



Chaminade University of Honolulu
Master of Science in Counseling Psychology
Course Syllabus

[Chaminade University Honolulu](https://chaminade.hawaii.edu/)

3140 Waialae Avenue - Honolulu, HI 96816

Course Number: PSY 741-90

Course Title: Mental Health Counseling

Term: Summer 2024 July 1, 2024 – September 9, 2024

Class Meeting Days & Time: Wednesdays, 5:45-9:35 pm

Course Website Address (Canvas): <https://chaminade.instructure.com/>

Instructor Name:

Email: Kacie.cohen@chaminade.edu

Phone: 808-735-4745

Office Location: Behavioral Science #108

Office Hours: By Appointment Only

Instructor Availability: Questions for this course can be emailed to the instructor at Kacie.cohen@chaminade.edu. Online, in-person and phone conferences can be arranged. Response time will take place up to 24 hours, the next business day.

Text: Gerig, M. (2018). Foundations for Clinical Mental Health Counseling: An Introduction to the Profession, 3rd edition

Additional Required Learning Materials:

Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition

University Course Description

This course will examine counseling psychology within the mental health environment. The general focus of the course will be on preventative counseling within the mental health context. Models of service delivery, the impact of the environment, cross cultural concerns, ethics, and the history of mental health, research, and counselor competencies will be explored. The course will specifically examine alcohol and substance abuse, physical and sexual abuse, stress management, health psychology, managed care, the relationship between economics status and mental health, delinquency and criminality, crisis counseling gerontology, consultation, social support, mental health agencies and programs, and legal and social policies related to adult individual, children, and families.

Course Overview

Examination of contemporary mental health issues, concepts, and principles, and challenges within community mental health settings. This is a required course for the Mental Health emphasis. Prerequisites: PSY 751.

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ACA 2014 Code of Ethics

Section C: Professional Responsibility

Introduction

... counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.2.g: Impairment

Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.

<https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

Mental Health Emphasis Program Learning Outcomes (PLOs)

Upon completion of the M.S. in Counseling Psychology, students will be able to:

1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health, Marriage/Family or School) counseling. (the specific emphasis would be stated for each of the emphasis areas)
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

Student Learning Outcomes

1. Examine the roles and functions of a mental health counselor from a biopsychosocial and systemic perspective. This will be assessed through a Case Conceptualization and Treatment Plan (PLO 2,4)
2. Synthesize critical thinking when analyzing professional, legal, and ethical issues in counseling. This will be assessed through Chapter Question Assignments, and the Midterm & Final Multiple Choice Questions Exam (PLO 2)
3. Apply the integrative model of stress management, evolutionary psychology, life span development, and neuroscience to prevention initiatives and counseling. This will be assessed through a Stress and Health Biopsychosocial-Spiritual Final Paper (PLO 2, ,3,4)
4. Synthesize the concepts of the stress response system in the development of a preventative wellness model for mental health clients. This will be assessed by a Stress and Health Biopsychosocial-Spiritual Final Paper (PLO 3,4)
5. Synthesize the concepts of the stress response system in the development of a personal self-care model that also includes personal and professional growth and self-development. This will be assessed by a Stress and Health Biopsychosocial-Spiritual Final Paper (PLO 3,4)
6. Evaluate the major concepts, theoretical perspectives, empirical findings, and historical trends in the study of psychopathology. This will be assessed by Chapter Question Assignments, Midterm & Final Multiple Choice Question Exam (PLO 2)
7. Analyze the impact culture, diversity, and indigenous practices have within community mental health settings. This will be assessed by a Community Agency Site Information Presentation (PLO 2,3,4)

Grading:

A = point range: for example 90% and above of total points

B = point range: for example between 80-89% of total points

C= not passing range: for example below 80% of total points

***Reminder that all assignments be submitted by the specified due date and time indicated in this syllabus or in the Canvas Modules. Please note that late submissions cannot be accepted unless a special arrangement has been made prior to the due date or test date. If you anticipate any extraordinary circumstances, I would greatly appreciate it if you notify and coordinate with me at least 48 hours before the deadline. Completing all assignments within the designated timeframe of this course is vital, as no work can be accepted after the final week of the term.**

If you have any inquiries or concerns regarding your assignments, please don't hesitate to contact me early in the term. I am here to provide support and assistance whenever needed.

In part, engaging in the process of counseling is dependent upon understanding and applying the scientific method and evidence based research

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 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.

The above quotes were taken directly from:

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.

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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.

The above quotes were taken directly from:

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.

The above quotes were taken directly from:

Methods In Behavioral Research
Cozby

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.

The above quote was taken from:

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

Canvas

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact the Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on "Students" role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

CUH Services and Policies

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including,

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but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua 'Ike's website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua 'Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua 'Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

Title IX Compliance

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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

Attendance Policy

If you miss more than one class, you will be given a "C" and you must retake the class. Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes.

Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

Academic Conduct Policy

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct by which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

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For further information, please refer to the Student Handbook which is linked annually on the following webpage: <https://chaminade.edu/current-students/>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

This course carries 3 credit hours and entails 135 clock hours of student engagement, aligning with the official CUH Credit Hour Policy. For students enrolled in this course, approximately 40 hours will be dedicated to developing and the delivery of a Community Agency Site Information Presentation, Stress and Health Review and Paper, and a Movie Character Case Conceptualization Presentation. Additionally, there's an anticipated 95 hours of supplementary work, which includes 10 hours for videos and written responses, 40 hours for chapter readings, reviewing PowerPoints and class activities, 20 hours for chapter assignments, and 15 hours completing weekly Quizzes and a Final Examination. This supplementary workload averages around 9.5 hours per week.

Marianist Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. 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, provide 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.

2. 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, 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

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education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “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.

4. 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.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that 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 made.

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.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the ‘Olelo No’eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Olelo No’eau 364) May I live by God
2. Provide an Integral, Quality Education (Na’auao) Lawe i ka ma’alea a kū’ono’ono (‘Olelo No’eau 1957) Acquire skill and make it deep
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Olelo No’eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no’eau (‘Olelo No’eau 1430) Education is the standing torch of wisdom
5. Educate for Adaptation and Change (Aina) ‘A’ohe pau ka ‘ike i ka hālau ho’okahi (‘Olelo No’eau 203) All knowledge is not taught in the same school

Alignment of Course Curriculum & Assessments and Student Learning Outcomes

Assignments / Assessments	Requirements	Student Learning Outcome / Program Learning Outcome
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Community Agency Site Information Presentation	Develop a creative and informative PowerPoint presentation consisting of 10-12 slides. Your presentation should focus on a community agency or organization of your choice that serves a population you are interested in working with. See Canvas assignment for deliverables of presentation	<ol style="list-style-type: none"> 1. Analyze the impact culture, diversity, and indigenous practices have within community mental health settings. (PLO 2) 2. Synthesize critical thinking when analyzing professional, legal, and ethical issues in counseling. (PLO 2)
Stress and Health Review and Paper	Write a comprehensive 7-page paper that thoroughly examines and reviews the relationship between stress and an individual's health and well-being. The paper should specifically focus on exploring the detrimental effects of stress, stress-related disorders, stress management interventions, and counseling applications. See Canvas assignment	<ol style="list-style-type: none"> 1. Apply the integrative model of stress management, evolutionary psychology, life span development, and neuroscience to prevention initiatives and counseling. (PLO 2, 3) 2. Synthesize the concepts of the stress response system in the development of a preventative wellness model for mental health clients. (PLO 3) 3. Synthesize the concepts of the stress response system in the development of a personal self-care model that also includes personal and professional growth and self-development. (PLO 3) 4. Evaluate the major concepts, theoretical perspectives, empirical findings, and historical trends in the study of psychopathology. (PLO 2)
Mental Health at the Movies: Case Conceptualization and Treatment Plan	Write a paper that demonstrates your understanding of the biopsychosocial-spiritual model, systemic perspective, major concepts, theoretical perspectives, psychopathology, diagnosis, and treatment planning. You will apply these concepts in the context of a movie character of your choice. See Canvas assignment	<ol style="list-style-type: none"> 1. Examine the roles and functions of a mental health counselor from a biopsychosocial and systemic perspective. (PLO 2) 2. Evaluate the major concepts, theoretical perspectives, empirical findings, and historical trends in the study of psychopathology. (PLO 2) 3. Apply the integrative model of stress management, evolutionary psychology, life

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		span development, and neuroscience to prevention initiatives and counseling. (PLO 2, 3)
Chapter Reflective Assignments, Mid-Term, Final Examination DUE DATES: See Canvas	See Canvas for Mid-Term and Final Examination	<ol style="list-style-type: none"> 1. Examine the roles and functions of a mental health counselor from a biopsychosocial and systemic perspective. (PLO 2) 2. Synthesize critical thinking when analyzing professional, legal, and ethical issues in counseling. (PLO 2) 3. Evaluate the major concepts, theoretical perspectives, empirical findings, and historical trends in the study of psychopathology. (PLO 2) 4. Analyze the impact culture, diversity, and indigenous practices have within community mental health settings. (PLO 2,3,4)
Case Study Intake Assessment, Treatment Plan, and Progress Notes DUE DATES: See Canvas	Review of client intake videos, conduct an intake assessment, formulate a provisional diagnosis, development of treatment plan, identification of counseling skills used, ethical and cultural considerations, and additional recommendations.	<ol style="list-style-type: none"> 1. Examine the roles and functions of a mental health counselor from a biopsychosocial and systemic perspective. (PLO 2) 2. Evaluate the major concepts, theoretical perspectives, empirical findings, and historical trends in the study of psychopathology. (PLO 2) 3. Apply the integrative model of stress management, evolutionary psychology, life span development, and neuroscience to prevention initiatives and counseling. (PLO 2, 3)

Tentative Course Schedule

Week #	Class Schedule / Activities / Assignments	ALL Due Dates by 11:59pm
1	<p>Introduction to Course, Syllabus, and Modules</p> <ol style="list-style-type: none"> 1. Overview of course expectations, assignments, and Tests <p>*Review the following requirements for the following projects (2-4) in Canvas, so that you can plan accordingly to complete it by the Due Date:9/6/2024 @ 11:59pm</p> <ol style="list-style-type: none"> 2. Community Agency Site Information PowerPoint Presentation 3. Mental Health at the Movies: Case Conceptualization and Treatment Plan 4. Stress and Health (Biological, Psychological, and Behavioral): Review & Paper 	<p>1. Chapter Assignments Due Weekly by Sunday 11:59pm</p>
2	<p>What is a Licensed Mental Health Counselor or Professional Counselor</p> <p>Chapter 1 Reading:</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • Articulate a definition for clinical mental health counseling. • Discuss how the definition of clinical mental health counseling fits within the 20/20 definition of counseling. • Identify the key tenets of the clinical mental health counseling perspective. • Name relevant professional organizations of the counseling profession. • Differentiate between clinical mental health counseling and related helping professions. • Identify and describe the stages of professional identity development. <p>Chapter 1: Reflective Chapter Assignment</p> <p>Case Study Videos: Comprehensive Counseling Case Analysis: From Intake to Treatment Planning</p>	<p>See Canvas: Chapter Assignments Due Weekly by Sunday 11:59pm</p>
3	<p>Chapter 2 Reading</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • Discuss early views of mental health and illness. • Explain the professional development of psychiatry, psychology, and social work and identify key people in this development. • Chart the professionalization of counseling through APGA and explain the need for an organization to represent master's level counselors. • Articulate the impact of the Community Mental Health Centers Act of 1963 	<p>See Canvas: Chapter Assignments Due Weekly by Sunday 11:59pm</p>

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	<ul style="list-style-type: none"> • Understand events and processes leading to the consolidation of the clinical mental health counseling profession. • Explain the changing roles, tools, and contexts relevant to changes in the 21st century • Identify the influence of positive psychology and research in wellness <p>Chapter 3 Reading Learning Objectives</p> <ul style="list-style-type: none"> • Articulate why their self-schemas, worldviews, and interpersonal styles will affect which counseling theories they select. • Describe the trans theoretical model of behavioral change. • Explain how a good theory will describe, explain, predict, and provide techniques. • Describe important criteria for evaluating theories. • Explain the foundational principles of clinical mental health counselors (human development perspective, ecological perspective, wellness/prevention perspective). • Describe the clinical mental health counseling paradigm. <p>Chapter 2 & 3: Reflective Chapter Assignment</p>	
4	<p>Chapter Readings:4 Learning Objectives</p> <ul style="list-style-type: none"> • Identify the basic inferential errors. • Identify the major traditional theories of counseling and their key theorists. • Compare and contrast the essential principles and concepts, goals of treatment, and process and techniques of each of the traditional theories of counseling. • Understand the process of developing counselor-specific theoretical orientation and the potential pitfalls of eclecticism. <p>Chapter Readings:5</p> <ul style="list-style-type: none"> • List and describe the eight core areas of study infused into all CACREP programs. • List and describe the three components of CACREP-accredited Clinical Mental Health Counseling programs. • Explain the value of professional practice experiences and describe the requirements for Practicum and Internships for CACREP-accredited programs. • Describe and differentiate between registry, certification, and licensure. <p>Chapter 4 & 5: Reflective Chapter Assignment</p> <p>Case Study Videos: Comprehensive Counseling Case Analysis: From Intake to Treatment Planning</p>	See Canvas: Chapter Assignments Due Weekly by Sunday 11:59pm
5	<p>Chapter Reading: 6 Learning Objectives</p>	See Canvas: Chapter Assignments Due

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	<ul style="list-style-type: none"> • List and describe the four reasons for the significance of ethical codes and the law • List and describe the four processes set up to legally protect clients • Explain the relationship between code of ethics and the law • List and describe the six foundational principles of the code of ethics <p>Chapter Reading: 7</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • Know the two most relevant types of codes for mental health counselors and know what they contain • List the three primary objectives of the code of ethics • Know and explain the investigation process and the potential consequences by the ACA Ethics Committee • List and describe the specific ethical and legal issues in the chapter • Describe HIPAA and its specific implications for the practice of clinical mental health counseling • Know and understand the components of the five primary stages of the people-helping process • Know the purpose of the DSM-V and its dimensional approach as opposed to the categorical approach of the DSM-IV with its five dimensions • Know the organizational structure and application of the ICD-10 for the diagnosis of mental disorders • Describe and explain a goal statement and its components • Identify and explain modalities of intervention for mental health counselors • List and explain aspects of the post deinstitutionalization era including least restrictive treatment and evidenced-based treatments • Explain the recovery and consumer movement and identify the 10 components of recovery philosophy <p>Chapter 6 & 7: Reflective Chapter Assignment</p> <p>MID-TERM EXAMINATION: Chapter 1-7</p> <p>Case Study Videos: Comprehensive Counseling Case Analysis: From Intake to Treatment Planning</p>	Weekly by Sunday 11:59pm
6	<p>Chapter Readings:8</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • Understand the traditional continuum of mental health care and its expanding settings of professional practice • Know and explain the difficulties and efforts being done to help provide services to special populations • Know the several specific settings where mental health and community counselors work and their associated responsibilities <ul style="list-style-type: none"> ○ Crisis/Emergency Management ○ Agency/Community Mental Health Centers ○ Private Practice 	See Canvas: Chapter Assignments Due Weekly by Sunday 11:59pm

	<ul style="list-style-type: none"> ○ Substance Use Treatment Programs ○ Small College Counseling Center ○ University Health Service ○ Equine Therapy ○ Home-Based Therapy <p>Chapter Reading: 9 Learning Objective</p> <ul style="list-style-type: none"> ● Understand the transition to integrated behavioral health in primary health care settings ● Know and understand the three primary reasons for using appraisal and research in clinical mental health counseling ● Define and understand key concepts such as reliability and validity and how these relate to appraisal and research ● Know and describe different categories of appraisal techniques ● Know the five specific tasks of ethical practice in appraisal ● Know and describe the specific models of research design ● Explain and describe the considerations of ethical practice in research <p>Chapter 8 & 9: Reflective Chapter Assignment</p> <p>Case Study Videos: Comprehensive Counseling Case Analysis: From Intake to Treatment Planning</p>	
7	<p>Chapter Readings:10 Learning Objectives</p> <ul style="list-style-type: none"> ● Understand and describe the historical development and progression of multiculturalism in clinical and mental health counseling ● Define and describe the importance of key definitions and concepts in multiculturalism ● List and describe potential barriers in multicultural counseling ● List and describe the foundational principles of multicultural counseling ● Identify and describe the three specific domains of multicultural counseling competencies set forth by the AMCD's Professional Standards Committee ● Identify and describe the competencies associated with the MSJCC <p>Chapter Reading:11 Learning Objectives</p> <ul style="list-style-type: none"> ● Understand the historical context that led to managed care's development ● Know and define managed care its purpose ● Know and understand the basic process of managed care and how it impacts mental health counselors ● Know and describe how counselors cope with managed care and ways to survive 	See Canvas: Chapter Assignments Due Weekly by Sunday 11:59pm

	<p>Chapter 10 & 11: Reflective Chapter Assignment</p> <p>Case Study Videos: Comprehensive Counseling Case Analysis: From Intake to Treatment Planning</p>	
8	<p>Chapter Readings:12</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • Understand the historical context for the shift to deinstitutionalization and list the forces involved • List and explain the components in the model of mental health • Describe the three approaches to program evaluation • Describe the process of grant writing • Understand the importance of program supervision • Describe aspects involved in effective management • Understand and explain the two current models of leadership style <p>Chapter 12: Reflective Chapter Assignment</p>	See Canvas: Chapter Assignments Due Weekly by Sunday 11:59pm
9	<p>Chapter reading:13</p> <p>Learning Objectives</p> <ul style="list-style-type: none"> • Describe the current trends including spirituality, biological model of psychopathology and wellness, and economic context. • Describe and identify the current strengths of the clinical mental health profession • Identify current struggles within the clinical mental health profession • Identify and describe ways for counselors to live out the clinical mental health counseling paradigm • Describe the current factors influencing the profession <p>Chapter 13: Reflective Chapter Assignment</p>	See Canvas: Chapter Assignments Due Weekly by Sunday 11:59pm
10	<ol style="list-style-type: none"> 1. Final Examination 2. Community Agency Site Information PowerPoint Presentation 3. Mental Health at the Movies: Case Conceptualization and Treatment Plan Paper and Presentation 4. Stress and Health (Biological, Psychological, and Behavioral): Review & Paper 	See Canvas: Final Examination Due Dates