



**COLLEGE OF EDUCATION, HEALTH & HUMAN SCIENCES
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY & COUNSELING
COUNSELOR EDUCATION PROGRAM
COUN 556: SPRING 2017**

Course Section: COUN 556 (3 credit hours)
Course Meetings: Wednesdays, 11:15 AM– 2:15PM
Course Location: BEC 118
Instructors: Dr. Kronick
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Office Hours: Available by appointment

COURSE DESCRIPTION

Professional Issues in Clinical Mental Health Counseling is a three-credit hour course that focuses on becoming oriented to the clinical and systematic issues within the mental health counseling profession. This course will specifically focus on the development of clinical mental health counseling, theories and models related to CMHC principles of CMHC including prevention, intervention, consultation, education, advocacy and networks that promote mental health. In addition, we will focus on the varying mental health service settings.

STUDENT LEARNING OUTCOMES

- A. The students will become knowledgeable about the foundations of clinical mental health counseling issues, including but not limited to:
 - a. Identifying the historical, philosophical, societal, cultural, economic, and political dimensions of the mental health movement.
 - b. Investigating the roles, functions, and professional identity of clinical mental health counselors.
 - c. Demonstrating their knowledge of the structures and operations of professional organizations, training standards, credentialing bodies, and ethical codes pertaining to the practice of clinical mental health counselors.
 - d. Examining the implications of professional issues unique to clinical mental health counseling including, but not limited to recognition, reimbursement, and right to practice.
 - e. Identifying the implications of socio-cultural, demographic, and lifestyle diversity relevant to clinical mental health counseling.

- B. The students will gain an understanding about the various contextual dimensions of clinical mental health counseling including but not limited to:
 - a. Identifying the roles of clinical mental health counselors in a variety of practice settings and the relationships between counselors and other professionals in these settings.
 - b. Demonstrating their knowledge of the organizational, fiscal, ethical, and legal dimensions of the institutions and settings in which clinical mental health counselors practice.
 - c. Identifying the models and techniques of community needs assessments to design, implement, and evaluate community counseling interventions, programs, and systems.
 - d. Describing the general principles of community intervention, consultation, education, and outreach; characteristics of human services programs and networks, public, private, and volunteer, in local communities.
 - e. Examining the methods, models, and principles of clinical supervision.

- C. The students will gain an understanding about the knowledge and develop the skills for the practice of clinical mental health counseling including, but not limited to the following:
 - a. The client characteristics of individuals served by institutions and agencies offering clinical mental health counseling services, including the effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, chronic illness, developmental transitions, and interpersonal, family, and community violence.
 - b. The principles of program development and service delivery for a clientele based on assumptions of normal development including prevention, implementation of support groups, peer facilitation training, parent education, career information and counseling, and encouragement of self-help.
 - c. The effective strategies for promoting client understanding of and access to community resources.
 - d. The principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
 - e. The effective strategies for client advocacy in public policy and government relations issues.
 - f. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

ACCREDITATION STANDARDS

The Counselor Education Program at UT is accredited by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

PERSONAL DISPOSITIONS

The Counselor Education Program has adopted a set of personal dispositions to be demonstrated by all students. You can use the acronym CORIS (pronounced ‘chorus’) to help you remember them. The dispositions include:

- ◆ Commitment, including counseling identity, investment, advocacy, collaboration, and interpersonal competence
- ◆ Openness to idea, learning, change, giving and receiving feedback, others, and self-development
- ◆ Respect to self and others, including honoring diversity, self-care, and wellness
- ◆ Integrity, including personal responsibility, maturity, honesty, courage, and congruence
- ◆ Self-awareness, including humility, self-reflection, and understanding of place in history

CORIS is a representation of our values. All students, and faculty, should embody these dispositions inside and outside class meetings to the greatest extent possible.

METHODS OF INSTRUCTION

This course is designed for individuals who are enrolled in the mental health counseling program. Instructional strategies will include interactive presentations by the instructors, engaged discussion, small group activities, use of guest speakers, and other experiential activities.

YOUR ROLE IN IMPROVING TEACHING AND LEARNING THROUGH COURSE ASSESSMENT

At UT, it is our collective responsibility to improve the state of teaching and learning. During the semester, you may be requested to assess aspects of this course either during class or at the completion of the class. You are encouraged to respond to these various forms of assessment as a means of continuing to improve the quality of the UT learning experience.

TEXTS

Sheperis, D., & Sheperis, C. (2014). *Clinical mental health counseling: Fundamentals of applied practice* (1st Edition). Pearson.

METHODS OF EVALUATION & GRADING SCALE

Assignment	Points	Due
Personal Orientation Paper	100	1/25
How Far We Have Come Paper	100	2/22
Midterm Exam	100	3/22
Mental Health Issues Paper	100	4/12
Final Exam	100	4/26

Participation	50
Total	550
Grade	
A	90-100
B+	87-89
B	80-87
C+	77-80
C	70-77
D	60-70
F	0-60

Assignments

Personal Orientation Paper

This is a personal paper that gives us the opportunity in order to get to better know you. In this paper, you will discuss about what inspired you to become a counselor. Discuss about the interests that you have in mental health counseling and what areas of focus you are wanting to pursue after you graduate. For this, discuss your expectations for these areas and write about what you will add to this area.

Also, I would like for you to develop questions that you have about working in the field and discuss your own hesitations after you have graduated. This is a personal paper and you have the discretion to doing what you want with it. It is our goal to get a better understanding of your own interests so that we can focus this class on addressing any questions or issues that you have about this field. Minimum of 5 pages.

How Far Have We Come

For this assignment, I want you to take a look at how mental health has changed throughout the 20th century and to the present. Identify what progress has made and the impact that it has on society. Discuss how these changes have impacted those who seek out mental health services and give your opinion on if you believe we are making progress in giving mental health services. Furthermore, I would like for you to discuss about what you would like to see differently and write about how these changes can be made.

Next, I want you to look at how mental health counselors have identified themselves throughout the years. Discuss the similarities and differences from other professions from other individuals in the field (i.e. Psychologists, social workers). Finally look at how mental health counselors have been advocating for themselves and current issues that are being discussed. Discuss your own ideas about these topics and what you would add or change when advocating for this profession. Minimum of 5 citations, minimum of 5 pages.

Mental Health Issues

For this assignment, you will be looking at topic/issue/problem that you will face as a mental health counselor. These topics can range from but are not limited to: abuse, burnout, crisis intervention, advocacy, collaboration, etc. You will be tasked with looking at what are causes of this issue and how it impacts the clients. In addition, look at how these issues are being dealt with currently and their effectiveness. Discuss any trainings that are available in order to better address these topics and how they can be helpful. Furthermore, I want you to look at what you can offer in dealing with these issues. Discuss your own strengths in what you can do differently and discuss how it will help other mental health counselors. Also, discuss your own weaknesses in this area and explore what you will do in order to work through them in order to be successful. Minimum of 5 citations and 5 pages.

ATTENDANCE, PARTICIPATION, & PROFESSIONALISM

This course is designed for individuals who are preparing for careers in which they provide service to others; thus, I expect attendance and participation as part of professional responsibility. At all times, students are expected to demonstrate personal characteristics consistent with characteristics of effective helpers, engage in ethical behavior as defined in the American Counseling Association *Code of Ethics*, and adhere to UT's Civility and Academic Integrity policies. As future helpers, you are responsible for coming to class prepared to discuss readings, making meaningful contributions to class discussions/activities, and attending respectfully to others when not contributing directly. Should you miss all or part of class, you are responsible for making sure you receive the necessary information about classroom learning experiences and activities.

Because your presence is such an important part of our experience, I will follow the following attendance policy:

- Students may miss two classes without penalty. For every additional absence, I will deduct 5 points from your final grade.
- You are expected to show up to class on time every week. We all run a little bit late every now and then and that is understandable. However, it will be addressed if you are late to class more than twice. **Five points** will be deducted from your participation grade for every class you are late to after that point.
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I developed this policy to allow for normal life stress and mishaps. Please save these absences for illness or emergencies. If you are concerned about your ability to fully engage in this course, please visit with the instructor as early as possible.

LATE POLICY

You are responsible for pacing yourself and submitting assignments on or before due dates. Unless we have made prior arrangements or there is clear evidence of the most extenuating and unforeseeable of circumstances, assignments are considered late if not received by class time on the date due. I will adjust **late assignments** as follows:

- 10% reduction if same-day submission
- 20% reduction up to one week late
- 30% reduction more than one week late.
- I will not accept assignments more than two weeks past deadline.

INCLEMENT WEATHER POLICY

In most cases, we will follow university announcement for weather cancellations and delays; however, there may be times the university is officially open but we choose to meet online due to safety concerns or delayed start. In the event that we do not meet in person due to weather, we will hold class via discussion board online. I will send join instructions to your VolMail accounts. If you do not participate in our online discussion, it will count as an absence.

ASSIGNMENT SUBMISSION AND GENERAL GUIDELINES

Please submit all assignments through Canvas and bring one paper copy to class.

Unless otherwise indicated, write assignments in accordance with APA (6th ed.) style. Cover pages, abstracts, and reference pages do not count toward page specifications. Regardless of paper formatting, use APA format to cite all sources used for all assignments.

MULTITASKING & ELECTRONIC DEVICES

Effective counseling requires focused attending, something that is increasingly difficult in our constant-contact world. Open computers, tablets, and phones are not appropriate during most class meetings as they may detract from learning and overall sense of class safety.

I will let you know if there are exceptions, but you should not need to take extensive notes during most class meetings. I will typically provide slides or other materials used in class through Blackboard. I encourage you to maximize your learning by practicing what the best counselors do – focus on being in the moment during our sessions and take time to contemplate following our sessions. That time of review and reflection is an optimal time to make notes regarding the most important points, ponderings, and take-away lessons.

SAFETY, INTEGRITY, RESPECT, PRIVACY, AND CONFIDENTIALITY

To achieve our course learning outcomes, this course will be experientially oriented, require a level of personal communication, and include personal self-development. You have the right to decide what and how you share in our class activities and practice sessions, and I trust you to manage your own engagement in the course. At the same time, I hope you will remember that we grow the most when we are uncomfortable to some degree. I encourage you to strive to push through discomfort you experience, knowing that you may decide when and how to limit yourself. If an activity feels too uncomfortable, please exercise your right to limit participation without penalty.

If you find yourself feeling consistently vulnerable, unwilling, or unable to engage in exercises where you share parts of yourself for your and your partners' skill development, you may wish to consider whether this is the best time for you to enroll in this course. This may be especially true if you are navigating a crisis or have experienced a recent trauma. If you have questions whether this is the best time for you to take this course, please visit with your instructor as soon as possible.

This course involves extensive practice of counseling skill. So it is likely that student colleagues will say things that are personal and that they intend to be kept private. Although group and classroom activities do not carry the same legal right to confidentiality and privilege as professional counseling, members of our learning community have an ethical obligation to maintain privacy regarding peers' communications. I expect you to demonstrate respect and integrity by treating your colleagues' disclosures as confidential.

Even in professional counseling practice, there are limits to confidentiality. If you are concerned regarding the nature of a peer's disclosures, please visit with your instructor.

Dear Student,

The purpose of this Campus Syllabus is to provide you with important information that is common across courses at UT. Please observe the following policies and familiarize yourself with the university resources listed below. At UT, we are committed to providing you with a high quality learning experience.

I wish you the best for a successful and productive semester.

Provost Susan Martin



UNIVERSITY CIVILITY STATEMENT

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>.

ACADEMIC INTEGRITY

"An essential feature of the University of Tennessee, Knoxville is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the university, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity."

DISABILITIES THAT CONSTRAIN LEARNING

"Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services (ODS) at 865-974-6087 in 2227 Dunford Hall to document their eligibility for services. ODS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities."

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KEY RESOURCES FOR STUDENTS:

- Undergraduate Catalogs: <http://catalog.utk.edu> (Listing of academic programs, courses, and policies)
- Graduate Catalog: <http://catalog.utk.edu/index.php?catoid=2>
- Hilltopics: <http://dos.utk.edu/hilltopics> (Campus and academic policies, procedures and standards of conduct)
- Course Timetable: https://bannersb.utk.edu/kbanpr/bwckschd.p_disp_dvn_sched (Schedule of classes)
- Academic Planning: <http://www.utk.edu/advising> (Advising resources, course requirements, and major guides)
- Student Success Center: <http://studentsuccess.utk.edu> (Academic support resources)
- Library: <http://www.lib.utk.edu> (Access to library resources, databases, course reserves, and services)
- Career Services: <http://career.utk.edu> (Career counseling and resources; HIRE-A-VOL job search system)

TENTATIVE SCHEDULE OF EVENTS

Date	Topics	Readings & Assignments Due
1/11	Introductions Syllabus & Course Overview	
1/18	Chapter 1: What is Clinical Mental Health Counseling?	Read 20/20 Vision Article for class
1/25	Chapter 2: Ethical and Legal Issues	Personal Orientation Paper
2/1	Chapter 3: Education, Credentialing, and Professional Development	
2/8	Chapter 4: Employment Settings for Clinical Mental Health Counselors	
2/15	Chapter 5: Professional and Social Advocacy	Read Advocacy Competencies for class Read Multicultural Counseling Competencies and Standards Article for class
2/22	Chapter 6: Client Assessment and Diagnosis	How Far We Have Come Paper
3/1	Chapter 7: Case Conceptualization & Treatment Planning Guest Speaker	
3/8	Chapter 8: Working within the Managed Care System (Nina Out)	
3/15	Spring Break	
3/22	Chapter 9: Consultation & Referrals	Midterm Due
3/29	Chapter 10: Prevention and Crisis Intervention Services Guest Speaker	
4/5	Chapter 11 Psychopharmacology & Chapter 12: Forensic Mental Health Guest Speaker (Nina Out)	
4/12	Chapter 13: Addictions Counseling	Mental Health Issues Paper Due Give Out Final Exam
4/19	Chapter 14: Clinical Supervision	
4/26	Chapter 15: Internet-based Counseling	Final Exam Due