

**CPSY 427: INTRODUCTION TO CLINICAL MENTAL HEALTH  
COUNSELING  
Spring, 2017**

**Steven D. Brown  
LT 1058  
(312) 915-6311  
[sbrown@luc.edu](mailto:sbrown@luc.edu)**

**Office Hours  
Wednesday 3:00 – 5:00  
Friday 1:00-2:00**

**OVERVIEW AND PURPOSES**

This course has two purposes. The first purpose is to conduct an in-depth examination of Mental Health Counseling as a helping profession. Specifically, we will examine (a) historical, philosophical, and social/political influences on contemporary mental health counseling practice and the future of mental health counseling as a helping profession, (b) professional organizations to which mental health counselors belong, the settings in which they practice, and the roles of mental health counselors in those settings, (c) credentialing and licensing for mental health counseling practice, and (d) knowledge bases critical to mental health counseling, including evidence-based practice.

The second purpose is to provide students with an opportunity to develop their skills at presenting to professional audiences. Thus, students will have an opportunity to develop in-depth knowledge on a substantive topic relevant to the work of mental health counselors and present their findings to the class.

It is, therefore, hoped that after completing the course students will be knowledgeable about all of the following:

1. Historical, philosophical, societal, cultural, economic, and political foundations of mental health counseling and the future of mental health counseling practice.
2. Preparation standards, credentialing, licensing, and professional identities of mental health counselors.
3. Roles and functions of mental health counselors in relation to managed care, crisis and first responder interventions, prevention and promotion of optimum development, advocacy, technology in counseling, program evaluation, and evidence-based practice.

It is also hoped that students will develop increased skills and confidence to conduct workshops and other forms of professional presentations.

## TEXT AND OTHER RESOURCES

### **Textbook**

There will be no text book for the course.

### **Readings**

American Psychological Association Presidential Task Force on Evidence-Based Practice (2006). Evidence-based practice of psychology. *American Psychologist*, 61, 271-285.

Readings assigned by presentation groups

Introductory readings assigned by instructor (available in Sakai)

### **Evidence-Based Practice Websites**

Cochrane Data Base of Systematic Reviews: [www.thecochranelibrary.com/](http://www.thecochranelibrary.com/)

APA, Division 12 Empirically-Validated Treatments:  
[www.psychologicaltreatments.org/](http://www.psychologicaltreatments.org/)

National Registry of Evidence-Based Programs and Practices  
[www.nrepp.samhsa.gov/](http://www.nrepp.samhsa.gov/)

National Institute for Health and Clinical Experiences (NICE):  
<http://www.nice.org.uk/>

## EVALUATION

Grades will be based on an in-class presentation (30%), final exam (30%), evidence-based practice paper (30%), and participation (10%). Participation involves arriving to class on-time, regular attendance, and active participation on assignments (see attached class schedule) and in your classmates' presentations.

### **In-Class Presentation**

#### **Description and Grading**

Teams of three students will be asked to select a topic from among those listed below, conduct in-depth research on the topic, and lead a two-hour class period devoted to the topic, using appropriate technologies and other types of instructional strategies (e.g., lectures, discussion, demonstrations, experiential exercises, case studies). In addition, each team is required to prepare a bibliography of selected readings and three final exam questions on the topic to distribute to the class on the day of the presentation. Everyone

in the class is expected to have read the section of the Sakai chapter on the topic prior to the class period in addition to readings assigned by the presentation team. Topics include those critical to mental health counseling practice that are emphasized in the text, but have not been covered in sufficient depth in other required courses in the curriculum.

Grading will be based on (a) preparation and organization, (b) quality of instruction, (c) demonstrated knowledge, (d) appropriateness of content coverage, (e) clarity of application, and (f) use of PowerPoint and other media.

Ratings will be provided for the team on the above 7 dimensions, by the instructor and fellow class members, using the following scale:

- 1 = poor, failure (F)
- 2 = unacceptable (D)
- 3 = minimally acceptable (C)
- 4 = good, acceptable (B)
- 5 = target, excellent (A)

To assign a final grade on the presentation to the team members, class and instructor ratings will be averaged on each dimension and then an overall average, across the 6 dimensions, will be obtained. Grades will be based on the overall average and will be assigned according to the following scale:

- 4.50 – 5.00 = A
- 4.00 – 4.49 = B+
- 3.50 – 3.99 = B
- 3.00 – 3.49 = C+
- 2.50 – 2.99 = C
- 2.00 – 2.49 = D+
- 1.50 – 1.99 = D
- 1.00 – 1.49 = F

Oral presentations and use of technology collectively represent a core assessment in the Community Counseling and Clinical Mental Health Counseling Programs. Therefore, all presentations will also be evaluated in Live Text and **each team member is required to upload the team's PowerPoints into Live Text before the presentations.** The following guidelines will be used to rate the presentations as Target, Acceptable, and Unacceptable:

- Target = 4.50-5.00
- Acceptable = 3.50 – 4.49
- Unacceptable = 1.00 – 3.49

## Topics

Presentations should be chosen from the following issues relevant to the practice of mental health counseling:

1. Managed Care (Sakai, pp. 418-428)
2. Crisis and First Responder Interventions (Sakai, pp. 217-227)
3. Prevention and Promotion of Optimum Development (Sakai, pp. 178-185)
4. Advocacy (Sakai, pp. 195-201)
5. Technology in Counseling (Sakai, pp. 68-71)
6. Counseling Persons with Disabilities (Sakai, pp. 91-6)

**Note:** Since the Clinical Mental Health Counseling program requires a prevention course, the prevention topic should be chosen by students in the Community Counseling program.

## Final Exam

A final exam will be given on the date noted on the attached course schedule. The exam will cover issues related to history, organizations, credentialing, and licensing as well as the knowledge bases covered in the class presentations. In relation to the latter, the instructor will select one of the questions from the list that each team distributes to the class at the time of its presentation to include on the final exam.

## Evidence-Based Practice Paper

Students are expected to select a client problem of interest, engage in an evidence-based practice review of the problem, and write a 10 page (maximum) paper summarizing empirically-supported treatments for the problem. The paper should be written in APA style and will be graded on the basis of content, quality of writing, and adherence to APA style requirements.

## IDEA OBJECTIVES

The core objectives of the course include: (a) **gaining factual knowledge** on the above topics, (b) **developing skill in expressing yourself orally**, and (c) **learning how to find and use resources for answering questions or solving problems**. The phrases in bold represent the essential or important objectives for the course on the IDEA on-line course evaluation form that can be found at <http://luc.edu/idea/>. Please be sure to log on and complete the IDEA evaluation when it is posted.

## DISPOSITIONS

Students in all programs in the School of Education are expected to develop three specific dispositions during their graduate study: (a) professionalism, (b) inquiry, and (c) social

justice. The descriptions for the expected behaviors for these dispositions can be found on the rubric posted for the course in LiveText. Information about LiveText can be found at <http://luc.edu/education/admission/tuition/course-management-fee/>

## **SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK**

**Social Action through Education:** As a counselor, you can be a vehicle for social justice in whatever setting you work and in whatever role you exercise in your career. All presentations in this course are expected to incorporate social justice perspectives and issues into the topics. The conceptual framework can be accessed at [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

## **DIVERSITY**

Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, and ability status. All presentations are also expected to incorporate issues of diversity into the topic.

## **SYLLABUS ADDENDUM LINK**

Statements on University policies on academic honesty, accessibility, ethics reporting, and electronic communications can be found at [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

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## COURSE SCHEDULE

**January 20: Administrative Matters and Course Overview**

**January 27: History of the Mental Health Movement**

Readings: None

Assignment: Review Sakai material on Managed Care, Crisis Intervention, Prevention, Advocacy, Technology, and Disabilities. Rank order your interest in these topics and come to class prepared to “sign-up” for one of them as your presentation topic.

**February 3: History of Counseling, Community Counseling, and Mental Health Counseling as Helping Professions**

Readings: None

Assignment: Learn about the American Counseling Association by going to <http://www.counseling.org> and completing the ACA worksheet attached to this syllabus. Come to class prepared to discuss ACA and present your knowledge about one ACA division and Regional Association.

**February 10: The Profession of Mental Health Counseling, Professional Organizations, Standards for Training, Credentialing, and Licensing**

Readings: None

Assignment: Learn about the licensing requirements in a state (other than Illinois) in which you might want to practice and come to class prepared to discuss your findings (Worksheet is attached to this syllabus).

**February 17: Evidence-Based Practice**

Reading: APA Presidential Task Force reading

**February 24 Presentation #1:**\_\_\_\_\_

**March 3 Presentation #2:**\_\_\_\_\_

**March 10 No Class—Spring Break**

**March 17: TBA**

**March 24: Presentation #3:**\_\_\_\_\_

**March 31: Presentation # 4:**\_\_\_\_\_

**April 7: Presentation #5:**\_\_\_\_\_

**April 14: No Class—Ester Break**

**April 21: Presentation # 6:**\_\_\_\_\_

**April 28: Final Exam**

**May 5: Evidence-Based Practice Paper Due (Submit electronically by Noon)**

## LEARNING ABOUT ACA

Instructions: Go to <http://www.counseling.org>. Answer the following questions about ACA and turn in the completed worksheet on the day that it is discussed in class.

1. What is ACA?
2. Where is ACA's central headquarters?
3. What is professional counseling, according to ACA?
4. What are some of the benefits (e.g., journals, listserves, other publications, etc.) that you receive with your ACA membership? Which seem to be the most interesting to you?
5. What are the different membership categories in ACA and what are the requirements for each category?
6. Where will the 2017 annual convention be held? When?
7. What kinds of career resources are available for graduate students?
8. What standards and competencies have been developed by ACA?
9. Identify an ACA division that interests you. Write a one page summary of what you learned about the division.
10. Learn about a state or regional counseling association. Write a one page summary of what you learned about the state or regional counseling association.

## LICENSING AND LICENSING REQUIREMENTS WORKSHEET

**Instructions:** Select a state where you might want to practice (except Illinois) and learn about the state's licensing requirements. Most state licensing boards have a website whose URLs can also be accessed from the ACA website. Answer each of the following questions and come to class prepared to discuss your findings. Create a form on which to record your answers to these questions and turn the completed form into the instructor at the end of the class in which licensing requirements are discussed. Your answers should be word-processed (not hand-written).

1. Name of State
2. What is the name of the license in this state?
3. What types of degrees qualify one for licensing in this state?
4. How many semester hours of graduate course work are required to be license-eligible?
5. In what areas is course work required?
6. How many clock hours of pre-degree supervised practicum and internship are required? Among the total hours, how many hours of direct client contact are required? What types of experiences qualify as direct client contacts? How many hours of supervision are required? Who is qualified to provide supervision?
7. Does this state require post-degree supervised experience? If yes, how many clock hours are required? How many direct client contact hours are required? What types of experiences count as direct client contact hours? How many hours of supervision are required each week? Who is qualified to provide post-degree supervision?
8. Are candidates required to pass examinations to be licensed? If yes, what exams are required?
9. What else should a person know who might want to practice in this state?