CMHC 5300: 1 of 13

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

Instructor: Paul H. Smith, PhD, NCC
Office: School of Education Annex (1202 Colquitt Street)
Work Phone: 713.525.7234
Office Hours: Mondays 3:45pm – 5pm; Tuesdays 11:45 – 1pm; or by appointment
E-mail: smithp2@stthom.edu
Course Home Page: On Blackboard

Class Meeting: Mondays, 9am - 11:45am (5300B); Mondays, 1pm - 3:45pm, (5300A)

Prerequisites: None

Course Description: This course introduces the student to the history and philosophy of the counseling profession, including professional roles, functions, and relationships with other helpers. The 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.

Learning Outcomes: This course is designed to support the student in mastery of the following CACREP (2016) competencies:

SECTION 2: PROFESSIONAL COUNSELING IDENTITY
COUNSELING CURRICULUM (F)
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
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
h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

5. COUNSELING AND HELPING RELATIONSHIPS
k. strategies to promote client understanding of and access to a variety of community-based resources

SECTION 5: ENTRY-LEVEL SPECIALTY AREAS
C. 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

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 the student in her or his 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:


Recommended Texts:


Reserve Materials/Articles Posted on Blackboard:


Methods of Instructions and Conduct of the Course: This course supports student mastery of material through lecture, discussion, case study, and experiential learning.

Course Assignments:
Personal Beliefs and Values Paper (5-6 pages), 20%

In this 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. You are welcome to note any important experiences that inform your beliefs and values, if applicable. 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.

Reflection Papers (4 total, 1-2 pages each), 12%

Throughout the semester, you will have the opportunity to reflect on the course content (e.g., readings, class discussions) through brief reflection papers. These papers are open-ended and have no specific prompt. I encourage you to thoughtfully engage in the course material to deepen your learning experience. Some potential prompting questions for these papers might be: What questions are left with after class or a reading? How does the course material help clarify or change your professional ambitions? Or, what topics or ideas do you sense some personal connection or growing passion?

You will not be graded what topics you choose to discuss in each reflection, but you will be graded on the depth of analysis and timely completion of the assignment. Please cite your original source on a References list, as well as any other sources from which you may have sought further information.

Presentation on Counseling Settings and Workplaces, 30%

The purpose of this assignment is to give you an opportunity to explore counseling settings and workplaces where you might want to be employed after the counseling program. While you might not have certainty in your choice (it is normal not to have certainty!), this project will invite you to look more in-depth at a specific counseling site. To begin, please pick a setting where a counselor can work in the local area, based on the options mentioned in Chapters 14, 15, & 16 in your textbook. You are welcome to consult with me about your ideas. You will present the findings from your research to the class in a brief 10-15 minute presentation and with a one-page handout. In your research on a specific counseling setting, please include the following material:

1) Name and description of the counseling setting
   a. If you can find the information, please also include a very brief history of the setting/site
2) Nature of the counseling work
   a. Type of counseling?
   b. Clients served?
3) Prevalence of this type of counseling setting (e.g., highly specialized counseling setting? More general practice?)
4) Sources of funding for the site
5) Perceived challenges of working as a counselor at this site (e.g., long hours? Pay? Type of clients? Other work conditions?)

6) Perceived benefits of working as a counselor at this site

7) Experience or qualifications needed to work as a counselor at the site

8) Feel free to include additional information that you find particularly interesting or important

Other specifics about the presentation:

- Include at least 2 peer-reviewed journal articles as references in your presentation
  - Feel free to use other online sources for your presentation
- You are welcome to use PowerPoint, Prezi, or other presentation software to present your findings to the course
- You might need to contact the site/setting directly to find out some information for your presentation
- Please keep you presentation between 10-15 minutes
- Bring a one-page handout summarizing your findings for each class member and instructor

Counselor-in-Training Professional Plan (3+ pages), 23%

The final, integrative paper is intended to help you clarify and distill your goals for your professional development based on the diverse content from this course. By outlining these goals and areas for growth, you will be better prepared for other coursework and professional opportunities. The learning material and class discussions in this course should help you formulate these preliminary professional goals. The paper must be at least 3 pages in length (not including cover page or reference list).

In the paper, please address the following topics:

1) Identify strengths and areas for growth as a counselor-in-training
   a. Expand on how your strengths will help you in this training process
   b. Expand on why you identified the areas for growth

2) Based on the above, identify 3 professional goals: 1 long term, 1 intermediate term, 1 short term

3) Develop a plan to reach these goals

4) Lastly, identify how personal wellness fits in with these professional goals

Participation (15%):

Actively and respectfully participate in class discussions and activities, at a graduate student level. The richness of the class depends on the unique life experiences, career plans, and contributions you bring.

Grading:
Identifies each assignment/examination, the CACREP learning outcomes addressed by the assignment, and provides a grading rubric/grading criteria for the assignment.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Rating Criteria</th>
<th>Points Assigned</th>
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</table>
| Personal Beliefs and Values Paper   | • Thoughtful discussion of personal values and beliefs that guided you to the counseling profession (6 pts.)  
• Exploration of how people grow and change based on your worldview (4 pts.)  
• Description of how cultural and/or demographic characteristics informed counseling-related beliefs and values (3 pt.)  
• Identification and elaboration of any interpersonal skills or assets that you perceived as beneficial in your counseling development (2 pts.)  
• Appropriate use of APA 2010 style in a 5-6 page paper (5 pts.)  
*CACREP 2. F. 1. k.*                                                                 | 20 points       |
| Reflection Papers                   | • Thoughtful discussion of topics related to course material (1 pts.)  
• Thoughtful reflection with depth of personal analysis (1 pts.)  
• Appropriate use of APA 2010 style in four overall reflections of 1-2 page paper (1 pt.)  
• Four reflections total, 3 pts. each  
*CACREP 2. F. 1.*                                                                 | 12 points       |
| CIT Professional Plan               | • Comprehensive discussion of personal strengths and areas for growth in training process (5 pts.)  
• Identification of at least 3 professional goals (short term, midterm, and long term) (5 pts.)  
• Description of a plan to meet these goals (5 pts.)  
• Identification and elaboration of how personal wellness fits with these professional goals (3 pts.)  
• Appropriate use of APA 2010 style in a 3+ page paper (5 pts.)  
*CACREP 2. F. 1. b., f., g., k., l.; 4. F.*                                                                 | 23 points       |
<p>| Presentation on Counseling          | • Comprehensive description on counseling                                                                                                                                                                                                                                                                                                    | 30 points       |</p>
<table>
<thead>
<tr>
<th>Settings and Workplaces</th>
<th>setting and the nature of the counseling work (16 pts.)</th>
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<tr>
<td></td>
<td>• Description of your understand of what it might be like to work in this setting as a counselor based on available information (5 pts.)</td>
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<td>• Use of at least 2 peer-reviewed journal articles in presentation (2 pts.)</td>
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<td>• Professionally presented presentation in class that is within 10 and 15 minutes (4 pts.)</td>
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<td>• Completed one-page handout for the class summarizing the counseling setting (3 pts.)</td>
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<tr>
<td>CACREP</td>
<td>2. E.; 2. F. 1. b., c., g., h.; 5. C. 2. a., c., k.</td>
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<tr>
<th>Participation</th>
<th>• Active and respectful participation, at a graduate student level, in class discussion and other activities</th>
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<td>CACREP 2. D.</td>
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<td>15 points</td>
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**Final Grade Distribution:**

<table>
<thead>
<tr>
<th>Participation:</th>
<th>15%</th>
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<tbody>
<tr>
<td>CIT Professional Plan:</td>
<td>23%</td>
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<tr>
<td>Reflections:</td>
<td>12%</td>
</tr>
<tr>
<td>Presentation on Counseling Setting:</td>
<td>30%</td>
</tr>
<tr>
<td>Personal Beliefs &amp; Values Paper:</td>
<td>20%</td>
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<tr>
<td>Total:</td>
<td>100%</td>
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**Grading Scale:**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>Grade Points</th>
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<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>
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<tr>
<td>84% - 86%</td>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>80% - 83%</td>
<td>B-</td>
<td>2.7</td>
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<tr>
<td>77% - 79%</td>
<td>C+</td>
<td>2.3</td>
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<tr>
<td>74% - 76%</td>
<td>C</td>
<td>2.0</td>
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<tr>
<td>70% - 73%</td>
<td>C-</td>
<td>1.7</td>
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<tr>
<td>67% - 69%</td>
<td>D+</td>
<td>1.3</td>
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<tr>
<td>60% - 66%</td>
<td>D</td>
<td>1.0</td>
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<tr>
<td>0% - 59%</td>
<td>F</td>
<td>0</td>
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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. The page count required for each assignment does not include Title Page and References.

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.

Late Assignment Policy:

All assignments are due at the beginning of class on the date identified in the “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. Ten percent (10%) 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.

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 10 or more minutes). Two late arrivals or early departures will constitute one unexcused absence, i.e., a two-percent deduction.

Student Responsibilities:

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 by 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.

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.

IDEA Course Evaluation Dimensions (Discipline Code 5115 Mental Health Services)
CMHC 5300 Introduction to Clinical Mental Health Counseling

<table>
<thead>
<tr>
<th>Item</th>
<th>Minor</th>
<th>Important</th>
<th>Essential</th>
<th>Dimension</th>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>X</td>
<td></td>
<td>Gaining factual knowledge</td>
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<tr>
<td>2</td>
<td></td>
<td></td>
<td>X</td>
<td>Learning fundamental principles</td>
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<td>3</td>
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<td></td>
<td>X</td>
<td>Learning to apply course material</td>
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<td>4</td>
<td></td>
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<td>X</td>
<td>Developing specific skills, competencies, and points of view needed by professionals in the field</td>
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<tr>
<td>5</td>
<td></td>
<td>X</td>
<td></td>
<td>Acquiring skills in working with others as a member of a team</td>
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<tr>
<td>6</td>
<td></td>
<td>X</td>
<td></td>
<td>Developing creative capacities</td>
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<td>7</td>
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<td>X</td>
<td>Gaining a broader understanding and appreciation of intellectual/cultural activity</td>
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<td>8</td>
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<td>X</td>
<td>Developing skill in expressing oneself orally or in writing</td>
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<td>9</td>
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<td></td>
<td>X</td>
<td>Learning how to find and use resources for answering questions or solving problems</td>
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<tr>
<td>10</td>
<td></td>
<td></td>
<td>X</td>
<td>Developing a clearer understanding of, and commitment to, personal values</td>
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<tr>
<td>Week</td>
<td>Class</td>
<td>Session Topic</td>
<td>Required Reading Prior to Class</td>
<td>Assignment due by class time</td>
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| 1    | 8/22  | • Introduction to course  
• Review of syllabus | N/A | | 2. D. |
| 2    | 8/29  | • Overview of the profession  
• History and development of counseling | Ch. 1 (NG); Kaplan & Gladding (BB) | | 2. F. 1. a.  
2. F. 1. b.  
2. F. 1. f.  
5. C. 1. a. |
| 3    | 9/5   | **Labor Day, no class** | | | |
| 4    | 9/12  | • Professional identity  
• Roles, settings, labor market, and credentialing | Ch. 2 (NG); Mellin, Hunt, & Nichols (BB) | | 2. F. 1. f.  
2. F. 1. g.  
2. F. 1. h.  
5. C. 2. a.  
5. C. 2. k. |
| 5    | 9/19  | • Ethics and legal issues  
• Emerging technologies and counseling | Ch. 3 (NG); Meyers, 2016 (BB) | Reflection 1 | 2. F. 1. f.  
2. F. 1. g.  
2. F. 1. i.  
2. F. 1. j.  
2. F. 1. k.  
2. F. 1. m. |
| 6    | 9/26  | • Diversity, multiculturalism, and social justice in the profession | Ch. 4 (NG); Crethar & Ratts (BB) | | 2. F. 1. e.  
2. F. 2. h. |
| 7    | 10/3  | • The counseling process: what is it and how does it work? | Ch. 5 (NG); Shallcross (BB) | Personal Beliefs & Values Paper Due | 2. F. 1. c.  
2. F. 1. k.  
2. F. 1. m. |
<p>| 8    | 10/10 | <strong>Fall Break, no class</strong> | | | |
| 9    | 10/17 | • Overview of | Ch. 6 &amp; 7 (NG) | Reflection 2 | 2. F. 1. b. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Date</th>
<th>Topic</th>
<th>Reading Material</th>
<th>References</th>
</tr>
</thead>
</table>
| 10    | 10/24 | Assessment and diagnosis  
- Holistic approaches                                                   | Ch. 8 (NG)                                                                        | 5. C. 1. b.  
5. C. 2. c.                                                                 |
| 11    | 10/31 | Other unique professional roles: consultation, advocacy, and evaluation | reflection 3  
Ch. 9, pp. 210-227 (NG); Granello (BB)                                         | 2. F. 1. b.  
2. F. 1. d.  
2. F. 1. e.  
2. F. 1. j.  
2. F. 1. k.  
2. F. 5. k.  
5. C. 2. c.  
5. C. 3. d.  
5. C. 3. e.                                                                 |
| 12    | 11/7  | Crisis and risk in counseling                                        | reflection 3  
Ch. 9, pp. 228-234 (NG); Meyers, 2015 (BB)                                     | 2. F. 1. k.  
2. F. 1. l.                                                                 |
| 13    | 11/14 | Counselor self-care  
Stress and burnout                                                      | Ch. 10 & 11 (NG)                                                                  | 2. F. 1. b.  
5. C. 2. a.  
5. C. 2. c.                                                                 |
| 14    | 11/21 | Group counseling  
Family and couples counseling                                           | reflection 4  
Ch. 12 & 13 (NG)                                                                 | 2. F. 1. b.  
5. C. 2. a.                                                                 |
| 15    | 11/28 | Counseling across the lifespan                                         | presentations  
Optional: Ch. 14, 15, & 16 (NG)                                               | 2. F. 1. b.  
2. F. 1. c.  
2. F. 1. g.  
2. F. 1. h.  
4. B. & F.  
5. C. 2. a.  
5. C. 2. c.                                                                 |
| 16    | 12/5  | Exploration of counseling settings, cont.*  
Integrating course material                                                 | presentations  
Optional: Ch. 14, 15, & 16 (NG)                                               | 2. F. 1. b.  
2. F. 1. c.  
2. F. 1. g.  
2. F. 1. h.  
4. B. & F.  
5. C. 2. a.  
5. C. 2. c.                                                                 |
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<th>Final CIT action plan due by 5pm on 12/9</th>
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<tbody>
<tr>
<td>Exam Period</td>
<td>12/9</td>
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*We will review in this class the counseling settings that are mentioned in the text but not presented on during the student presentations.

**Key for readings:**
NG: Newsome & Gladding text
BB: article available on Blackboard

*Please note: the instructor reserves the right to alter the course schedule based on how the class proceeds through the course material.*