

## Department of Educational Psychology

We develop educational leaders who create tomorrow's opportunities.

Our mission is to prepare competent and committed professionals who will make positive differences for children, young adults, and others in schools.

**Educational Psychology  
EPS 592, Section  
MASTER SYLLABUS  
Foundations of Clinical Mental Health Counseling  
Department of Educational Psychology  
Semester**

**Total Units of Course Credit:** 3

**Course prerequisites:** Admission to the Master of Arts in Clinical Mental Health Counseling

**Mode of Instruction:** Face-to-Face

**Instructor's Name:**

**Instructor's Contact:**

**Instructor's Availability:**

**Course Purpose:** Required course in the M.A. in Clinical Mental Health Counseling Program. This course is an introduction to the profession of community counseling, including historical perspectives, theory, practice, employment settings, credentialing requirements, research, and ethical considerations.

**Required Text:**

1. Gladding & Newsome (2018). Clinical Mental Health Counseling. (5<sup>th</sup> Ed.) Upper Saddle River, NJ: Pearson ISBN-0134386779
2. Haag-Granello (2019).

**Course Topics, Objectives, and Related Standards and Outcomes**

From CACREP 2016 Standards: Section 2-1 and Section 5C: Clinical Mental Health Counseling

**2-F.1: PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE**

- history and philosophy of the counseling profession and its specialty areas, the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (2-F.1a)
- counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (2-F.1b)
- the role and process of the professional counselor advocating on behalf of the profession (2-F.1c)

- advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (2- F.1d)
- professional counseling organizations, including membership benefits, activities, services to members, and current issues (2- F.1e)
- professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (2- F.1f)
- current labor market information relevant to opportunities for practice within the counseling profession (2- F.1g)
- ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (2- F.1h)
- technology's impact on the counseling profession (2- F.1i)
- strategies for personal and professional self-evaluation and implications for practice (2- F.1j); succeeding in graduate school and counselor development
- self-care strategies appropriate to the counselor role – **Key Performance Indicator (KPI)** (2- F.1k)
- the role of counseling supervision in the profession (2- F.1l)

#### 2- F.3: HUMAN GROWTH & DEVELOPMENT

- ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (2- F.3i)

#### 2- F.5: COUNSELING & HELPING RELATIONSHIPS

- theories and models of counseling (2- F.5a)
- a systems approach to conceptualizing clients (2- F.5b)
- theories, models, and strategies for understanding and practicing consultation (2- F.5c)
- ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (2- F.5d)
- the impact of technology on the counseling process (2- F.5e)
- counselor characteristics and behaviors that influence the counseling process (2- F.5f)

#### 2- F.5: RESEARCH & PROGRAM EVALUATION

- the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (2- F.8a)
- identification of evidence-based counseling practices (2- F.8b)
- needs assessments (2- F.8c)
- designs used in research and program evaluation (2- F.8g)
- analysis and use of data in counseling (2- F.8i)

### 5C: CLINICAL MENTAL HEALTH COUNSELING

#### 5-C.1: FOUNDATIONS of CMHC

- a. history and development of clinical mental health counseling (5-C.1a)
- b. theories and models related to clinical mental health counseling (5-C.1b)

#### 5-C.2. CONTEXTUAL DIMENSIONS

- a. roles and settings of clinical mental health counselors (5-C.2a)

- 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 (5- C.2c)
- d. diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and the *International Classification of Diseases (ICD)* (5- C.2d)
- i. legislation and government policy relevant to clinical mental health counseling (5- C.2i)
- j. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (5- C.2k)
- k. legal and ethical considerations specific to clinical mental health counseling (5- C.2l)
- l. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling (5- C.2m)

**Course Structure/Approach:** Above objectives will be accomplished through:

- Class Text Lectures and discussions
- Small group activities
- Reading text, articles, outside readings.
- Completion of exams
- Completion of projects/assignments

**Critical Consumer of Information Statement**

During the course of your academic career, you will encounter many sources of information. Always be mindful of where the source comes from and whether it is something based on scientific research (such as Peer Reviewed Journals, technical documents, dissertations, etc), or if it is something that should be considered more carefully (such as statements taken out of the context of a journal, a newspaper, an online wiki, a video or a blog). This course is no exception, and over the next few weeks you will be asked to analyze many different sources of information. Think critically about where the information is coming from and take it in based on your best judgment as a graduate student.

**8-week Course Schedule**

	Date	Topic	Assignment	Reading Due	CACREP
1	8/27	History and Professional Identity			<b>2-F1</b> a,b,c,d <b>5C1a</b>
2	9/3	Ethical and Legal Considerations, Counseling a Diverse Population		Chapters 1-3	<b>2-F1</b> e,f,g,h,i <b>5C2</b> j,k,l
3	9/10	Counseling Processes, Assessment and Diagnosis	The Case Of...	Chapters 4-5	<b>2-F1</b> j <b>5C1</b> b,c,d,e <b>5C2</b> d
4	9/17	Holistic Approaches, Consultation, Advocacy	Midterm	Chapters 6-7	<b>2-F1</b> e

5	9/24	Crisis, Suicide, Preventing Burnout	Self-Care Assignment - KPI	Chapters 7-8	<b>2-F1</b> k,l,m
6	10/1	Counseling Groups, Couple and Family Counseling		Chapters 9-10	
7	10/8	Child and Adolescent Counseling, Counseling Adults, College and Career Counseling		Chapters 11-13	
8	10/15	Community Settings, Private Practice, Managed Care		Chapters 14-15	<b>5C2</b> a,c,m

### Description of Assignments

#### **The Case Of...**

Choose ONE of 'The Case of' from pages (59,72,76,91,97,101,103,116,124,128,137,147, and 156). Tell me which scenario you are writing about (pg) and provide a brief summary. Respond to the questions asked by the authors. Keep it to two pages. Submit this assignment via BBLearn.

#### **Agency Profile Assignment**

Students will conduct an in-depth review of a public or nonprofit community agency that serves a population or provides a service that is of interest to them. For-profit, or private practices are not considered agencies. Students will interview agency personnel, review relevant agency documents, and make observations of physical space and resources. The purpose of this assignment is twofold. First, students will become “experts” on one particular agency, and this level of knowledge will facilitate comparison of actual community agency practices to those practices and philosophies studied over the course of the semester. Second, students will share their observations with peers so that classmates may gain a more comprehensive view of services available and begin building referral resources.

#### Profile Guidelines

Use the profile template provided on BBLearn to fill in information regarding the agency and its goals, clientele, services, administrative structure, and role of counselors. Please be clear and concise.

#### Presentation Guidelines

Pretend you have been asked to “pitch” your agency to a group of colleagues at a professional meeting. Provide a short, organized overview of your agency. Include only the basics: mission, population served, services provided, and clinical staff.

**Wellness Self-Assessment and Self-Care Plan** (This is a Key Performance Indicator Assignment for NAU’s CACREP accreditation). Students will use the Princeton U Matter Wellness Self-Assessment inventory and create a plan to address self-care goals. Students will complete the assessment and self-care plan by Week 5, 9/24. Students will then track their progress on their plan over the following three weeks and write a 2-3 page reflection paper due on Week 8. The reflection paper will identify progress and obstacles to progress on the plan, address the major areas of wellness in the U Matter self-

assessment, identify future goals for self-care, and discuss how their personal self-care impacts their professional development and effectiveness as a counselor. See the rubric below.

**The Future of Counseling – Group Paper and Presentation** Students will work in small groups to prepare a research paper and presentation on the emerging topics/issues in the field of Counseling. Teams will be constructed within the first two weeks of class. A rubric for the presentation and paper are found in Appendix B. The paper should be written in APA style and supported by a minimum of 4 professional sources (articles from professional, peer-reviewed journals, authored books from professionals in the field of counseling or related fields). The presentation will use PowerPoint or Prezi. Paper and presentation are due on Week 6, October 1.

- **Effective Counselor Characteristics & Behaviors Quiz** - counselor characteristics and behaviors that influence the counseling process (2-5f) - **Key Performance Indicator (KPI)** (5-2g)
  1. **Wampold's big 15 – See Appendix C**

**Grading System: students will be assigned a letter grade based on the following point system.**

<b>Item</b>	<b>Total Pts.</b>
The Case Of...	50
Wellness Self-Assessment and Self-Care plan	50
The Future of Counseling Group Paper and Presentation	75
Agency Profile	75
Midterm	100
Final	100

Final letter grades will be determined by points earned as follows:

A	405-450
B	360-404
C	315-359
D	270-314
F	<270

## Appendix A Rubric for Self-Care Assignment

EPS-592 (1191-8219) FOUND OF CLIN MNTL HEALTH (Spring 2019 S8B...

7/19/19, 2(55 PM

Name	KPI Self-Care Assignment Rubric		
Description	Locate a self-care assessment, complete it and develop a self care plan with action steps and monitoring component and do one step at least once before the end of this course. Submit your assessment and a reflection about the process.		
Rubric Detail			
	<b>Levels of Achievement</b>		
<b>Criteria</b>	<b>Unsatisfactory</b>	<b>Good</b>	<b>Excellent</b>
<b>Self Care Assessment</b>	<p><b>1 Points</b></p> <p>Little evidence of completion of self care assessment and review of results.</p>	<p><b>2 Points</b></p> <p>Good evidence of completion of self care assessment and review of results.</p>	<p><b>3.33 Points</b></p> <p>Exceptional evidence of completion of self care assessment and thoughtful review of results.</p>
<b>Self Care Plan/Steps/Monitoring</b>	<p><b>1 Points</b></p> <p>Demonstrates vague or lack of self care plan with steps and monitoring as related to self care assessment</p>	<p><b>2 Points</b></p> <p>Demonstrates good self care plan with steps and monitoring as related to self care assessment</p>	<p><b>3.33 Points</b></p> <p>Demonstrates exceptional self care plan with welldefined steps and monitoring as related to self care assessment</p>
<b>Quality of writing</b>	<p><b>1 Points</b></p> <p>Demonstrates poor organization and/or clarity of ideas and errors in spelling, grammar, and punctuation.</p>	<p><b>2 Points</b></p> <p>Demonstrates good organization and/or clarity of ideas and few, if any, errors in spelling, grammar, and punctuation.</p>	<p><b>3.34 Points</b></p> <p>Demonstrates exceptional organization and/or clarity of ideas and thorough proofreading of paper.</p>

[https://bblearn.nau.edu/webapps/rubric/do/course/manageRubrics?dispatch=view&context=course&rubricId=\\_130673\\_1&course\\_id=\\_173663\\_1](https://bblearn.nau.edu/webapps/rubric/do/course/manageRubrics?dispatch=view&context=course&rubricId=_130673_1&course_id=_173663_1)

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See PDF attachment of rubric from BBLearn

APPENDIX C:

Effective Counselor Characteristics & Behaviors Quiz – KPI 5-2g

Quiz is found in BBL

Content drawn from QUALITIES AND ACTIONS OF EFFECTIVE THERAPISTS

Research suggests that certain psychotherapist characteristics are key to successful treatment.

By Bruce E. Wampold

<https://www.apa.org/education/ce/effective-therapists.pdf>

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Appendix B  
Rubric for Group Paper and Presentation - The Future of Counseling

PRESENTATION & POWERPOINT	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	BELOW EXPECTATIONS	POINTS EARNED
TIMING (30 MINS +/- 5)	WELL-TIMED (2)	MODERATELY TIMED (1)	FAR TOO SHORT OR TOO LONG (0)	
PARTICIPATION	EQUAL (2)	MODERATELY EQUAL (1)	UNEQUAL (0)	
ENGAGED AUDIENCE	HIGH ENGAGEMENT (2)	MODERATE ENGAGEMENT (1)	LOW ENGAGEMENT (0)	
CONTAINS ALL CONTENT *	ALL CONTENT (9-10)	MOST OF REQUIRED CONTENT PRESENT (6-8)	MISSING KEY CONTENT (0-5)	
PPT IS VISUALLY APPEALING	HIGHLY APPEALING (2)	MODERATELY APPEALING (1)	MINIMALLY APPEALING (0)	
BALANCE OF COMPREHENSIVENESS & CONCISE	WELL-BALANCED (5-4)	MODERATELY BALANCED (3)	NOT WELL BALANCED (0-2)	
TOLD COHESIVE STORY	VERY COHESIVE (5-4)	NARRATIVE MODERATELY COHESIVE (3)	MINIMALLY COHESIVE (0-2)	
ORGANIZATIONAL FLOW	TOLD WELL-ORGANIZED STORY WITH STRONG LOGICAL FLOW (3)	MODERATELY WELLORGANIZED WITH MODERATE FLOW (2)	Not well-organized, poor flow (0-1)	
Q & A	Q & A Handled well (4)	Moderately well (2-3)	Did not handle Q&A well (0-1)	

Key content should include:

- Relevant title
- Background & relevance
- Operational definitions
- Rationale & underlying, relevant theories
- Questions your presentation is trying to answer
- Timeline/history/context
- Pros and cons of this trend
- Relevant ethical issues

- Practical issues for counselors to consider
- Conclusions
- Recommendations for future-related research

Total Presentation points earned out of 35 \_\_\_\_\_

PAPER	Exceeds Expectation	Meets Expectations	Below Expectations	Points Earned
Relevant Title	2	1	0	
Background and Relevance	4	3-2	0-1	
Operational Definitions	2	1	0	
Rationale and underlying, relevant theories	4	3-2	0-1	
Questions your presentation is trying to answer	4	3-2	0-1	
Timeline/History/Content	4	3-2	0-1	
Pros and Cons of this trend	4	3-2	0-1	
Well-cited, well-researched	2	1	0	
Relevant Ethical Issues	2	1	0	
Practical Issues for Counselors	4	3-2	0-1	
Conclusions	2	1	0	
Recommendations for Future Research	2	1	0	
References	2	1	0	
APA Format	2	1	0	

Total Paper Points earned out of 40 \_\_\_\_\_

Comments about Presentation:

Comments about Paper:

Total Points earned out of 75 \_\_\_\_\_

## COURSE POLICIES

### ATTENDANCE, PARTICIPATION, & PROFESSIONALISM

Enrollment in this course is limited to graduate students who are preparing for professional careers; thus, attendance is required and class participation is expected as just one component of professional responsibility. At all times, students are expected to demonstrate personal characteristics consistent with the characteristics of professional counselors, engage in ethical behavior as defined in the American Counseling Association *Code of Ethics*, and adhere to NAU's Academic Integrity policy (<http://www2.nau.edu/d-elearn/support/tutorials/academicintegrity/index.php>)

As professionals, students also are responsible for coming to class prepared to discuss readings, making productive contributions to class discussions/activities, and attending respectfully to others when not contributing directly. Students who do not meet expectations regarding professional responsibilities will be evaluated as such. This evaluation may be reflected in a grade reduction, competency concern report, and/or request for other remediation per Counseling Program policies. The following chart serves as a guide regarding expectations for professional behavior and potential outcomes for those who do not meet these expectations. Note that one only meets professional expectations if *ALL* indicators are met. However, one need only have *ONE* area in which s/he is below expectations to necessitate remediation.

<i>Meets professional expectations</i>	<i>Below professional expectations</i>	<i>Significantly below expectations</i>
<ul style="list-style-type: none"> <li>▪ 0 – 1 absences</li> <li>▪ Rarely tardy or late from break</li> <li>▪ Balanced contributions reflect routine, careful preparation for class and allow for other students to participate</li> <li>▪ Attentive and respectful toward others when not contributing directly</li> <li>▪ No concerns regarding personal characteristics</li> <li>▪ Shows ethical integrity and adheres to ACA Code of Ethics</li> <li>▪ No concerns regarding academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2 absences* (see below)</li> <li>▪ Frequent, minor tardiness (&lt; 5 minutes)</li> <li>▪ Contributions reflect only occasional preparation for class or inhibits others' participation</li> <li>▪ Sometimes distracted or disrespectful nonverbally when not contributing directly (e.g., texts, sidebars in class)</li> <li>▪ Occasional or minor personal characteristic concerns</li> <li>▪ If ethical violation present, concern is minor and student takes action to remedy</li> <li>▪ Minor, unintentional violation of academic integrity</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3 + absences</li> <li>▪ Persistent, minor tardiness</li> <li>▪ Recurrent, major tardiness</li> <li>▪ Contributions are rare or not productive</li> <li>▪ Contributions reflect consistent lack of preparation for class</li> <li>▪ Behaviors detract from safe, scholarly learning environment</li> <li>▪ Serious concerns regarding personal characteristics</li> <li>▪ Major ethical violation OR inability to understand ethical concerns/implications</li> <li>▪ Intentional violations of Academic Integrity Policy</li> </ul>

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## COVID-19 REQUIREMENTS AND INFORMATION

Additional information about the University's response to COVID-19 is available from the **Jacks are Back!** web page located at <https://nau.edu/jacks-are-back>.

### SYLLABUS POLICY STATEMENTS

#### ACADEMIC INTEGRITY

NAU expects every student to firmly adhere to a strong ethical code of academic integrity in all their scholarly pursuits. The primary attributes of academic integrity are honesty, trustworthiness, fairness, and responsibility. As a student, you are expected to submit original work while giving proper credit to other people's ideas or contributions. Acting with academic integrity means completing your assignments independently while truthfully acknowledging all sources of information, or collaboration with others when appropriate. When you submit your work, you are implicitly declaring that the work is your own. Academic integrity is expected not only during formal coursework, but in all your relationships or interactions that are connected to the educational enterprise. All forms of academic deceit such as plagiarism, cheating, collusion, falsification or fabrication of results or records, permitting your work to be submitted by another, or inappropriately recycling your own work from one class to another, constitute academic misconduct that may result in serious disciplinary consequences. All students and faculty members are responsible for reporting suspected instances of academic misconduct. All students are encouraged to complete NAU's online academic integrity workshop available in the E-Learning Center and should review the full *Academic Integrity* policy available at <https://policy.nau.edu/policy/policy.aspx?num=100601>.

#### COURSE TIME COMMITMENT

Pursuant to Arizona Board of Regents guidance (ABOR Policy 2-224, *Academic Credit*), each unit of credit requires a minimum of 45 hours of work by students, including but not limited to, class time, preparation, homework, and studying. For example, for a 3-credit course a student should expect to work at least 8.5 hours each week in a 16-week session and a minimum of 33 hours per week for a 3-credit course in a 4-week session.

#### DISRUPTIVE BEHAVIOR

Membership in NAU's academic community entails a special obligation to maintain class environments that are conducive to learning, whether instruction is taking place in the classroom, a laboratory or clinical

setting, during course-related fieldwork, or online. Students have the obligation to engage in the educational process in a manner that does not interfere with normal class activities or violate the rights of others. Instructors have the authority and responsibility to address disruptive behavior that interferes with student learning, which can include the involuntary withdrawal of a student from a course with a grade of “W”. For additional information, see NAU’s *Disruptive Behavior in an Instructional Setting* policy at <https://nau.edu/university-policy-library/disruptive-behavior>.

## **NONDISCRIMINATION AND ANTI-HARASSMENT**

NAU prohibits discrimination and harassment based on sex, gender, gender identity, race, color, age, national origin, religion, sexual orientation, disability, or veteran status. Due to potentially unethical consequences, certain consensual amorous or sexual relationships between faculty and students are also prohibited as set forth in the *Consensual Romantic and Sexual Relationships* policy. The Equity and Access Office (EAO) responds to complaints regarding discrimination and harassment that fall under NAU’s *Nondiscrimination and Anti-Harassment* policy. EAO also assists with religious accommodations. For additional information about nondiscrimination or anti-harassment or to file a complaint, contact EAO located in Old Main (building 10), Room 113, PO Box 4083, Flagstaff, AZ 86011, or by phone at 928-523-3312 (TTY: 928-523-1006), fax at 928-523-9977, email at [equityandaccess@nau.edu](mailto:equityandaccess@nau.edu), or visit the EAO website at <https://nau.edu/equity-and-access>.

## **TITLE IX**

Title IX is the primary federal law that prohibits discrimination on the basis of sex or gender in educational programs or activities. Sex discrimination for this purpose includes sexual harassment, sexual assault or relationship violence, and stalking (including cyber-stalking). Title IX requires that universities appoint a “Title IX Coordinator” to monitor the institution’s compliance with this important civil rights law. NAU’s Title IX Coordinator is Elyce C. Morris. The Title IX Coordinator is available to meet with any student to discuss any Title IX issue or concern. You may contact the Title IX Coordinator by phone at 928-523-3515, by fax at 928-523-0640, or by email at [elyce.morris@nau.edu](mailto:elyce.morris@nau.edu). In furtherance of its Title IX obligations, NAU will promptly investigate and equitably resolve all reports of sex or gender-based discrimination, harassment, or sexual misconduct and will eliminate any hostile environment as defined by law. Additional important information about Title IX and related student resources, including how to request immediate help or confidential support following an act of sexual violence, is available at <https://in.nau.edu/title-ix>.

## **ACCESSIBILITY**

Professional disability specialists are available at Disability Resources to facilitate a range of academic support services and accommodations for students with disabilities. If you have a documented disability, you can request assistance by contacting Disability Resources at 928-523-8773 (voice), 928-523-6906 (TTY), 928-523-8747 (fax), or [dr@nau.edu](mailto:dr@nau.edu) (e-mail). Once eligibility has been determined, students register with Disability Resources every semester to activate their approved accommodations. Although a student may request an accommodation at any time, it is best to initiate the application process at least four weeks before a student wishes to receive an accommodation. Students may begin the accommodation process by submitting a self-identification form online at <https://nau.edu/disability-resources/student-eligibility-process> or by contacting Disability Resources. The Director of Disability Resources, Jamie Axelrod, serves

as NAU's Americans with Disabilities Act Coordinator and Section 504 Compliance Officer. He can be reached at [jamie.axelrod@nau.edu](mailto:jamie.axelrod@nau.edu).

## **RESPONSIBLE CONDUCT OF RESEARCH**

Students who engage in research at NAU must receive appropriate Responsible Conduct of Research (RCR) training. This instruction is designed to help ensure proper awareness and application of well-established professional norms and ethical principles related to the performance of all scientific research activities. More information regarding RCR training is available at <https://nau.edu/research/compliance/research-integrity>.

## **MISCONDUCT IN RESEARCH**

As noted, NAU expects every student to firmly adhere to a strong code of academic integrity in all their scholarly pursuits. This includes avoiding fabrication, falsification, or plagiarism when conducting research or reporting research results. Engaging in research misconduct may result in serious disciplinary consequences. Students must also report any suspected or actual instances of research misconduct of which they become aware. Allegations of research misconduct should be reported to your instructor or the University's Research Integrity Officer, Dr. David Faguy, who can be reached at [david.faguy@nau.edu](mailto:david.faguy@nau.edu) or 928-523-6117. More information about misconduct in research is available at <https://nau.edu/university-policy-library/misconduct-in-research>.

## **SENSITIVE COURSE MATERIALS**

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In their college studies, students can expect to encounter and to critically appraise materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.