



VALUES • EDUCATION • SERVICE

CG 509
Foundations of Mental
Health Counseling
Semester & Year

Course Delivery Method: Weekly Seminar
Course Section:
Meeting Time and Place:
Course Credit Hours: 3 Credit Hours

FACULTY CONTACT INFORMATION:

Instructor:

Phone:

Email:

Office Hours: By appointment before and after class

Course Website: Course Site in Blackboard

COURSE and PROGRAM SPECIFIC INFORMATION

I. COURSE DESCRIPTION: This course provides an overview of the history, philosophy, and current trends in clinical mental health counseling. Attention will be paid to the role and scope of practice of the mental health counselor, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society. Ethical and legal standards, as well as organizations governing the profession of clinical mental health counseling are addressed

II. COURSE OBJECTIVES

The students will become knowledgeable about the foundations of clinical mental health counseling issues, including but not limited to:

1. identifying the historical, philosophical, societal, cultural, economic, and political dimensions of the mental health movement.
2. investigating the roles, functions, and professional identity of clinical mental health counselors.
3. demonstrating their knowledge of the structures and operations of professional organizations, training standards, credentialing bodies, and ethical codes pertaining to the practice of clinical mental health counselors.
4. examining the implications of professional issues unique to clinical mental health counseling including, but not limited to recognition, reimbursement, and right to practice.
5. identifying the implications of socio-cultural, demographic, and lifestyle diversity relevant to clinical mental health counseling.

6. demonstrating their knowledge of the organizational, fiscal, ethical, and legal dimensions of the institutions and settings in which clinical mental health counselors practice.
7. the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
8. the effective strategies for client advocacy in public policy and government relations issues.
9. recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.

CACREP 2016 Standards

SECTION 5.C.: CLINICAL MENTAL HEALTH COUNSELING

1. FOUNDATIONS
 - a. history and development of clinical mental health counseling
 - b. theories and models related to clinical mental health counseling
2. CONTEXTUAL DIMENSIONS
 - a. roles and settings of clinical mental health counselors
 - c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
 - i. legislation and government policy relevant to clinical mental health counseling
 - j. cultural factors relevant to clinical mental health counseling
 - k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling

III. TEXTS/MATERIALS FOR THE COURSE

Gerig, M.S., (2014). *Foundations for Clinical Mental Health Counseling: An Introduction to the Profession (2nd Edition)*. Upper Saddle River, NJ: Pearson

Additional Readings/Knowledge Base

Additional Articles and Resources as provided by Instructor.

IV. COURSE REQUIREMENTS, ASSESSMENT (LEARNING OUTCOMES) AND EVALUATION METHODS

A. One Critique of Research article: (28 points)

Student will select a research article on a topic related to current trends in Mental Health Counseling from peer-reviewed (refereed) on which to write a critique. The reference for article should be in APA format at the beginning of your analysis. Further details on this assignment and grading rubric appear in Appendix 1: Completion guides for Key Assignments at end of this syllabus.

B. Special Topic Presentation: (50 points)

Students will choose and present on Special Topic related to mental health counseling will create a PowerPoint or Prezi presentation highlighting important concepts. The expectation is that the student will use multiple methods of instruction to present the special topic in an engaging manner—didactic presentation, handouts, audiovisual aids, guest speaker, pre and post-test, etc. Presentation should be approximately 45 minutes in length. Further details on this assignment, as well as grading rubric, appear in Appendix 1: Completion Guides for Key Assignments at end of this syllabus. It would be beneficial to sit down with course instructor 3 or so weeks prior to Special Topic Presentation date to discuss topic and possible presentation methods.

C. Research Paper: (50 Points)

On a major topic related to Mental Health and Community Counseling, may be the same as the Special Topic Presentation. I expect you to present a complete picture of a current topic in Mental Health treatment, including

historical context, current research evidence, related multicultural factors and ethical factors, and include at least seven solid research-based sources supporting the research findings. Length: Approx. 7 double-spaced pages, not including title or reference page. Reference list should be presented at the end of your paper in APA format. Further details on this assignment, associated standards, and grading rubric appear in Appendix 1: Completion guides for Key Assignments at end of this syllabus. Completed assignment will address the CACREP Program Area Standards standards listed below:

CACREP-2016.5.C.1.a: History and development of clinical mental health counseling

CACREP-2016.5.C.1.b.: theories and models related to clinical mental health counseling

CACREP-2016.5.C.2.a: roles and settings of clinical mental health counselors

CACREP-2016.5.C.2.c: Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks

CACREP-2016.5.C.2.j: cultural factors relevant to clinical mental health counseling

D. Professional Development Reflection: (32 Points)

Student will attend a professional meeting or continuing education seminar of a Counseling-related organization, and write a reflection. Issues to be addressed include, but are not limited to, management of mental health services and programs, roles and functions of clinical mental health counselors, knowledge of professional organizations, preparation and credentialing standards, and issues related to professional counseling. Add a funny joke to the end of reflection for 5 extra points. This shows me you are reading your syllabus. Further details on this assignment, associated standards, and grading rubric appear in Appendix 1: Completion guides for Key Assignments at end of this syllabus. Completed assignment will address the CACREP Program Area Standards listed below:

CACREP-2016.5.C.2.i.: legislation and government policy relevant to clinical mental health counseling

CACREP-2016.5.C.2.k: professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.

E. Attendance:

Regular class attendance and participation in discussions are expected of all class members, and will be considered as part of the grading process. Missing more than 1 class will require completion of an additional written coursework assignment, and/or result in a drop of ½ letter grade for the course.

Evaluation/Assessment (performance at 80% level or better for assignments to be acceptable)

Research Article (28 points)

Professional Dev. Reflection (32 points)

Special Topic Presentation (50 points)

Class Attendance and Participation (25 Points)

Research Paper (50 points)

F. Quizzes (35 points: 7 quizzes x 5 pts. each)

10 Quizzes will test knowledge and assure reading of chapter material prior to class. Expect quizzes to cover material in Chapter listed for discussion in class. Each quiz will consist of 5 questions. Approximately 8- 10 quizzes will be given in class. Score will be comprised of the top 7 quiz scores.

Final grades will be based on the following:

A: 95% or more of total possible points

B: 84% or more of total possible points

A-: 90% or more of total possible points

B-: 80% or more of total possible points

B+: 87% or more of total possible points

C+: 75% or more of total possible points

Assignments will be evaluated based on program standards using various assessment tools, including rubrics.

The University official Graduate Education grading system will be utilized.

V. METHODS OF INSTRUCTION

Methods of instruction will include didactic lectures, collaboration, demonstration, evaluation, analyses of research articles, and student presentations. The Clinical/Laboratory/Field Experience in this class involves Case study analysis. Active participation and learning through dialogue is strongly encouraged in this Masters level course. It is expected that the students will share the responsibility for others and their own learning.

VI. INFORMATION LITERACY/TECHNOLOGICAL RESOURCES

Technology

Incoming students must be computer literate, able to use software for e-mail, word processing, web browsing, and information retrieval. Students must have access to the Internet for communicating with instructors and accessing learning resources. **Computer access must be available on a personal computer.**

Turn-it-in

Portions of written work may be required to be submitted to *Turn-It-In*, the computer program designed for checking literature duplication. Submitting additional course work to *Turn-It-In* is at the instructor's discretion. Instructions will be available early in the semester on the Graduate Education Office webpage.

Unit Commitment to Diversity

The School of Education recognizes differences among groups of people and individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and K-12 school faculty, candidates, and students in K-12 schools.

LiveText

Each student will be required to establish an account with the LiveText program by the second class session. LiveText is a web-based application offering a comprehensive suite of development, management, and assessment tools. This suite of tools provides colleges and universities with the capability to assess student work online using assessment instruments that have been developed and implemented by the individual college faculty and/or departments. Specific instructions will be distributed on a separate handout at your first class session. LiveText may be purchased online at <https://c1.livetext.com> or through the LMU Bookstore. LiveText Help is available on the Graduate Office web page – see the web page address on the previous page.

Library Resources

The Carnegie-Vincent Library provides access to many outstanding resources for students in Teacher Education field, including tutorials, databases, and experienced reference librarians. Visit the library's website (library.lmunet.edu) for full details. There are many professional databases including: **ERIC**, the Educational Resource Information Center, the premier database for education related journal articles and documents containing over one million citations and links to more than 100,000 documents in full-text; **ProQuest Education Journals** database which contains access to 760 leading journals of which over 600 are in full-text; **ProQuest Dissertation & Theses Full Text: The Humanities and Social Sciences Collection**: A comprehensive collection of scholarly research in the Humanities and Social Sciences, this database covers more than 1 million dissertations and theses; **Mental Measurements Yearbook** which contains descriptive information & critical reviews of commercially-available standardized English-language educational, personality, aptitude, neuropsychological, achievement & intelligence tests.

Additionally, the library provides access to over 100 other databases and can obtain books and articles from libraries worldwide through Interlibrary Loan.

VII. COURSE OUTLINE/ASSIGNMENTS/UNITS OF INSTRUCTION OR CLINIC SCHEDULE:

Schedule of Classes and Assignments

Class 1 –	Introductions, My Path to Becoming a Counselor, Course Overview, Review Syllabus
Class 2 –	Introduction to Chapter 1 – What is a Mental Health or Professional Counselor? Finalization of course Special Topics. LMU Librarian Visit Work on selection of research articles for analysis
Class 3 –	Chapter 2 – The Counseling Profession in Historical Perspective. <i>CACREP-2016.5.C.1.a: History and development of clinical mental health counseling</i>
Class 4 –	Chapter 3 – Theoretical Foundations for Clinical Mental Health Counselors Research Article Analysis Due, (Handed in during class, Hard Copy) Discuss Research Articles and Research Paper Topics <i>CACREP-2016.5.C.1.b.: theories and models related to clinical mental health counseling</i>
Class 5 –	Chapter 4 – Traditional and Contemporary Theories of Counseling <i>CACREP-2016.5.C.1.b.: theories and models related to clinical mental health counseling</i>
Class 6 –	Chapter 5 – Education, Licensure, and Certification <i>CACREP-2016.5.C.2.k: professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.</i>
Class 7 –	Chapter 6 – Ethical and Legal Issues in Clinical Mental Health Counseling <i>CACREP-2016.5.C.2.i.: legislation and government policy relevant to clinical mental health counseling</i> Special Topic: Special Topic:
Class 8 –	Chapter 7 – Employment Settings: Where Clinical Mental Health Counselors Work and What They Do CACREP-2016.5.C.2.a: roles and settings of clinical mental health counselors CACREP-2016.5.C.2.c: Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare the mental health counseling services networks Special Topic: Special Topic:

Class 9 – No Class work on assignments outside of Class.	Out of Class Assignment: Library Day to Work on Research Paper due on Oct. 28
Class 10 –	Chapter 8 – Appraisal and Research in the Practice of Clinical Mental Health Counseling Program Development and Service Delivery; Management of Mental Health Services and Programs Special Topic: Special Topic:
Class 11 –	Chapter 9 - Professional Practice in Multicultural Contexts Research Paper Due (turned into Livetext) Will discuss in class CACREP-2016.5.C.2.j: cultural factors relevant to clinical mental health counseling Special Topic: Special Topic:
Class 12 –	.Chapter 10 – Managed Care and Third-Party Reimbursement Special Topic: Special Topic:
Class 13 –	Chapter 11 – The Changing Face of Community Mental Health CACREP-2016.5.C.2.j: cultural factors relevant to clinical mental health counseling Special Topic: Special Topic:
Class 14 –	Chapter 12 – The Future of Clinical Mental Health Counseling Professional Development Reflection Due (turned into Livetext), Discussion of Professional Development Reflections Special Topic: Special Topic:
Class 15 –	Thanksgiving Break – Class Does Not Meet
Class 16 –	Catch-up day; Final Course Activity; Final Course Evaluation

VIII. HONORS CONTRACT ADDENDUM INFORMATION (IF APPLICABLE):

IX. TRANSPARENT INSTRUCTION:

The Quality Enhancement Plan (QEP) for LMU, Transparent Instruction in General Education and Gateway Courses for Student Success, is committed to improving student success through targeted course assignments. LMU is focused on providing instructional assignments to students in a clear and concise manner that is inclusive of all learners.

Each qualifying course will have a minimum of two transparent assignments in which the Purpose, Tasks, and Criteria (PTC) will be explained. The Purpose will identify the learning objectives including the skills and knowledge to be gained—both for the class

and beyond college. The Tasks will list the activities and steps that students will perform to complete the assignment. The Criteria will detail the grading rubrics and point structure. An annotated example may be provided to model exemplary work.

X. [EACH INSTRUCTOR MAY INSERT MISCELLANEOUS COURSE ELEMENTS HERE, AS DESIRED – NUMBERED IN SEQUENCE]: [OPTIONAL SECTION(S).]

XI. **IMPORTANT DATES IN THE ACADEMIC CALENDAR FALL 2020:**

Event	Date(s)
Classes Begin	August 17
Last Day to Add Classes	August 26
Labor Day (no classes)	September 7
Last Day to Drop Course without “WD”	September 15
Mid-Terms	October 5-9
Homecoming (classes held as scheduled)	October 8-11
Last Day to Drop Course without “F”	October 23
Thanksgiving holiday (no classes)	November 25-27
Last Day of Classes	December 4
Final Exams	December 7- 11
Commencement (10 a.m.)	December 12

LMU INFORMATION FOR ALL COURSES and PROGRAMS

XII. **UNIVERSITY SERVICES:**

ACADEMIC SUPPORT SERVICES: LMU offers a variety of Academic Support Services that are available to students to assist them academically. Academic Support is located in the Carnegie-Vincent Library on the Harrogate campus. Visit <https://www.lmunet.edu/academic-and-student-services/index.php> for more information regarding the Tagged Center for Academic Support, tutoring options, study skills sites, Student Support Services, and the Cornerstone Program

COUNSELING: LMU counselors are available to help current students with personal, career and academic concerns that affect academic success and quality of life. The Director of Counseling, Jason Kishpaugh, can be contacted at jason.kishpaugh@lmunet.edu and/or 423.869.6277 (800-325-0900 ext. 6277).

XIII. **UNIVERSITY POLICIES:**

UNDERGRADUATE ATTENDANCE: To maximize the learning experience at Lincoln Memorial University, students are expected to attend all classes. It is the student’s responsibility to complete all course requirements even if a class is missed. The

University understands that certain absences are unavoidable and recognizes the following as excused absences:

- Personal illness – health care provider validation typically required; chronic illnesses which may cause absences should be disclosed to the instructor (see course syllabus for specific guidelines)
- Death or critical illness in the family as defined in LMU Student Handbook (see Bereavement Policy)
- Jury duty
- Military duties
- Religious observances of a student's faith
- Participation in a university-sponsored activity – with official notification from University personnel

Faculty may require documentation for excused absences. Additional excused absences are determined at the discretion of the faculty member. Faculty members must allow each student who is absent due to a reason recognized as an "excused absence" the opportunity to make up work missed without any reduction in the student's final course grade. The make-up work should be done in a timely manner which is determined at the discretion of the faculty member as outlined in the course syllabus. Responsibility for materials presented in, assignments made for, and tests/quizzes given in regularly scheduled classes, lies solely with the student. In the case of foreseeable absences, students are responsible for notifying the faculty member in advance of the absence. The desired notification method is determined by the faculty member and is outlined in the course syllabus. Failure of the student to notify faculty of an excused absence may result in the absence being considered unexcused, in which case the opportunity for make-up work could be lost. Neither the absence, nor the notification of the absence, relieves the student from course requirements. Misrepresenting the reason for a class absence to a faculty member is a violation of the University's academic integrity policy (which can be found in the LMU Undergraduate Catalog <https://www.lmunet.edu/academics/catalogs.php>).

The LMU Athletics Division will provide official notification of excused absences directly to the instructor. It is also the student athlete's responsibility to notify the instructor of any absence PRIOR to the absence. For examinations (tests or quizzes) which conflict with excused athletic absences, the student athlete must notify the instructor BEFORE the absence and reach an exact agreement on the time and date of the make-up exam/quiz. Major projects/papers/presentations affected by excused absences must also follow the make-up process as outlined above.

Online Classes – In the instance of a foreseeable absence that could impact online learning, students should make every effort to complete online assignments as regularly scheduled. If a circumstance arises that prevents a student from having online access during the absence, the student must communicate with the faculty member regarding the reason for the absence, lack of online access, and possible make-up options.

Approved at Academic Council October 18, 2018

UNOFFICIAL WITHDRAWALS: Any student who ceases attending classes before the end of the semester, or summer term, without completing the official withdrawal from the University, automatically receives the grade “F” for such course(s), so noted on the student’s academic transcript, and may be administratively withdrawn. Unofficial Withdrawals are reviewed after grades post for each term. Any student earning all F’s is considered an Unofficial Withdrawal. Financial Aid confirms attendance past the 60% point of the term and a timeline in which to provide that documentation. Adequate attendance documentation can be an email statement directly from the instructors stating the student attended past the 60% date, hard copy print outs of online coursework submitted after the 60% date, or hard copy tests submitted after the 60% point. If attendance is not confirmed, LMU will make an R2T4 calculation, thru FAA Access, using the 50% point of the term as the withdrawal date. Adjustments are made and refunds returned to the appropriate program(s) with the DOE, at the time of processing the Unofficial Withdrawal student record. Financial Aid then notifies the student of the adjustments made via the results of the R2T4 calculation, why the calculation had to be made, and what financial responsibilities the student has.

ADMINISTRATIVE WITHDRAWALS: Students who have not attended courses by the ninth class meeting of the semester (or equivalent for summer terms) will be reported to the Registrar’s Office, Financial Aid, and the Tagge Center and may be administratively withdrawn with a WD recorded on the transcript for each course. Students who cease attending classes prior to the end of the semester, mini-term, or summer term without completing the official withdrawal from the University may also be administratively withdrawn, with an F recorded on the transcript for each course. (See “Unofficial Withdrawal.”)

FOR POLICY INFORMATION REGARDING VERIFICATION OF IDENTITY AND IDENTITY PROTECTION PLEASE CLICK ON THE FOLLOWING LINKS:

[Verification of Identity](#)

[Protection of Identity](#)

[No Additional Charges](#)

STUDENTS WITH DISABILITIES POLICY: LMU is committed to providing reasonable accommodations to assist students with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course, please contact Dr. Dan Graves, Director of Accessible Education Services, to discuss your specific needs.

If your disability requires an accommodation, you must register with the Office of Accessible Education Services. The Office of Accessible Education Services is responsible for coordinating classroom accommodations and other services for students with disabilities. Please note that classroom accommodations cannot be provided prior to the course instructor’s receipt of an Accommodations Form, signed by you and the Director of Accessible Education Services. To register with the Office of Accessible Education Services, please contact the Director of Accessible Education Services, Dr. Dan Graves at dan.graves@lmunet.edu and/or 423.869.6531 (800-325-0900 ext. 6531).

DISCRIMINATION AND ACADEMIC INTEGRITY POLICIES can be found in the student handbooks and catalogs published online as part of the LMU Website:

Catalogs: <https://www.lmunet.edu/academics/catalogs>

Handbooks: <http://www.lmunet.edu/student-life/handbooks>

HARASSMENT, DISCRIMINATION, AND SEXUAL MISCONDUCT:

Lincoln Memorial University prohibits discrimination on the basis of race, color, ethnicity, religion, sex, national origin, age, ancestry, disability, veteran status, sexual orientation, marital status, parental status, gender, gender identity, gender expression, and genetic information in all University programs and activities. Lincoln Memorial University prohibits retaliation against any individual for 1) filing, or encouraging someone to file, a complaint of discrimination; 2) participating in an investigation of discrimination; or 3) opposing discrimination. “Retaliation” includes any adverse action or act of revenge against an individual for filing or encouraging someone to file a complaint of discrimination, participating in an investigation of discrimination, or opposing discrimination.

LMU is committed to providing an environment free of all forms of discrimination, including gender or sex based discrimination. All LMU employees are Mandatory Reporters; this means that if you inform any LMU employee of a situation that may involve sexual misconduct, including sexual harassment, sexual assault, stalking, domestic violence, dating violence, or any other form of prohibited gender or sex based discrimination, the employee is required to report the information to the Title IX Coordinator. If you would like to speak with an individual who does not have this obligation, confidential counseling is available to students free of charge through the LMU Office of Mental Health Counseling, Duke Hall 202. For more information, call (423) 869-6277, or schedule an appointment online at <https://www.lmunet.edu/counseling/index.php>.

If you have experienced discrimination and would like to make a report to the University, contact: Jeana Horton, Title IX Coordinator/Institutional Compliance Officer, by email at titleix@lmunet.edu, or by phone at (423) 869-6618. The Title IX Coordinator/ Institutional Compliance Officer’s office is located at D.A.R.- Whitford Hall, Room 210, and the Duncan School of Law, Room 249. The Harassment, Discrimination, and Sexual Misconduct Policies are located in the Student Handbook.

Help and support is available. LMU offers support to help individuals navigate campus life, access health and counseling services, and obtain academic and/or housing accommodations.

HAZING: Hazing is any reckless or intentional act, occurring on or off campus, that produces mental, emotional, or physical pain, discomfort, embarrassment, humiliation, or ridicule directed toward other students or groups (regardless of their willingness to participate), that is required or expected for affiliation or initiation. This includes any activity, whether it is presented as optional or required, that places individuals in a

position of servitude as a condition of affiliation or initiation.

Hazing is strictly prohibited by the University and the State of Tennessee. Any individual or organization found in violation of this policy is subject to disciplinary action and/or criminal prosecution. Retaliation against any person who is involved or cooperates with an investigation of hazing is strictly prohibited. If you are aware of an incident of Hazing, you must report such incident to the Dean of Students.

COURSE EVALUATIONS: In addition to meeting degree requirements specified in the graduate and undergraduate catalogs, all students are required to complete University-administered course evaluations.

OUTCOMES ASSESSMENT TESTING: Degree requirements include participating in all outcome's assessment testing (e.g., general education assessment, major field tests, etc.) and activities when requested. Students may be required to complete one or more questionnaires and to take one or more standardized tests to determine general educational achievement as a prerequisite to graduation (see appropriate catalog for additional information).

All Associate degree students, which includes: Associate of Science – Nursing; Associate of Science – Veterinary Health Science; and Associate of Science – Veterinary Medical Technology; Associate of Arts – General Studies; and Associate of Science – General Studies, students must take the General Education Proficiency Profile examination. Required testing and other measures are used to determine the extent to which students achieve the learning outcomes of The Lincoln Liberal Arts Core Curriculum at both the Associates and Baccalaureate levels. Students graduating from an Associate's degree program are tested in the semester of graduation. Students pursuing a baccalaureate degree are tested when enrolled in LNCN 300. Students are strongly encouraged to become familiar with the tests which are used and to perform at their highest level on each of these tests. Students achieving scores and ratings demonstrating achievement more than one standard deviation above the LMU average shall receive a LMU General Education Outstanding Achievement Certificate.

Students pursuing a baccalaureate degree must exceed a minimum score on both the ETS Proficiency Profile exam and the ETS Essay Writing Exam or pay an additional fee of \$20 per exam to repeat the necessary exam for which they fall below the achievement level set by the LMU General Education Committee. Results of the repeated test(s) will be used by the LMU General Education Committee to determine if the student has met or exceeded the student learning outcomes of The Lincoln Liberal Arts Core Curriculum. If the student's subsequent results from repeated testing fall below the achievement levels set by the LMU GE Committee, the GE Committee will prescribe a specific remediation plan and mechanisms to demonstrate achievement of The Lincoln Liberal Arts Core Curriculum student learning outcomes. Until that achievement is successfully demonstrated, the student will have a grade of No Credit (N.C.) assigned for LNCN 300.

The expected levels to demonstrate achievement of The Lincoln Liberal Arts Core

Curriculum are:

- Essay Writing - greater than a rating of 2
- ETS Proficiency Profile – greater than one standard deviation less than the three-year LMU average on this exam. Score from repeated exams are not included in this average calculation.

IN THE EVENT OF INCLEMENT WEATHER, STUDENTS should check their LMU email during delays/closures to receive information from individual faculty regarding potential assignments and/or other course information.

INSTRUCTIONAL CONTINUITY IN CASE OF TEMPORARY CAMPUS CLOSURE POLICY: Faculty and students should expect scheduled instruction to continue even if class meetings are cancelled due to weather, epidemic illness, or other factors. Students will be required to complete alternate instructional activities online as directed by the course instructor.

XIV. MISSION STATEMENT:

LINCOLN MEMORIAL UNIVERSITY MISSION STATEMENT can be found at the following link to LMU's website: <HTTPS://WWW.LMUNET.EDU/ABOUT-LMU/HERITAGE-MISSION.PHP>.

XV. STUDENT COMMUNITY ENGAGEMENT: A cornerstone of the University's mission is service to humanity. As part of the University's Student Service Initiative, undergraduate students receiving any form of institutional aid participate in at least 10 hours of service learning per semester. Students are encouraged to network with one another in classroom settings and with instructors and advisors for searching out and creating appropriate service learning projects related to their field of study. For more information visit: <https://www.lmunet.edu/leadership-and-outreach/index.php> or contact the Director of Leadership and Outreach, Hannah Wilson, at hannah.wilson@lmunet.edu.

XVI. TurnItIn.com notification: Students agree that by continued enrollment in this course that all required papers may be subject to submission for textual similarity review to TurnItIn.com for 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 TurnItIn.com service is subject to the Usage Policy posted at the TurnItIn.com site.

XVII. THE INSTRUCTOR RESERVES THE RIGHT TO REVISE, ALTER AND/OR AMEND THIS SYLLABUS, AS NECESSARY. STUDENTS WILL BE NOTIFIED IN WRITING AND/OR BY EMAIL OF ANY SUCH REVISIONS, ALTERATIONS AND/OR AMENDMENTS. [OPTIONAL SECTION/LANGUAGE.]

CG 509: Foundations of Mental Health Counseling – Assignment Completion Guides

Guidelines for Critiquing Research

The overall goal of a research critique is to formulate a general evaluation of the merits of a study and to evaluate its applicability to clinical practice. A research critique goes beyond a review or summary of a study and carefully appraises a study's strengths and limitations. The critique should reflect an objective assessment of a study's validity and significance. A research study can be evaluated by its component parts, and a thorough research critique examines all aspects of a research study. Some common questions used to guide a research critique include:

A. Description of the Study

- Write out the complete reference at the top of the article review, in APA style.
- What was the purpose of the research? Is there a need for this study? Why or why not?
- Does the problem have significance to clinicians?
- Why is the problem significant/important?
- Identify the research questions, objectives, or hypothesis(es)

B. Literature Evaluation

- Does the literature review seem thorough? Is there an appropriate time frame, with some older and some more current references?
- Does the content of the review related directly to the research problem? Are primary sources emphasized?
- Evaluate the research cited in the literature review and the argument developed to support the need for this study.

C. Participants

- Who were the participants?
- What were the inclusion criteria for participation in the study?
- How were subjects recruited? Did the selection procedure appear to be appropriate?
- Are the size and key characteristics of the sample described?
- How representative is the sample?
- Is there explanation for why these participants were chosen, and is there reason to suggest a bias in selection that would influence the findings?

D. Methods and Design

- Describe the study methods
- How were the data collected?
- Describe the survey instrument(s) used to gather data for this study? What evidence is there for being a quality instrument? Was it appropriate? Why or why not?

- Describe and evaluate the reliability of the instruments. (Reliability refers to the consistency of the measures.) Will the same results be found with subsequent testing?
- Describe and evaluate the validity of the instruments. (Validity refers to the ability of the instrument to measure what it proposes to measure).

E. Analysis

- How were the data analyzed?
- Do the selected statistical tests appear appropriate?
- Was hypothesis testing used? If so, what were the hypotheses?
- Is a rationale provided for the use of selected statistical tests?
- Were the results significant?

F. Results

- What were the findings of the research?
- Are the results presented in a clear and understandable way?
- Discuss the interpretations of the study by the authors.
- Are the interpretations consistent with the results?
- Were the conclusions accurate and relevant to the problem the authors identified?

G. Discussion and Clinical Significance

- Were the authors' recommendations appropriate?
- Are study limitations addressed?
- How could this study be improved?
- How does the study contribute to the body of knowledge?
- Discuss implications related to practice/education/research.
- Please end with at one to two paragraphs describing any personal or clinical connections—however tangential—to the topic material covered in this study.

REFERENCES

- Brink PJ, Wood MF. *Advanced Design in Nursing Research*. Thousand Oaks, Calif: Sage Publications; 1998.
- Frank-Stromborg M, Olson SJ. *Instruments for Clinical Health-Care Research*. Boston, Mass: Jones and Bartlett Publishers; 1997.
- Polit DF, Hungler BP. *Nursing Research, Principles and Methods*. Philadelphia, Pa: Lippincott; 1999.
- Whitely BE. *Principles of Research in Behavioral Science*. Boston, Mass: McGraw; 2002.

Article review/Research Projects will be evaluated using the following criteria. Please make sure to do an in-depth analysis of the article posted—four to five pages, double spaced would serve as a rough guideline for this assignment.

- Failure to staple a copy of your Journal Article to the back of your paper -5 points
- Failure to staple THIS grading rubric as the LAST page of your paper -5 points

	Possible Points	Your Points
Format:		
1. Are assignment guidelines met? (topic, paper length, references, etc.)	1	
2. Overall APA Format (page setup, margins, citations, etc.)	1	
3. References – Does it adhere to APA format?	2	
4. Clarity & Organization – Does it make sense? Does the paper flow in a logical manner? Does the paper provide relevant and accurate information to the reader?	2	
5. General Mechanics (grammar, spelling, punctuation, etc.)	2	
6. Critical Analysis – Does the paper demonstrate critical thinking in the treatment of the subject matter, or just cut and paste from sources?	2	
Format Subtotal	10	
Content Characteristics:		
1. Description of Study	2	
2. Literature evaluation	2	
3. Participants	2	
4. Methods and Design	2	
5. Analysis	2	
6. Results	3	
7. Discussion and Clinical Significance	5	
Content Characteristics Subtotal	18	
Total Points/Your Score	28	

CG 509 – Foundations of Mental Health Counseling

Grading Guidelines for Special Topic Presentation

Topic related to course content: 5 points. Topic is clearly connected to Mental Health Counseling. Implications for Licensed Professional Counselors are explored.

In-depth knowledge of subject matter conveyed: 10 points. Detailed and nuanced understanding of topic is presented to class. Full context and scope of topic is explored. Important social, cultural, and contextual factors are clearly explored.

Information Dissemination to Class: 10 points = Use of PowerPoint slide presentation, voice articulation, and other methods to present information to class in a competent and professional-looking manner.

Multiple methods of instruction: 15 points = Topic is presented in an engaging and informative manner, using multiple methods of instruction. Demonstration, Role play, Movie Clip, Guest Speaker, Quiz, Class Activity are just some methods that can be used to appeal to a variety of learning styles and make a memorable impression of the importance of key take-away information.

Overall Clarity and Flow: 10 points = Overall clarity and flow of the presentation from one section to another.

CG 509 – Foundations of Mental Health Counseling

Key Assignment #1: Research Paper Completion Guide

This Research Paper Completion Guide has been designed to describe in detail the Research Paper for this course, and address relevant CACREP Standards. It is described as following in the syllabus:

Research Paper: on a major topic related to Mental Health and Community Counseling. I expect you to take a to present a complete picture of a current topic in Mental Health treatment, including historical context, current research evidence, related multicultural factors and ethical factors, and include at least seven solid research-based sources supporting the research findings. Length: Approx. 7 double-spaced pages, not including title or reference page. Reference list should be presented at the end of your paper in APA format. I also require that each student submit their paper to www.turnitin.com for a plagiarism check (part of an institution-wide policy, not just specific to this class). A separate Research Paper Completion Guide will be made available to guide the completion of this assignment.

You may have many sections in your paper in addition to the following, but all the following sections need to be addressed in this paper:

1. History of how mental health system has historically dealt with this population/disorder/topic. Section will be evaluated by how well it meets CACREP Mental Health Counseling Standard
CACREP-2016.5.C.1.a *Understands the History and development of clinical mental health counseling.*
2. Highlight at least two different types of service delivery (Inpatient, Outpatient, Partial Treatment, Aftercare, Community-Based, etc.) in relation to topic of choice. Section will be assessed based on how well it meets CACREP Mental Health Counseling Standard
CACREP-2016.5.C.2.c. *Understands the range of Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks.*
3. Describe the principles of mental health relating to this topic, and clearly outline how at least 2 of the following concepts are related to your topic of choice: Prevention, Intervention, Advocacy, Consultation, and Education relevant to promoting mental health in a multicultural society. Section will be assessed based on how well it meets Standard
CACREP-2016.5.C.1.b. *Understands theories and models related to clinical mental health counseling.*
4. Include a section on roles and settings of clinical mental health counselors, and how this interacts with topic. Section will be assessed on how well it meets Standard **CACREP-2016.5.C.2.a: *roles and settings of clinical mental health counselors.***
5. Social and Cultural factors and considerations related to your topic of choice. Section will be evaluated by how well it meets Standard **CACREP.2016.5.C.2.j. *Understands cultural factors relevant to clinical mental health counseling.***

CG 509 Key Assignment #1 - Research Paper Assessment Rubric

	Above Sufficient	Sufficient	Below Sufficient
<p>Summary of Major Ideas (related to history, philosophy and trends in CMHC)(20, 20%) CACREP-2016.5.C.1.a</p>	<p>Candidate clearly and comprehensively articulates major ideas, questions, issues, or points related to the history, and development of clinical mental health counseling.</p>	<p>Candidate includes major ideas, questions, issues, or points related to the history, and development of clinical mental health counseling.</p>	<p>Candidate demonstrates misunderstanding of major ideas, questions, issues, or points related to the history, and development of clinical mental health counseling.</p>
<p>Knowledge ((of knowledge of roles and settings of MH Counselors)(20, 20%) CACREP-2016.5.C.2.a</p>	<p>Candidate clearly and comprehensively articulates major ideas related to the roles and settings of clinical mental health counselors. and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self- help).</p>	<p>Candidate includes major ideas, questions, issues, or points related to the roles and settings of clinical mental health counselors and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self- help).</p>	<p>Candidate demonstrates misunderstanding of major ideas, questions, issues, or points related to the roles and settings of clinical mental health counselors., and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self- help).</p>
<p>Evidence (of models related to clinical mental health counseling)(20, 20%) CACREP-2016.5.C.1.b</p>	<p>Candidate clearly and comprehensively articulates major ideas, questions, issues, or points related to the theories and models related to clinical mental health counseling, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.</p>	<p>Candidate includes major ideas, questions, issues, or points related to the theories and models related to clinical mental health counseling, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.</p>	<p>Candidate demonstrates misunderstanding of major ideas, questions, issues, or points related to the theories and models related to clinical mental health counseling, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.</p>
<p>Influence of Context (of</p>	<p>Candidate clearly</p>	<p>Candidate</p>	<p>Candidate</p>

<p>Social and Cultural Factors)(20, 20%) CACREP.2016.5.C.2.j</p>	<p>and comprehensively articulates major ideas, questions, issues, or points related to social and cultural considerations specifically related to the practice of clinical mental health counseling.</p>	<p>includes major ideas, questions, issues, or points related to the social and cultural considerations specifically related to the practice of clinical mental health counseling.</p>	<p>demonstrates misunderstanding of major ideas, questions, issues, or points related to social and cultural considerations specifically related to the practice of clinical mental health counseling.</p>
<p>Range of service delivery)(20, 20%) CACREP-2016.5.C.2.c</p>	<p>Candidate clearly and comprehensively articulates major ideas, questions, issues, or points related to the the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.</p>	<p>Candidate includes major ideas, questions, issues, or points related to the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.</p>	<p>Candidate demonstrates misunderstanding of major ideas, questions, issues, or points related to the the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network.</p>

CG 509 – Foundations in Mental Health Counseling

Key Assignment #2: Professional Development Reflection - Completion Guide

The second Key assignment for CG 509 - Introduction to Mental Health Counseling is to attend a professional development activity for counseling professionals. Examples would be a counseling related conference, professional development workshop, in-service training at a local community or agency mental health center, or continuing education training, and write a reflection paper. Your reflection paper should provide a detailed summary of who, what, when, where, and why of the professional development activity you attended, as well as deeper understandings gained about the counseling profession and importance of professional development and developing a counselor identity.

In your paper, make sure to thoroughly and comprehensively address the topical areas below:

How does this event specifically relate to preparation standards, licensure requirements, or related legal and ethical principles? In this section, be sure to cite related ethical codes and state licensing board rules and policies as necessary. **Section will be assessed by the following standard: CACREP-2016.5.C.2.k - Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.**

Related to the topic of the seminar/professional development that you attended, discuss in depth legislation and government policy relevant to clinical mental health counseling. **Section will be assessed by the following standard: CACREP-2016.5.C.2.i - Understands legislation and government policy relevant to clinical mental health counseling.**

CG 509 Key Assignment #2 - Professional Development Reflection Assessment Rubric

	Above Sufficient (3 pts)	Sufficient (3 pts)	Below Sufficient (1 pt)
Summary of Major Ideas (related to a major professional issue) (50, 50%) CACREP-2016.5.C.2.i	Candidate clearly and comprehensively articulates major ideas, questions, issues, or points related to <i>legislation and government policy relevant to clinical mental health counseling.</i>	Candidate includes major ideas, questions, issues, or points related to <i>legislation and government policy relevant to clinical mental health counseling.</i>	Candidate demonstrates misunderstanding of major ideas, questions, issues, or points related to <i>legislation and government policy relevant to clinical mental health counseling.</i>
Knowledge of Preparation and Credentialing (50, 50%) CACREP-2016.5.C.2.k	Candidate clearly and comprehensively articulates major ideas, questions, issues, or points related to professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health	Candidate includes major ideas, questions, issues, or points related to professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	Candidate demonstrates misunderstanding of major ideas, questions, issues, or points related to professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.

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