

CLC5504—INTRODUCTION TO CLINICAL MENTAL HEALTH COUNSELING

ASHLAND THEOLOGICAL SEMINARY

Fall Semester 2020

Thursdays 9:25a-10:15a

Yvonne Glass, Ph.D., LPCC-S

Assistant Professor/Director of CMHC Program

Email: yglass@ashland.edu

Office Hours by Appointment

I. COURSE DESCRIPTION

This course introduces the student to the history and trends within the counseling profession and to information about professional counseling organizations. Students will obtain an understanding of the roles and functions, as well as the professional, legal, and ethical responsibilities, of licensed counselors. Preparation standards for licensure as Licensed Professional Counselors (LPC, PC) and Licensed Professional Clinical Counselors (LPCC, PCC) will be discussed.

This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional face-to-face semester offering of this course. For fall 2020, the sessions for this class may be offered 100% face-to-face in a physical classroom (with remote access for pre-scheduled students) 100% face-to-face virtually using technologies such as Zoom or Collaborate, as a combination of face-to-face sessions and digital activities/lectures (virtually or in-person), or as a combination of any of these elements. In the event of extended disruptions of normal classroom activities due to the pandemic, the format for this course may be modified to utilize 100% face-to-face virtual/digital classroom sessions.

II. STUDENT LEARNING OUTCOMES:

- a. Students will demonstrate an understanding of the history, philosophy, and trends of Clinical Mental Health Counseling. (KO1, KO9)
- b. Students will demonstrate knowledge of the professional counseling organizations, preparation standards, and license credentials relevant to the practice of Clinical Mental Health Counseling. (KO1, KO2)
- c. Students will demonstrate development of Professional Identity as a Clinical Mental Health Counselor within the context of community and mental health services and settings. (PSO1, PAO2, PAO4)
- d. Students will demonstrate knowledge of the roles and functions of Clinical Mental Health Counselors in varied practice settings and the importance of interdisciplinary relationships between counselors and other professionals. (PSO1, PAO2, PAO4)
- e. Students will demonstrate understanding of professional issues that affect Clinical Mental Health Counselors. (KO1, PSO1, PSO4)

- f. Students will demonstrate understanding of public mental health policies, services, and programs, including prevention, intervention, consultation, education, and advocacy, that promote mental health in a multicultural society. (KO1, KO2, PSO4, PAO1)
- g. Students will demonstrate proficiency in verbal and written communication skills necessary for Clinical Mental Health Counselors. (PAO4)

CACREP CMHC Standards:

- F.1.a. history and philosophy of the counseling profession and its specialty areas
- 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
- F.1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency, management, response teams
- F.1.d. the role and process of the professional counselor advocating on behalf of the profession
- F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- F.1.f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- F.1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- F.1.h. current labor market information relevant to opportunities for practice within the counseling profession
- F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- F.1.j. technology's impact on the counseling profession
- F.1.k. strategies for personal and professional self-evaluation and implications for practice
- F.1.l. self-care strategies appropriate to the counselor role
- F.1.m. the role of counseling supervision in the profession

Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure—This course meets the Ohio Administrative Code (OAC) requirement for Professional, Legal, and Ethical Considerations—4757-13-01(A)(4)(k).

III. TEACHING STRATEGIES FOR STUDENT LEARNING

This course will utilize a variety of learning approaches including, but not limited to, lectures, small group discussions, reflections, multimedia, and assignments designed to help foster students' critical thinking skills.

IV. COURSE REQUIREMENTS
A. REQUIRED TEXTS

Granello, D.H. & Young, M.E. (2019). *Counseling today: Foundations of professional identity (2nd Ed)*. NY, NY: Pearson. ISBN13--978-013-481642-5

B. REQUIRED READINGS

1. American Counseling Association. (2014). *ACA code of ethics*. Alexandria, VA: Author. (available for download from www.counseling.org/resources/aca-code-of-ethics.pdf)
2. Kaplan, D.M., Tarvydas, V.M., & Gladding, S.T. (2014). 20/20: A vision for the future of counseling: The new consensus definition of counseling. *Journal of Counseling & Development, 92*, 366-372.
3. Mellin, E.A., Hunt, B., Nichols, L.M. (2011). Counselor professional identity: Findings and implications for counseling and interprofessional collaboration. *Journal of Counseling & Development, 89*, 140-147.
4. Moss, J.M., Gibson, D.M., & Dollahide, C.T. (2014). Professional identity development: A grounded theory of transformational tasks of counselors. *Journal of Counseling & Development, 92*, 3-12.
5. Ohio Counselor, Social Worker, & Marriage and Family Therapist Board. (2010). *Ohio counselor, social worker, & marriage and family therapist boards laws and rules*. Columbus, OH: Author. <http://cswmft.ohio.gov/pdfs/4757.pdf>
6. Sommers-Flanagan, J. (2015). Evidence-based relationship practice: Enhancing counselor competence. *Journal of Mental Health Counseling, 37*, 95-108.
7. Woo, H., Storlie, C.A., & Baltrinic, E.R. (2016). Perceptions of professional identity development from counselor educators in leadership positions. *Counselor Education & Supervision, 55*, 278-293.

C. ATTENDANCE

According to the *Student Handbook*, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours (2 weeks) will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

D. ASSIGNMENTS/ASSESSMENT OF STUDENT LEARNING

1. **Community Mental Health Agency Project**—Students will investigate three Community Mental Health Agencies, Private Practices, or other counseling clinical sites, and submit a report on their findings. This investigation will utilize both Internet searching and actual site contacts via phone or in-person interviews with an agency representative. Students will prepare a written report summarizing agencies investigated, types of clientele served at the sites, possibility of potential opportunities for future practicum experience at the sites, and the students' initial

reactions/opinions of the sites. The professor will provide additional information. Maximum of eight pages. **Worth 20% of grade (80 pts.)**

2. **Examination**—there will be two take home examinations, provided on week 10, to be submitted prior to class on week 11 and on week 13 to be submitted on week 15. Further details will be provided in class. **Worth 35% of grade (120 pts.)**
3. **Professional Identity Formation**—Students will write and submit a paper on the importance of development of a Professional identity as a Clinical Mental Health Counselor, and the relevance of professional counseling organization membership to professional identity. The professor will provide specific paper guidelines. Maximum of 10 pages. **Worth 25% of grade (60 pts.)**
4. **Discussion Board**—Students will answer discussion board topics. The professor will provide specific guidelines. **Worth 10% of grade (25 pts.)**
5. **Perusal Articles**—Students will use the application to dialogue around articles that are critical to the profession. **Worth 10% of grade (25 pts.)**

E. CALCULATION OF GRADE and CONNECTION OF LEARNING OUTCOMES

<i>Assignment</i>	<i>ATS Degree Learning Outcomes</i>	<i>CACREP Learning Outcomes</i>	<i>Percent of Final Grade</i>
Exams	KO1, KO2, KO3, KO4, KO5, KO6	F.1.a-m.	35%
Agency paper	KO4, KO5, KO6, KO7	F.1.b, c, d, e, h, l, m	20%
Prof. Identity paper	KO1, KO2, KO3, KO4, KO5, KO7	F.1.a-m	25%
Discussion Board	KO1, KO2, KO3, KO4, KO5, KO6, KO7	F.1.a-m	10%
Perusal Articles	KO1, KO2, KO3, KO4, KO5, KO6, KO7	F.1.a-m	10%

V. TENTATIVE WEEKLY SCHEDULE (Subject to change at the professor's discretion)

Week	Date	Topic	Readings/Assignments
1	Sept. 1	Introduction to CMHC and Grad School	Granello & Young Ch. 5
2	Sept. 8	What is a Profession?	G & Y Ch. 1
3	Sept. 15	What is Counseling? What is Professional Identity?	G & Y Ch. 2

4	Sept. 22	Professional Organizations & Licensure	G & Y Ch. 3 cswmft.4757
5	Sept. 29	Personal & Professional Identity	G & Y Ch. 4 Agency Report Due
6	Oct 6	Counseling Theories & Mental Health	G & Y Ch. 6
7	Oct 13	Counseling Research	G & Y Ch. 7
8	Oct 20	What is Counseling?	G & Y Ch. 8
9	Oct 27	Multicultural & Social Justice Concerns	G & Y Ch. 10
10	Nov. 3	Counseling & Advocacy	G & Y Ch. 9 EXAM AVAILABLE
11	Nov 10	Counselor Wellness	G & Y Ch. 13 EXAM SUBMITTED PRIOR TO CLASS
12	Nov 17	Ethics & Law	G & Y Ch. 12 Codes of Ethics
	Nov 24	Thanksgiving Break	
13	Dec. 1	Assessment	G & Y Ch. 11
14	Dec 8	Future Trends	G & Y Ch. 14 Professional Identity Paper Due
15	Dec. 15	Final Exam	

VI. RECOMMENDATIONS FOR LIFELONG LEARNING

It is very important for the professional counselor to be a lifelong learner, because the knowledge about mental and emotional health, wellness, and treatment modalities changes regularly with new research based information and with changes in states' laws and professional ethics codes. In addition, each state requires a specific number of CE credits and content therein for license renewal. Membership in professional organizations such as ACA, AMHCA, (and the state divisions of such) as well as attendance at national and local conferences are a vital source of education and information. Additionally, journals such as the *Journal of Counseling & Development* and the *Journal of Mental Health Counseling* are included with the cost of membership. There are other excellent journals for professional counselors. There are numerous offerings of 1 hour, 3 hour, 6 hour, and 1 or 2-day trainings, and information about these can be obtained from the Ohio Counselor, Social Worker, and Marriage & Family Therapist Board.

VII. SEMINARY GUIDELINES

A. ATS ACADEMIC INTEGRITY POLICY

Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

B. ASHLAND MULTILITERACY CENTER

The Ashland Multiliteracy Center can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person. To schedule an appointment, visit Ashland Multiliteracy Center and select “Online and Graduate” from the schedule menu.

C. ACCESSIBILITY RESOURCES and ACCOMMODATIONS

It is Ashland University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at 419-289-5904, or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

D. ATS GRADING SCALE

Grade	Quality	Percent	Description
A	4.0	97-100	Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	

D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

VIII. SUGGESTED READINGS (**NOT** required but intended to be of current and future help)

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (5th Ed.). Washington, DC: American Psychiatric Publishing.
- American Psychological Association. (2020). *Publication Manual of the American Psychological Association (APA 7th edition)*. Washington, DC: American Psychological Association.
- Corey, G., Muratori, M., Austin, J., Austin, J. (2018). *Counselor self-care*. Alexandria, VA: American Counseling Association.
- Corey, G. (2010). *Creating your professional path: Lessons from my journey*. Alexandria, VA: American Counseling Association.
- Gladding, S.T. & Newsome, D.W. (2010). *Clinical mental health counseling in community and agency settings* (3rd Ed.). NY: Merrill.
- Kottler, J.A. (2010). *On being a therapist* (3rd Ed.). San Francisco: Jossey-Bass.
- Kottler, J.A. (2000). *Nuts and bolts of helping*. Needham Heights, MA: Allyn & Bacon.
- McMinn, M.R. (1996). *Psychology, theology, and spirituality in Christian counseling*. Wheaton, IL: Tyndale House.
- Meier, S.T. & Davis, S.R. (2011). *The elements of counseling* (7th Ed.). Belmont, CA: Brooks/Cole
- Mitchell, R. W. (2009). *Documentation in counseling records: An overview of ethical, legal, and clinical issues* (3rd Ed.). Alexandria, VA: American Counseling Association.
- Neukrug, E. (2012). *The world of the counselor: An introduction to the counseling profession*. Belmont, CA: Brooks/Cole.
- Sangganjanavanich, V.F. & Reynolds, C.A. (Eds.). (2015). *Introduction to professional counseling*. Los Angeles: Sage.
- Silva, P.J. (2007). *How to write a lot: A practical guide to productive academic writing*. Washington, DC: American Psychological Association.
- West, J.D., Osborn, C.J., & Bubenzer, D.L. (Eds.). (2003). *Leaders and legacies: Contributions to the profession of counseling*. NY: Brunner-Routledge.
- Wicks, R. J. (2012). *The inner life of the counselor*. Hoboken, NJ: Wiley.
- Yalom, I.D. (2009). *The gift of therapy: An open letter to a new generation of therapists and their patients*. (P.S.) New York: Harper Perennial.