

## James Madison University

### PSYC 630. Clinical Mental Health Counseling

An introduction to the history, profession and practice of clinical mental health counseling. Specific topics include: intervening with individuals, groups, families; developing and evaluating programs; consulting with other professional helpers; promoting personal and systemic well-being; dealing with diverse clients; and addressing legal, ethical and professional identity issues.

#### **Required Reading:**

Gladding, S, & Newsome, D. (2018). Clinical Mental Health Counseling in Community and Agency Settings. (Online version is fine.)

Additional assigned readings will be posted in weekly Modules on Canvas.

**Course Objectives and Expected Learning Outcomes:** Student competence in this introduction to clinical mental health counseling course will be measured by classroom activities, assignments, and professional dispositions. Our goal is to help each other gain understanding regarding the profession and roles of clinical mental health counseling while developing an increased awareness of the range of ways in which each student may contribute to the field.

Specifically, we will address the following 2016 CACREP CLINICAL MENTAL HEALTH COUNSELING standards:

1. FOUNDATION
  - a. history and development of clinical mental health counseling
  - b. theories and models related to clinical mental health counseling
  - c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
2. CONTEXTUAL DIMENSIONS
  - a. roles and settings of clinical mental health counselors
  - b. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders
  - c. 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
  - f. impact of crisis and trauma on individuals with mental health diagnoses
  - i. legislation and government policy relevant to clinical mental health counseling
  - j. cultural factors relevant to clinical mental health counseling
  - k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
  - l. legal and ethical considerations specific to clinical mental health counseling
  - m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

### 3. PRACTICE

- c. strategies for interfacing with the legal system regarding court-referred clients
- d. strategies for interfacing with integrated behavioral health care professionals
- e. strategies to advocate for persons with mental health issues

### **Methods of Instruction and Hopes for the Semester**

I invite you to join me in working to create an inclusive community, learning from the many perspectives that come from having differing backgrounds and beliefs. As such a community, we will aim to be respectful to all, rejecting all forms of prejudice and discrimination, including but not limited to those based on age, color, disability, gender, gender identity, gender expression, national origin, political affiliation, race, religion, sexual orientation, and veteran status. In the Clinical Mental Health Counseling program, faculty and students are expected to commit to creating an environment that facilitates inquiry and self-expression, while also demonstrating diligence in understanding others' viewpoints and acting in accordance with our profession's ethical standards.

It is my hope that all students will be well served by this course, that students' learning needs can be addressed both in and out of class, and that the diversity that students bring to this class will be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity. Your suggestions are encouraged and appreciated.

I also envision this course as a supportive and inclusive learning community where we can share experiences, engage critically with relevant texts, ask complex questions, and discuss our thoughts and ideas. This will be an interactive class that relies on your thoughtful contributions. We will work through course readings, peer supervision, assignments that integrate creative interventions, and other experiential and reflective learning experiences.

The format of this course combines discussion, assignments, and experiential activities. We will learn from each other, which requires that you participate in a thoughtful manner in all assignments. The nature of this course requires that students complete reading and reflection assignments as scheduled in order to meaningfully contribute to class discussions and counseling exercises.

### **Evaluation**

Students will be evaluated on their understanding of the course material and on the quality of their participation. The final course grade will be determined by the following:

| Course Activity  | Percentage of Grade |
|--|---------------------|
| Professional Issues and Advocacy                                     | 20 %                |
| Midterm - KPI 1 and 8 (Introductory. See Appendix A for KPI Rubric)  | 25 %                |
| Research Project KPI 2 (Introductory. See Appendix A for KPI Rubric) | 30 %                |
| Agency Design  | 25 %                |

|    |          |
|----|----------|
| A  | 90 - 100 |
| B+ | 85 - 89  |
| B  | 80 - 84  |

“A” indicates an exceptionally clear and creative grasp of the concepts of the course with demonstrated ability to apply this knowledge to specific problem situations and aspects of the material.

“B” indicates solid understanding of the major concepts, issues, and principles explored and indicates work beyond meeting the basic requirements.

Please note: All papers and assignments are due at the beginning of the class or at the time specified. Assignments turned in late will not receive full credit. The final score will be reduced by one grade for each day the assignment is late.

### **Professional Issues & Advocacy**

I invite you to become an active, contributing member of our class community by participating actively, being fully involved in all activities, contributing your ideas and observations to our discussions, and treating all members of the class community with respect. You will occasionally be asked to consider and respond to additional reading material via our Canvas Discussion Board. Please read assignments and do your best to actively engage with the assigned readings and experiences. Think critically about the course material, and take time to reflect on your own personal and professional growth.

In addition, in your training as a clinical counselor I hope you will begin, or continue, your experience as an advocate. In order to receive full credit for this portion of the course requirements you must:

- 1) have at least one experience in professional counseling advocacy, to include writing a compelling letter to a key policy maker (director of community agency, state representative, etc.) advocating for enhanced mental health services for a specific client population. This is due by October 4;
- 2) complete the online [Collaborative Assessment and Management of Suicidality \(CAMS\)](#) training. I will provide you with login information in October. Please note that this training must be completed by November 28. Submit your certificate of completion on the Canvas Assignment page;
- 3) complete the [Adult Protective Services](#) (APS) online training and submit your certification of completion on the Canvas Assignment page. This should take you about 60 minutes and can be completed any time prior to November 1;
- 4) complete the [CWSE5692 Mandated Reporters: Recognizing and Reporting Child Abuse and Neglect](#) (CPS) online training and submit your certification of completion on the Canvas Assignment page. This should take you about 90 minutes and can be completed any time prior to November 1; and
- 5) participate in the development of the google site [The Process of Becoming an LPC in Virginia](#). Share the final link by December 6.

### **Midterm - KPI 1 (Introductory) & KPI 8 (Introductory):**

The midterm exam will be completed outside of class and will allow you to demonstrate your understanding of the importance of research in the counseling profession and the relevance of evidence-based practice in advancing the field. Please make note of all resources used to support your answers to the exam. This will be due October 18.

### **Research Project - KPI 2 (Introductory):**

First, complete the library research training provided in class. Then, choose a disorder that particularly interests you and conduct a literature search regarding that disorder, using recent (past 5 years) peer-reviewed sources. Report your findings by presenting:

- a description of the disorder, including definitions and information about prevalence;
- cultural considerations influencing assessment, conceptualization and treatment;
- a brief summary of recent research regarding relevant counseling interventions or considerations; and
- concluding recommendations regarding evidence-based practice.

An emphasis in this project will be your ability to demonstrate your understanding of the cultural implications that may be associated with the disorder (such as diagnosis, interventions, and systemic considerations) and how you would ethically and effectively respond to clients' unique needs and contexts. This project should be submitted via a powerpoint presentation and include at least 4 citations in APA format. The completed project is due by December 13.

### **Agency Design:**

Develop a plan for your ideal clinical mental health counseling agency. Your agency must be designed to effectively serve clients' needs and could be focused on a specific population or intended to serve a broad range of needs. Requirements for this agency are the expectations that 1) counselors attend to social justice and advocacy needs; and 2) the agency offers telemental health services. Please consider this checklist as you develop your plan:

- \_\_\_ Population Identified
- \_\_\_ Social Justice/Advocacy Needs Identified
  - \_\_\_ Plan in place to help meet those needs
- \_\_\_ Mission Statement Included
- \_\_\_ Informed Consent Document Included, to include Telemental Health Considerations

Sample photos of your ideal agency are welcome. Feel free to imagine the agency you would *really* like to create. Do you want to work with children and families? Include animal-assisted or creative interventions in therapy? Offer school-based mental health services, or perhaps nature-based therapy, or a combination? Perhaps you'd specialize in providing trauma-assisted care for minors who are undocumented residents of the U.S. You get to choose. Please present this via a narrated powerpoint or a powerpoint with notes, posted to the Assignment Page, by December 13.

### ***Academic Honesty***

It should come as no surprise that we expect you to be committed to academic honesty, which is absolutely essential for the success of any learning community, but especially one with the mission of training ethical counselors. If you are unfamiliar with the specifics of the JMU Honor Code, you can read it at <http://www.jmu.edu/honor/code.shtml#TheHonorCode>.

### ***Research Assistance***

If you need help completing your research assignments, you can contact our Liaison Librarian, Liz Chenevey. Email her specific questions at [chenevet@jmu.edu](mailto:chenevet@jmu.edu) or schedule a one-on-one appointment at <http://events.lib.jmu.edu/appointments/>

### ***Mental Health Resources***

As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily life. If you or someone you know is experiencing mental health challenges at James Madison University, please connect with the Counseling Center (CC) located within the Student Success Center on the 3rd floor, Suite 3100. You can learn more about available CC services by visiting the website: <https://www.jmu.edu/counselingctr/> or calling the Center (540-568-6552). Their services are free and confidential.

JMU has also partnered with TimelyCare, a virtual health and well-being platform, to provide you with 24/7 access to virtual mental health care from anywhere in the United States at no cost. Download the TimelyCare App or visit <https://timelycare.com/jmu> to register and get started today. Other available support resources to consider on campus include, but are not limited to the: Office of the Dean of Students, Health Center, UREC Health Promotion, Learning Strategies Instruction, & Office of Disability Services.

If there is ever an immediate concern for your safety or the safety of another individual please call 911. In case of a mental health emergency (e.g., thoughts or plans to kill yourself, thoughts of seriously harming others, recent sexual assault) M-F 8am-4:30pm, when the University is open, crisis services are available through the CC. After hours and/or on weekends: students can call the Center (540-568-6552) and press “1” to connect to the after-hours crisis line. Alternatively, all students may go to the Emergency Room at the Sentara RMH Medical Center, 2010 Health Campus Drive, Harrisonburg, VA, 22801, (540-689-1414), call the 988 Suicide & Crisis Lifeline (988), and/or utilize the Crisis Text Line (text “HOME” to 741741).

### ***Religious Accommodations***

Cultural diversity enriches our learning community and is an essential component of our counselor education programs. Therefore, we are committed to providing appropriate accommodations for your religious observations. Please let us know at the start of a course if you expect any absences so that we can explore mutually acceptable alternatives for completing any missed activities. If you have any additional questions, we encourage you to contact the Office of Equal Opportunity at 540.568.6991 or online at <http://www.jmu.edu/oeo/>.

### ***Disability Accommodations***

We believe that cultural diversity also includes differences based on physical abilities. Therefore, we are also committed to providing any accommodations you may need for a disability. Please contact us at the beginning of the semester so we can make any necessary arrangements. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services for students with disabilities. The office is located in the Student Success Center, room 1202, and you may call (540) 568-6705 for more information.

If you have a disability and may require some type of instructional and/or examination accommodations, please contact your instructor early in the semester so that they can provide or facilitate provision of accommodations you may need.

### ***Confidentiality and Title IX***

Title IX addresses not only gender discrimination, but also sexual harassment and sexual violence, because they create a hostile educational environment. We are committed to creating a safe haven and an open atmosphere in this learning community. The personal information you share in your written assignments, class discussions, experiential activities, and counseling practice sessions enriches the learning experience for everyone. We want to let you know that, as educators, we are mandated by Title IX to report any suspected sexual harassment or sexual assaults of students. This mandate does not require identifying you and we are dedicated to addressing these concerns with sensitivity and consideration for your privacy and wellbeing. If you do want to report any event, the Title IX Coordinator is Amy Sirocky-Meck, Madison Hall 4035, [sirockam@jmu.edu](mailto:sirockam@jmu.edu), 540-568-5219. You may also file a report with Title IX online at <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>.

Furthermore, we also will take necessary action to respond to any disclosures of dangerousness to self or others. For more information on resources and reporting options, refer to the Title IX website: <https://www.jmu.edu/access-and-enrollment/titleIX/index.shtml>

### ***Adding/Dropping Classes***

As mature and conscientious students, you know that you are responsible for registering for classes and for verifying your class schedules on e-campus. Obviously, you must register for classes or drop classes before the scheduled add/drop deadline. For more details, you can refer to the Registrar's Web site at <http://www.jmu.edu/registrar/>.

### ***Inclement Weather***

Inclement weather may lead to the cancellation of a class. If you are unsure of the weather conditions on campus, you can call the JMU Weather Line at 540.433.5300. You also can listen to the JMU radio station at 1610AM for cancellation announcements. The area radio and television stations regularly inform the public when classes are cancelled. For details about JMU's cancellation policy, go to <http://www.jmu.edu/JMUpolicy/1309.shtml>. Please don't take unnecessary risks to make it to class.

## Appendix A: KPI Rubrics and CACREP Alignments

**KPI Rubrics**

|   | <b>Below Standard</b>   | <b>Approaching Standard</b>  | <b>At Standard</b>   | <b>Exceeds Standard</b>  |
|---|---|--|--|--|
| <p><b>1. Professional Counseling Orientation and Ethical Practice:</b><br/>Recognizes and applies professional ethical standards including clear and appropriate relationships with clients, colleagues, and the community.</p> | <p>Does not meet expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with community agencies. Does not demonstrate understanding of ethical standards. Does not demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.</p> | <p>Does not consistently meet expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with community agencies. Demonstrates understanding of ethical standards but does not consistently demonstrate synthesis of professional ethical standards into decision making when establishing new professional relationships.</p> | <p>Meets expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with community agencies. Understands the importance of maintaining appropriate boundaries with clients and colleagues, and incorporates knowledge of ethical standards whenever establishing new professional relationships.</p> | <p>Surpasses expectations for level of training and experience when: (a) evaluating ethical dilemmas, (b) establishing relationships with clients, (c) establishing relationships with colleagues, and/or (d) entering partnerships with community agencies. Evaluates the context of a given situation and applies sound decision making skills to maintain appropriate boundaries with clients and colleagues.</p> |
| <p><b>2. Social and Cultural</b></p>  | <p>Does not meet expectations for</p>   | <p>Does not consistently</p>   | <p>Meets expectations for</p>  | <p>Surpasses expectations for</p>  |

|  |   |  |  |   |
|--|---|--|--|---|
| <p><b>Diversity:</b><br/>Collaborates with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs and socioeconomic status in clinical and other professional settings.</p> | <p>level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Does not demonstrate self-awareness regarding issues of diversity. Does not seek supervision regarding issues of diversity. Does not demonstrate an attitude of openness regarding potential issues of diversity.</p> | <p>meet expectations for level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Does not consistently demonstrate self-awareness regarding issues of diversity. Does not consistently seek supervision regarding issues of diversity. Does not consistently demonstrate an attitude of openness regarding potential issues of diversity.</p> | <p>level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Demonstrates self-awareness regarding issues of diversity and seeks consultation and supervision as needed. Enters in to collaborative relationships with an attitude of openness and with awareness regarding potential issues.</p> | <p>level of training and experience when interacting and/or collaborating with people of diverse ethnicity, culture, gender, sexual orientation, physical ability, religious beliefs, and socioeconomic status. Consistently demonstrates self-awareness regarding issues of diversity and seeks consultation and supervision as needed. Enters in to collaborative relationships with an attitude of openness and with awareness regarding potential issues.</p> |
| <p><b>8. Research and Program Evaluation:</b><br/>Critically evaluates research related to core areas of counseling practice. Uses data-</p>   | <p>Does not meet expectations for level of training and experience in locating community resources and critically</p>   | <p>Does not consistently meet expectations for level of training and experience in locating community</p>  | <p>Meets expectations for level of training and experience in locating community resources and critically</p>  | <p>Surpasses expectations for level of training and experience in locating community resources and critically</p>   |



|   |  |  |   |  |
|---|--|--|---|--|
| informed decision-making practices for program evaluation and management. | evaluating research related to client problems. Does not use this information to inform decision-making. | resources and critically evaluating research related to client problems. Inconsistently uses this information to inform decision-making. | evaluating research related to client problems. Able to use this information to inform decision-making. | evaluating research related to client problems. Able to use this information effectively and thoughtfully to inform decision-making. |
|---|--|--|---|--|

### CACREP & Course Assignment Alignment

| CACREP STANDARDS INCLUDED IN COURSE ASSIGNMENTS                               | 1a | 1b | 1c | 1d | 1e | 1f | 1g | 1h | 1i | 1j | 1k | 1l | 1m | 2a | 2b | 2c | 2d | 2e | 2h | 8a |
|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| <b>1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</b>            | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  | x  |    |    |    |    |    |    |    |
| <b>2. SOCIAL AND CULTURAL DIVERSITY</b>                                       |    |    |    |    |    |    |    |    |    |    |    |    |    | x  | x  | x  | x  | x  | x  |    |
| <b>8. RESEARCH AND PROGRAM EVALUATION</b>                                     |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    |    | x  |
| Professional Issues and Advocacy  | x  | x  |    | x  | x  | x  |    |    |    |    | x  |    |    |    |    |    |    |    |    |    |
| <b>KPI 1 and 8 (Introductory) Midterm (See Appendix A for KPI Rubrics)</b>    | x  | x  | x  | x  | x  | x  | x  | x  | x  |    |    |    |    | x  |    |    |    |    |    | x  |
| Agency Design   |    |    |    |    | x  |    |    |    | x  | x  |    | x  | x  | x  | x  | x  |    |    |    |    |
| <b>KPI 2 (Introductory) Research Project (See Appendix A for KPI Rubrics)</b> | x  |    |    |    | x  |    |    |    |    |    |    |    |    | x  | x  | x  | x  | x  | x  | x  |

| <b>CMHC STANDARDS INCLUDED IN COURSE ASSIGNMENTS</b>                       | 1 a | 1 b | 2 a | 2 b | 2 c | 2 f | 2 i | 2 j | 2 k | 2 l | 2 m | 3 c | 3 d | 3 e | JM U 9 |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--------|
| <b>CMHC 1. Foundations</b>   | x   | x   |     |     |     |     |     |     |     |     |     |     |     |     |        |
| <b>CMHC 2. Contextual Dimensions</b>                                       |     |     | x   | x   | x   | x   | x   | x   | x   | x   | x   |     |     |     |        |
| <b>CMHC 3. Practice</b>  |     |     |     |     |     |     |     |     |     |     |     | x   | x   | x   |        |
| <b>9. Counseling Program Key CMHC Standards</b>                            |     |     |     |     |     |     |     |     |     |     |     |     |     |     | x      |
| Professional Issues and Advocacy   |     |     |     |     | x   |     | x   |     | x   | x   |     |     |     | x   |        |
| <b>KPI 1 and 8 (Introductory) Midterm (See Appendix A for KPI Rubrics)</b> | x   | x   |     |     |     |     |     | x   |     | x   |     | x   | x   | x   | x      |
| Agency Design  |     | x   | x   | x   |     | x   |     | x   |     |     | x   |     | x   |     | x      |
| <b>KPI 2 (Introductory) Research Project</b>                               |     | x   | x   | x   |     | x   |     | x   |     | x   |     |     | x   | x   | x      |