The University of St. Thomas  
Clinical Mental Health Counseling Programs  
CMHC 5300 Introduction to Clinical Mental Health Counseling  
Spring 2016

Instructor: Nevine Sultan, PhD, LPC, NCC
Office: School of Education Annex (1202 Colquitt Street)
Work Phone: 713-525-3194
Office Hours: Mondays, 3:45 pm – 5:00 pm; Thursdays, 3:45 pm – 5:00 pm; and by appointment
E-mail: sultann@stthom.edu
Course Home Page: On Blackboard
Class Meeting: Tuesdays, 9:00 am - 11:45 am
Prerequisites: None

Course Description: This course introduces students to the history and philosophy of the counseling profession, including professional roles, functions, and relationships with other helpers. It familiarizes students with the theories, applications, strategies, assumptions, and ethical and legal considerations related to counseling. Students will be introduced to the multicultural competencies necessary to becoming a counselor, and the various employment settings and opportunities in the counseling profession. This course also addresses self-care strategies appropriate to the counselor role; professional organizations and licensure; and the roles of professional counselors in advocacy and the promotion of social justice. Central to this course is students’ ongoing self-evaluation of beliefs, values, attitudes, interpersonal skills, and motives for choosing counseling as a potential profession.

Learning Outcomes: This course is designed to support students in mastery of the following CACREP (Council for Accreditation of Counseling and Related Educational Programs) (2016) competencies and areas:

PROFESSIONAL COUNSELING IDENTITY: COUNSELING CURRICULUM

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

   a. history and philosophy of the counseling profession and its specialty areas
   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
   c. counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
d. the role and process of the professional counselor advocating on behalf of the profession

e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

f. professional counseling organizations, including membership benefits, activities, services to members, and current issues

g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues

h. current labor market information relevant to opportunities for practice within the counseling profession

i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling

j. technology’s impact on the counseling profession

k. strategies for personal and professional self-evaluation and implications for practice

l. self-care strategies appropriate to the counselor role

m. the role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY

a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally

e. the effects of power and privilege for counselors and clients

g. the impact of spiritual beliefs on clients’ and counselors’ worldviews

h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

a. theories of individual and family development across the lifespan

4. CAREER DEVELOPMENT

a. theories and models of career development, counseling, and decision making

5. COUNSELING AND HELPING RELATIONSHIPS

a. theories and models of counseling

n. processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK

a. theoretical foundations of group counseling and group work

7. ASSESSMENT AND TESTING

a. historical perspectives concerning the nature and meaning of assessment and testing in counseling

8. RESEARCH AND PROGRAM EVALUATION

a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
ENTRY-LEVEL SPECIALTY AREAS: CLINICAL MENTAL HEALTH COUNSELING

1. FOUNDATIONS
   a. history and development of clinical mental health counseling
   b. theories and models related to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS
   a. roles and settings of clinical mental health counselors
   k. professional organizations, preparation standards, and credentials relevant to the
      practice of clinical mental health counseling

3. PRACTICE
   d. strategies for interfacing with integrated behavioral health care professionals
   e. strategies to advocate for persons with mental health issues

In addition to addressing the CACREP standards described above, this course is also designed to
assist students in preparation for the National Counselor Examination (NCE) and licensure
requirements for Licensed Professional Counselors (LPCs) in Texas (particularly in the area of
Professional Orientation).

This course also addresses the following Catholic social justice dimensions:

*The Principle of the Common Good:* We promote the social conditions that allow people to
reach their full human potential and to realize their human dignity.

*The Principle of Solidarity:* We are one human family; loving our neighbor has global
dimensions in an interdependent world.

*The Principle of Human Dignity:* Every human being is invaluable and worthy of respect as a
member of the human family.

Required Texts:

Neukrug, E. S. (2016). *The world of the counselor: An introduction to the counseling profession*

Hanson, R. (2011). *Just one thing: Developing a Buddha brain one simple practice at a time.*

In addition to the required texts, course readings will include articles. These readings are listed
under the “Required Articles/Readings Posted on Blackboard” section. Please bring these items
to each class meeting, or bring a laptop or tablet to access the readings on Blackboard.
Required Articles/Readings Posted on Blackboard:

A Vision for the Future of Counseling (Kaplan, Tarvydas, & Gladding, 2014)
The Counseling Process (Gladding, 1995)
Occupational Outlook Handbook
Occupational Employment Statistics
The History of Counseling (Gladding, 1996)
ACA Code of Ethics (2014)
The Working Alliance (Sackett & Lawson, 2015)
Assessment of a Practitioner’s Values, Beliefs, & Biases (Jun, 2010)
Stress, Burnout, & Self-Care (Corey & Corey, 2016)
Self-Care Assessment (Saakvitne & Pearlman, 1996)
ProQOL 5 (Stamm, 2009)
Wheel of Health (Duke University, 2010)
On Being Sane in Insane Places (Rosenhan, 1973)

Recommended Texts:


Methods of Instruction and Conduct of the Course:

A combination of readings, lectures, class discussion, student research, experiential exercises, and videos will be used to advance students’ knowledge and skills. Students are expected to use Blackboard to access supplemental readings. Any additional required reading and links to websites that contain information about practice-related issues will be posted on the course’s Blackboard site.

Student Responsibilities:

Students are expected to:

1. Complete the assigned readings indicated on the “Schedule of Class Sessions” prior to each class meeting.
2. Complete and submit all assignments prior to class meeting on the deadline date.
3. Attend class regularly and participate actively, on a graduate student level, in all classroom activities (presentations, discussions, etc.). Your regular attendance and
active participation in the class are critical to your own learning and to that of your peers, as well as to the overall success of the course.

4. Bring course textbooks and other required readings to each class meeting.

5. Check university email regularly for information and updates, etc. University email will be the instructor’s primary mode of communication with all students.

6. Communicate effectively and respectfully with instructor and with peers.

An Invitation:

This course is guided by the assumptions of dignity and respect for all persons in the classroom. Please schedule an appointment to speak with the instructor about any concerns related to learning styles and/or abilities, or any other issues that may impact your success in this course.

Attendance Requirements:

This course covers crucial material that directly influences your future as a counselor. Class attendance and punctuality are necessary for you to gain maximum benefit. Students are expected to attend all classes. Please contact the instructor before an absence, or in case of an emergency, as soon after the absence as possible. Students are responsible for making up any missed work and for obtaining information presented in a missed class.

You are permitted to miss one class during the semester. Each absence thereafter will result in a two-percent (2%) deduction from your final grade. Two percent will also be deducted for students who consistently arrive to class late or leave class early (by 5 or more minutes). Two late arrivals or early departures will constitute one unexcused absence, i.e., a two-percent deduction.

Course Assignments:

Participation & Preparation (10%): Attend class regularly, arrive on time, and stay for the duration of the class. Prepare for class through assigned readings and contemplation of topics. During class, actively and respectfully participate in discussions and activities, at a graduate student level. The richness of the class will depend on the unique life experiences, career plans, and contributions you bring. Empathy, active listening, open exploration, respectful dialogue, and multicultural competence are counseling skills that can be included in all courses.

Personal Beliefs & Values Statement (7%): In this two- to three-page paper, you will describe some of the personal beliefs, values, and attitudes you hold that may have guided you to consider a career in counseling. You will also explore your personal thoughts about, and experience of, how people grow and change. Be sure to identify the role of your cultural background and other demographic considerations in shaping your experience. Also, please identify any interpersonal skills or other assets you believe you already possess that you think may be helpful in your counseling career.

Personal Wellness Goals (8%): Complete the Self-Care Assessment (Saakvitne & Pearlman, 1996). Select one item you would like to work on improving from each of three areas of the assessment. Create one goal for improving that item using self-care approaches that may
enhance your professional efficacy and overall well-being. Write each as a S.M.A.R.T. goal, i.e., specific, measurable, attainable, realistic, and time-bound. In your goal, please include methods for objectively and subjectively assessing your success. You should have a total of three (3) short- to long-term goals within a one- to two-page paper. The following is an example of a S.M.A.R.T. goal: Over the next two months, as I engage in enjoyable activities, if I tell myself I should be doing something more important, I will remind myself how critical fun activities are to my well-being. I will both think about my enjoyment and consciously feel it. Each time I continue or quit a fun activity, I will note it in my journal. By October 1, I would like to experience more fun activities with fewer guilt feelings. I will know I have attained my goal when I can do fun activities while feeling uninhibited joy.

Interview with LPC & Reaction Paper (25%): You will interview a Licensed Professional Counselor (LPC) in Texas face-to-face for 60 minutes. Please address the following questions in your interview:

1. What guided you to pursue a career in counseling?
2. What do you consider to be the most important factor determining the success of the therapeutic process, and why?
3. What dimensions of your work do you find most challenging? Most gratifying?
4. How has your work as a Licensed Professional Counselor influenced other areas of your life (i.e., personal growth, relationships, wellness, etc.)?

It will be up to you to creatively facilitate the interview both within and beyond the parameters of these questions. Your process of inquiry should reflect awareness about the counseling profession and the role of a counselor. Please be sure to review informed consent with your interviewee, and to secure a signed informed consent form and permission (if granted) to release contact information. I will provide you with a sample informed consent form.

Your eight-to ten-page paper should show evidence of thoughtful reflection on your inner dialogue, and on any shared dialogue that was meaningful to you regarding the counseling profession, counselor training, the role of a counselor, and current issues within the profession. Please note that this is not an interview transcript assignment, but a description of your personal reaction to the interview you facilitated. As you engage in this writing activity, keep in mind that you are a polydimensional individual, and that all dimensions of your Self should be included in your personal reflection/reaction. I am looking for a paper in which you demonstrate embodied engagement with the content of your interview, and thoughtful consideration to your physical, emotional, social, cognitive, and spiritual experience. You may include quoted dialogue to enhance the presence of your writing. Please limit dialogue blocks to two or three brief exchanges illustrating your point. Hand in the signed informed consent form with your paper.

Quizzes (10%): You will have six (6) quizzes, consisting of ten (10) questions per quiz and one (1) point per question. Questions will be in multiple choice, true/false, and fill-in-the-blank format. Your totals from all quizzes combined will constitute 10% of your final grade. Unless otherwise
indicated by the instructor, all quizzes will be completed in class on the date specified in the “Schedule of Class Sessions” section.

**Midterm Exam (20%)**: The midterm exam will assess your comprehension of the material covered in the first half of the course. Exam questions will consist of multiple choice, true/false, and fill-in-the-blank questions, short answer questions, and an essay, taken from the readings, class activities and discussions, and handouts. Unless otherwise indicated by the instructor, the midterm exam will be completed in class on the date specified in the “Schedule of Class Sessions” section.

**Final Exam (20%)**: The final exam will assess your comprehension of the material covered throughout the duration of the course. Exam questions will consist of multiple choice, true/false, and fill-in-the-blank questions, short answer questions, and an essay, taken from the readings, class activities and discussions, and handouts. Unless otherwise indicated by the instructor, the final exam will be completed in class on the date specified in the “Schedule of Class Sessions” section.

**Late Assignments:**

All assignments are due at the beginning of class on the date identified in “Schedule of Class Sessions” section. Ten percent (10%) of your grade for the assignment will be deducted for handing in the assignment past the beginning of class on the due date. Twenty percent (20%) of your grade for the assignment will be deducted for each calendar day that an assignment is late. Exceptions to this policy will be made at the instructor’s discretion based on extenuating factors reported by the student, and are not guaranteed. Requests for extra time on an assignment should be made at least one week prior to the assignment due date or immediately after the due date in the case of a documented emergency that could not be anticipated. All extension requests must be made in writing and approved in writing.

**Final Grade Distribution:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation &amp; Preparation</td>
<td>10%</td>
</tr>
<tr>
<td>Personal Beliefs &amp; Values Statement</td>
<td>7%</td>
</tr>
<tr>
<td>Personal Wellness Goals</td>
<td>8%</td>
</tr>
<tr>
<td>Interview with LPC &amp; Reaction Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

**Grading Scale:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>94% - 100%</td>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>90% - 93%</td>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>87% - 89%</td>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>84% - 86%</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>Grading:</td>
<td>Assignment</td>
<td>Rating Criteria</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Participation &amp; Preparation</td>
<td>• Attends class regularly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Arrives on time and does not leave early</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Demonstrates knowledge of readings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Actively participates in class discussion and other activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>CACREP 2. D.</strong></td>
</tr>
<tr>
<td></td>
<td>Personal Beliefs &amp; Values Statement</td>
<td>• Demonstrated understanding of process of identifying beliefs and values and their role in counselor identity (1 pt.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Effective use of self-exploration and self-inquiry processes (1 pt.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Identification of role of cultural and other demographic dimensions of self in considering a career in counseling (2 pts.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Thoughtful reflection on personal counseling-related skills/assets (1 pt.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Appropriate use of APA 2010 style in a two- to three-page paper (2 pts.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>CACREP 2. F. 1. k.</strong></td>
</tr>
<tr>
<td></td>
<td>Personal Wellness Goals</td>
<td>• Goals focus on enhancement of efficacy and well-being (1 pts.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Goals are S.M.A.R.T., i.e., specific, measurable, attainable, realistic, and time-bound (2 pts.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Method for qualitatively assessing success is included (2 pts.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Total of three (3) short- to long-term goals (1 pts.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Appropriate use of APA 2010 style in a one- to two-page paper (2 pts.)</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>CACREP 2. F. 1. l.</strong></td>
</tr>
<tr>
<td>Assignment</td>
<td>Rating Criteria</td>
<td>Points Assigned</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
</tbody>
</table>
| Interview with LPC & Reaction Paper | • Effective use of questions outside of those provided by instructor. Process of inquiry reflects awareness about counseling profession and role of a counselor (6 pts.)  
  • Evidence of informed consent of interviewee and permission (if granted) to release contact information (2 pts.)  
  • Thoughtful reflection on your inner dialogue, and on any dialogue with your interviewee (regarding the counseling profession, counselor training, the role of a counselor, and current issues within the profession), that was meaningful to you (6 pts.)  
  • Thoughtful consideration of your physical, emotional, social, cognitive, and spiritual experience (6 pts.)  
  • Appropriate use of APA 2010 style in an eight- to ten-page paper (5 pts.)  
  CACREP 2. F. 1. k.; 2. F. 2. d. & g.; 2. F. 5. f., g., & n.                                      | 25              |
| Quizzes                          | • Multiple choice, true/false, & fill-in-the-blank questions  
  • 6 in-class quizzes, 10 questions per quiz, 1 point per question  
  CACREP 4. B. & F.                                                                                              | 60              |
| Midterm Exam                     | • Includes material covered in first half of course  
  • Multiple choice, true/false, & fill-in-the-blank questions (12 pts.)  
  • Short answer questions (5 pts.)  
  • Essay (3 pts.)  
  CACREP 4. B. & F.                                                                                              | 20              |
| Final Exam                       | • Includes material covered throughout course duration  
  • Multiple choice, true/false, & fill-in-the-blank questions (12 pts.)  
  • Short answer questions (5 pts.)  
  • Essay (3 pts.)  
  CACREP 4. B. & F.                                                                                              | 20              |
Formatting and Submission of Assignments:

All assignments required for this course are your personal and professional responsibility, and should reflect your highest effort and finest work. Correct spelling, proper grammar, and proper formatting are expected. Unless otherwise noted, all assignments should include a cover page and should be formatted in 12-point font with 1-inch margins following APA Style.

Unless otherwise indicated, please submit all assignments electronically on Blackboard in Word format. Please do not hand in assignments/documents in any other format unless you have secured prior approval from the instructor. Additionally, no assignments will be accepted through email or by hard copy unless specified by the instructor. All assignments should be submitted by the due date, by class meeting time.

Academic Integrity and Standards of Conduct:

Academic Integrity
As a Catholic, Basilian university, integrity and honesty are integral components of UST’s core values. We support open, civil discourse and careful, respectful listening where freedom of thought and expression are valued and protected. The University also supports honesty and integrity by striving in various ways to foster respect for oneself and one’s own work, as well as respect for others, their work, and their basic human rights.

Students are expected to conduct themselves honestly on all academic assignments. University-wide information about academic integrity as well as procedures for addressing alleged violations can be found in the Graduate Catalog. Violations of academic integrity include, but are not limited to, cheating, stealing, lying, forgery, and plagiarism. Ignorance of any of these offenses is not a valid reason for committing an act of academic dishonesty.

Blackboard
Course materials are placed on UST’s content management system, Blackboard.

Recording Class Lectures
With the instructor’s permission, students may record class lectures for their private use only. No clinical case presentations or case studies offered in class may be recorded. The materials may not be given, loaned, or sold to others without the consent of the instructor. In addition, class lectures must be appropriately cited when used (see APA Manual).

Weather-Related Cancellations or Changes to Schedule
When UST closes due to a weather event, the University will place this information on local television and radio channels, and the university’s website. Missed classes will be made up, either through the rescheduling of the class time, or through a supplemental academic activity.

Learning Disabilities or Differences
To request academic accommodations due to a disability or difference, contact Counseling and Disability Services (713-525-2169). If you have a letter from Counseling and Disability Services indicating that you are eligible for academic accommodations, please present the letter to the
instructor to arrange for the use of your accommodations. To ensure fairness to all students and maintain appropriate professional boundaries, instructors follow the guidance of the Counseling and Disability Services office in the provision of accommodations.

**Writing Center**
To request assistance with writing papers, contact UST’s Tutorial Services office, located on the second floor of Crooker Center.

**Communication Devices**
To avoid distracting the instructor and other students from their class work, please turn off all cell phones or other communication devices during class time. Please refrain from text messaging, e-mailing, or surfing the web in class.

**Incomplete Grades**
Incomplete grades will only be given for extreme emergencies, at the discretion of the instructor. A death in your family, extreme illness (not colds and flu), military activation, or other significant events outside of your control may be grounds for an Incomplete grade.

**Withdrawal from Course**
To withdraw from the course with a grade of ‘W’, the student must withdraw by the date reflected in the University’s academic calendar. Please consult the graduate catalog for more information.

**Course Evaluation at the End of the Semester**
Students are asked to evaluate the course and instructor at the end of each semester. This evaluation is extremely helpful in the improvement of our courses. Please participate in this important process.
# Schedule of Class Sessions:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Session Outline</th>
<th>Reading Required Prior to Class Meeting</th>
<th>Assignment Due by Class Time</th>
<th>CACREP Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/19</td>
<td>• Welcome, introductions, course overview</td>
<td>• Syllabus (in class)</td>
<td></td>
<td>CACREP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Syllabus review</td>
<td>• A Vision for the Future of Counseling (Kaplan, Tarvydas, &amp; Gladding, 2014) (BB) (in class)</td>
<td></td>
<td>2. D.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Questions re: assignments &amp; expectations</td>
<td>• The Counseling Process (Gladding, 1995) (BB) (in class)</td>
<td></td>
<td>2. F. 1. a.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• What is counseling?</td>
<td></td>
<td></td>
<td>2. F. 5. f.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The counseling process</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>1/26</td>
<td>• Counselor identity: What, who, &amp; how?</td>
<td>• Ch. 1 &amp; 2 (N)</td>
<td></td>
<td>CACREP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Counseling profession: Past, present, &amp; future</td>
<td>• Ch. 1 &amp; 3 (H)</td>
<td></td>
<td>2. F. 1. a.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Have compassion for yourself</td>
<td>• Occupational Employment Statistics (OES): Mental Health Counselors (BB)</td>
<td></td>
<td>2. F. 1. c.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion</td>
<td>• History of Counseling (Gladding, 1996) (BB)</td>
<td></td>
<td>2. F. 1. d.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. F. 1. e.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. F. 1. h.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. F. 1. i.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. F. 5. f.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2/2</td>
<td>• Standards of ethics, accreditation, credentialing, &amp; multicultural counseling</td>
<td>• Ch. 3 &amp; 17 (N)</td>
<td>Quiz 1 (in class)</td>
<td>CACREP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Clinical mental health counseling</td>
<td>• Ch. 12 &amp; 14 (H)</td>
<td></td>
<td>2. F. 1. f.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Self-Care: o Take pleasure</td>
<td>• ACA Code of Ethics (2014) (BB)</td>
<td></td>
<td>2. F. 1. g.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Take more breaks</td>
<td></td>
<td></td>
<td>2. F. 1. i.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion</td>
<td></td>
<td></td>
<td>5. C. 1. a.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. C. 1. b.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. C. 2. a.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. C. 2. c.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. C. 3. d.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5. C. 3. e.</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Session Outline</td>
<td>Reading Required Prior to Class Meeting</td>
<td>Assignment Due by Class Time</td>
<td>CACREP Competencies</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 4    | 2/9  | • The helping relationship: Theories & skills  
• Self-Care:  
  o Find strength  
  o Be mindful  
• Discussion  
• Ch. 4 & 5 (N)  
• Ch. 21 & 22 (H)  
• The Working Alliance (Sackett & Lawson, 2015) (BB) |                                                                                                                                                                         |                                                                              | CACREP 2. F. 1. l.  
2. F. 5. a.  
2. F. 5. f.  
2. F. 5. n. |
| 5    | 2/16 | • Foundations of multicultural counseling  
• Multicultural theories  
• Multicultural knowledge & skills  
• Self-Care:  
  o Be curious  
  o Don’t know  
• Discussion  
• Ch. 14 & 15 (N)  
• Ch. 32 & 34 (H) | Quiz 2 (in class)                                                                                                                                   |                                                                              | CACREP 2. F. 1. l.  
2. F. 2. a.  
2. F. 2. c.  
5. C. 2. j. |
| 6    | 2/23 | • Managing values, beliefs, & biases  
• Self-Care:  
  o Relax anxiety about imperfection  
  o Respond, don’t react  
• Discussion  
• Assessment of a Practitioner’s Values, Beliefs, & Biases (Jun, 2010) (BB)  
• Ch. 46 & 47 (H) |                                                                                                                                                                         |                                                                              | CACREP 2. F. 1. l.  
2. F. 2. d.  
2. F. 2. g.  
2. F. 5. f.  
2. F. 5. n. |
| 7    | 3/1  | • Consultation & supervision  
• Self-Care:  
  o Be grateful  
  o Smile  
• Discussion  
• Ch. 8 (N)  
• Ch. 18 & 19 (H) | Quiz 3 (in class)                                                                                                                                   |                                                                              | CACREP 2. F. 1. b.  
2. F. 1. l.  
2. F. 1. m |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Session Outline</th>
<th>Reading Required Prior to Class Meeting</th>
<th>Assignment Due by Class Time</th>
<th>CACREP Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>3/8</td>
<td>• Stress, burnout, &amp; holistic self-care &lt;br&gt;• Self-Care: &lt;br&gt;o Slow down &lt;br&gt;o Get more sleep &lt;br&gt;• Video: Mindfulness for Life: An Interview with Jon Kabat-Zinn &lt;br&gt;• Midterm review &lt;br&gt;• Discussion</td>
<td>• Stress, Burnout, &amp; Self-Care (Corey &amp; Corey, 2016) (BB) &lt;br&gt;• Ch. 6 &amp; 8 (H) &lt;br&gt;• Self-Care Assessment (Saakvitne &amp; Pearlman) (1996) (BB) &lt;br&gt;• ProQOL 5 (Stamm, 2009) (BB) &lt;br&gt;• Wheel of Health (Duke University, 2010) (BB)</td>
<td>PERSONAL BELIEFS &amp; VALUES STATEMENT DUE</td>
<td>CACREP 2. F. 1. l.</td>
</tr>
<tr>
<td>9</td>
<td>3/15</td>
<td>MIDTERM EXAM IN CLASS</td>
<td></td>
<td>Midterm exam (in class)</td>
<td>CACREP 4.B. &amp; F.</td>
</tr>
<tr>
<td>10</td>
<td>3/22</td>
<td>NO CLASS</td>
<td></td>
<td></td>
<td>CACREP 2. F. 1. l.</td>
</tr>
<tr>
<td>11</td>
<td>3/29</td>
<td>• Working with couples, families, &amp; groups &lt;br&gt;• Self-Care: &lt;br&gt;o Notice you’re all right, right now &lt;br&gt;o Love your inner child &lt;br&gt;• Discussion</td>
<td>• Ch. 6 &amp; 7 (N) &lt;br&gt;• Ch. 42 &amp; 44 (H)</td>
<td>Quiz 4 (in class)</td>
<td>PERSONAL WELLNESS GOALS DUE</td>
</tr>
<tr>
<td></td>
<td>4/5</td>
<td>• Lifespan human development &lt;br&gt;Abnormal development, diagnosis, &amp; psychopharmacology &lt;br&gt;• Self-Care: &lt;br&gt;o Take more breaks &lt;br&gt;o Have faith &lt;br&gt;• Discussion</td>
<td>• Ch. 9 &amp; 10 (N) &lt;br&gt;• Ch. 16 &amp; 17 (H) &lt;br&gt;• On Being Sane in Insane Places (Rosenhan, 1973) (BB)</td>
<td></td>
<td>CACREP 2. F. 1. l.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. F. 3. a.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2. F. 3. f.</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Session Outline</td>
<td>Reading Required Prior to Class Meeting</td>
<td>Assignment Due by Class Time</td>
<td>CACREP Competencies</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------</td>
<td>---------------------------------------</td>
<td>---------------------------</td>
</tr>
</tbody>
</table>
| 13   | 4/12  | • Testing & assessment  
• Research & evaluation  
• Self-Care:  
o Enjoy humility  
o Pause  
• Discussion | • Ch. 12 & 13 (N)  
• Ch. 24 & 25 (H) | Quiz 5 (in class)  
INTERVIEW WITH LPC & REACTION PAPER DUE | CACREP  
2. F. 1. l.  
2. F. 7. a.  
2. F. 7. e. |
| 14   | 4/19  | • Career development  
• Career theories  
• Self-Care:  
o Do what you can  
o Accept the limits of your influence  
• Discussion | • Ch. 11 (N)  
• Ch. 35 & 36 (H) |                                       | CACREP  
2. F. 1. l.  
2. F. 4. a.  
2. F. 4. b. |
| 15   | 4/26  | • Self-Care:  
o Befriend your body  
o Nourish your brain  
Review for final | • Ch. 9 & 10 (H) | Quiz 6 (in class) | CACREP  
2. F. 1. l. |
| 16   | 5/3   | NO CLASS                                                                     |                                        |                                       |                           |
| 17   | 5/10  | FINAL EXAM IN CLASS                                                           |                                        | Final exam (in class) | CACREP  
4.B. & F. |

Key:

N: Neukrug textbook  
H: Hanson book  
BB: On Blackboard