

CPSY 427 001
Introduction to Clinical Mental Health Counseling
Spring 2019

Section 001: Thursdays, 4:15 – 6:45 pm, CLC 301

Instructor:

Rufus R. Gonzales Ph.D.

Lewis Towers 1033

(312) 915-6378

Skype ID: rufus.gonzales; rgonza1@luc.edu

Teaching Assistant

Sarah Galvin, M.Ed.

Lewis Towers 1018b (cubicle)

sgalvin2@luc.edu

Course Description

This course has two purposes. The first purpose is to conduct an in-depth examination of Clinical 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.

Objectives

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 contemporary issues in Clinical Mental Health Counseling.
4. It is also hoped that students will develop increased skills and confidence to conduct workshops and other forms of professional presentations.

IDEA Objectives for Course Evaluation:

Essential: Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)

Important: Developing skill in expressing oneself orally or in writing

Important: Learning how to find, evaluate, and use resources to explore a topic in depth

Standards and Assessments

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/

The SOE's Conceptual Framework (CF)—Social Action through Education—is exemplified within the context of this course primarily through:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

Required Readings

There is no required text for this course. Two to three required readings will be posted to Sakai 7 days prior to the class period for which they are assigned. Students are expected to have completed all required readings and come prepared to discuss the readings.

Evidence-Based Practice Websites

Cochrane Data Base of Systematic Reviews

www.thecochranelibrary.com

APA, Division 12 Empirically-Validated Treatments

www.psychologicaltreatments.org

National Registry of Evidence-Based Programs and Practices

<https://www.samhsa.gov/nrepp>

National Institute for Health and Clinical Experiences (NICE)

www.nice.org.uk

Self-Care Plan Web Resources

Self-Care for Professionals

<https://schools.au.reachout.com/articles/self-care-for-professionals>

Developing Your Self-Care Plan

<http://socialwork.buffalo.edu/resources/self-care-starter-kit/developing-your-self-care-plan.html>

Distress, Therapist Burnout, Self-Care, and the Promotion of Wellness for Psychotherapists and Trainees

<https://societyforpsychotherapy.org/distress-therapist-burnout-self-care-promotion-wellness-psychotherapists-trainees-issues-implications-recommendations/>

Articles and Information on Self-care

<https://www.csun.edu/eisner-education/self-care/articles-information-self-care>

Assignments

Class Attendance and Participation

You will be expected to attend all class meetings on time, to read the assigned readings and to actively engage in class discussions and activities. Participation grades also will reflect your professional behavior and active participation in all class activities in ways that reflect the counseling profession. Successful participation in each class meeting will not affect your course grade. However, if you do not meet the class expectations for participation, you will receive a course deduction of up to two points (or two percent) per class. If a class period is missed and excused by the instructor, you may complete a homework assignment that approximates the class topic for the day. Typically the make-up assignment will take the same level of time and effort that would be involved in attending the class.

Licensing Quiz (15 points; January 31)

In week three you will have an in-class open note/laptop quiz. You are encouraged to bring your laptops/tablets to class this day to assist you with the quiz. This quiz includes multiple choice, short answer, and true/false questions to assess your knowledge of the licensure and certification laws/rules and processes in the State of Illinois. You may use any of these resources to assist you and you must complete this without any other assistance.

Grading (grading will be done by the TA):

Each quiz question will be worth one point and there will be 15 questions

State Licensing Worksheet (no grade; February 7)

Learn about the licensing requirements in a state (other than Illinois) in which you might want to practice. Complete the Licensing Worksheet and post to Saki (found in the Sakai assignment portal). Additionally you will be asked to post your worksheet to a forum in Sakai so that other students will be able to use it as a resource. Bring your findings to class and be prepared to discuss it. Students will sign up for a State on-line on Sakai. Only one student can research a particular state. Sign up for you state on Sakai after the first class. See the ACA website for a list of potential States (<https://www.counseling.org/knowledge-center/licensure-requirements/state-professional-counselor-licensure-boards>)

Journal Article Review (5 points; February 14 and 21)

Read a peer-review journal article from within the past 7 years on therapist or trainee self-care, work stress, burnout or vicarious trauma in counseling or other helping professions. Provide the reference, a summary of the article and your recommendations for self-care based on the article. The article should be research based (qualitative or quantitative). Students must supply a copy of the article to the instructor for approval by February 14, 2019. More than one student may not review any particular article. The Journal Article Review is due by the beginning of class on February 21, 2019. References, summaries and recommendations will be compiled across

the class and made available to students as a general resource guide in preparation for your self-care plan.

Grading (this assignment will be graded by the TA):

Reference, Summary and Recommendations 5 points

Service or Advocacy Project (10 points; March 14)

As counselors and agents of social change, we impact the community and the profession in a variety of ways. Our voices and knowledge create change for our profession and for our clients. Both service and advocacy are avenues to effect change. You will be given the choice to participate in a service project and reflect on your role as a professional in this service or to contact a legislative body to promote the counseling profession or communities we serve. You must **choose one** of the projects below and let Rufus know which project you anticipate completing **by January 31** at the start of class.

Service Project

High School Social Emotional Learning Service Day: Attend the Phoenix Military Academy IMPACT day on Friday, March 1, 2019 from 8:45 am – 3:30 pm and participate as an adult small group facilitator. Information about IMPACT day will be posted on Sakai. After the service project, you should submit a 2-3 page reflection paper on the experience and how service as a mental health professional might play a part in your professional identity.

Grading (this assignment will be graded by the Instructor):

Attendance and participation at the IMPACT day event: 5 points

Reflection Paper: 5 points

Advocacy Project

Counselor Advocacy through Legislative Influence: Students will write a letter or email related to legislative action that affects an important counseling issue to you. Explore the American Counseling Association (<https://www.counseling.org/government-affairs/public-policy>) and Coalition of Illinois Counselor Organizations (<http://www.cico-il.org/legislation.html>) public policy and legislation websites to become aware of the need for various legislative actions. Examples of issues related to cases may include third-party reimbursement for counselor services, counselors' rights, client rights, services for students in schools, mental health parity, etc.

To create a thoughtful and well informed letter/email, you will need to engage in your own exploration on the subject and include that information in your letter/email with correct referencing of resources (you must cite at least two references from professional journals of research in the body of your letter and include a references page). Websites and Counseling Today are not appropriate professional resources for your letter. You should review relevant literature in ACA journals (<https://www.counseling.org/publications/counseling-journals>). You may not use a standard letter that an organization has prepared (this is plagiarism and will result in failure of the assignment and possibly the course). This letter/email must be in your

own words though you can use template letters to inform yours. You need to make sure to cite an actual piece of legislation that you intend to support. The legislation must be currently under review and prior to voting with regard to the body you are advocating.

You are to send the letter or email. You will need to submit evidence that you mailed or emailed the letter as well as submit a copy of the letter through Sakai for grading. If you email the letter, you can take a screen shot of the email confirmation and submit that along with the text of your email. If you mail it via USPS, please take a photo of the letter prior to mailing it and upload that photo to Saki along with the text.

Grading (this assignment will be graded by the TA):

Knowledge of the Legislative Issue	3 points
Incorporation of Relevant Scientific Literature	3 points
Application of the Literature to the Issue	3 points
Writing	1 point

Evidence Based Practice (EBP) Poster (30 points; March 21)

Students are expected to select a client problem or developmental issue, engage in an evidence-based practice review of the problem/issue with a specific population, and develop a poster presentation geared toward practicing clinicians that can be discussed with the instructor and peers during one of two class periods (presentation dates will be assigned). Outside reviewers may also be invited to participate in the poster discussions.

EBP Topic (no grade)

Students must submit their topic to the instructor through Sakai by February 28, 2019. Students should identify the following components of the project:

1. Identify the clinical or developmental area of concern. This could include eating disorders, social anxiety, bipolar disorder, being bullied in school, coping with grief and loss, managing racial distress, sports performance enhancement, or any variety of clinical presentations of interest to you.
2. Identify the intended client population. Be as specific as possible when identifying your population demographics (age, gender, racial/ethnic background, immigration/acclimation background, sexual orientation, social class, etc.).
3. Formulate a meaningful question about a client (or hypothetical client). Some example questions might be:
 - What is the best treatment for adolescent depression?
 - Is mindfulness therapy an effective treatment for adolescent ADHD?
 - Would mindfulness therapy help my adolescent with ADD concentrate better in the classroom?
 - Is CBT superior to IPT in the treatment of adult depression?
 - Is there an effective program for the prevention of school-drop out?

Refer to the class lecture on how to ask a clinically meaningful question using the PICO model.

EBP Poster (30 points; March 21)

Develop a professional poster that you would use for presentation at a professional conference. The presentation should include a review and discussion of the usefulness of EBP with regard to the clinical or developmental issue and your population of choice. If the literature does not significantly intersect between your population and your clinical/developmental area of concern, you should review the separate bodies of literature and thoughtfully discuss probable or hypothetical applications.

On the night of the presentation, please arrive early to set up your poster. Your poster should be mounted on a stiff backing or on a trifold board. Easels will be available. Prepare to discuss your presentation for 10-15 minutes, and provide reviewers with a one page fact-sheet about your poster topic. You will likely give your poster talk several times as class members, the instructor, the TA and potential visitors move around the room. This is an opportunity to learn not only how to present, but also to ask professionally relevant questions and to have professional conversations.

In addition to the full text of your poster presentation, you must also submit an annotated bibliography of all cited research and of your one-page fact-sheet. These materials must all be submitted to Sakai by the start of class on March 21, 2019 regardless of when you present.

Resources for Creating a Poster Presentation

<https://library.ithaca.edu/sp/subjects/PosterSession>

<http://www.apa.org/gradpsych/2011/01/poster.aspx>

<http://www.apa.org/ed/precollege/ptn/2012/11/research-posters.aspx>

Grading (this assignment will be graded by the Instructor, the TA and potential visitors*):

Review of literature for the clinical area of concern	6 points
Application of EBP to a specific population	10 points
Poster visual organization and appeal	5 points
Verbal presentation during poster session	5 points
Fact-Sheet	4 points
Annotated Bibliography	4 points

* Grading will be discussed further in class

Self-Care Plan (25 points, April 11)

Students will conduct a self-care assessment and develop a care plan that is both preventative and remedial to be used during their practicum and internship placement. The plan developed in this course will be used and monitored in the CPSY 440/441 sequence. You should develop a

self-care plan that that is specific to your needs, life experiences and potential training site. Your plan should include the following components:

- A formal self-assessment process at three time points: the beginning of the year, mid-year and at the end of the year.
- Identification of the areas of self-care that you feel are of particular interest to you (physical, emotional, relational, spiritual, etc.)
- A specific behavioral plan that has both a preventative component and a remedial component.
- A process for maintaining accountability on a weekly basis.
- A process for incorporating self-reflection.

You should be as thorough and detailed as possible with your plan and provide copies of any charts, logs, assessments, and exercises that you plan to incorporate into the care plan. If you will be utilizing media resources, please describe how they will be used, as well as include them in your reference list. Finally, you should provide a reference list for any resources (journal articles, websites, apps, etc.) you used to develop your plan, and a two to three page reflection paper on your how your understanding of self-care has changed as a result of this assignment.

Grading (this assignment will be graded by the Instructor and the TA):

Written description of the Self-care Plan	5 points
Self-care Plan Documents/resources	10 points
Reference sheet	5 points
2-3 page Self-Reflection Paper	5 points

Final (15 points; May 2, 4:15-6:15 pm)

The final will be an at-home, on-line exam through the Sakai platform that will cover course readings and lectures. The format will be a mixture of true/false, multiple choice, short answer and essay questions. The test will be open note, but students cannot work collaboratively. Students will have two hours to complete the exam.

Schedule:

Date	Topic	Required Reading
1/17 Week 1	Introductions and Course Overview	None
	• <i>No assignments Due</i>	
1/24 Week 2	Historical Overview, Employment Settings, Licensing	TBA
	• <i>No Assignments Due</i>	

1/31 Week 3	Illinois Licensing Quiz, Social and Professional Advocacy, Managed Care	TBA
	• <i>Service or Advocacy choice due</i>	
2/7 Week 4	Licensing Quiz Review, Other State Licensing, Use of Humor in Psychotherapy	TBA
	• <i>State Licensing Worksheet Due</i>	
2/14 Week 5	Evidence Based Practice, Supervision Panel	TBA
	• <i>Self-care Journal Article Approval</i>	
2/21 Week 6	Opening a Private Practice, Clinical Writing	TBA
	• <i>Self-care Journal Article Review due</i>	
2/28 Week 7	No Class	No readings
	• <i>Evidence Based Practice topic due</i>	
Friday March 1	Social Emotional Learning Service Project Phoenix Military Academy Get Impact service day 145 S. Campbell Ave Chicago, IL. 60612 from 8:45 AM-3:30 PM	
3/7 Week 8	Spring Break	
3/14 Week 9	Revisiting Evidence Based Practice, Therapist Self-Care, Mental Health Stigma	TBA
	• <i>Service or Advocacy Project write-up Due</i>	
3/21 Week 10	EBP Poster Presentation	No readings
	• <i>Digital copies of EBP poster, Reference Sheet and Fact Sheet due for whole class</i>	
3/28 Week 11	EBP Poster Presentation	No readings
	• <i>No Assignments Due</i>	
4/4 Week 12	Play Therapy, Counseling Adolescents	TBA
	• <i>No Assignments Due</i>	

4/11 Week 13	Final Exam Review, Counseling Professional Panel	TBA
	• <i>Self-Care Plan Due</i>	
4/18 Week 14	No Class – Easter Break	No readings
	• <i>No Assignments Due</i>	
4/26 Week 15	The Physical Space in Counseling, Professional Values Clarification and Goal Setting, Professional Identity Development	TBA
	• <i>No assignment Due</i>	
5/2	Final Exam – On-line	

Assignment List Summary

Class Attendance and Participation (points subtracted when unsatisfactory)
Licensing Quiz (15 points; January 31)
State Licensing Worksheet (no grade; February 7)
Self-Care Journal Article Review (5 points; February 14 and 21)
Evidence Based Practice (EBP) Poster Topic (no grade; February 28)
Service or Advocacy Project (10 points; March 14)
Evidence Based Practice (EBP) Poster (30 points; March 21)
Self-Care Plan (25 points; April 11)
Final (15 points; May 2, 4:15-6:15 pm)

Grading Policy

For the course grade, the total accumulation of points will be used to determine your grade based on the following:

100-92 points	A	79-77 points	C+
92-90 points	A-	76-73 points	C
89-87 points	B+	72-70 points	C-
86-83 points	B	69-67 points	D+
82-80 points	B-	66-60 points	D
		59-	F

A grade of 82 or below will require the student to retake the course before being eligible to apply for and accept a counseling practicum.

Late assignments will not be accepted without previous permission of the instructor. If an

extension is granted, grades will be lowered by 10%. Therefore, any anticipated situations that may affect turning in materials on time should be discussed with the instructor.

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Diversity

Your program is committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, ability status. This class is designed to facilitate your development as a culturally competent professional, able to work effectively with diverse clients and communities.

Syllabus Addendum Link

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. Across multiple courses students are assessed on the dispositions below. Students who show impairment in these categories may be assessed as deficient. Students who exhibit exemplary conduct will be assessed as such on each dimension. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise. Dispositions Assessment Rubric for this course can be found on LiveText and are delineated below.

	Exceeds Standard (0 pt)	Meets Standard (0 pt)	Partially Meets Standard (0 pt)	Does not Meet Standard (0 pt)
Interactions IL-LUC-DISP-2016.1	Candidate demonstrates exceptional professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients	Candidate demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.	Candidate occasionally demonstrates professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients.	Candidate does not demonstrate professional and ethical behavior when interacting with fellow students, staff, faculty, supervisors, and clients
Course work IL-LUC-DISP-2016.1	Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate occasionally demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA ethical principles (counseling psychology students) via demonstrated unprofessional or unethical conduct with supervisors and clients in field placements.
Field work IL-LUC-DISP-2016.1	Candidate demonstrates a working knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate occasionally demonstrates a basic knowledge of professional and ethical behavior by demonstrating an understanding of the ACA ethical principles (school and community counseling students) and APA ethical principles (counseling psychology students) via work and interaction with supervisors and clients in field placements.	Candidate fails to demonstrate an understanding of ACA ethical principles (community and school counseling students) and APA ethical principles (counseling psychology students) via demonstrated unprofessional or unethical conduct with supervisors and clients in field placements.