



School of Education and Behavioral Sciences  
Master of Science in Counseling Psychology

### **PSY- Mental Health- 741-01-3**

IN PERSON/CLASS  
Henry Hall, 104

<https://chaminade.instructure.com/courses/43955>  
5:30PM-9:20 PM Wednesdays  
Term: Accelerated Summer 2025  
July 7 – Sep 15, 2025  
Credits: 3

#### **Instructor Information**



**Instructor:** Aubrey Jenks, LMHC, NCC  
**Email:** [aubrey.jenks@chaminade.edu](mailto:aubrey.jenks@chaminade.edu)

**Office Hours:** 8-9am on Wednesdays. Please email me to reserve a time slot for online assistance.

**Communication:** Questions for this course can be emailed to the instructor. Response time may take place up to 48 hours.  
Students may communicate with each other through email, Canvas inbox, or through posts, discussions, and assignments on Canvas.

#### **School & Department Information**

##### **School of Education and Behavioral Sciences**

Office Location: Brogan Hall, 110  
Phone: (808) 739-4652

If you have questions regarding the Masters of Science in Counseling Psychology, reach out to your Instructor or the School of Education and Behavioral Sciences.

## Course Description & Materials

### 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 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.

### Required Text/Materials

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

### Additional Learning Materials

American Psychiatric Association. (2022). Neurodevelopmental disorders. In *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.)

### Time Allocation and 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 is a (3) credit hour course requiring 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 spent in a synchronous in-person or online class. Additionally, there's an anticipated 75 hours of supplementary work which includes 25 hours of reading, 40 hours of discussion responses, research, and assignments, and 10 hours writing a conceptual framework essay. There may be an additional 20 hours of work required beyond what is listed here (course readings, homework assignments, etc.) This additional work will average about 2 hours per week.

**Note:** There is no way to determine how long course activities will take with 100% accuracy. Some students will work faster, others will work slower. Faculty may estimate the difficulty of tasks differently than their peers. We are simply seeking a reasonable estimation that is informed by Data provided by the Rice University Center for Teaching Excellence.

### **Canvas** (<https://chaminade.instructure.com>)

Canvas is the learning management system that CUH uses to make teaching and learning easier for everyone. Canvas will hold important information like the course syllabus, course assignments and discussions, resources, and more. Please visit the course Canvas page often to get the most up to date information about the course and to submit course requirements.

### **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](mailto: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](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

## **Course Policies**

### **Attendance**

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.

### **Late Work**

Late work will not be accepted in this course unless an arrangement is made with the instructor.

### **Extra Credit**

Extra credit will be given at the discretion of the instructor. Only when deemed appropriate and will not be offered as a replacement of required assignments or if detrimental or unfair to the integrity of the course.

### **Changes to the Syllabus**

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

### **Final Grades**

Final grades are submitted to [Self-Service](#):

A = 91-100%

B = 80-90%

C = Below 80% (Retake the course)

## **Important Information**

### **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>

### **Academic Honesty**

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 incidence 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, in addition to more obvious dishonesty.

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. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### **Title IX and Nondiscrimination Statement**

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

### **Nondiscrimination Policy & Notice of Nondiscrimination**

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:

<https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cell phone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### **Student with Disabilities Statement**

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Kōkua ‘Ike: Tutoring & Learning 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, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s](#) website 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 on Account > TutorMe. For more information, please contact Kōkua ‘Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.

### **Chaminade Counseling Center**

Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. For more information regarding the Counseling Center services, please email [counselingcenter@chaminade.edu](mailto:counselingcenter@chaminade.edu), call 808-735-4845, or visit: <https://chaminade.edu/student-life/counseling-center/counseling-services/>

## **Scientific Method**

**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 glamor, 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.

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>

## Learning Outcomes

### Mental Health Emphasis Program Learning Outcomes (PLOs)

Upon completion of the MSCP program, the student will be able to:

1. Identify counseling theories, principles, concepts, techniques, and facts in mental health counseling.
2. Demonstrate the ability to facilitate the counseling process with clients in a mental health setting.
3. Identify the relationship between adaptation and change, and the counseling process in a mental health setting.

### Student Learning Outcomes (SLOs)

Upon completion of P741MH, the student will be able to:

1. Examine the roles and functions of a mental health counselor from a biopsychosocial and systemic perspective.
2. Synthesize critical thinking when analyzing professional, legal, and ethical issues in counseling.
3. Apply the integrative model of stress management, evolutionary psychology, lifespan development, and neuroscience to prevention initiatives and counseling.

4. Synthesize the concepts of the stress response system in the development of a preventative wellness model for mental health clients.
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.
6. Evaluate the major concepts, theoretical perspectives, empirical findings, and historical trends in the study of psychopathology.
7. Analyze the impact culture, diversity, and indigenous practices have within community mental health settings.

### **Marianist Values**

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education 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 integral, quality 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 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, and integrity of creation.

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 and 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 that for that philosophy to remain vibrant in changing times, adaptations need to be made.

### **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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo No'eau 203) All knowledge is not taught in the same school

### **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.

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

### **Alignment of Course Learning Outcomes**

See "Tentative Course Schedule and Due Dates" located on the last page of this syllabus.

## **Assignments**

Assignments will be discussed during class sessions and will be listed in the weekly "Modules" page on Canvas.

As there will be a combination of class assignments, online assignments, research, quizzes, or other assignments, as the instructor believes is necessary to further learning. The instructor will grade your submission and update the points for the assignment (if points are awarded for that particular assignment). If there are questions or concerns from instructor or student, communication can be through CUH email or through the Canvas inbox feature.

## Activities

These assignments coincide with the text required reading. They are to further reflect on what was learned during the reading and think critically by exploring

### **1.Refer a Friend- 10pts**

Suppose you have a friend who is experiencing emotional distress and would like to receive help but is hesitant to seek mental health professional services. Using what you've learned about what counseling is, write a persuasive argument that addresses WHO counseling could benefit, WHAT counseling is and what can be addressed during counseling, WHEN it is beneficial for someone to participate in counseling, WHERE counseling can occur and options available, and WHY counseling could be beneficial.

Submit argument on Canvas by 11:59 pm on 7/15. Instructor will score 1-10 points.

### **2. Interview an LMHC, LPC, or LSW- 10pts**

Interview an LMHC, LPC, or LSW working in a community mental health setting. Examine the ways in which their organization has programs and/or goals related to the prevention of emotional and psychological distress. What are some of these programs and what specific roles can be filled by mental health and community counselors?

Submit on Canvas by 11:59 pm on 7/22. Instructor will score 1-10 points.

### **3. Self-Disclosure and Info Statement- 10pts**

Suppose you choose to work in a private practice upon licensure. Develop a self-disclosure statement that you might share/discuss with a new client as a way of introducing them to who you are, what your areas of specialization are, and what services you offer. Also include information about HIPAA, confidentiality, and expectations.

Submit on Canvas by 11:59 pm on 7/29. Instructor will score 1-10 points.

Practice it with a colleague in class on 7/30.

### **4. Practicing Wellness- 10pts**

Survival in the counseling professions requires the utilization of wellness practices in one's daily routine. To what extent are you currently practicing wellness? What skills can you identify that you use? Can you identify specific wellness practices from which you could benefit? Develop a self-management plan to assist you in implementing the identified practices in your personal routine.

Submit on Canvas by 11:59 pm on 8/5. Instructor will score 1-10 points.

Share your plan/routine with a colleague in class on 8/6. Colleagues can provide feedback and suggestions on what might also be helpful or beneficial in your plan/routine.

### **5. Where will I work?- 10pts**

There are many options for you to practice and improve your counseling skills and allow you to develop your passion for counseling. Research 3 different companies and/or places that could

be a potential site for an internship. This may include research on their website, social media pages, or by interviewing staff members to learn what the company does, the therapeutic approaches they use, and the vision and goals they have. Share this information in less than 1000 words in essay format with a conclusion which includes which of the three (or none at all) would be the best fit for you and why.

Submit on Canvas by 11:59 pm on 8/12. Instructor will score 1-10 points.

Share your findings and choice with a colleague in class on 8/13. "Sharing CAN BE caring."

#### **6. Cultural Show-Tell-Eat- 10pts.**

On 8/27, each person brings to class and discusses an object that is symbolic or a metaphor of an important aspect of that person's culture. In addition, each person brings a small dish to share about their culture and share a memory they have about that dish and how it is significant to their culture and/or family.

Submit a summary of what you learned about your colleagues' culture on Canvas by 11:50 pm on 8/27. Instructor will score 1-10 points on your summary of learning.

#### **7. Interview a Friend- 10pts**

To what extent do you see your personal characteristics and interpersonal style as being a good fit for the mental health counseling profession?

Interview at least one person who knows you well. To what extent do they see your personal characteristics and interpersonal style as being a "good fit" for counseling?

Submit on Canvas by 11:59 on 9/2. Instructor will score 1-10 points.

### **Discussions**

Weekly discussions including group and pair-share discussions are a part of the course. Each student is expected to participate in the discussion within the group or with a partner.

A summary of your discussion is due on Canvas by the following Thursday night by 11:59pm. Each discussion will be worth 10 points.

### **Quizzes**

Each required chapter reading assignment will include a quiz to test your understanding and memorization of core concepts and important information. Some quizzes may be open-notes/open-book. Some quizzes may be timed.

### **Exams**

None

### **Team Projects**

No partner assignments have been assigned but if necessary and educationally beneficial, the instructor may assign Partner assignments. If so, grades and/or points will be given based on

each individual's contribution to the completed project. You will not be penalized for a partner's lack of participation or contribution. If necessary, a fair assessment will be given by the instructor and will be under the discretion of the instructor based on work and evidence.

### **Final Project**

#### **Written Case report = 50 total pts**

Complete one case report due by week 9, no later than 11:59pm on 9/3/25.

This includes completing an intake assessment of a fictional character of a movie or show that is common and well-known. For example: Elsa/Anna (Frozen), Scar (Lion King), Jack (Titanic), etc...

Write a paper which includes discussion of fictional character's background, strengths/weaknesses, and symptoms. Include a provisional diagnostic impression, a tentative treatment plan, effective current resources in Hawaii that would be able to assist character, ethical and cultural considerations, and 3 journal article references.

## TENTATIVE COURSE SCHEDULE

Week # Class Date	Class Schedule /Activities Alignment with PLO, SLO, MV, NHV, & eP	Assignments Due by 11:59 pm
1 W 7/9/25	<ol style="list-style-type: none"> <li>1. Introduction to Course, Syllabus, and Canvas</li> <li>2. Introduction to MSCP MH Comprehensive ePortfolio Assignment</li>   <li>3. Activity Due by 11:59 pm TONIGHT: Introductions on Canvas</li> </ol>	<p>Read Ch. 1 and Ch. 3 by 7/15</p> <p>Activity:</p> <ol style="list-style-type: none"> <li>1. Introductions on Canvas 7/9</li> <li>2. Refer a friend 7/15</li> <li>3. Interview a professional 7/22</li> </ol>
2 W 7/16/25	<ol style="list-style-type: none"> <li>1. Foundations for Clinical Mental Health Counseling               <ol style="list-style-type: none"> <li>a. Ch. 1 What is a Mental Health or Professional Counselor?                   <ol style="list-style-type: none"> <li>i. Lecture, Discussion 1&amp;2, Quizzes, and Activity: Refer a friend and Interview a friend</li> </ol> </li> <li>b. Ch. 3 Theoretical Foundations for Clinical Mental Health Counselors                   <ol style="list-style-type: none"> <li>i. Lecture, Discussion 2, and Quiz</li> </ol> </li> </ol> </li> </ol>	<p>Read Ch. 4 by 7/22</p> <p>Activity:</p> <p>Continue working on Interview a professional by 7/22</p>
3 W 7/23/25	<ol style="list-style-type: none"> <li>1. Foundations for Clinical Mental Health Counseling               <ol style="list-style-type: none"> <li>a. Ch. 4 Traditional and Contemporary Theories of Counseling                   <ol style="list-style-type: none"> <li>i. Lecture, Discussion 3, and Quiz</li> </ol> </li> </ol> </li> <li>2. Activity 2- Interview a professional from Ch. 3</li> </ol>	<p>Read Ch. 6 by 7/29</p> <p>Activity:</p> <p>Self-Disclosure and Info Statement by 7/29</p>
4 W	<ol style="list-style-type: none"> <li>1. Foundations for Clinical Mental Health Counseling               <ol style="list-style-type: none"> <li>a. Ch. 6 Ethical and Legal Issues in Clinical MHC</li> </ol> </li> </ol>	<p>Read Ch. 7</p>



7/30/25	i. Lecture, Discussion 3&4, Quiz, and Activity: Self-Disclosure and Info Statement	Activity: Practicing Wellness by 8/5
5 W 8/6/25	1. Foundations for Clinical Mental Health Counseling a. Ch. 7 Practice of Clinical MHC: What We Do i. Lecture, Discussion 2&3, Quiz, and Activity: Practicing Wellness	Read Ch. 8 by 8/12  Activity: Where will I work? by 8/12
6 W 8/13/25	1. Foundations for Clinical Mental Health Counseling a. Ch. 8 Contexts for Professional Practice: Where do Clinical MHC Work i. Lecture, Discussion: What mental health needs do you see in our community right now? What is in our control to provide care and access to professional MH services?, Quiz, and Activity: Where will I work?	Read Ch.10 by 8/26  Activity: Cultural Show-Tell-Eat on 8/27
7 W 8/20/25	1. Foundations for Clinical Mental Health Counseling- Asynchronous Learning a. Ch. 10 Professional Practice in Multicultural Contexts i. Prep for Cultural Show-Tell-Eat	Activity: Remember to bring your Cultural Show-Tell-Eat object and food on 8/27
8 W 8/27/25	1. Foundations for Clinical Mental Health Counseling a. Ch. 10 Professional Practice in Multicultural Contexts i. Lecture, Discussion 2&4, Quiz, and Activity: Cultural Show-Tell-Eat	Read Ch. 11 by 9/2  Activity: Interview a friend by 9/2
9 W 9/3/25	1. Foundations for Clinical Mental Health Counseling a. Ch. 11 Managed Care and Third-Party Reimbursement i. Lecture, Discussion 3&4, and Quiz	Read Ch. 13 by 9/9  <b>Final Project Due by 11:59 pm</b>

10 W 9/10/25	1. Foundations for Clinical Mental Health Counseling <ul style="list-style-type: none"> <li>a. Ch. 13 The Future of Clinical MHC <ul style="list-style-type: none"> <li>i. <b>Tele-Lecture</b>, Discussion 1, and Quiz</li> </ul> </li> </ul> 2. Reflection of the Psy 741	
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