

PROGRAM LINKING STATEMENT:

This course develops and assesses the skills and competencies for the MSCP program mental health counseling emphasis student learning outcomes of: 1) The foundations of community counseling, and 2) contextual dimensions: community counseling, with an emphasis on mental health counseling in community settings. In addition, this course addresses the MSCP core program student learning outcomes of: 1) The professional issues and ethics, 2) research and evaluation; and 3) social and cultural foundations.

COURSE DESCRIPTION:

This course will examine counseling psychology within the community environment. The general focus of the course will be on preventative counseling within the community context. Models of service delivery, the impact of the environment, cross-cultural concerns, ethics, the history of mental health, research, and counselor competencies will be explored. This course will specifically examine alcohol and substance abuse, physical and sexual abuse, stress management, health psychology, managed care, the relationship between economic status and mental health, social support, delinquency and criminality, crisis counseling, gerontology, consultation, community agencies and programs, and legal and social policies related to children and families. The impact of multicultural concerns, ethics, and legal and social policies on services development, delivery, and availability will be examined from both a practitioner and a community-based service perspective.

It is imperative that students keep all syllabi from all courses taken while in the MSCP Program to facilitate the application process for Licensing, Certification, Doctoral program applications, etc.

STUDENT LEARNING OUTCOMES:

By the completion of this course students will demonstrate an understanding of:

- * The history, philosophy, and development of mental health counseling and the mental health movement, including selected models of mental health/community counseling.
- * The central themes of community psychology as they relate to community counseling, school counseling, and marriage and family therapy from a mental health perspective.
- * The structure and operation of professional organizations, credentialing bodies, ethical codes, training standards, and professional issues unique to mental health counseling.
- * The role and general principles of community networking, outreach, intervention and consultation, and education and training characteristics of human services programs in mental health settings; public, private, and volunteer.
- * Prevention, social support, crisis and coping, and self-help in relation to self and the community.
- * The referral process for mental health services and other community-based social services within the state of Hawaii.
- * Importance of diversity, multicultural sensitivity, and knowledge of the options, needs, rights and requirements of special populations relative to mental health counseling.
- * Legal and ethical issues in the field in both public and private settings.

- * Functions of program development and evaluation and other competency measures.
- * The relationship between mental health counseling and assessment instruments that are utilized with various client populations in mental health counseling settings.
- * The relationship between mental health counseling and the scientific method.
- * The relationship between mental health counseling and research.
- * Future trends and the change process relative to issues of mental health counseling, and the use of technology in individual and group counseling settings in the community.

COURSE APPROACH:

Chaminade classrooms hold individuals of different cultural and social backgrounds, learning styles, and educational interests. Therefore, a variety of teaching and learning modalities will be used, including audio-visuals, reflective exercises, group discussions, hands-on experientials, field trips, guest speakers, lectures, and student presentations.

COURSE TEXT: Clinical Mental Health Counseling: Fundamentals of Applied Practice
By: Donna S. Sheperis and Carl J. Sheperis ©2015 Pearson, Inc., Publishing Co.

Suggested text and readings: DSM-5 ©2013 The American Psychiatric Association
The Complete Psychotherapy Treatment Planner, 5th ed., ©2015 Wiley & Sons, Inc.

COURSE REQUIREMENTS AND GRADING SYSTEM:

Attendance and Participation.....	40
Mini-research/write-up/presentation.....	10
Pro/Con Community Issue Presentation w/handout.....	03
Case Conceptualization, DAP Notes, Treatment Plan	12
Chapter Topic Presentation.....	25
Site Interview and Presentation	30
Resource Referral Manual.....	40
Group Project/Slide Show.....	40
	200

Letter grades are based on this point system:	180 - 200 A
	160 - 179 B
	140 - 159 C
	Below 140 F

ATTENDANCE:

MSCP policy is that only one absence is allowed. NO exceptions. If more than one class is missed, you fail the class and must re-take it the next time it is offered. You will be given a 'C' and you must retake the class. *There is a 1 point deduction for each hour or fraction thereof, one arrives late to a class or leaves early for up to two hours. Missing over 2 hours of a class will result in an absence for that class.*

MSCP POLICY FOR ASSIGNMENTS:

- * No make-up work for a missed class will be allowed.
- * No late papers. There is an automatic 10 points per day deduction for late papers.
- * No extra credit or special arrangements for only one student. No exceptions.
- * All work needs to be completed and turned in within the time frame of the class.

EXPLANATION OF COURSE REQUIREMENTS:

Attendance and Participation

40 Points

Because this is an accelerated class, every absence constitutes a major loss of data as well as ability to participate in class activities. There is NO exception for absences. Each class is 4 attendance and participation points. Missing more than two hours of a class will result in an absence. If you arrive late or will be leaving class early, be sure to inform the Instructor so you receive correct attendance points instead of automatic 4 point absence.

Class activities, presentations, min-research paper, site interview and resource referral manuals give students the opportunity to demonstrate the ability to research and present topic materials in a scholarly and collaborative manner, to become familiarized with the field and practice of mental health counseling, administration and consultation, and skill-set to provide key referral services to clients and the community. This is a cohort class designed to prepare mental health emphasis students to meet clients' needs from both an ecological and traditional viewpoint. The Group Project provides a final examination and measure of overall class comprehension, application of course concepts, and teamwork.

DESCRIPTION OF THE ASSIGNMENTS:

Pro/Con community issue handout and student-led class discussion

3 points

Each student will find and present to class two opposing sources of information on a community-related issue. Sources can include newspaper/journal/magazine/substantiated Internet sources, or other empirically-sound sources of information. *Bring a copy for all Week 2. Be sure to limit handout to **2 pages maximum**, as class needs time to read them.*

Site Interview and Presentation

30 points

Each student will perform a Community Agency Site Visit to a site that offers mental health services in the student's specialization area (e.g., substance abuse counseling, at-risk youth, elderly services, etc.). The site visit must be done in person. Be sure to make an appointment with the site contact representative **prior** to the site visit. The site visit information sheet format is specific and will be handed out week 1 in class. *Students are to complete the Site Interview Information Sheet for the site, and make copies for class members, or give it to Instructor 2 days prior to presentations if you want copies made.*

Resource Referral Manual

40 points

Students will revise pre-assigned Resource Referral Manuals to be reader-compatible. Larger manuals and/or manuals with high content of pictures and graphics may be shared with two to three students, depending on the manual. Review all contents to ensure all the services provided, where the services can be accessed and by whom, the cost, and other listed information is accurate and current. Delete sources no longer in service, and add any new sources found publicly listed. Check grammar, spelling, and punctuation. Resource manuals are paginated, have a Table of Contents that lists service providers alphabetically, and page numbers for each service provider or key service area. Do not remove graphics unless absolutely necessary. Provide a reader-friendly label for each graphic. **Instructor will provide a list of manuals and recommended page spread for your selection.**

Chapter Topic Presentation**25 points**

Each student will present preselected key concepts from one chapter in the text and follow the presentation with an engaging class activity or exercise to demonstrate the concepts. Presentations are 20 minutes minimum, 25 minutes maximum, not including activity/exercise. The activity/exercise is 5 minutes minimum, 10 minutes maximum.

Mini-Research/Write-Up/Presentation**10 points**

Each student will develop a 3 to 3½ page paper on a specific area selected from one of the following 4 topics: Clearly list which of the 4 categories, and which professional organization, credentialing body, ethical codes or whose training standards have been selected to research. ***To avoid duplications, topics require prior Instructor approval.***

1. The structure and operations of a professional organization
2. The structure and operations of a credentialing body
3. Ethical codes for a specific area of community/mental health counseling
4. Training standards for a specific area of community/mental health counseling

When information is taken verbatim from a source, footnote source at the bottom of the page. Submit topic selection by email no later than **Sunday night, July 29th, 2018.**

Wait until Instructor screens for duplications and approves topic to develop the paper.

Make a copy of your mini-research paper for each class member. Or, give Instructor a copy of the paper at least 2 days prior to Week 9 presentations to make copies for class.

Case Conceptualization, Treatment Plan and DAP/Progress Notes**12 Points**

Students will use the DSM-5 to form and write up a diagnosis and rationale for same from a sample case study, create DAP notes, and conceptualize a holistic treatment plan with a rationale for each treatment modality to be employed, and a projected implementation time.

Group Project/Slide Show**40 points**

Groups of 3 to 4 students will design a pre-approved group project that examines an area of need, presents a community mental health service, or provides one, in a 15 to 20 slide photo journal power point. Photos that can directly identify persons must have release forms (to be provided). The idea is to pictorially demonstrate where there is an area of need, or how an area of need is being addressed in the community. The group project could also be a community mental health service designed and implemented by the group (for example, a single fundraiser, food drive, awareness-raising event, etc.)

The group project and slide show will be the end-of-course final examination and measure of overall class comprehension, application of course concepts, and general ability of students to work both independently and in a team; all essential competencies and skills in the preparation for the upcoming Practicum and in-the-field experience.

It recommended to focus assignments on your MH area of interest as you may find it beneficial to connect your research and presentation topics with your area of interest. This enables a holistic learning experience in the counseling and guidance area most relevant to your educational goals. If undecided as to a specific area of interest in the Mental Health/Community Counseling field, focus on the population and geographical setting that currently holds the greatest amount of appeal to you, so options and choices can be better explored and clarified.

SCIENTIFIC METHOD DEFINITION:

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are to: 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world; and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design and Counseling: Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations: Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: 1) to describe behavior; 2) to predict behavior; 3) to determine the causes of behavior; and 4) to understand or explain behavior.

Methods In Behavioral Research:

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

AN EDUCATION IN THE MARIANIST TRADITION IS MARKED BY 5 PRINCIPLES:

Educate for Formation in Faith: Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor, coupled with respectful humility, provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

Provide an Excellent Education: In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual, and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist universities two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

Educate in Family Spirit: Known for their strong sense of community, Marianists have traditionally spoken of this sense of family spirit. Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

Educate for Service, Justice and Peace: The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized, and promote the dignity, rights and responsibilities of all people.

Educate for Adaptation & Change: In the midst of rapid social and technological change Marianist universities readily adapt and change their methods and structures so the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be met.

Selected from *Characteristics of Marianist Universities: A Resource Paper*, Published in 1999 by Chaminade University of Honolulu, St. Mary’s University, and University of Dayton. ***Each of these characteristics is integrated, to varying degrees, in this course.***

ACADEMIC HONESTY STATEMENT:

Academic honesty is an essential aspect of all learning, scholarship and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidents of academic dishonesty to an Instructor, or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the Instructor, who must make a report with recommendations to the Dean of the Academic Division and may range from an 'F' grade for the work in question, to an 'F' grade for the course, to suspension or dismissal from the University.

STUDENTS WITH DISABILITIES:

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he or she may need accommodations in this class must contact **Dr. June Yasuhara at 735-4845** at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the American Disabilities Act (ADA). ***It is important to contact Dr. Yasuhara as soon as possible so that accommodations are implemented in a timely fashion.***

PERSONAL SAFETY STATEMENT:

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center at: 808 735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

**Lives of great men all remind us we can make our lives sublime.
And, departing, leave behind us footprints on the sands of time.
Footprints, that perhaps another, sailing o'er life's solemn main
A forlorn and shipwrecked brother, seeing, shall take heart again.
Let us, then, be up and doing, with a heart for any fate,
Still achieving, still pursuing, learn to labor and to wait.**

Excerpt From A Psalm of Life By: Henry Wadsworth Longfellow (1838)

PSY 741: COURSE ACTIVITIES SCHEDULE

WEEK 1
July 11 Course Introduction; Icebreakers; concept quiz (extra credit)
Class discussion: What is Community?
Sample pro/con community issue handout and class discussion
Ch. 1: *What is Clinical Mental Health Counseling?*
Group Project/slide show initial description and suggestions
Ch. 2: *Ethical and Legal Issues*

Pro/Con Community Issue handout due next week*

****Limit handout to 1 or 2 pages; bring a copy next week for each person.***

WEEK 2
July 18 Pro/Con Community Issue Presentations, Discussion and Analysis
Ch. 3: *Education, Credentialing, and Professional Development*
Distribution and review of Site Interview Format and Intro/Sign-off Sheet
Intro to ***Hawaii Assistance Network for Diverse Underserved Populations***

WEEK 3
July 25 Remaining Pro/Con Issue Presentations: Discussions and Analysis
Ch. 4: *Employment Settings for Clinical Mental Health Counselors*
Presentation by:
Ch. 5: *Professional and Social Advocacy in Clinical Mental Health*
Presentation by:
Chapter topic selections/Mini-research topic selections
Group Project members' selection and brainstorming session

****Mini-research paper topic selections must be emailed to Instructor no later than Sun., July 29th, 2018. List which of the 4 topics you selected, and then list the specific focus area within the selected topic you would like to research. The Instructor will screen for duplicates, then approve student selection or require submittal of a different selection.***

WEEK 4
August 1 **Ch. 6: *Client Assessment and Diagnosis***
Presentation by:
Ch. 7: *Case Conceptualization and Treatment Planning*
Presentation by: **Instructor**
Sample Case Study: conceptualization and DSM-5 diagnosis
DAP notes and holistic treatment plan. Write up due next class.

****email mini-research topic selections no later than this Saturday, August 4th.***

WEEK 5
August 8 **Ch. 8: *Working Within the Managed Care System***
Presentation by:
Ch. 9: *Consultation and Referrals*
Presentation by:

Update on student progress with Resource Manuals and Site Visits
Group Project group meeting to work on project development

WEEK 6 Ch. 10: *Prevention and Crisis Intervention Services***August 15**

Presentation by:

Presentation by:

Site Interview PresentationsUpdate on student progress w/Resource Manuals and Group Project

WEEK 7 Ch. 11: *Psychopharmacology***August 22**

Presentation by:

Ch. 12: *Forensic Mental Health Counseling*

Presentation by:

Update on student progress w/Resource Manuals and Group Project

*****email Resource Manuals by this Sunday, August 26th, 2018.****Only send and attach the manual as a simple Word document .doc or .docx**
(For editing purposes, NO google drive, .dat, pdf, Canvas, encrypted formats, etc.)

WEEK 8 Ch. 13: *Addictions Counseling***August 29**

Presentation by:

Ch. 14: *Clinical Supervision*

Presentation by:

Group Project final in-class pre-prep session meeting

WEEK 9 Ch. 15: *Internet-Based Counseling***Sept. 5**

Presentation by:

Mini-research handouts, presentations and class discussion

WEEK 10 Resource Manual Revisions: Review and Discussion**Sept. 12****Group Project Demonstrations *(final assessment)***End of semester student evaluations

SYLLABUS MAY BE ADJUSTED TO MEET THE NEEDS OF THE CLASS.

“Give a man a fish and he will eat for a day. Teach a man to fish and he will learn the theory of fishing. But, without a lake with fish in it, a way to catch fish, and a pan to cook the fish (unless he likes shashimi), theory alone doesn’t feed anyone.”

Reverend Claude Du Teil, Founder of the Institute for Human Services