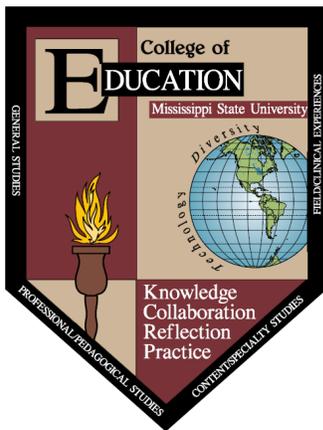


**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY
COURSE SYLLABUS**

Course Prefix & Number:	COE 8703
Course Title:	Principles of Clinical Mental Health Counseling
Credit Hours:	3 hours
Type of Course:	Lecture
Catalog Description:	Three hours lecture. Overview of the history, philosophy, trends, and practice of mental health counseling.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus

that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Student Learning Objectives:

1. Students will understand the history, philosophy, and trends in clinical mental health counseling and demonstrate an understanding of ethical and legal considerations specifically related to the practice of clinical mental health counseling. CACREP CMHC: A1, A2, B1; CFPO: 1, 3, 14.
2. Students will understand the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals. CACREP CMHC:A3; CFPO: 3, 9.
3. Students will know the professional organizations, preparation standards, credentials and professional issues relevant to the practice of clinical mental health counseling. CACREP CMHC: A4, C9; CFPO: 1, 3, 14.
4. Students will understand a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision. CACREP CMHC: A5; CFPO: 3.
5. Students will become aware of professional issues that affect clinical mental health counselors. CACREP CMHC: A7; CFPO: 1, 14.
6. Students will understand the management of mental health services and programs, including areas such as administration, finance, and accountability and how to apply knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in mental health counseling. CACREP CMHC: A8, B2; CFPO: 3, 9, 10.
7. Students will describe the principles of mental health, including wellness, self care, prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society. (CACREP CMHC: C1, D3; CFPO: 2, 3, 9, 10.
8. Students will know the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders, and recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders. CACREP CMHC: C2, C8; CFPO: 3, 4, 9, 10,11.
9. Students will know the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self help). CACREP CMHC: C3; CFPO: 3, 4, 8, 9.

10. Students will understand the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network, as well as maintain information about community resources and how to make appropriate referrals . CACREP CMHC: C5, C8, D4, F1; CFPO: 3, 9.

11. Students will know the principles, models, and documentation formats of bio-psychosocial case conceptualization and treatment planning. CACREP CMHC: C7; CFPO: 3, 4, 5, 11.

12. Students will understand the effects of living in a multicultural society, racism, discrimination, sexism, power, privilege and oppression and many other “isms” on one’s own life and career and those of the clients who are seeking mental health services. CACREP CMHC: E1, E2; CFPO: 2, 6, 8.

13. Students will understand current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. CACREP CMHC E3; CFPO: 13, 14.

14. Students will understand and implement advocacy processes needed to address public mental health policy on local, state, and national levels, financing, regulatory processes, as well as institutional and social barriers that impede access , equity, and success for clients. CACREP CMHC: B2, D4, E4, E6, F1, F2; CFPO: 1, 2, 9, 10, 11, 14.

15. Students will know the principles and models of case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans. CACREP CMHC: G1; CFPO: 4, 11.

16. Students will understand various models and approaches to clinical evaluation and demonstrate their appropriate uses including diagnostic interviews, mental status examinations, bio-psychosocial history, mental health history, symptom inventories, and psycho-educational and personality assessments. CACREP CMHC: G2, H2; CFPO: 2, 4, 11, 13.

17. Students will know the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the *Diagnostic and Statistical Manual of Mental Disorders (DSM)*, and demonstrates their ability to diagnose and describe the symptoms and clinical presentation of clients with mental and emotional impairments. CACREP CMHC: D2, K1, K2, K4, L1; CFPO: 4,10, 11.

(NOTE: Mississippi State University’s College of Education is accredited by NCATE. As a non-teaching graduate program, the School Counseling program is part of the College of Education’s **Advanced Program–General. The *Conceptual Framework Program Outcomes (CFPOs)* referenced in this syllabus are part of this Advanced Program–General model <http://www.educ.msstate.edu/CEdEPy/Ncate/align.htm> .**

Topics covered in course: (45 clock hours)

1. Overview of the CMHC Profession	3
2. Professional Identity	3
3. Mental Health Issues Of Children, Adolescents, And Adults.	3
4. Terminology	3
5. Clinical Mental Health Settings: Organization & Administration	3
6. Laws, Ethical, Legal And Professional Issues	3
7. Emerging Issues In Clinical Mental Health Counseling	3
8. The Counseling Process: Theory, Models, Supervision, Skills	3
9. Assessment and Diagnosis	3
10. Treatment Planning	3
11. Prevention, Consultation, and Referral	3
12. Advocacy and Public Policy	3
13. Program Development, Evaluation	3
14. Grant Writing	3
15. Culturally Sensitive Mental Health Practices	3
Total Hours	45 hours

Required Texts:

Gladding, S. & Newsome, D. (2013). *Clinical mental health counseling in community and agency settings. (4th Ed.)* USA: Merrill.

APA Manual, 6th Edition

Method of Instruction:

Lecture, discussion, experiential learning activities, role playing, guest speakers, media, and presentations will be integral components of instruction.

Student Activities/Course Assignments

1. Professional Identity:

Students in this class have chosen to become a clinical mental health counselor. What does this mean for each individual? Review the guidelines in MyCourses and develop a written response to the questions of a minimum of 6 pages (not including the cover sheet). Responses must be written with correct spelling, in proper grammar, in Times New Roman 12 point font, and double-spaced. See detail-specific format and information on *My Courses*. (Learning outcomes: 1, 2, 5, 7)

2. Professional Orientation:

Students will research and report on qualifications, application process, skills and training, experience, and other pertinent information related to a hypothetical job search for a counseling position. Provide a summary of the information you have accumulated that would serve as a guide to a clinical mental health counselor moving to that state and looking for a counseling position. Review the guidelines in MyCourses and develop a written response to the questions of a minimum of 6 pages (not including the cover sheet). Responses must be written with correct spelling, in proper grammar, in Times New Roman 12 point font, and double-spaced. See detail-specific format and information on *My Courses*. (Learning Outcome: 3)

3. Interview with a Licensed Professional Counselor:

To better understand the roles and functions of counselors in clinical mental health counseling settings, students will conduct an in-depth interview of a Licensed Professional Counselor. Students will schedule an interview with the person at his/her work place and gather information to be included in a report. Review the guidelines in MyCourses and develop a written synopsis of the interview. The paper should be a minimum of 5 and a maximum of 7 pages, not including title page and reference pages. Use APA format as appropriate. Responses must be written with correct spelling, in proper grammar, in Times New Roman 12 point font, and double-spaced. You will present to the class a summary of what you learned from this activity. (Learning outcomes: 2, 5)

4. Signature Assignment-Interview and Agency Critique:

Each student will interview the agency director/administrator and at least two other individuals, at least one of whom is a counselor in the facility. Review the guidelines in MyCourses and develop a written synopsis of the interview and agency critique. Develop a paper of approximately 8 pages that describes in detail the organization you studied. The report should provide a detailed overview of what the agency does, how it functions, the employment opportunities available for counselors within the organization, fiscal policies, issues that affect the provision of effective mental health services, additional information that answers the items listed above, as well as your reactions to the interviews. Use APA format as appropriate. You will present to the class a 15 -minute summary of what you learned from this activity and provide a one-page handout that summarizes the key aspects of the setting. (Learning outcomes: 2, 5, 6, 7, 9, 10, 12)

5. Advocacy, Empowerment, and Social Justice Presentation (Groups):

Students will identify a current mental health issue in Mississippi, develop an advocacy initiative around it. Review the guidelines in MyCourses. Students will present their projects to the class. (Learning outcomes: 12, 14)

6. Mental Illness in Film:

The purpose of this assignment is to explore how mental health issues and the profession are represented in film. Movies will also (to some degree) expose students to the types of clinical issues that clinical mental health counselors confront. Students will be required to watch 2 assigned films and come to class prepared to discuss what they observed. Students are required to

incorporate what they have learned into a short reflective paper which addresses the following questions as they apply to the film. (Learning outcomes: 1, 8, 10, 11, 12, 13, 15, 16, 18).

7. Signature Assignment: Assessment and Diagnosis Take home final: This assignment focuses on hypothetical case conceptualization, diagnosis, and treatment of client presenting issues; more specifically, the skills and practice application of the knowledge you have learned about treating mental health difficulties. (Learning outcomes: 1, 4, 7, 8, 9, 10, 11, 13, 15, 16, 17, 17, and 18).

Honor Code:

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Student Honor Code. For additional information please visit: <http://www.honorcode.msstate.edu>

Technology:

Technology will be used when students email their group reflections and during the group sessions (Video tape).

Nondiscrimination Policy:

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. Mississippi State University conforms to Title IX of the education amendments of 1972, section 503. The department of counseling and educational psychology encourages the recruitment, acceptance, and enrollment of minority students of the region and beyond. Efforts are made to ensure that programs are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of minority groups are strongly encouraged to seek admission in the department.

Disability:

In accordance with University policy, Students with disabilities requiring accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office

of Student Support Services and Disability Support Services is located in 01 Montgomery Hall. The phone number is (662-325-3335) and their web address is <http://www.sss.msstate.edu/>

Field Component:

N/A

Evaluation of student progress:

Grading Point Scale

Grades will be determined by considering each of the following areas:

<u>Grade %</u>	<u>Assignment</u>
10	Professional Identity
10	Professional Orientation
15	LPC Interview
15	Agency Critique
15	Professional Advocacy
15	Mental Illness in Film
20	A & D Final Exam
100 %	

A = 90 -100; B = 80 – 89; C = 70-79; D= 60-69; F= 69 and below