

East Tennessee State University (ETSU) Counseling Program
COUN 5250: Introduction to Clinical Mental Health Counseling, 3 Credit Hours
 Spring 2021 ♦ Mondays 2:00p.m. to 4:50 p.m. ♦ Synchronous Online

Instructor Information:

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Office Hours: Due to the pandemic, I will not regularly be on campus to host in person office hours. However, I am happy to schedule a phone call or Zoom meeting at your request. Please reach out to me at any time to schedule a meeting.

Course Description, Topics, and Objectives

Catalogue Description: This course is a survey of theoretical and applied information for counselors working in community mental health settings. Course content includes history and philosophy, roles of workers, organizational and delivery systems, program development and consultation, specific populations, interviewing, prevention, and intervention strategies, and current issues related to agency counseling.

Major Course Topics: History, trends, and professional issues of clinical mental health counseling; roles and functions of clinical mental health counselors; management of mental health services; public policy impact on clinical mental health services, access, and practice; biopsychosocial case conceptualization, diagnosis, treatment, referral, and prevention of mental health issues; operations associated with clinical mental health practices.

Course Objectives and the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 Standards

<i>Counseling and Helping Relationships</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
1. strategies to promote client understanding of and access to a variety of community-based resources	2.F.5.k	Reading, Class Discussion
2. suicide prevention models and strategies	2.F.5.l	Lecture, Skills Practice
<i>Clinical Mental Health Counseling</i>	<i>CACREP Standard</i>	<i>Curriculum/Evaluation Outcomes</i>
3. history and development of clinical mental health counseling	CMHC C.1.a	Reading, Group Discussion Report
4. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	CMHC C.1.c	Reading, Lecture, Skills Practice
5. psychological tests and assessments specific to clinical mental health counseling	CMHC C.1.e	Reading, Lecture, Skills Practice

6. roles and settings of clinical mental health counselors	<i>CMHC C.2.a</i>	<i>Reading, Group Discussion Report</i>
7. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders	<i>CMHC C.2.b</i>	Key Assignment: Skills Practice
8. 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>CMHC C.2.c</i>	<i>Reading, Lecture, Skills Practice</i>
9. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	<i>CMHC C.2.d</i>	Key Assignment: Skills Practice
10. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation	<i>CMHC C.2.h</i>	<i>Reading, Class Discussion</i>
11. legislation and government policy relevant to clinical mental health counseling	<i>CMHC C.2.i</i>	<i>Reading, Lecture, Advocacy Project</i>
12. cultural factors relevant to clinical mental health counseling	<i>CMHC C.2.j</i>	Key Assignment: Skills Practice
13. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	<i>CMHC C.2.k</i>	<i>Reading, Group Discussion Report</i>
14. legal and ethical considerations specific to clinical mental health counseling	<i>CMHC C.2.l</i>	<i>Reading, Class Discussions</i>
15. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	<i>CMHC C.2.m</i>	<i>Reading, Lecture, Skills Practice</i>
16. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	<i>CMHC C.2.a</i>	<i>Reading, Lecture, Skills Practice</i>
17. techniques and interventions for prevention and treatment of a broad range of mental health issues	<i>CMHC C.3.b</i>	Key Assignment: Skills Practice
18. strategies to advocate for persons with mental health issues	<i>CMHC C.3.e</i>	<i>Reading, Lecture, Advocacy Project</i>

Methods of Instruction: Small and large group discussion, activities, guest speakers, and lecture will be used in our exploration of course topics.

Course Assignments and Evaluation

Required Reading:

Pipher, M. (2003). *Letters to a young therapist*. New York, NY: Basic Books.

Young, J. S., & Cashwell, C. S. (2017). *Clinical mental health counseling: Elements of effective practice*. Thousand Oaks, CA: Sage. (ISBN: 9781506305639).

*Additional reading, audio/listening, and video/viewing as assigned and to be completed prior to class meetings (including those noted on the Course Schedule and available on D2L).

Group Discussion Report (15 points)

This assignment will be completed in small groups during class time. Instructions and a discussion guide will be provided. Upload one report for your group to the D2L Dropbox by the end of class (on the date and time noted on the Course Schedule) to demonstrate your attendance, participation, and learning. Please note the Group Project Policy in the syllabus.

Discussion Board Posts (10 points total: 5 posts x 2 points each)

It is important that you complete all required reading prior to class. This frees up our class time for discussion, critical exchange of ideas, and activities like the skills practices. On the days noted on the course schedule below, post to the discussion board for that day by 1pm. In other words, a single discussion board post is due on each of the five days noted on the Course Schedule below. Meet the following guidelines to earn the full two points for each post:

- First, identify and briefly discuss at least one thing of interest from the assigned chapter(s). For example, you might write about something that you are still wondering about, something that surprised you, something that especially sparked your interest, or simply something new that you learned. Include the page number(s) for the content you are highlighting.
- Next, choose different content from the assigned reading and make a connection with other material. For example, you might make a connection between something you read with a topic that we previously discussed in class, content from a different class, or a connection to a personal or professional experience. Include the page number(s) for the content from the assigned chapter(s) that you are using to make the connection.
- Posts should be approximately 200 words.

An example of a discussion board post is provided on D2L.

Personal Challenge (15 points total: 2 points for the initial planning and reflection statement; 13 points for the reflection paper)

You will notice as you are reading for your counseling courses that there is an emphasis on personal development and growth as it relates to your professional development. You may have also already heard the guideline not to ask anything of your clients that you are not willing to do. The process of becoming a counselor requires continual self-examination and purposeful pursuits of change. Cultivating self-awareness and growth are often difficult undertakings, for counselors and clients alike! For this assignment, I am asking that you create a personal challenge that you can achieve by early April. Some examples might be completing a particular

hike, going to therapy, spending a day without talking to anyone, disengaging from social media, fasting, engaging in a meditation or journaling practice, learning a new skill or activity, giving a performance, etc. You are creating a unique and personalized challenge; do not use another experience (i.e., abstaining from something for substance abuse class) to “fill in” for this challenge.

First, submit a 1-2 page written statement about your personal challenge on the date indicated on the course schedule below. In this statement, identify your proposed challenge and articulate your reasoning for selecting this challenge. Please allow yourself adequate time to reflect when choosing your personal challenge and at the conclusion of your personal challenge when writing the paper. You will complete a reflection paper on this assignment that will be submitted by the date and time noted on the course schedule below. An assignment guide for the personal challenge reflection paper will be provided in class.

Advocacy Project (15 points)

Advocacy and social justice are important to counselors’ work because without advocacy, systemic change is next to impossible. For this project, you will complete a professional advocacy project of your choosing related to clinical mental health counseling. For example, you may choose to visit a local or state elected official to discuss a change that can be made to improve clinical mental health, you may choose to write letters to an elected official, or you may create a campaign to raise mental health awareness. Additional possibilities for this project include but are not limited to: participating in programs sponsored by the Tennessee Counseling Association (TCA), the American Counseling Association (ACA), or relevant chapters/divisions/affiliates; submitting a conference proposal; or volunteering to work with TCA or ACA staff on a professional project.

The article that is required reading (Toporek, Lewis, & Crethar, 2009) provides a clear explanation of the ACA advocacy domains and gives examples of advocacy efforts in each domain. In the D2L Professional Advocacy content section you will find links and information to help get you started. Submit to D2L (by the date and time noted on the Course Schedule) a professionally written 400–600 word paper that includes the following:

- (1) a summary of and reflection on what you did for your project, including any artifacts that you may have (e.g., letters to/from a congress person) (5 points);
- (2) correctly identify the domain(s) where your advocacy project fits, using the required reading on the ACA advocacy competencies (5 points); and
- (3) a brief reflection on possible areas of interest for future professional advocacy efforts (5 points).

Letters to a Young Therapist Book Review (20 points)

You will have an opportunity to read the book, *Letters to a Young Therapist*, written by Mary Pipher. The purpose of this assignment is to introduce students to the diverse and complex nature of clinical mental health counseling, as described by an experienced supervisor to her novice supervisee. After reading the book, you will meet with your small group members to complete your group book review during the time designated on the Course Schedule. Use the discussion and assignment guide provided on D2L (under “Course Documents”) and submit one group book review to D2L by the end of the class. Please be aware that we also have a guest speaker scheduled during this class meeting. Therefore, I strongly encourage you to take notes using the assignment guide as you read the book and come to class prepared to discuss the book and collaborate on your group book review.

Skills Practice (25 points total: 5 points per each skills practice activity)

During class time there will be opportunities to apply what you are learning and transform knowledge into action. Additional instruction and guidance will be provided at the time of these assignments, which are noted on the course schedule below.

ASSIGNMENTS	POINTS
Group Discussion Report	15
Discussion Board Posts (5 x 2 points each)	10
Personal Challenge	15
Advocacy Project	15
<i>Letters to a Young Therapist</i> Book Review	20
Skills Practice (5 x 5 points each)	25
TOTAL	100

Grading Scale: Maximum Possible Points: 100

A	94-100	A-	90-93	B+	87-89	B	84-86
B-	80-83	C+	77-79	C	74-76	F	Below 74

Grading Policies

Earning an A: Assignments are on time, complete, thorough, and thoughtful. Efforts toward the paper/project (written material, class contributions) demonstrate thorough knowledge of the learning outcome, a nuanced understanding of the material, and a synthesis (considering the material read and finding common threads, themes, similarities and differences, application from theory to practice) of the material rather than just a description of what one has read. Contributions and reflections demonstrate an outstanding commitment to learning, dialogue, and to self- and other- exploration.

Earning a B: Assignments are submitted in a timely fashion and are complete per the assignment description in the syllabus. Efforts toward the paper/project (written material, class contributions) demonstrate an adequate understanding of the material and learning outcome. Contributions (class discussion on the topic; presentations) are appropriate and productive, but lack the synthesis and depth of A-level work.

Earning a C: Assignments are submitted late and/or are incomplete. Efforts toward the paper/project (written material, class contributions) demonstrate minimal effort and self-reflection. Material is not relevant to the course content and/or are inadequate in demonstration of the learning outcome. Written assignments have not been proofread/revised. Assignments are completed with less commitment than one would expect of a graduate student.

Class Policies

Attendance: Students are required to be present for the entirety of each class session. It is a fact of life that due to illness, emergency, or other unforeseen circumstances, sometimes students must miss class. The necessity to miss class is at your discretion, and you are expected to consult with your colleagues about the missed class content. If you need to miss more than one class, your final course grade will drop by one-third letter grade for each additional class missed (e.g., A to an A-; A- to a B+; B+ to a B; etc.). Please be aware that significant and/or repeated late arrivals and early departures from class do count toward missed class time.

Assignments: Course assignments are due on the date indicated in the syllabus, unless changed by the instructor and discussed with the students (i.e., may be changed to a later date). It is the student's responsibility to turn in assignments by the date and time listed in the syllabus. Late assignments can be submitted to the designated Dropbox folder for reduced points. Ten percent will be deducted for any portion of each 24-hour period an assignment is late. Please contact the instructor with any questions regarding assignments.

Email: Practicing professional email etiquette is good preparation for the job search process and your future professional role(s). It is important to keep in mind that while emails may seem private or personal, when you use your university or employer's email service, your emails become a part of your employment record and can be accessed by your employer without notice to you. Further, private emails, text messages, and other forms of communication are records that can be subpoenaed. Also, remember that email is intended as asynchronous communication. Typically, I adopt a more formal style in email communication. I am usually able to reply to emails within 48 hours on business days (Monday through Friday) and cannot guarantee that I will check email on weekends or holidays. If there is a longer delay in replying to an email, there are extenuating circumstances and I will do my best to reply as quickly as possible.

Here are general professional email guidelines, for your consideration:

- ◆ Always include a subject line.
- ◆ Always include a proper greeting or salutation and closing.
- ◆ Use proper grammar.
- ◆ Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.
- ◆ Use standard fonts.
- ◆ Respect the privacy of other class members.

Group Project Policy: Please note that, for any group work (projects, presentations, etc.), any of the following may apply at any time: your group members will provide me feedback on your level of participation/effort; and/or I will observe your level of participation/effort; and/or you will be required to evaluate your own participation/effort. You will be assigned an individual grade. Your individual grade may correspond to your partner or group member's grades, but lack of participation or effort will result in a grade reduction. It is possible to fail a group project individually while the group receives a passing grade.

Professionalism and Class Norms: Learning is enhanced through thoughtful reflection, critical discussion, and application of ideas. This requires your attentive presence and respectful participation in class. Plus, it makes class more interesting! Professional behavior is expected in class. This includes arriving on time, being prepared, and demonstrating engagement with the material and your classmates. You are expected to exhibit attitudes and behaviors congruent with the counseling profession, which includes being receptive to new ideas, openness to others, curiosity, the ability to receive/utilize feedback, and respect for others. Respect for others includes respect for diversity and being cognizant of the words you use (e.g. inclusive language). Confidentiality is the norm for all classroom interactions. Occasionally we deal with clinical, personal, and sensitive matters during class. Please show respect for your classmates by keeping confidential any personal/clinical information revealed during class time. If you are concerned about the safety or welfare of a classmate please contact the instructor.

As a class, we will may not agree on all the issues or come to a single understanding on any subject. There are, however, key elements of the material that I will expect you to be able to explain and hold a conversation about—even if, as individuals, we hold differing and/or contradictory opinions about that element/issue. In that vein, everyone is expected to think about the role of oppression, power, and privilege, as well as their own assumptions surrounding issues of sexism, heterosexism, genderism, racism, colorism, classism, ageism, sizeism, and other forces of inequality, oppression, and/or marginalization that may be discussed throughout the course. It is crucial that:

- ◆ we all remain respectful, considerate, and willing to hear each other’s opinions, thoughts, and feelings while maintaining awareness of the systems of oppression and privilege that may be influencing our experiences and beliefs;
- ◆ we cultivate an atmosphere of safety wherein people can give and receive feedback on how they were heard/perceived or how the dynamics of power and privilege are at work in the classroom; and
- ◆ we keep in mind how our beliefs may be related to or in conflict with the codes of ethics and value of the profession of counseling.

Please respect your peers and your instructor by being vigilant of your use of technology during class. This means, for example, things such as checking emails, being on social media, or working on an assignment for this or other classes takes away from your learning experience, can distract you, your peers, and your instructor, and disengages you from whatever is happening in class. The same is true for phone use (e.g. text, email, social media) during class. If there is an urgent call you are waiting for you may have your phone out and set to “silent;” otherwise please keep your phone in your bag or pocket, so it does not distract you, your classmates, or your instructor. Students observed to be sleeping, texting, using social media, emailing, or otherwise distracted and/or not participating during class may be asked to complete additional assignments related to the course material and/or professional development, in addition to the possibility of a reduction in their final grade.

Finally, professionalism is also expected in writing and presentations. Presentations, written assignments, and projects should reflect professional quality, which includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points.

ETSU Polices

ETSU Syllabus Attachment Link

Please follow this link for a full listing on pertinent University policies and information, including: face covering policy, important dates, academic integrity and misconduct, discrimination and harassment, student rights and freedoms, diversity statement, prerequisites, academic accommodations for students with disabilities, permits and overrides, class attendance, where to go for help, sexual misconduct and Title IX statement, and technical resources.

<https://www.etsu.edu/curriculum-innovation/syllabusattachment.php>

Academic Conduct

According to university policy, “plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through

participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the university's academic misconduct policy as a result of academic misconduct, the instructor has the authority to assign an 'F' or a zero ('0') for the exercise or examination, or to assign an 'F' in the course" (2015-2016 Graduate Catalog, "Academic and Classroom Misconduct").

Candidates with Disabilities

East Tennessee State University recognizes its responsibility for creating an institutional climate in which candidates with disabilities can thrive. Students with any type of disability that requires special accommodations to promote learning in class is to contact the [Disability Services office](#) on campus at 423-439-8346 and subsequently schedule an appointment with the instructor as soon as possible.

University E-Mail

According to university policy, "all official university communications will be sent to the university email address. Faculty, staff, and students may assume that official ETSU email is a valid communication mechanism. Therefore, the university has the right to send communications to students, faculty, and staff via email and the right to expect that those communications are received and read in a timely fashion. Since this is our primary method of communication, email should be checked at least daily. Although students may choose to forward university email to an external email account, he or she is responsible for all information, including attachments" (2015-2016 Graduate Catalog, "Electronic Mail").

Campus Services and Resources

Bucky's Food Pantry: If you find it difficult to afford food, please consider visiting [Bucky's Food Pantry](#), located by the main Central Receiving warehouse by the Buc Ridge Apartment complex, on Treasure Lane (there is a bus stop on the Gold route). For additional questions about Bucky's Food Pantry, call (423) 439-2825 or email at foodpantry@etsu.edu.

ETSU Counseling Center: This course and many others you will take throughout your training as a counselor require self-reflection and cover sensitive topics that touch most people on a personal, often first-hand level. Consequently, you may feel that you need help with emotions that come up. If you experience any personal discomfort, confusion, or distress during the semester, you do not have to face those issues alone. The [ETSU Counseling Center](#) provides counseling support services to all ETSU students. If you find that you need support (e.g., family or relationships issues, test anxiety, time and/or stress management, personal crises, depression, etc.), please contact the [ETSU Counseling Center](#) at (423) 439-3333 or email at counselingcenter@etsu.edu about their confidential and professional services. The ETSU Counseling Center is located on the 3rd floor of the D.P. Culp Center. The center's hours are Monday-Friday 8:00 a.m. to 4:30 p.m. However, if you have an immediate concern or are in crisis outside of those hours, call (423) 439-4841 and press "2" to talk with a counselor 24 hours a day, 7 days a week.

ETSU Disability Services: It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law, and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course.

Faculty accommodation forms are provided to students through [Disability Services](#), which is located in Suite 390 of the D.P. Culp Center. For additional information, call (423) 439-8346.

ETSU Office of Equity and Inclusion: The [Equity and Inclusion](#) website includes information about learning opportunities, articles and resources, and reporting discrimination, harassment, and retaliation.

ETSU Multicultural Center and PRIDE Center: In addition to safe, inclusive spaces to gather on campus, these centers offer various events, programming, scholarships, and resources. The [Multicultural Center](#) is located on the second floor of the D.P. Culp Student Center and the [PRIDE Center](#) in nearby in room 215.

ETSU SafeZone: The [ETSU SafeZone webpage](#) provides information about SafeZone training opportunities, allies across campus, and LGBTQIAP+ resources.

ETSU Services Quick Links: Additional campus resources can be found at <http://www.etsu.edu/etsuhome/services.aspx>



I am a member of the ETSU Safe Zone Ally community network, and I am available to listen and support you in a safe and confidential manner. As a Safe Zone Ally, I can help you connect with resources on campus (e.g., <https://www.etsu.edu/equity/safezone/resources.php>) to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation and gender identity. My goal is to help you be successful and to maintain a safe and equitable campus. I will gladly honor your request to address you by your correct name and gender pronouns. Please advise me accordingly when you feel ready to do so.

Course Schedule

**This schedule is tentative and subject to change*

DATE	TOPIC	ASSIGNMENTS AND READING DUE
1/25/21	Introduction to Course	Course Syllabus
2/1/21	Suicide Risk Assessment	Chapter 10 <i>Start reading Letters to a Young Therapist</i>
2/5/21	<i>Assignment Due Date</i>	Personal Challenge Statement Due to D2L Dropbox by 11pm
2/8/21	Risk Assessment, Cont. Advocacy and Social Justice <i>Skills Practice 1</i>	Chapter 3 and the Toporek, Lewis, & Crethar (2009) article on D2L <i>Cont. reading Letters to a Young Therapist</i>
2/15/21	History of Clinical Mental Health Counseling Legal & Ethical Issues <i>*Small group discussions during class time; group discussion report due by the end of class time to demonstrate attendance, participation, and learning.</i>	Chapters 1 & 2; and the Carmichael & Erford (2014) chapter on D2L Group Discussion Report Due by 5pm <i>Cont. reading Letters to a Young Therapist</i>
2/22/21	Continuum of Care & Assessing Client Concerns	Chapters 4 & 5 Discussion Board Post due by 1pm <i>Cont. reading Letters to a Young Therapist</i>
3/1/21	Assessing Client Concerns, cont. <i>Skills Practice 2</i>	<i>Cont. reading Letters to a Young Therapist</i>
3/8/21	Diagnosis, Treatment Planning, and Referrals <i>Skills Practice 3</i>	Chapters 6 & 7 Discussion Board Post due by 1pm <i>Cont. reading Letters to a Young Therapist</i>
3/15/21	<i>No Class—ETSU Break Day</i>	
3/22/21	Managed Care, Billing, Documentation <i>Skills Practice 4</i>	Chapters 9 & 11 Discussion Board Post due by 1pm <i>Cont. reading Letters to a Young Therapist</i>
3/29/21	Wellness, Self-Care, and Burnout Prevention <i>Skills Practice 5</i>	Chapter 12 and the Joan Halifax podcast excerpt available on D2L Discussion Board Post due by 1pm
4/5/21	Personal Challenges and Professional Advocacy Guest speaker: Kim Bushore-Maki, LPC, RYT, Founder and Director of Shakti in the Mountains	Personal Challenge Reflection Paper and Advocacy Project Due to D2L Dropbox by 2pm <i>Finish reading Letters to a Young Therapist</i>
4/12/21	<i>Letters to a Young Therapist</i> Book Club Meetings Guest Speaker: Nina Critz, M.S., L.P.C., Associate Director for Administration & LPC Training Co-Coordinator at the JMU Counseling Center	<i>Letters to a Young Therapist</i> Reflection Paper Due to D2L Dropbox by 2pm
4/19/21	Psychiatry and Psychopharmacology, Neuroscience in Clinical Mental Health Counseling	Chapters 8 & 14; Plus two brief chapters on D2L: Sherman & Field (2017), Douthit & Russotti (2017) Discussion Board Post due by 1pm
4/26/21	Professional Licensure Process Course Conclusion	<i>Suggestion: Explore the licensure content section on D2L before class</i>
5/3/21	<i>Reserved for class meeting if needed due to unforeseen schedule changes</i>	