection, exam.
	<i>2.F.1.b. 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</i>	Lecture, discussion, exam
	<i>2.F.1.c counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams</i>	Lecture, Discussion, reflection,
	<i>2.F.1.f. professional counseling organizations, including membership benefits, activities, services to members, and current issues</i>	Discussion, lecture, exam
	<i>2.F.1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues</i>	Lecture, discussion, exam,
	<i>2.F.1.m. the role of counseling supervision in the profession</i>	Lecture, discussion, reflection, exam
	<i>5.C.1.a. history and development of clinical mental health counseling</i>	Lecture, discussion, reflection, exam
	<i>5.C.2.a. roles and settings of clinical mental health counselors</i>	Lecture, discussion, guest speaker, Business card activity, exam.
	<i>5.C.2.i. legislation and government policy relevant to clinical mental health counseling</i>	

	<i>5.C.2.k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling</i>	Lecture, discussion, case study, reflection, exam  Lecture discussion, reflection, exam.
2. Students will understand the ethics and law in the profession of counseling	<i>2.F.1.i. Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling</i>  <i>5.C.2.l legal and ethical considerations specific to clinical mental health counseling</i>	Lecture, small group discussion, exam
3. Students will be able to understand and articulate wellness and professional self-care	<i>2.F.1.l. self-care strategies appropriate to the counselor role</i>	Lecture, discussion, reflection, PRO-Qual Assessment, exam.
4. Students will be able to demonstrate knowledge of interventions and prevention efforts.	<i>2.F.5.j.evidence-based counseling strategies and techniques for prevention and intervention</i>  <i>5.C.2.b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders</i>  <i>5.C.3.b. techniques and interventions for prevention and treatment of broad range of mental health issues</i>  <i>5.C.2.h. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation</i>	Lecture, discussion, reflection, case scenario, exam  Lecture, discussion, reflection, case scenario, exam  Lecture, discussion, reflection, case scenario, exam  Lecture, discussion, Handout, video, role play, exam
5. Students will understand clinical documentation in its various formats and practice management issues	<i>5.C.1.c. Recognizes principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning</i>  <i>5.C.2.m. record keeping, third party reimbursement, and other practice management issues clinical mental health counseling</i>	Lecture, class discussion, small group discussion. Exam.  Lecture, class discussion, small group discussion. Exam
6. Students will understand mental health delivery models.	<i>2.F.5.k. Strategies to promote client understanding of and access to a variety of community-based resources</i>  <i>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 services networks</i>	Lecture, discussion, reflection, exam  Lecture, discussion, political action letter, reflection, exam
7. Students will discuss access to treatment and barriers that impeded access to mental health services.	<i>2.F.3.i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</i>  <i>2.F.2.g. the impact of spiritual beliefs on clients' and counselors' worldview</i>  <i>2.F.2.h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination</i>	Lecture, class discussion, small group discussion, reflection, exam  Lecture, class discussion, small group discussion, reflection, exam  Lecture, class discussion, small group discussion, reflection, exam

	<i>5.C.2.j.cultural factors relevant to clinical mental health counseling</i>	Lecture, class discussion, small group discussion, reflection, exam
8. Students will discuss the role of advocacy for their profession and the clients they serve.	<i>2.F.1.d. The role and process of the professional counselor advocating on the behalf of the profession</i>  <i>2.F.1.e.advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients</i>  <i>5.C.3.e. strategies to advocate for persons with mental health issues</i>	Lecture, class discussion, reflection, Exam  Lecture, class discussion, reflection, exam.  Lecture, class discussion, reflection, exam.

## Evaluation Method

Participation & Critical Thinking (20 Points)	Reflections (75 Points)	Presentation (30 Points)	Exam (30 Points)
12.9%	48.4%	19.35%	19.35%

### Grading Scale:

A	95-100%
A/B	90-94%
B	84-89%
B/C	79-83%
C	73-78%
C/D	68-72%
D	61-67%
F	<61%

## Policies & Resources

### Academic Integrity Policy

Maintaining a standard of academic honesty is a responsibility shared by the students, faculty and administration at Viterbo University. The faculty has the responsibility to create an atmosphere in which students may display their knowledge. This atmosphere includes sufficient safeguards to control dishonesty including an orderly testing room, restrictions on text messages, etc. Students have the responsibility to understand academic misconduct and to refrain from it.

### Attendance Policy

Viterbo University challenges students to be learners who assume responsibility for being part of a community of scholars. Moreover, students are expected to attend all classes, as noted in the graduate catalog:

<https://www4.viterbo.edu/node/28556#Attendance>

**Excused Absence:** Absences are considered excused only in the cases below, and only if appropriate documentation is provided.

- A medical condition or emergency with documentation from an appropriate person.
- Students with a medical condition or emergency are responsible for talking to the instructor about missed/late work and arranging for any extensions (as deemed warranted by the instructor).

- Attendance at a required extracurricular activity such as a field trip, or when a student is officially representing Viterbo University at a scheduled activity, such as a fine arts production, a conference, or an intercollegiate athletic event.

If you have an excused absence, you are still responsible for completing any missed activities or assignments by the due date.

### **COVID-19 Related Statements**

**Face Coverings:** The strength of our community rests on trust and care for one another. During this public health emergency, we expect all university community members to abide by the mask requirements in effect. Individuals not appropriately (i.e., covering both your mouth and nose) wearing a mask in instructional spaces (classrooms, labs, studios, etc.) will be asked to leave. Eating in classrooms is prohibited, but briefly removing a mask to take a drink is allowed.

**Attendance (for face-to-face courses):** If a student is ill with COVID symptoms, they must contact health services to arrange a COVID-19 test; an Etrieve notification would then be generated to instructors. Without an Etrieve notification, the student is expected to attend class in person (unless specifically directed otherwise by the instructor. Students who have a positive COVID test will isolate in accordance with current guidelines and will be accommodated to the extent possible.

See the full policy in the academic catalog:

- **Undergraduate Catalog:** <https://www.viterbo.edu/node/23866#Attendance%20Policy>
- **Graduate Catalog:** <https://www.viterbo.edu/node/28556#Attendance>

**Zoom Engagement:** Whether we meet in person, on Zoom, or in other digital formats, we are in a professional community. As professionals, we are expected to:

- show up on time;
- be prepared for our collective work;
- and try to limit distractions in our individual workplaces.

As members of a community, please consider the effects of your actions on your colleagues, just as you would in a physical classroom:

- keep your video on;
- mute yourself when not speaking; and
- focus your attention on the speaker.

Please let me know if you are having difficulties interacting in class via Zoom, and if there are reasons you cannot follow the above guidelines.

**Zoom Technology:** This class may use Zoom, which is a web and video conferencing tool. Please be sure you have Zoom installed and are familiar with using the tool. Below are tips for participating in a Zoom session:

- join the meeting early and test speaker, microphone, and camera settings;
- keep speakers away from microphones to avoid feedback;
- use a headset with microphone if possible; and
- do not join a meeting from multiple devices.

Instructions on joining or hosting a Zoom call can be found at: <https://www.viterbo.edu/sites/default/files/2020-05/Zoom%20Instructions.pdf>.

## **Conduct**

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I expect that we will treat each other respectfully. Thus, disruptive behaviors will not be tolerated. In addition, no sharing of video clips or course material is allowed without the instructor's consent. Be courteous and we will have an environment conducive to learning.

## Where to Get Help: Additional Policies and Resources for Students

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- [Viterbo Speaks Up](#): Report crimes, worrisome behaviors, harassment, sexual violence or assault, hate/bias discrimination, or violations of the Viterbo University Code of Student Conduct
- [Chosen First Name Policy](#)
- [Concerns or Complaints Regarding Instruction](#)
- [Moodle & Technology Guides](#)
- [Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy](#)
- [Student Disability Policies and Procedures](#)
- [Student Resources](#)
- [Technology Requirements](#) and [Technical Support](#)

Please review additional items noted in the Policies and Resources block in the Moodle course site.

## Counseling Services

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It is common for college students to struggle with stress or other emotional challenges, and you may feel a need or desire to seek professional help. If you would like to talk to someone, you are encouraged to contact Viterbo University's Counseling Services: <https://www.viterbo.edu/counseling-services>; 608-796-3825. For assistance after normal business hours, you can call the Great Rivers 24-hour helpline: dial 211 from a campus phone or 800-362-8255. For emergencies, dial 911 or campus security (3911 from campus phone or 608-796-3911). The National Alliance on Mental Illness (NAMI) is another great resource for more information regarding mental health ([www.nami.org](http://www.nami.org)). In addition, NAMI has a national toll-free call line for crisis counseling (1-800-950-6264).

## Course Support Services

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Learning assistance is available from the Academic Resource Center. Content tutoring is available for all students by signing up in the Center. Writing specialists are also available to assist students in any course. Students may schedule writing appointments by going to the ARC web page and clicking on the book now icon.

## Course Website

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You are responsible for checking Moodle and your Viterbo email for important class information. Course documents, slides, and announcements will be posted on Moodle.

## Credit Hour Course Expectations

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Regardless of format, all courses are required to meet the required credit hour standards by a combination of seat time and outside work. Outside work could include additional outside reading, group work, service projects, field work, clinical rotations, among other learning activities. Viterbo defines one credit hour as 750 minutes over 15 weeks. In addition, each credit of a course requires that students spend two hours of work outside of class per week. Minimum class and outside work time are calculated according to this formula:

$$(750 + 1800) * \text{the \# of credits of a course} = \text{the minimum number of minutes of seat time and outside work required}$$

For example, a three-credit course requires a minimum of 7,650 total minutes.

## Disability Statement

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The Academic Resource Center provides services to students who have indicated that they have a disability. Students who have a diagnosed disability and require legitimate accommodations must complete an Application for Accommodations Based on Disability-Related Need and should contact the Academic Resource Center. Located at 332 Murphy Center, or you can call: 608-796-3190.

## Electronic Submissions Policy

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Assignments are to be submitted via the assignment tab on Moodle. A failure to turn in submissions because of “technology issues” is not acceptable unless clearly documented or an area wide outage.

## Grade Appeals

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- Should you have a strong and solid objection to a grade you receive, you have one week after it is assigned to appeal it. For appeals to be considered, they must be submitted to your instructor by email.
- The instructor will meet with you individually to discuss the grade and your appeal before any (if any) action is taken.
- After this one-week period you still have the option to appeal formally through the University’s grade appeal process.

## Late Work Policy

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Work turned in late will receive a 5% late penalty for being late and 5% for each day it is late (up to 50%). If you have a valid reason (personal emergency) that is supported with the appropriate documentation, contact your instructor. The instructor will determine exceptions to the late work policy on a case-by-case basis (given that documentation is provided).

## Syllabus Statement on Sex Discrimination, Sexual Harassment, and Sexual Misconduct

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Viterbo University seeks to ensure that campus community members learn and work in a hospitable and inclusive environment. To this end, Viterbo policy and Title IX prohibit sex discrimination, sexual harassment, and sexual misconduct including, but not limited to sexual assault, sexual exploitation, dating violence, domestic violence, and stalking.

As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX Coordinator with relevant details such as the names of those involved in the incident. Viterbo is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Although I have to report the situation, you will still have options about how your case will be handled, including whether or not you wish to pursue a formal complaint. Viterbo’s goal is to make sure you are aware of the range of options available to you and that you have access to the resources you need.

- Viterbo encourages anyone who has experienced sexual misconduct or relationship violence to get support and assistance from one of the confidential or non-confidential resources listed at this link:  
<http://www.viterbo.edu/sexual-misconduct/make-report-or-file-complaint>
- Please visit [this website](#) for the complete Viterbo University Sex Discrimination, Sexual Harassment, and Sexual Misconduct Policy with resources, procedures, and flowchart.

## Turnitin/Electronic Submission

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This is a source-matching tool that checks students’ work for plagiarism against a database of stored papers, internet sites, and publications. Any assignments that you submit via Turnitin will be added to the global Turnitin database, which is a repository of assignments submitted via Turnitin. The instructor also reserves the right to submit your work to Turnitin. If you have any questions or concerns about electronic assignment submissions or Turnitin please let me know.