

Fall 2023

## CE 640 Syllabus: Orientation to Clinical Mental Health Counseling

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*Winona State University*

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<b>Winona State University</b> Counselor Education Department CE 640: Orientation to Clinical Mental Health Counseling Semester Hours: 3		
<b>Course Location</b>	<u>This course is completely online and asynchronous.</u>	
<b>Instructor</b>	Mary Fawcett, Professor Counselor Education Department College of Education, Winona State University	
<b>Instructor Phone &amp; E-Mail</b>	(507) 457-5338; <a href="mailto:mfawcett@winona.edu">mfawcett@winona.edu</a>	
<b>Program Website</b>	<a href="https://www.winona.edu/counseloreducation/">https://www.winona.edu/counseloreducation/</a>	
<b>Instructor Office Location</b>	351 Helble Hall, Winona Campus	
<b>Instructor Office Hours:</b>	Mondays, 11am-5pm, Fridays, 10am-2pm and other times by appointment, virtually in my Zoom Room: <a href="https://minnstate.zoom.us/j/563730523">https://minnstate.zoom.us/j/563730523</a> Passcode: 106408	

## I. COURSE DESCRIPTION

This course examines the counseling profession including history, philosophy, theory, and professional issues. Emphasis is on different counseling populations, social justice and multicultural issues.

## II. COURSE PREREQUISITES

Prerequisite or concurrent: [CE 601 - Foundations of Counseling](#) . Grade only. Offered annually.

Good standing with WSU/College/CED, and graduate status.

## III. COURSE OBJECTIVES

1. Become familiar with counseling issues in a community setting
2. Learn the philosophy of the clinical mental health counseling profession
3. Integrate theoretical information into the reality of counseling
4. Learn ethical issues within the community counseling setting
5. Integrate multicultural issues into counseling situations
6. Become familiar with economic and political issues in counseling

#### IV. COURSE REQUIRED TEXTS, RESEARCH BASE & TECHNOLOGY

Newsome, D. H., & Gladding, S.T. (2018). *Clinical mental health counseling in community and agency settings* (5<sup>th</sup> ed.). New York: Pearson.

American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC: American Psychological Association.

American Counseling Association. (2014). American Counseling Association Code of Ethics. Available at: <https://www.counseling.org/resources/aca-code-of-ethics.pdf>

#### V. COURSE CONTENT AREAS

This course meets the Council for the identified Accreditation of Counseling and Related Educational Programs (CACREP, 2016) core content standards. Standards for the **Clinical Mental Health Counseling**, and/or **School Counseling** content areas are outlined below as well (if applicable). The evaluation methods linked to specific standards for CE 640 are included.

2016 CACREP STANDARDS CORE	LOCATION OF EVALUATION			
	Chapter Assignments	Professional Identity Paper	Final Exam	Cultural Immersion and Research Paper
<b>1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE</b>				
1k. Strategies for personal and professional self-evaluation and implications for practice.	X	X		
<b>5. COUNSELING AND HELPING RELATIONSHIPS</b>				
5c. Theories, models, and strategies for understanding and practicing consultation.	X		X	
5k. Strategies to promote client understanding of and access to a variety of community-based resources.	X			
5m. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.	X		X	

<b>8. RESEARCH AND PROGRAM EVALUATION</b>				
8e. Evaluation of counseling interventions and programs.	X			
8i. Analysis and use of data in counseling.	X		X	
<b>2016 CACREP STANDARDS CLINICAL MENTAL HEALTH COUNSELING</b>	<b>LOCATION OF EVALUATION</b>			
	<b>Chapter Assignments</b>	<b>Professional Identity Paper</b>	<b>Final Exam</b>	<b>Licensed Professional Interview Paper</b>
<b>1. FOUNDATIONS</b>				
1a. History and development of clinical mental health counseling.	X	X	X	
1b. Theories and models related to clinical mental health counseling.	X		X	
1c. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	X			
1d. Neurobiological and medical foundation and etiology of addiction and co-occurring disorders.	X		X	
<b>2. CONTEXTUAL DIMENSIONS</b>				
2a. Roles and settings of clinical mental health counselors.	X		X	
2b. Etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders.	X		X	
2c. 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.	X		X	
2i. Legislation and government policy relevant to clinical mental health counseling.	X		X	
2j. Cultural factors relevant to clinical mental health counseling.	X		X	X
2k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	X		X	
2l. Legal and ethical considerations specific to clinical mental health counseling.	X		X	
<b>3. PRACTICE</b>				
3e. Strategies to advocate for persons with mental health issues.	X		X	

## VI. METHODS OF INSTRUCTION

The instructor will employ a variety of instructional methods to facilitate student learning including:

- Literature review assignments
- Self-reflection assignments
- Chapter assignments
- Interview assignments
- Exam

## VII. COURSE EVALUATION METHODS

Course Obj.	Assignment	CACREP Standards Assessed Code: Core/CMHC/School	Due Date	Points
1-6	<p><b>D2L Chapter Assignments</b></p> <p>Please review the following documents in D2L (under Content) prior to beginning your chapter assignments:</p> <ul style="list-style-type: none"> <li>-2 documents for Herring and Walker Theory (one is a taped lecture PowerPoint document)</li> <li>-2 documents on Telehealth (one is a taped lecture PowerPoint document)</li> <li>-2 documents on Informed Consent</li> </ul>	<p><b>Core: 1k, 5c, 5k, 5m, 8e, 8i</b></p> <p><b>CMHC: 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2k, 2j, 2k, 2l, 3e</b></p>	<p><b>Chapter 1: 8/24, 11:59pm</b></p> <p><b>Chapter 2: 8/31, 11:59pm</b></p> <p><b>Chapter 3: 9/7, 11:59pm</b></p> <p><b>Chapter 4: 9/14, 11:59pm</b></p> <p><b>Chapter 5: 9/21, 11:59pm</b></p> <p><b>Chapter 6: 9/28, 11:59pm</b></p> <p><b>Chapter 7: 10/5, 11:59pm</b></p> <p><b>Chapter 8: 10/12, 11:59pm</b></p> <p><b>Chapter 9: 10/19, 11:59pm</b></p> <p><b>Chapter 10: 10/26, 11:59pm</b></p> <p><b>Chapter 11: 11/2, 11:59pm</b></p> <p><b>Chapter 12: 11/9, 11:59pm</b></p> <p><b>Choice of Chapter 13, 14 or 15: 11/16, 11:59pm</b></p>	39
1, 2, 6	<b>Professional Identity Paper</b>	<p><b>Core: 1k</b></p> <p><b>CMHC: 1a</b></p>	10/16, 11:59pm	15
1, 3, 5, 6	<b>Cultural Immersion and Research Paper</b>	<p><b>Core: 1k, 5k</b></p> <p><b>CMHC: 2a</b></p>	11/30, 11:59pm	26
1-6	<b>Final Exam</b>	<p><b>Core: 5c, 5m, 8i</b></p> <p><b>CMHC: 1a, 1b, 1d, 2a, 2b, 2c, 2k, 2k, 2l, 3e</b></p>	12/5, 5:00pm via D2L	20
**NOTE: All assignments are scored on a 100-point scale, and then weighted using the percentages above.				100

### A. Description of Assignments

#### 1. D2L Chapter Assignment

Students will complete 13 (thirteen) D2L Chapter Assignments (one per chapter in the course text). Each assignment will be a document submitted to D2L dropbox and will address a content specific question about the readings.

**Telehealth considerations should be included in each assignment.**

Citations and references are required (a minimum of one citation and reference). The assignment should read like students are using content from the chapter and outside resources to answer the chapter questions.

Note: Review the **Telehealth lecture** in D2L prior to approaching the following chapter assignments and include telehealth considerations where applicable when discussing a case study. Each assignment has a weekly due date, 11:59pm. Each post is worth 3% of your grade.

**Rubric**

<b><i>Grade</i></b>	<b><i>Description</i></b>
<b>90-100 points</b>	<ul style="list-style-type: none"> <li>-a minimum of 200 words written</li> <li>-complex thinking skills utilized</li> <li>-chapter question answered, well written</li> <li>-clear and concise organization of discussion</li> <li>-APA style correct</li> <li>-Telehealth considerations are strong</li> <li>- a minimum of one citation and reference</li> </ul>
<b>80-89 points</b>	<ul style="list-style-type: none"> <li>-a minimum of 200 words written</li> <li>-complex thinking skills utilized</li> <li>-chapter question answered adequately, well written</li> <li>-mostly clear and concise organization of discussion</li> <li>-APA style mostly correct</li> <li>-Telehealth considerations are adequate</li> <li>- a minimum of one citation and reference</li> </ul>
<b>70-79 points</b>	<ul style="list-style-type: none"> <li>-a minimum of 200 words written</li> <li>-complex thinking skills utilized adequately</li> <li>-chapter question answered somewhat, adequately written</li> <li>-adequately clear and concise organization of discussion</li> <li>-APA style adequately correct</li> <li>-Telehealth considerations are weak</li> <li>- a minimum of one citation and reference</li> </ul>

<b>Fewer than 70 points</b>	<ul style="list-style-type: none"> <li>-a minimum of 200 words written</li> <li>-complex thinking skills not utilized, poorly written</li> <li>-chapter question not fully answered</li> <li>-weak organization of discussion</li> <li>-improper APA style</li> <li>-Telehealth considerations are not present</li> <li>- a minimum of one citation and reference</li> </ul>
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**Questions:**

**Note that ALL QUESTIONS IN THE TEXT CASE STUDIES AND ASSIGNMENTS SHOULD BE ANSWERED IN ADDITION TO ANY INSTRUCTIONS I GIVE IN THIS LIST OF QUESTIONS.**

**Chapter:**

1. Discuss how historical events of the professional counseling profession impact the development of professional identity of professional counselors?
2. Choose one of four case studies in Chapter 2 (The Case of Luke, Elaine’s Ethical Dilemma, The Case of Daniel, The Case of Selena) and answer the question(s) at the end of the case study, based on ACA Ethical Guidelines and the laws in your particular state (MN, WI, IA) and cite the ACA Ethical Guidelines and state laws (if appropriate) in your discussion.
3. For each section of this chapter (culture and ethnicity, sexual orientation and gender identity, differing abilities, SES and Social Class), find and describe valuable resources (live events, books, blogs, online articles, YouTube videos, TedTalks) that you feel can enhance your ability to understand people who differ from you. You should be able to come up with a total of 4 resources for this assignment. **Please submit this assignment in D2L (as with all others) AND share your resources in the Discussion Board and check out others’ posts.**
4. Choose one of four case studies in Chapter 4 (The Case of Anne, The Case of Luke, The Case of Robin, The Case of Simon, The Case of Heather) and answer the question(s) at the end of the case study.
5. Review page 146, (the DO A CLIENT MAP model) and read over the Case of Javed. Follow the model and determine how you would address each of the 12 areas related to Javed’s case. Include cultural considerations.
6. Review the BATHE model (pages 155-156) and read over the Case of Khun Prasong (Praz). Use the BATHE model to assess Praz. Answer the question(s) at the end of the case study.
7. Review the Case of Jenny (p. 188) and apply your new knowledge of program evaluation to answer the questions at the end of the case study.
8. Review the Case of Sally (p. 209). How would you assess her suicidal

- ideation considering risk factors, warning signs, and using the SLAP model? Answer the question(s) at the end of the case study.
9. Consider the Case of Delilah (p. 234) and answer the questions at the end of the case study description.
  10. Review the Sanchez Family (p. 249) case study and answer the questions using the concepts of a selected couple counseling theory (Psychoanalytic, Social-Learning, Bowen, Structural-Strategic, REBT).
  11. Review the Case Study: Nick's Group for Depressed Kids (p. 282). Develop a discussion of the questions at the end of the case study, specific to one age of your choice along with considerations for that developmental stage.
  12. Consider the Case of Whitney (p. 303) and answer the case study questions specifically focusing on the developmental issues.
- 13, 14 or 15. **Read all chapters because they will be covered on the exam.** Select one of the following for this assignment:
- a. Chapter 13: Consider the following case (not in the book, developed by your professor for this chapter), Maureen's Indecision. Maureen is an undecided college student at the end of her sophomore year when she needs to declare a major soon. Her indecision has been paralyzing and she cannot make a decision about her major or career goals. Select a career development theory you would use with her to help her move along to a decision that will help her with her major declaration. Discuss how this theory would assist in her decision-making skills.
  - b. Chapter 14: Review the Case of Anna (p. 359) and answer the questions at the end of the case study.
  - c. Chapter 15: Review the Case of Peter (p. 379) and answer the questions at the end of the case study.

### **Professional Identity Paper**

Students will read the Gibson, Dollarhide and Moss (2010) article (found in D2L) and write a paper with the following discussion points:

1. Your intrapersonal and interpersonal processes of your identity development process currently;
2. Your description of your "fitness" for the counseling profession, including how you are addressing any doubts you may have at this point in your professional development (use of personal or professional resources);
3. Your own process of engaging in three distinct transformational tasks of development:



- a. Definition of counseling,
  - b. Responsibility for professional growth,
  - c. Transformation to systemic identity;
4. Specific ways in which you predict the Counselor Education Department coursework will contribute to these aspects of professional development via specific coursework throughout your training.

Students should plan to utilize 4-6 additional articles to support their discussion and format their paper via APA 7<sup>th</sup> ed. This is a scholarly/personal discussion, so first and third person language is appropriate.

Gibson, D., Dollarhide, C., & Moss, J. (2010). Professional Identity Development: A Grounded Theory of Transformational Tasks of New Counselors. *Counselor Education and Supervision*, 50(1), 21–38.  
<https://doi.org/10.1002/j.1556-6978.2010.tb00106.x>

**Rubric**

<b>Grade</b>	<b>Description</b>
<b>90-100 points</b>	-paper length minimum of 3-5 pages -all aspects of assignment addressed and discussed -complex thinking skills utilized -clear and concise organization of discussion, strong writing -perfect APA 7 <sup>th</sup> ed. Format -4-6 references
<b>80-89 points</b>	-paper length minimum of 3-5 pages -most aspects of assignment addressed and discussed -complex thinking skills utilized -adequate organization of discussion, strong writing -mostly correct APA 7 <sup>th</sup> ed. Format -4-5 references
<b>70-79 points</b>	-paper length minimum of 2-4 pages -70% or more assignment criteria addressed -poor organization of discussion, adequate writing -somewhat correct APA 7 <sup>th</sup> ed. Format -3-4 references

<b>Fewer than 70 points</b>	<ul style="list-style-type: none"> <li>-paper length fewer than 2 pages</li> <li>-70% or less assignment criteria addressed</li> <li>-no organization of discussion, poor writing</li> <li>-incorrect APA 7<sup>th</sup> ed. Format</li> <li>-fewer than 3 references</li> </ul>
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### 13. Cultural Immersion and Research Assignment and Paper

Students will select and research one ethnic group (e.g., Hmong, Latino, African American, Asian American, Native American, mixed race, LGBTQ+ community, etc.) to study, attend an in-person community event, and write a research paper about discussing how your newly gained knowledge will affect your future work with clients, colleagues, or students from this population.

Paper requirements include 7-10 pages in length (including title and reference pages) and the following elements:

- Title page
- Introduction
- Lit review
- Ethnic group description
- Specific cultural factors (i.e., historical, current issues, religious beliefs) unique to this group
- Description of event and how it felt to be present during an immersion activity with this group
- How your new knowledge will impact your future work with clients from this population
- References (minimum of 10; scholarly journals and books only)
- APA 7<sup>th</sup> ed. format required

As part of this assignment, students will engage in a cultural immersion activity. Note: Some events will cost a nominal fee to enter. Select a community or cultural event to attend. Examples include the following:

Hmong New Year: <https://www.aroundrivercity.com/event/la-crosse-hmong-new-year-2022/>

Project Fine Monthly Welcoming Table: <https://www.projectfine.org/welcoming-table.html>

### Rubric

<b>Grade</b>	<b>Description</b>
<b>90-100 points</b>	-paper length minimum of 7-10 pages -all aspects of assignment addressed and discussed -clear and concise organization of discussion -exceptional writing -perfect APA 7 <sup>th</sup> ed. format <b>-minimum 10 references</b>
<b>80-89 points</b>	-paper length minimum of 7-10 pages -most aspects of assignment addressed and discussed -adequate organization of discussion -strong writing -mostly correct APA 7 <sup>th</sup> ed. format <b>-minimum 10 references</b>
<b>70-79 points</b>	-paper length fewer than 7 pages -70% or more assignment criteria addressed -poor organization of discussion Weak writing -somewhat correct APA 7 <sup>th</sup> ed. format <b>-fewer than 10 references</b>
<b>Fewer than 70 points</b>	-paper length fewer than 7 pages -70% or less assignment criteria addressed -no organization of discussion -weak writing -incorrect APA 7 <sup>th</sup> ed. format <b>-fewer than 10 references</b>

#### 14. Final Exam (Multiple Choice)

Students will complete a final exam, which will be posted on D2L by the instructor. The purpose of the final exam is to (a) assess students' content knowledge, (b) guide students' interaction with the course textbook, (c) provide students with opportunities to study questions similar to those on comprehensive exams or national counselor exams, and (d) to increase students' familiarity to important terms related to clinical mental health counseling. **This exam is not open-book and resources are not allowed. Lockdown Browser is required for this exam.**

The exam will consist of 40 questions worth .5 point each.

#### B. Grading for Course

This course is graded on the following 10-point scale:

100-90:	A
89-80:	B
79-70:	C
69-60:	D
Below 60:	F

**\*\*Late work needs to be approved by the instructor and will be docked 5 points per day it is late. Any late work turned in w/out permission from the instructor will receive 0 points.**

**\*\*All assignments are to be completed for a passing grade in this course.**

## VIII. UNIVERSITY EXPECTATIONS & COURSE POLICIES

### A. University Expectations and Resources

**Diversity Statement:** This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

**Academic Integrity:** Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at: <http://www.winona.edu/sld/academicintegrity.asp>.

**Electronic Device Notice:** As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

**Laptop/PDA Policy:** Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

**Class Visitor Policy:** Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

**E-mail Policy:** You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

**Accommodations:** Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

**Commitment to Inclusive Excellence:** WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of

our class and community. Campus resources for students:

<http://www.winona.edu/diversity/estatement.asp>.

## B. Graduate Student Resources

**General Information:** Academic calendar, forms and other procedures for graduate students can be found at <http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100,

([www.winona.edu/rochester/](http://www.winona.edu/rochester/)):

RCTC Counseling Center, UCR Room SS133; 285-7260

([www.rctc.edu/counseling\\_career\\_center/](http://www.rctc.edu/counseling_career_center/))

UCR Learning Center, UCR Room AT306; 285-7182

**Counseling Services:** Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

**Other Support Services:** WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here:

<http://www.winona.edu/diversity/22.asp>.

**UCR Learning Center – Rochester:** For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

**Writing Center - Winona:** The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

**Student Grievances:** Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at:

<http://www.winona.edu/sld/studentgrievance.asp>

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