

Fall 2015

## EDGC 6540

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*University of New Orleans*

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**Fall 2015**  
**EDGC 6540 Clinical Mental Health Counseling**  
**Department of Educational Leadership, Counseling and Foundations**  
**Counselor Education Program**  
**University of New Orleans**

<b>Fall 2015</b>	<b>Instructor: Tammy Lewis Wilborn, Ph.D., LPC-S, LPC-MHSP, NCC</b>
<b>Graduate Hours: 3</b>	<b>Office: ED 172</b>
<b>Class Time:</b> Thursdays; 7:00-9:45p <b>Class Location:</b> Bicentennial Educ. 308	
<b>Class meeting dates:</b> 8/20/15-12/10/15	<b>Office Hours: Tuesdays 1-3p; Thursdays 5:30-7:00p and by appointment</b>

**Course Description:** This course provides an overview of the *application of counseling theory to counseling practice* of counseling in human services agencies and other community settings. Emphasis is given to the role, function, and professional identity of community counselors, and to principles and practices of community outreach, intervention, education, consultation, and client advocacy.

**Goal and Objectives:** Various instructional methods will be used throughout the semester to introduce students to clinical mental health as it relates to clinical settings within a community. Additionally, students will interview various professionals within the community and present on the various topics related to community settings and the populations serviced in those settings. CACREP Standards: Section III-CCMC.A.1.3.7.8., C.1.3.5.7.9, E.4.6., I.1.2.3.

**Required Text:**

Gladding, S. T., & Newsome, D. W. (2013) *Clinical mental health counseling in community and agency settings* (4<sup>rd</sup> ed.). Boston, MA: Pearson Higher Ed

**Suggested Text:**

American Psychological Association. (2009). *Publication Manual* (6<sup>th</sup> ed.). Washington, DC: American Psychological Association.

**Instructional Methods:** These may include, but are not limited to, lectures, power point presentations, handouts, readings, case vignettes, audiovisual media, small and large group discussions, experiential exercises, group presentations, and other assignments. Moodle will be utilized as a supplement to deliver course instruction and materials.

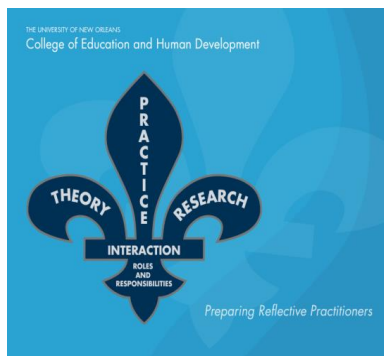
## CACREP Standards Addressed in this Course:

<b>Section III.CMHC.A.2.</b> Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling
<b>Section III.CMHC.A.4.</b> Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
<b>Section III.CMHC.A.6.</b> Recognizes the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders
<b>Section III.CMHC.D.1.</b> Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling
<b>Section III.CMHC.D.2.</b> Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders
<b>Section III.CMHC.D.3.</b> Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities
<b>Section III.CMHC.H.1.</b> Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols

**CACREP Standards Assessed in this Course:** Section III-CCMC.A.1.3.7.8., C.1.3.5.7.9, E.4.6., I.1.2.3.

## Conceptual Framework

Our conceptual framework, the theory-practice-research interaction model, permeates the programs preparing candidates for professional roles in school settings. As candidates progress through their professional studies, they are introduced to formal theories and concepts that are validated by research, which along with their personally held beliefs and assumptions, inform their professional practice. The roles and responsibilities set out the broad domains for developing competence of teacher candidates viewed through the lens of the theory-practice-research interaction model. As candidates engage in various clinical and field experiences included in their program of study, observation and study of professional practices inform and refine the educational theories and concepts they construct. Our goal is to have our candidates internalize the theory-practice-research interaction model, as they develop into reflective practitioners constantly reassessing the educational theories, beliefs, and assumptions they embrace.



## **Roles and Responsibilities of Professionals in Counselor Education**

- Design, implement, monitor, and evaluate programs: Counselors develop effective and comprehensive programs, which incorporate an awareness of various systems that affect students, school, and home (**CACREP; Section III.CMHC.D.2**).
- Advocate for children, services, and supports: Counselors are effective advocates for students, families, and school communities (**CACREP; Section III.CMHC.D.3**).
- Provide individual, group, and family counseling: Counselors promote school success as measured by the academic, career, and personal/social development of all students (**CACREP; Section III.CMHC.D.3**).
- Offer career and academic guidance: Counselors utilize developmental approaches to assist all students and parents at points of educational transition for all students (**CACREP; Section III.CMHC.H.1**).
- Collaborate to support group practice: Counselors link multiple stakeholders in the school and community to effect positive change using strategies that are grounded in the interaction of practice and theory (**CACREP; Section III.CMHC.D.3**).
- Consult with teachers and parents/legal guardians: Counselors act as a resource regarding a variety of issues that pertain to the developmental needs of all students (**CACREP; Section III.CMHC.D.3**).

## **UNIVERSITY POLICIES**

### **Academic Honesty Statement**

Students are expected to conduct themselves according to the principles of academic integrity as defined in the statement on Academic Dishonesty in the UNO Student Code of Conduct. Any student or group found to have committed an act of academic dishonesty shall have their case turned over to the Office of Student Accountability and Advocacy for disciplinary action which may result in penalties as severe as indefinite suspension from the University. Academic dishonesty includes, but is not limited to: cheating, plagiarism, fabrication, or misrepresentation, and being an accessory to an act of academic dishonesty. (*policy date: 2/17/11*) Refer to the UNO Judicial Code for further information at [http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial\\_code\\_pt1.cfm](http://www.studentaffairs.uno.edu/studentpolicies/policymanual/judicial_code_pt1.cfm).

### **Accommodations**

The Office of Disability Services (ODS), in conjunction with the Office of Academic Affairs campus wide administrative policy regarding the accommodations of students with disabilities, has two primary objectives: 1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and The Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs; and 2) to uphold the academic integrity of UNO. When these two objectives are met, those students who qualify for services based on clear, comprehensive, and relevant documentation will receive those services or academic modifications for which they are legally entitled. Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the Office of Disability Services at 280-6222 or the Accommodative Testing and Adaptive Technology Center at 280-7284, as soon as possible to better ensure that such accommodations are implemented in a timely manner.

### **Technology**

Students are responsible regarding the use of technology as it relates to each of the objectives covered in the course. UNO's computing services is a source for technology questions and concerns. Students will utilize technology through Moodle, Webstar, UNO email, downloading documents in Word and PowerPoint, using Microsoft Word (latest version), using Microsoft PowerPoint, using Real Player for videos, using video equipment, using internet sources for technology, and using the UNO library services for identifying topics and locating literature for assignments as required. Students are also responsible for checking their UNO email accounts regularly and for downloading documents that may be sent to them for upcoming lectures. All email correspondence will be through UNO email accounts unless otherwise noted for specific assignments. It is strongly suggested that students check their accounts the evening before each class meeting.

## **CLINICAL MENTAL HEALTH COUNSELING COURSE POLICIES**

### **Professional Disposition and Expectations**

This is a graduate level course for counseling students. The activities and other online assignments are designed to build upon one another and help link theory to professional practice. Students are expected to demonstrate professional behavior. This includes punctuality and attendance, class preparation and participation, and appropriate usage of technology, when permissible. You are expected to read the assigned chapters before the scheduled class meeting. It is also expected that you can read, write, discuss, and reflectively critique at a graduate level. Please check all communications and assignments for spelling and grammar errors. Points may be deducted from written assignments for extensive spelling and grammatical errors. Lastly, should you find yourself having difficulty in this course, please do not hesitate to contact the instructor immediately.

### **Attendance and Participation**

Attendance and class participation are vital to the learning process. Therefore, attendance and participation will be a part of your grade in this course. Your *absence* prevents your full participation in the learning process, even if you do your best to find out what was presented in a class you missed. Students are expected to attend all classes regularly and punctually. Students who are absent or late for class will be marked absent (see UNO student handbook). It is the student's responsibility to consult with classmates to secure lecture notes.

### **Student Use of Technology in the CMHC Class**

Electronic devices can interfere with the student learning experience and distract the instructor. Therefore, the use of laptops and cell phones during class is prohibited. Cell phones should remain off or on silent if you need to be available during class. Please excuse yourself from the room if you receive a call on silent, with the understanding that that will account for missing a part of the class.

### **Assignments:**

***Late and missed assignments:*** Assignments are due by electronic submission to Moodle by the start of class on the due date or unless otherwise indicated. **Late/missed assignments will not be accepted and will result in "0" for the assignment.** Under certain extenuating circumstances

the professor **may consider** late work. You will need to schedule a meeting with me to provide appropriate documentation as well as a DRAFT of your work showing progress made toward the timely completion of the assignment. It is the student's responsibility to contact Dr. Wilborn in a timely manner to discuss the circumstances surrounding the situation.

***Formatting:*** All assignments should follow APA style (6th Ed.). They should be typed, doubled-spaced, 1-inch margins, 12 pt., Times-Roman font, and numbered.

***Plagiarism:*** If you copy something or rephrase someone's ideas, you must cite your source to give the author credit. If you are using someone's words as your own, you are committing plagiarism and may receive a failing grade. If you are unsure what constitutes plagiarism, visit the following web site: [http://www.turnitin.com/research\\_site/e\\_home.html](http://www.turnitin.com/research_site/e_home.html). Papers submitted to Turnitin are checked against published works, content on the Internet, and every other paper submitted to Turnitin.

***Communications:*** Please allow 24-48 hours for an emailed response to student questions or concerns during the weekday. Emails received during the weekend will receive a response by the following Monday or regular scheduled work day.

**Course Outline and Assignment Due Dates:** See Tentative Course Outline

## COURSE REQUIREMENTS

**Class attendance, disposition, and participation (5 points):** Attendance is crucial to your success, thus, missing more than 1 class, in whole or in parts, will result in dropping one letter grade from your final course grade (e.g. from A to B, or B to C).

**Media Reaction Paper (10 points):** During one of the class meetings the class will be watching a video that compliments the class lecture and increases student awareness regarding a current issue in the field. Completed papers are due the week following the viewing of the video.

**Group Presentation (35 points):**

Each group will be assigned a counseling related population and are expected to present the following: overview of key points regarding the population, information on a specific issue related to the topic area or on a "leader in the field" related to the topic area and a presentation on a clinical site/site visit. The site needs to be one that works with the population/topic area that has been the focus of the presentation's previous two topics. In addition, the site should not be one that a group member is affiliated with and it is not required that all members attend the site visit. The site needs to be in Orleans or a surrounding parish. Presenters are expected to dress in professional attire for their scheduled presentations.

**Three areas have to be covered in each group:** 1) topic overview, 2) special issue or leader and 3) Site Visit. Each group will have an hour and fifteen minutes for their presentation.

For example: Counseling Children (general overview of key points), Special Topic: Loss and Grief and Children, Site: Seasons Grief and Loss Center.

**Group Topics:**

Group #1: Marriage, Family and Couple's Counseling	(4 Students)
Group #2: Counseling Children and Adolescents	(4 Students)
Group #3: Crisis Counseling (Domestic Violence, Sexual Assault, etc.)	(4 Students)
Group #4: Substance Abuse Counseling	(4 Students)
Group #5: Veterans/Military Counseling	(3 Students)
Group #6: Private Practice	(4 Students)

**Below are specifics that need to be included in the site visit portion of the presentation:**

**Site Visit:** The students in these groups will complete the following during a visit at a local community based agency:

- Interview at least one person in the agency (administrator/staff)
- Tour the facility
- Become familiar with the organizational structure and culture
- Become familiar with the geographical area of service.
- Become familiar with the clients served
- Identify direct and indirect client services
- Identify direct and indirect community services.
- Assess the role and function of the community counselor within the agency

**The presentation will include the following information:**

1. Name, address, phone number(s), general location
2. Name, title, and function of contact person
3. Physical description of that part of the facility that clients see during their visit
4. Description and number of client population served
5. Number of total staff
6. Number and training of mental health professionals employed by the agency
7. Number and training of other professional employees, e.g., health care and social workers
8. Administrative structure
9. Does this agency take practicum students/interns and if so- who would they contact, how would the agency prefer the communication take place, suggestions from the agency about what they expect an interested student needs to have. (i.e., Group class, DSM-V, etc.)
10. Your assessment of the organization's culture
11. What issues does this agency deal with and why is it important in the field of community/agency counseling?
12. Sources of operating funds including client fees
13. Types of records/forms used (include samples if allowed)
14. Other agencies with whom the agency coordinates any services
15. Description of direct and indirect client services
16. Description of advocacy efforts-- the degree to which the agency is involved in creating systematic changes in the community.
17. Description of approach to individual counseling (if applicable)
18. Description of approach to group counseling (if applicable)
19. Assessment of the multicultural sensitivity efforts of the agency

20. Your perceptions of the agency's strengths and weaknesses
21. Your recommendations for improvement
22. Your personal reactions, insights, opinions, comments, suggestions and any other information you wish to include.

**NOTE: Each group is required to provide questions# 1-11 for distribution to all class members.**

### **Clinical Mental Health Counseling Portfolio (50 points):**

The purpose of the Professional Counselor Portfolio is to allow a counseling student to demonstrate that he/she possesses knowledge and competencies related to being a professional counselor. It can be a vehicle through which students reflect upon crucial components of their training as counselors as well as a valuable resource for the future.

The portfolio should serve as an opportunity for personal as well as professional growth. Through the development of their Professional Portfolio, a student can clarify their essential role as counselors working in the clinical mental health setting. At all times, it is critical for counseling students to remain aware that they are **counselors** working in support of the best interests of their clients and ultimately their clients' ability to independently identify positive coping strategies. The portfolio should reflect the students' knowledge of the expectations of a clinical mental health counselor, policies and standards, and requirements for certification/licensure. The students' understanding of these standards and models inform the further development of mission statements, vision statements, goals, ultimately their professional disclosure statement for licensure. The portfolio should include the following:

1. Describe what your "vision" is for yourself as you move toward your goals of becoming a professional clinical mental health counselor. Please address: professional goals, the type of services you see yourself providing, what are your credentialing and licensure goals and where ethics and multiculturalism fit into your future professional goals.
2. Based on this class and on your own life experiences, what does this community need and how do you intend to respond to these needs?
3. What do you intend to do now to implement this plan?
4. What do you perceive to be possible "loop-holes" to your plan and how do you intend to be proactive?
5. Identify one community based agency that might assist you in working toward this vision/plan. Identify how you could get involved with that agency now- do they have a volunteer program, community action group, etc. If you are unable to find an agency in this area, are you aware of an agency/resources in another location that would meet this need?
6. What symbol, song or quote best represents your professional vision/potential professional journey?
7. What do you want your future clients to say about you?



Throughout the development of this portfolio, a student preparing to be a professional counselor must address and incorporate the essential elements and concerns surrounding **diversity**, **equity**, and **advocacy**.

### **Evaluation**

Grades will be assigned on the basis of demonstrated competence in the skills of counseling and mastery of the content of the course. Work will be evaluated by the following:

<b>Measures</b>	<b>Possible Points</b>	<b>Earned Points</b>
Class Attendance and Participation	5 points	
Media Reaction Paper	10 points	
Group Presentation	35 points	
Portfolio	50 points	
--	--	<b>Total Points</b>
--	--	100

### **Grading**

**A** ----- 90 points or higher

**B** ----- 80-89

**C** ----- 70-79

**F** ----- below 70

## Tentative Course Outline

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
August 20	Introduction Overview of Syllabus Historical Overview	Newsome & Gladding: Chapter 1
August 27	Professional Identity Ethical and Legal Issues	Chapters 2 & 3
September 3	Clinical Mental Health and Diversity	Chapter 4
September 10	The Counseling Process	Chapter 5
September 17	Assessment and Diagnosis Intake Session Notes	Chapter 6
September 24	Consultation, Advocacy, and Evaluation	Chapter 8
October 1	Suicide, Crisis, and Burnout	Chapter 9
October 8	Working with Groups	Chapter 10
October 15	Marriage, Family, and Couples Counseling	Chapter 11
October 22	Counseling Adults	Chapter 12
October 29	Counseling Children and Adolescents	Chapter 13
<b>November 5</b>	Settings & Services <b>Media Reaction paper due</b>	Chapters 14-16
<b>November 12</b>	<b>Group Presentations</b>	
<b>November 19</b>	<b>Group Presentations</b>	
November 26	Thanksgiving Holiday- No class	
<b>December 3</b>	<b>Group Presentations/Wrap Up</b>	
<b>December 10</b>	<b>Portfolio Due</b>	

### EDGC 6540 – Group Presentation Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

	Possible Points	Earned Points
<b>Knowledge:</b>	7 points	_____
Presenters show adequate understanding of material Able to answer questions and reference appropriate sources		
<b>Participation:</b>	5 points	_____
Presenters individually do their “fair share” in presenting the material Clear role and division of labor Equally distributed “air time” Collaborative and coordinated		
<b>Length:</b>	2 points	_____
Long enough to adequately cover the selected material Well-paced Observed the time limit		
<b>Content:</b>	10 points	_____
Topic covered thoroughly Sufficient information given to assist audience understanding Included pertinent information Addressed multicultural issues		
<b>Design:</b>	4 points	_____
Creative Easy to follow Graphics facilitate understanding Quality handouts provided		
<b>Presenter-Audience Dynamics:</b>	7 points	_____
Interactive and engaging Responsive to questions and feedback Respectful of the audience Clear and effective communication		

35 Total Available Points

Total \_\_\_\_\_

## CACREP STANDARDS RUBRIC

Course #: EDGC 6540  
Professor: Dr. Wilborn

Student Name: \_\_\_\_\_  
Semester/Year: \_\_\_\_\_

- |                         |   |
|-------------------------|---|
| 0 = Unacceptable:       | Student did not meet the standard.                    |
| 1 = Below Expectations: | Student performed below expectations on the standard  |
| 2 = Acceptable:         | Student adequately met the standard.                  |
| 3 = Target:             | Student performed above expectations on the standard. |

<b>Section III.CMHC.A.1.</b> Understands the history, philosophy, and trends in clinical mental health counseling. <i>Assessments:</i> Portfolio	
<b>Section III.CMHC.A.3.</b> Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. <i>Assessments:</i> Group Presentation/Portfolio/Media Reaction Paper	
<b>Section III.CMHC.A.7.</b> Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems). <i>Assessments:</i> Group Presentation Rubric	
<b>Section III.CMHC.A.8.</b> Understands the management of mental health services and programs, including areas such as administration, finance, and accountability. <i>Assessments:</i> Group Presentation Rubric	
<b>Section III.CMHC.C.1.</b> Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society. <i>Assessments:</i> Group Presentation Rubric	
<b>Section III.CMHC.C.3.</b> Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help). <i>Assessments:</i> Group Presentation Rubric	
<b>Section III.CMHC.C.5.</b> Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network. <i>Assessments:</i> Group Presentation/Media Reaction Paper	
<b>Section III.CMHC.C.7</b> Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. <i>Assessments:</i> Group Presentation Rubric/Portfolio/Media Reaction Paper	
<b>Section III.CMHC.C.9</b> Understands professional issues relevant to the practice of clinical mental health counseling. <i>Assessments:</i> Group Presentation/Media Reaction Paper	
<b>Section III.CMHC.E.4.</b> Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling. <i>Assessments:</i> Group Presentation Rubric	
<b>Section III.CMHC.E.6.</b> Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.	

<i>Assessments:</i> Group presentation Rubric	
<b>Section III.CMHC.I.1.</b> Understands how to critically evaluate research relevant to the practice of clinical mental health counseling. <i>Assessments:</i> Group Presentation Rubric/Media Reaction Paper	
<b>Section III.CMHC.I.2.</b> Knows models of program evaluation for clinical mental health programs. <i>Assessments:</i> Group Presentation Rubric	
<b>Section III.CMHC.I.3.</b> Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling. <i>Assessments:</i> Group Presentation Rubric	