



Your University of Choice

Fall 2018

Course: Psychology 549 Foundations & Contextual Dimensions of Mental Health Counseling

Credit: 3 semester hours

Location: room 206

Time: Saturday 9:00am – 4:00pm Dates: 8.25, 9.8, 9.15, 9.22

Instructor: Terry Harman, Ph.D., D.Min., LCAC, LMFT, LMHC

e-mail: terryharman@gmail.com or tharman@ccsj.edu **office phone:** 219-448-2673

Instructor Background

Dr. Harman has worked in private and governmental settings since 1987. He has experience in mental health and addictions at the residential, inpatient, intensive outpatient and outpatient levels of care. He has experience in providing care in state mental health institutions as well as jails and prisons. Dr. Harman has twenty-seven years of experience teaching undergraduate and graduate level courses in psychology, addiction and mental health. He taught at CCSJ from 1990 through 2000 and returned as an adjunct in 2014.

Office Hours: I will arrange appointments per student need. Feel free to e-mail any questions you might have regarding course assignments.

Required Reading:

Palmo, A. J., Weikel, W. J., & Borsos, D. P. (Eds.). (2011). Foundations of mental health counseling: Fourth edition. Springfield, IL: Charles C. Thomas, Publisher, Ltd.

Recommended Reading:

Gladding, S. T. & Newsome, D. W. (2010). Clinical mental health counseling in community and agency settings: Third edition. Upper Saddle River, NJ: Pearson Education, Inc.

Course Objectives:

The primary content of the course meets the educational requirements for two of the eleven content areas for being licensed as a Mental Health Counselor in the state of Indiana. The two content areas examined in this course are: "Foundations of Mental Health Counseling" and the "Contextual Dimensions" of mental health counseling." However, this course may also meet the educational requirements for licensure in Addictions counseling.

- 1.) To be able to summarize the historical timeline and political, cultural, philosophical and economic influences that shaped the present-day field of mental health counseling.
- 2.) To review the various theoretical approaches to mental health counseling in general and specific approaches to working with different client populations.
- 3.) To be able to discuss the various roles, responsibilities and contexts mental health counselors work in today, including agencies where the counselor will have clients struggling with substance abuse issues.
- 4.) To be able to list the professional organizations and the specific requirements required for licensure in the state of Indiana.
- 5.) To show evidence of understanding the ethical and legal codes which guide the practice of mental health counseling, in particular the ACA Code of Ethics.
- 6.) To be able distinguish the inherent differences between private practice, for-profit and not-for-profit agencies. Learning Strategies Lectures, Class discussions, Individual presentations, Group Discussions, Collaborative Learning,

Attendance:

Attendance will be taken each class. I have found that class attendance is strongly related to college success. Since this is an intensive course any absences will affect the student's ability to acquire an understanding of the material. Full attendance is strongly recommended.

Assessment:

1.) Chapter Notes on the Course Module Readings – 15%

This course is foundational and explores the two of the required content areas for the Indiana LMHC. To assist the student in preparing for the state exam in these content areas the student is required to produce study notes for each of the assigned chapters. The student may choose the note taking format and style. However, these notes must be separate from any notes outlined in the textbook. The rationale is when the student begins the process of preparing for the state exam study notes would be less cumbersome to use than multiple textbooks.

The notes will be collected and graded for completion three times during the semester (9.8.18, 9.15.18, 9.22.18). Each section will be worth 5 points. If notes are not ready on the date of the review no credit will be given for that section.

2.) Participation and Attendance 30%

This course requires extensive reading of various materials throughout the semester. To be prepared to engage the subject and participate in the class discussions students must remain current in the assigned readings. Active participation will be recorded on a weekly basis. Poor attendance will affect the overall course grade. **7.5% earned each class day.**

3.) Exams – 35%

Two comprehensive exams will be given during the semester. The exams will cover the content of all chapter readings, supplemental readings and class lectures. The exams will be comprised of essay and multiple-choice questions. Exam Dates: 9.8.18 and 9.22.18 If you know in advance

you will not be present for the exam you may be allowed to take the exam at an earlier date. Please consult the instructor in advance.

4.) **Class Presentation – 20%**

Students will be required to produce and then present a 20 to 30-minute interactive dialogue that will be presented during class. The subject matter will come from assigned sections from the text book Clinical mental health counseling in community and agency settings. Presentation will be graded using the following criteria: 5% use of PowerPoint and handouts mandatory, 10% speaking style (not reading slides), 5% content discussed from text.

Note: As a LMHC you will be required to speak to groups, facilitate groups, speak in public gatherings, speak at conferences and with your clients! LMHCs must learn to be comfortable with speaking! If you just read your slides during the class presentation your final grade for the presentation will be greatly reduced.

I suggest you print out your slides and put notes on the slides of each printed slide. These notes can aide you in your speaking style. I use color codes. For example, if I outline something in a box and highlight it that means this is a major point and I will read it word for word. If something is just underlined it is a device to catch my eye so I can use that as supporting evidence for the point I'm making. If I just highlight it that means it is just a stat or a detail that might be useful if someone asks me a question.

I do not expect you to use my system. Remember, part of selling your idea is speaking with confidence! Look at the audience. Make eye contact. Speak loudly enough for the audience to hear you.

Grading Scale:

94% above A

90 – 93% A-

87 – 89% B+

84 – 86% B

81 – 83% B-

78 – 80% C+

75 – 77% C

72 – 74% C-

69 – 71% D+

66 – 68% D

63 – 65% D-

Below 63 % = F

Course Reading Schedule

Module One 8.25.18

Introduction to the course requirements and becoming a Licensed Mental Health Counselor in Indiana.
Exploration of ACA Code of Ethics.

Mental Health Counseling in a Historical Perspective

Chapter 1 – Professional Counseling Comes of Age: The First 35 Years (pp. 5-28), by Howard B. Smith and William J. Weikel

Chapter 2 – Professional Identity: 25 Years Later (pp. 29- 48), by Artis J. Palmo Professional Organizations and State Licensure as a Mental Health Counselor

Theory and Practice of Mental Health Counseling, part 1

Chapter 3 – Role of Theory in the Practice of Mental Health Counseling: History and Development (pp. 51-82), by Thomas A. Seay and Mary B. Seay

Module Two 9.8.18 Test 1

Theory and Practice of Mental Health Counseling, part 2

Chapter 4 – Integrating Theories into Practice (pp. 83-104), by Davis Borsos

Chapter 8 – Counseling and the Use of Humor (pp. 154-166), by Davis Borsos

Roles and Functions of Clinical Mental Health Counselors

Chapter 6 – The Counseling Process (pp. 132-164)

Chapter 7 – Client Assessment and Diagnosis (pp. 165-188)

Chapter 8 – Essential Counseling services: Crisis Intervention, Prevention, Advocacy, and Evaluation (pp. 189-216)

Module Three 9.8.18

Private Practice

“To be or not to be in business for myself.” The business and legal obligations of operating your own agency or practice!

Funding your operation: insurance, Medicaid and self-pay clients

Expanding Employment Opportunities for the Professional Mental Health Counselor

Chapter 9 – Work Settings for the Professional Counselor (pp. 169-180), by Artis J. Palmo

Chapter 10 – Counselors in Private Practice (pp. 181-202), by Artis J. Palmo and Linda A. Palmo

Chapter 11 – Mental Health Counselors Addressing Intimate Partner Violence (pp. 203- 226), by David Van Doren and Erika Wagner-Martin

Chapter 12 – Substance Abuse and the Effective Counselor (pp. 227-251), by David Borsos

Module Four 9.15.18

The Professional Counselor in a World of Uncertainty

Chapter 13 – Terrorism: Counselor’s Role in Recovery in Recover and Treatment ** Helping Military Personal/Veterans and Families Manage Stress Reactions and Navigate Reintegration (pp. 255-286), by Laurie Johnson, Peter M. Gutierrez, and Lisa A. Brenner

Chapter 14 – Trauma Counseling (pp. 287-307), by Susan C. McGroarty

Assessment, Research, Ethics, Curriculum, and Trends in 15Mental Health Counseling

Chapter 16 – The Role of Assessment in Mental Health Counseling (pp. 333-353), by Dean W. Owen, Jr.

Module Five 9.15.18

Review of Case Studies from the Licensure Board

Identifying your strengths and weaknesses as a clinician

Chapter 18 – Ethics in Counseling (pp. 381-394), by Laura K. Harrawood and Stephen Feit

Chapter 21 – The Future of Professional Counseling (pp. 441-454), by Artis J. Palmo, William J. Weikel, and David P. Borsos

Module Six 9.22.18 Test 2

Working with Specific Populations

Chapter 9 – Working with Groups (pp. 218-238)

Chapter 10 – Marriage, Family, and Couples Counseling (pp. 239 – 259)

Chapter 11 – Counseling Adults (pp. 260-282)

Chapter 12 – Counseling Children and Adolescents (pp. 283-318)

Module Seven 9.22.18

Part 4 – Clinical Mental Health Counseling: Settings and Services

Chapter 13 – Community Agencies, Medical Settings, and Other Specialized Clinical Settings (pp. 320-345)

Chapter 14 – Career Counseling, Employee Assistance Programs, and Private Practice (pp. 346-369)

Course Synopsis

Student Success Center: The Student Success Center supports Calumet College of St. Joseph students through an interactive learning experience. Students work with tutors to develop course competencies and study skills such as time management, test preparation, and note taking. In addition, students are

provided with tutoring support to help pass courses, to improve grade point average, and to promote continuing education and career advancement. Tutors have a specific charge: to help students learn how to master specific subject matter and to develop effective learning skills. The Student Success Center is open to all students at Calumet College of St. Joseph at no charge and is available to support academic courses at the introductory and advanced levels. For assistance, please contact the Student Success Center at 219 473- 4287 or stop by room 413.

The Supplemental Instruction (SI) Program is an academic support program designed to increase student performance and retention. The SI Program provides peer-assisted study sessions to aid students in academic courses that often prove challenging. Weekly study sessions are led by a supplemental instructor, a “peer facilitator” who helps students master course content and practice effective study skills. In SI sessions, students are provided with an opportunity to review lecture notes, clarify difficult concepts, discuss ideas, and study for tests in group settings. SI sessions are for students who need or want supplemental instruction in courses in which SI support is provided. Students may attend as many sessions as they deem helpful. For more information regarding the SI Program, contact the Academic Support Programs Office at 219 473-4352.

Statement of Plagiarism: If instructor or other Calumet College of St. Joseph personnel find that a student has plagiarized or been involved in another form of academic dishonesty, the instructor or other personnel may elect to bring the matter up for judicial review. The maximum penalty for any form of academic dishonesty is dismissal from the College. The procedures for judicial review are listed under the section of CCSJ handbook that addresses student grievances.

PLEASE NOTE: All papers can and may be submitted for checks on plagiarism from the Internet/Electronic sources/Databases.

Citation Guidelines: Calumet College of St. Joseph uses citation guidelines, generally MLA or APA format, to document sources quoted or paraphrased in student papers. Check the syllabus for each course to see what each instructor requires. The Library has reference copies of each manual; the Bookstore has copies for sale when required by the instructor. In addition, there are brief MLA and APA checklists in your spiral “Student Handbook and Planner” and on the Library website and literature rack. These texts show how to cite references from many sources, including electronic media, as well as how to space and indent the “Works Cited” and “References” pages respectively. EBSCO and ProQuest articles provide both formats for you to copy and paste. Proper documentation avoids plagiarism.

Withdrawal from Classes Policy: After the last day established for class changes has passed (see College calendar), students may withdraw from a course in which they are registered and wish to discontinue. A written request detailing the reason(s) for the withdrawal must be completed with the Office of Academic Advising and filed with the Registrar. The Office of Academic Advising must receive written request for withdrawal by the last day of classes prior to the final examination dates specified in the catalogue. Written requests should be submitted in person or, when an in-person visit is not possible, may be mailed to the Office of Academic Advising, emailed, or faxed to 219-473-4336. Students are to make note of the refund schedule when withdrawing from courses. If the request requires instructor approval per the College calendar, it must be forwarded to the faculty member, who makes the final determination to accept or deny the request.

If the request is honored by the faculty member, the student will receive notification of official withdrawal from the Registrar after meeting or speaking with a member from Academic Advising, Financial Aid and Athletics (if applicable). These departments will notify the student of academic, financial, and athletic eligibility effects of a possible withdrawal.

If the request is denied by the faculty member, the notification will indicate why the withdrawal is disallowed. Please note that if the request does not require instructor approval, the student must still meet or speak with a member from Academic Advising, Financial Aid and Athletics (if applicable) before the withdrawal will be processed.

An official withdrawal is recorded as a "W" grade on the student's transcript. Discontinuing a course without a written request for withdrawal automatically incurs an "FW" grade for the course (see Refund Schedule). Failure to Withdraw (FW) is indicated when the student does not complete withdrawal paperwork with the Office of Academic Advising nor does the student notify the instructor of their intent to withdraw due to an illness, accident, grievous personal loss, or other circumstances beyond the student's control. This grade is submitted by the instructor at the end of term.

Disability Services: Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans Disability Act (ADA) guidelines. Students must meet with the Coordinator of Disability Services to complete an intake form to request an accommodation and/or an auxiliary aid (e.g., additional time for tests, note taking assistance, special testing arrangements, etc.). It is the student's responsibility to contact the Academic Support Programs Office to request an accommodation at least one month prior to enrollment for each academic term. Students who are requesting an accommodation and/or an auxiliary aid must submit documentation from a professional health care provider to verify eligibility under Section 504 of the Rehabilitation Act of 1973 and/or the Americans with Disabilities Act of 1990. The cost of obtaining the professional verification is the responsibility of the student.

If a student believes that he or she needs a "reasonable accommodation" of some kind because of a physical, psychological, or mental condition, he or she should contact Disabilities Services. The Coordinator will secure documentation pertinent to the disability and work with faculty and staff, if necessary, to address the matter. All questions and inquiries pertaining to disability services should be directed to the Disability Services Coordinator at 219-473-4349.

CCSJ Alert: Calumet College of St. Joseph utilizes an emergency communications system that transmits messages via text, email, and voice platforms. In the

event of an emergency, of weather related closings, or of other incidents, those students who are registered for the system shall receive incident specific message(s) notifying them of the situation. Please sign-up for this important service at any time on the College's website. Alternatively, you can register at the time you register for classes. This service requires each user to register once per academic year. Therefore, at the beginning of each academic year, please remember to re-register for the system. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

School Closing Information:

CCSJ Alerts: An emergency communications system that transmits messages via text, email, and voice platforms. Please sign-up for this important service at any time on the College's website. This can be done at: <http://www.ccsj.edu/alerts/index.html>.

Internet: <http://www.ccsj.edu>

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Internet: <http://www.ccsj.edu>

Radio

<http://www.EmergencyClosings.com> Facility: Calumet College of St. Joseph Phone: 219.473.4770

WAKE – 1500 AM WGN - 720 AM WIJE – 105.5 FM WLS – 890 AM WZVN – 107.1 FM WBBM NEWS
RADIO 78