

**FLORIDA ATLANTIC UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION
COLLEGE OF EDUCATION**

**MHS 6701
ISSUES IN MENTAL HEALTH COUNSELING**

This syllabus is a representative sample for this course. Specific information such as texts, assignments, and schedule may vary by semester.

COURSE DESCRIPTION

The course examines the factors that make mental health counseling a distinct profession. It focuses on the realities that shape and direct the profession. For example, the course addresses theories, models, methods and techniques implemented in the public and private practice sectors; current community and systemic interventions, including inpatient, outpatient, partial treatment and aftercare; applied approaches to the administration of mental health counseling practice; advocacy for the mental health counseling profession; and the critical issues and emerging topics that may shape mental health counseling.

Prerequisites: Permission of Instructor

REQUIRED READINGS & MATERIAL

Gladding, S. T., & Newsome, D. W. (2010). *Clinical mental health counseling in community and agency settings* (3rd ed). Boston: Merrill.

A Self-Selected Text from topics provided in first class session (instructor approval required)

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

REQUIRED RESOURCES: LiveText

Students in this course are required by the College of Education to have an active LiveText account to track mastery of programs skills, competencies and critical assignments and to meet program and college accreditation requirements. Students must have an account within: the first four (4) weeks of the fall or spring semester, within the first three (3) weeks of summer session, or after the first class of a fast track course. Students who do not have an active LiveText account may have an academic hold placed on their record. Information regarding account activation is provided on the College of Education website, <http://coe.fau.edu/livetext>.

GUIDELINES USED IN DEVELOPING COURSE OBJECTIVES

CACREP: General: II-Knowledge-G1-GJ

CACREP: Clinical Mental Health: Knowledge-A1, A2, A3, A4, A5, A7, C1, C3, C5, C9

CONCEPTUAL FRAMEWORK

As a reflective decision-maker the student will demonstrate the ability to make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional through the implementation of direct and indirect guidance and counseling activities with written and verbal feedback from peers and multiple evaluators.

COURSE OBJECTIVES

I. The Counseling Profession	
1a. History and philosophy G1 (General) A1, C1 (MH)	Cite the historical, philosophical, societal, cultural, economic and political dimensions that shaped and influenced the mental health field.
1b. Professional roles, functions, relationships. A2, C1, C3, C5 (MH)	Determine the places and roles of the mental health counseling practitioner within the mental health system's professional network; and state the roles, functions and professional identity of mental health counselors within it.

II. Organizations and Credentials	
1d. Professional Organizations. A3, A4, A5 (MH)	Understand the structures and operations of professional organizations. Also, understand the training standards; credentialing bodies; and the legal, ethical, and profession-based factors that guide the practice of mental health counseling.
1e. Professional credentials	Recognize the appropriate licensure and credentialing processes and products unique to the mental health counseling profession.
III. Advocacy and Social Justice	
1f. Public and private policy processes, 1g. Advocacy processes to address barriers 1h. Influence on policy	Understand the role of mental health counseling professionals in advocacy for the profession and the deconstruction of institutional and social barriers that impede access, equity, and success for those who solicit mental health counseling services.
IV. Emerging Issues in MH Counseling	
2a. Multicultural/pluralistic trends 2b. Attitudes, beliefs, understandings and acculturative experiences. 2c. Types of interventions appropriate for a diverse population. 2d. Counselors' role in social justice. 2c. Counseling theories.	Place MH Counselors within the context of cultural pluralism, including issues such as social justice, self-awareness, counseling competencies and strategies, and culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body. Also, issues related to acculturation, and strategies to effectively counsel persons from diverse ethnic groups and cultures.
V. Research and Practice Accountability	
8d. Principles, models and applications of needs assessment and program evaluations.	Frame the efficacy/effectiveness of counseling interventions based on available empirical information.

COURSE REQUIREMENTS

Guidelines for Written Work: *All written work must comply with the most recent Publication Manual of the American Psychological Association.*

Assignments

- Class readings
Complete all assign readings and react to class discussions based on these readings.
- Counselor Interview
Arrange to personally interview a practicing LMHC to explore their approach to, and perspectives on, clinical practice and the important professional issues impacting practice today. **(Submit via Digital Drop Box)**
- Local Resources Report
Report on 3 local agencies providing mental health counseling services. Format provided on-line via Blackboard. **(Submit via Discussion Board)**
- Selected Text Response Paper:
Each student will select a self-study book that pertains to one of the “focus” issues selected for this semester’s class. A 3-5 page paper will be submitted examining your thoughts, personal learning and the implications for mental health professionals (clinical or advocacy) based on the book. **(Submit via Discussion Board)**
- Term Paper
You must research and compose a term paper that addresses a pertinent, professional or clinical issue currently impacting the Mental Health Counseling field. Selected “Focus” topics will be discussed in the first class session. Topic must be approved by the course instructor. **(Submit via Discussion Board)**
- Participation in class and on the Discussion Board.
Each time you submit an assignment to the Discussion Board, you need to read and respond to at least 2 other classmates’ postings.

COURSE EVALUATION

Grades will be assigned based on points earned.

Assignment	CACREP	Points
Participation (in class and on Discussion Board)		20

Report on local MH Agencies		20
Interview		10
Book Response Paper		15
Term Paper		35
TOTAL		100

GRADING SCALE

Scores are cumulative and the grade scale represents percentage of total points earned.

A = 100 – 94	B+ = 89 – 87	C+ = 79 – 77	D = 69 – 60	F = 59 – 0
A - = 93 – 90	B = 86 – 84	C = 76 – 74		
	B- = 83 – 80	C- = 73 – 70		

ATTENDANCE

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Attendance includes active involvement in all class sessions, class discussions, and class activities, as well as professional conduct in class.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-sponsored activities (such as athletic or scholastic team, musical and theatrical performances, and debate activities). It is the student's responsibility to give the instructor notice prior to any anticipated absence, and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Because university-based professional programs are charged with the responsibility of preparing students for certification and/or licensure, attendance policies and other course requirements tend to be considerably more demanding than academic, non-professional programs. Accordingly, Counselor Education students are expected to attend every class meeting. Please notify the University Professor/Instructor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance and the scheduling of examinations and work assignments. Students who wish to be excused from course work, class activities or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

UNIVERSITY HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.

- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

ACADEMIC INTEGRITY STATEMENT

Because of its gate keeping function in training counselors for professional certification and licensure, the faculty of the Department of Counselor Education expects all of its graduate students to demonstrate the highest level of integrity in their personal and professional lives. Like faculty, students are expected to abide by the Ethics Code of the American Counseling Association and to know and observe both the Department's and the University's policies regarding, plagiarism, cheating, and other academic irregularities. In addition, any special requirements or permission regarding academic integrity in any course will be stated in the course syllabus and are binding. Failure to abide by these indicators of academic integrity will result in sanctions. In addition, students are expected to report cases of academic dishonesty to the instructor. The Counselor Education student handbook (pages 44 – 47) available at www.coe.fau.edu/counsel/MED_Handbook_Final2009.pdf includes specific policies regarding the Academic Integrity Statement, Policy on Plagiarism, Cheating, and Other Academic Irregularities. Students are encouraged to read and adhere to the outlined policies.

METHODS OF INSTRUCTION

Instructional strategies will include lecture, classroom discussion, online discussion, peer feedback, and instructor feedback. Students will present information that stimulates others' learning, and will process information from audio and visual sources.

DISTANCE LEARNING REQUIREMENTS

1. Students will access Blackboard for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. Student assignments should be **emailed** to the instructor on the **scheduled due date** (see course content and outline).
7. When scheduled, students are expected to make their initial posts on the discussion board by **the due date** and fulfill their discussion board responsibilities by **10 pm on the following Sunday**.
8. Unless otherwise noted, all written assignments should follow APA style, including but not limited to: Title page, page numbers, running head, reference page, 12 pt. font, 1 in. margins etc.
9. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:
 - a. Cheating
 - b. Plagiarism
 - c. Misrepresenting information or failing to give proper credit for citations used
 - d. Participating or facilitating acts of academic dishonesty by others
 - e. Unauthorized prior possession or sharing of examinations
 - f. Submitting the work or tampering with the work of another person
10. Students will receive feedback on assignments from the instructor **via email**. Comments, suggestions, recommendations are provided in pdf format. If necessary, students can download the free Adobe Reader from <http://www.adobe.com/products/acrobat/readstep2.html>
11. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Blackboard. Students should contact the IRM helpdesk at http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id=107_1 if you experience login or connection issues.

12. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Blackboard, navigating and conducting research on the World Wide Web.

REFERENCES

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- Hays, P. A. (2007). *Addressing cultural complexities in practice : Assessment, diagnosis, and therapy* (2nd ed.). Washington, DC: American Psychological Association.
- Kottler, J. A. (2010). *Introduction to Counseling: Voices from the Field* (7th ed). Belmont, CA: Wadsworth.
- Langs, R. (2009). *Managing managed care: Psychotherapy and medication management in the modern era*. Lanham, MD : Jason Aronson.
- Yalom, I. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. Harper Collins: New York.

COURSE CONTENT & OUTLINE

The content and activities for each session are described below. Assigned readings should take place prior to class.

WEEK	SESSION	TOPICS	READINGS	ASSIGNMENTS DUE
Module 1: The Mental Health Counseling Profession	1	Introduction to Mental Health Counseling History and evolution of the MH profession	Gladding Chs.	
	2	Philosophical influences on the MH profession		
	3	The MH Counselor within a network of professionals and settings		
	4	Professional organizations & state Licensure		
	5	The Medical Model: DSM IV, psychotherapy & medication		
	6	Counseling Theories, change process and alternative methods of treatment		
Module 2: Research and Practice Accountability	7	Outcome based Mental Health Practice Research base and treatment efficacy		
	8	Accountability in mental health counseling		
	9	Paradigms guiding practice: DSM & ICD		
	10	Psychotherapy and psychotropic medications		
	11	Emotional/Psychological abuse and mental health		
Module 3: Advocacy, Social Justice & Emerging Issues	12	Public and private policy: Influences on MH Counseling HIPPA & Managed Care: Nature and influence on MH practice		
	13	Employment Options: Private Practice, Community Agencies, & Emerging areas		

	14	Online counseling		
	15	Consumer Awareness and Mental Health issues		
	16	Resiliency: Prevention & Treatment		

BIBLIOGRAPHY

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