

**Austin Peay State University**  
**Department of Psychological Science & Counseling**

**COUN 5200: Foundations of Clinical Mental Health Counseling**

**Term:** Fall 2022

**Credit Hours:** 3

**Meeting Time:** Asynchronous

**Room #:** N/A

**Instructor:** Cassie Gibbons, PhD, LPC,  
NCC

**Telephone:** (256) 517-3330

**Email Address:** gibbonsc@apsu.edu

**Student Hours:** Tuesday 11- 12 p.m.

Or By Appointment.

**Office Zoom Link:** <https://apsu.zoom.us/j/81762697357>

**Prerequisites:**

Admittance to the Counseling Program, or permission of the instructor.

**Required Text(s):**

Gerig, M. S. (2018). *Foundations for clinical mental health counseling: An introduction to the profession (3<sup>rd</sup> ed.)*. Upper Saddle River, NJ: Prentice Hall, Inc.

\*Other assigned readings are posted on the D2L Course Website\*

**Course Description:**

A study of the professional issues in clinical mental health counseling including the history and philosophy, the professional identity and role of clinical mental health counselors, the public, and private practice of mental health counseling, consultation, advocacy, and crisis intervention.

The course provides an overview of the issues, needs, populations, skills, and models in mental health settings with an emphasis on prevention and wellness. You will also learn about the organization and administration of mental health services. Finally, you will learn about professional issues that are unique to clinical mental health counseling, including

national recognition of the field, reimbursement, core provider status, and access to and practice privileges within managed care systems. The role of ethical and legal issues and racial, ethnic, socioeconomic status, development, gender, and religion in the context of clinical mental health counseling will also be discussed.

## **Course Policies**

### **CoBHS Diversity Statement**

The College of Behavioral and Health Sciences values human diversity in all its richly complex and multi-faceted forms. Elements of diversity may be expressed through race and ethnicity, culture, political and social views, religious and spiritual beliefs, language and geographic characteristics, gender, gender identities and sexual orientations, learning and physical abilities, age, and social or economic classes. Every student will be treated fairly and with respect. Students will be valued and encouraged to share their unique perspectives as an individual, not as a representative of any group. We strive to provide course curriculum that respects diversity of thought, background, and experience within materials and student activities. These values are consistent with the mission of the [Office of Equity, Access, and Inclusion](#).

### **Divisive Concepts Statement**

APSU is committed to the free and full exchange of ideas and perspectives that is central to the educational enterprise. We are also committed to encouraging students—and all people—to be exposed to, and think critically about, sensitive topics and issues. This is an essential element of higher education and necessary to better prepare students for community participation and robust civic engagement. Curricular materials on concepts including but not limited to racism, sexism and classism may be presented and discussed in this class; while students are expected to master course content, it is not expected that students endorse or subscribe to any theory or viewpoint.

### **Students with Disabilities**

At any time during the semester a student who has a disability which may affect his/her academic performance is encouraged to make an appointment with me to discuss this matter, or you may contact Disability Services (phone #: 221-6230; email: [disabilityservices@apsu.edu](mailto:disabilityservices@apsu.edu))

### **Academic and Classroom Misconduct**

Students are expected to conduct themselves appropriately at all times. Academic and classroom misconduct will not be tolerated. Students must read the “Code of Conduct” in the new *Student Handbook* for an understanding of what will be expected of them within the academic setting.

### **Writing Quality and Academic Honesty**

It is important that all written work meets the academic standards of graduate students using APA 7<sup>th</sup> edition formatting. If you feel you need assistance with your writing, please contact the Writing Center in Woodward Library: (phone #: 221-6559; email: [writinglab@apsu.edu](mailto:writinglab@apsu.edu))

## **Plagiarism Policy**

You are expected to adhere to the academic honesty policy as described in the APSU Code of Student Conduct. Plagiarism most commonly occurs when material is taken from a source without proper citation. Whenever material is directly quoted, it must appear in quotation marks and be properly cited. Materials that are taken from a source (but not directly quoted) must also be cited appropriately. Additionally, integrity also applies to sharing work. Students are expected to refrain from sharing (or selling) completed assignments which may negatively influence the academic honesty of other students at APSU or other universities. If you are in doubt, please ask me for further clarification. Students found in violation of academic honesty may be subject to further disciplinary action in accordance with university policy.

Plagiarism is defined as the adoption or reproduction of ideas, words, statements, images or works of another person as one's own without proper attribution. This includes having another individual write your assignment and presenting as your own. In addition, self-plagiarism is defined as a type of plagiarism in which the writer republishes a work in its entirety or reuses portions of a previously written text while authoring a new work. Therefore, using previous work or work from other persons without proper citations will be perceived as plagiarism.

Key writing assignments will be submitted through TurnItIn. Material will be considered to include plagiarism if it returns >25% similarity. However, each case will be evaluated independently. For example, even in cases of lower percentages of similarity, if the matching text is one continuous block of borrowed material, it will be considered as plagiarized text of significant concern. On the other hand, text similarity due to the usage of common terminologies and method related details in "Methodology" part of a manuscript should not raise a serious ethical concern.

## **Turn It In**

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

## **Policy on Minors**

Minors (any non-student under the age of 18) accompanying staff, faculty, students, or visitors on campus are not permitted in the classroom. However, affiliated minors may utilize classrooms designated for use by a program approved by the university in which they are a participant.

## **Service Animals in the Classroom**

Consult [Policy 3:007 Animals on Campus](#) for appropriate situations allowing service animals in the classroom.

## **Confidentiality**

This course, as other courses in the Counseling Program, requires that learners maintain absolute confidentiality regarding all personal information related by classmates and clients. The information we discuss in class is not to be discussed outside of our class, only as it pertains to helping a classmate or client. Any breach of confidentiality or respect will be considered a serious ethical and professional violation and will result in immediate dismissal from the program. Confidentiality as outlined in the current *ACA Code of Ethics* will be followed.

## **Email Policy:**

It is important for students to remember that faculty are not available 24 hours a day, 7 day a week. Wellness and appropriate boundaries are important values for all counselors and counselor educators. The instructor of this course will respond to all inquiries, questions, and other electronic correspondence within a timely, but not necessarily immediate, manner. Most electronic communications will be answered within 48 hours (Monday-Friday).

## **COVID-19 STATEMENT & GUIDELINES**

Any student exhibiting symptoms of COVID-19 should seek a test and should not attend in-person classes while symptomatic. COVID-19 testing is being conducted on the campus of APSU at the rear of the Ard building for faculty, staff, students and members of their household who meet specific conditions. Please seek out testing immediately if either of these conditions applies to you:

- 1. You are experiencing COVID-19 related symptoms, or**
- 2. You have been in close contact (within 6 feet for 10 minutes or more) with someone with a confirmed COVID-19 diagnosis**

If any student tests positive for COVID-19 the student should notify their instructor immediately and follow guidance provided by the instructor.

Vaccination is strongly encouraged and readily available, including at APSU's Boyd Health Services. Contact them at (931) 221-7107.

## **Class Grievances**

I am willing to discuss any grievances regarding class assignments and/or grades. I ask that you please wait 24 hours after you have received a graded assignment to come see me. Before we discuss your work, you are required to type out a document detailing what particular elements of your work you feel merit discussion. Please review the following website for email tips: <http://www.collegehelptips.com/how-to-professionally-email-your-professor/>.

## **Counseling Services**

The [APSU Health and Counseling Center](#) provides therapeutic services to currently enrolled undergraduate and graduate students on a no-fee basis. Services provided by Counseling Services include: crisis intervention; individual and couples counseling; group counseling on specific topics (e.g., assertiveness training, self-esteem, stress management, relationships, grief); drug and alcohol counseling, outreach programs, referral, and consultation.

## Course Objectives and Requirements

### Knowledge and Skill Outcomes

The objectives of this course align with the CACREP Standards (2016) stated below. As result of successfully completing this course, students will have the knowledge and skills related to:

Course Objectives	CACREP Standards	Course Activities
Understand and apply ethical, legal, and culturally relevant strategies for establishing and maintaining relationships while promoting optimum development and wellness across the lifespan	F.3.i. F.5.d. MHC C.2.i. C.2.j. C.2.l.	Lectures Readings Community Based Proposal
Understand the history and development of clinical mental health counseling	5.C.1.a	Discussion Board Lectures Readings
Have knowledge of mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling service networks	5.C.2.c	Discussion Board Lectures Readings
Awareness of current labor market information relevant to opportunities for practice with in the counseling profession	2.E.1.h	Discussion Board Lectures Readings
Awareness and application of evidence-based, measureable, and developmentally relevant counseling strategies, treatments, and interventions for clients	F.5.g. F.5.h. F.5.i. F.5.j.	Readings Discussion Board
Understand legislation and government policy relevant to clinical mental health counseling	5.C.2.i	Discussion Board Lectures Readings
Have a knowledge of strategies for interfacing with legal systems and other behavioral health care professionals	MHC C.3.c C.3.d.	Lectures, Readings, Community Based Program Proposal
Examine and Apply theories and models related to clinical mental health counseling while developing a personal model of counseling.	F.5.f. F.5.n. MHC C.1.a. C.1.b.	Readings Discussion
Understand strategies for interfacing with legal system regarding court-referred clients and interfacing with behavioral health care professionals	5.C.3.c 5.C.3.d	Discussion Board Lectures Readings
Develop an understanding of counselor roles, mental health counseling service networks, professional organizations, and credentialing requirements for the profession.	MHC C.2.a. C.2.c. C.2.k.	Lectures, Readings, Community Based Program Proposal

## **Methods of Instruction**

A variety of instructional methods are used to advance the course objectives. Documentaries and videos are shown. The format includes textbook, media presentations, research activities, online discussion, and guest presentations are used to expand the topic.

## **Minimal Technology Requirements**

**Hardware:** We prefer that you do not solely rely on mobile devices like tablets and smartphones to complete course work. To be safe, you should avoid using mobile devices for high-stakes course activities like quizzes, exams, and papers even though D2L is available through mobile browsers. If you choose to engage in synchronous online meetings via zoom, you will need access to a camera, speakers, and microphone on a device capable of accessing zoom.

**Web Browser:** Online course content is delivered through the D2L learning management system which is accessible through any web browser; however, Distance Education recommends the most up-to-date versions of Google Chrome or Apple Safari. Please use the [D2L System Check](#) to ensure that your web browser is properly configured.

**Software:** You will need software for word processing, spreadsheets, and presentations like Microsoft Office for course assignments. Currently enrolled APSU students receive access to Microsoft Office 365 for free and can install it on up to 5 compatible PCs or Macs. Additional information is available through the [GOVSTECH Website](#). Contact GOVSTECH at [govstech@apsu.edu](mailto:govstech@apsu.edu) with questions.

You can find more information about technology for digital learning through the [Office of Distance Education](#). You can find more information about technology resources available for students through the [Office of Informational Technology](#).

## **Grading Standards**

Grades will be assigned on a standard 90% = A, 80% = B, etc. An incomplete in class will be granted only in rare situations. Should you feel that you will need an incomplete, it is your responsibility to communicate with the instructor in a timely manner (before the last regular day of class) to seek approval. It is then your responsibility to initiate the paperwork to request the incomplete, and to generate a timeline for completing any remaining material. Failure to do so will result in your receiving a grade for the course based on the points you earned according to the due dates listed in the syllabus.

## **Student Performance Evaluation Criteria & Procedures**

*(Please note: The following assignments are intended to facilitate your involvement in this course and to satisfy the course objectives)*

### **1. Participation**

Student participation and interaction will be a major focus of this class. Active online participation in all discussions/activities is expected and necessary for successful completion of the course. Your respect for and openness to others' perspectives, as well as a willingness to examine your own, will be valuable to your learning process.

### **2. Assigned Readings:**

The quality of our discussions depends a great deal upon your commitment and diligence in reading assigned materials. Please read the assigned material prior to entering your online discussion.

### **Graded Assignments**

#### **3. Selection one of the following assignments (20% or 200 points): Due 9/11 11:59 p.m. in the Assignments box.**

**SAMHSA evidence-based program assignment** – You are welcome to work alone or in groups of up to three to develop a comprehensive proposal for a new SAMHSA evidence-based program. To become more familiar with state-of-the-art interventions/programs that have been implemented in mental health agencies across the United States, you will be required to review Substance Abuse and Mental Health Administration (SAMHSA) “evidence-based programs” and develop your own program to address a mental health need in your community.

**OR**

**Community-based program proposal** – You're welcome to work alone or in groups of up to three to develop a comprehensive proposal for a new community-based counseling program. Specifically, you will identify a problem which needs to be addressed in a community (e.g., Murfreesboro, Nashville, McMinnville, Shelbyville) and devise methods of addressing this problem through the development and implementation of a community-based program.

The SAMSHA or Community-based program proposal assignment will account for 20% (200 points) of your grade.

Please ensure the assignment content is a minimum of 8 pages in length and written in APA style. Documents don't count towards the length. The explanation of the reasoning that went into drafting the documents will count and should easily add to the body length of the assignment. You can work with groups of up to three on the SAMHSA and Community-based Program Proposal.

Things that you may want to include along with the rationale for each of these (**NOTE: none are required** as long as you do a good job of delineating the agency and have a minimum 8 pages body length in APA style):

- Confidentiality agreement
- Mission statement
- How to get funding (possibly grants, resources, payment)
- Credentials of employees and hiring procedures
- Populations served
- Programs offered
- Affiliation or accreditation of the agency
- Hours of operation
- Emergency, disaster, or trauma services/plan
- Interview an employee of a similar agency and get suggestions, ideas, and their perspective on what it's truly like behind the scenes, at the agency.

For things like the mission, statement, hours of operation, confidentiality agreement, please explain the reasoning behind coming to these decisions for the policy. There may be conflicting interests and it's fine to include why you decided against a policy that would disadvantage the intended population due to lack of funding, access, staff, etc.

#### **4. Research paper 20% (200 points): Due 10/9 by 11:59 p.m. in the Assignments box.**

You will be required to write an 8-page minimum research paper, containing at least five references (only academic and/or peer reviewed journals or books count towards references though you are welcome to include other resources), on a topic in the text of particular interest to you. Papers must conform to the following guidelines:

- APA style
- Times New Roman font
- 12-point character size
- Double-space
- ***Title and reference pages do not count as part of the 8 pages***

#### **5. Weekly D2L Discussions Posts - 60% (600 points)**

Students will write one original post over 300 words in each topic per week. Students will respond to two other learners with posts over 50 words. Initial posts are due on Wednesdays at 11:59 p.m. Responses are due by Sundays at 11:59p.m. **The instructor will interact with the class through discussions, so ensure you look at your responses to your posts.** Though this is not as formal as writing a research paper, please use professional and academic language in your writing.

#### **Missed/Late Assignments:**

- *If* work is accepted late, it will be 10% off for every day it is late. There are ~~some~~ exceptions for excused absences.



- Your computer crashing, printer not working, etc. will never be accepted as excuses for late work. It is your responsibility to begin work early enough to accommodate unforeseen circumstance

**General Note:**

I am committed to the education of each student in this course. If there is a problem that is negatively affecting your course performance, *contact me immediately* so that we can develop an appropriate plan to help you succeed in this class. I urge you not to wait until the end of the semester or until after an assignment is due to speak with me. I encourage you to contact me by telephone, voice mail, or e-mail.

**Grading:**

Assignment	Value
Research Paper	20% (200 points)
SAMHSA/Community Based Program Proposal	20% (200 points)
D2L Weekly posts and replies (8 weeks)	60% (600 points)
TOTAL 100% or 1000 points	

**Assignment Related Policies**

**Relax, Relate, & Release Policy**

\*NOTE: may not be applicable for an accelerated course

Students will have the option of utilizing the “Relax, Relate, & Release Policy” in which they can miss one class without penalty. Exceptions to this policy include scheduled presentations. Students are still responsible for assignments due and material covered. Students utilizing this option must notify the professor prior to the missed class. Click here for more information on wellness:

<https://www.eboniesintheivory.com/news-notes/2020/4/7/relax-relate-release-a-wellness-guide-during-uncertain-times>

**Late Assignments**

Late assignments will have a **10% per day** point deduction, unless the student elects to take advantage of the LIFE HAPPENS policy (for applicable assignments).

**Life Happens Policy**

If needed, students can submit one late assignment without penalty (up to three days). This policy does not apply to: presentations or assignments due on the final day of class. Students must explicitly state that they are utilizing this option upon submission.

### Tentative Course Schedule

Note: Instructor reserves the right to make changes to the course schedule as necessary

Week	Date	Reading	Assignments Due
1	8/22	Chapter 1	Discussion (Due on Wednesday's)  Response (2 learners, Due on Sunday's).
		Chapter 2	
2	8/29	Chapter 3	Discussion/Responses  <b>SAMHSA/Community Based Program proposal (Must receive approval by instructor. Please submit potential group member(s) and topic to the outlined discussion forum).</b>
		Chapter 4	
3	9/5	Chapter 5	Discussion/Responses
		Chapter 6	
4	9/12	Chapter 7	Discussion/Responses <b>SAMHSA/Community Based Program Paper Due. Sunday 9/11.</b>  <b>Share your Community Based Program Proposal with the class (Forum in Discussion section). Respond to one other proposal. Due Wednesday 9/14.</b>
		Chapter 8	
5	9/19	Chapter 9	Discussion/Responses
		Chapter 10	
6	9/26	Chapter 11	Discussion/Responses
		Chapter 12	
7	10/3	Chapter 13	Discussion/Responses  <b>Research Paper Due 10/9</b>

Week	Date	Reading	Assignments Due
8	10/10	No assigned reading	Discussion/Responses <b>Due 10/12 (Last Day of Class 10/13).</b>