

Foundations of Clinical Counseling

CSD 5930

Eastern Illinois University
Spring 2019

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Office hrs: M (12-4p) T (8:30-9a)
W (1:30-2p)
& by appointment

Course Description

This course will acquaint students with current issues in the field of clinical counseling. It will include the setting, functions, training, & ethical standards required for successful participation in the mental health field. Specific problems clients encounter, client assessment, intake procedures, treatment planning, case summaries, case notes, and therapeutic techniques will be discussed.

CEPS Theme

“Educator as Creators of Effective Educational Environments. Integrating Students, Subjects, Strategies, and Societies.”

Objectives

1. To demonstrate competency in regards to the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. **(Clinical: CACREP STANDARD 5.c.1.c)**
2. To understand the roles and settings of clinical mental health counselors. **(Clinical: CACREP STANDARD 5.c.2.a)**
3. To understand 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. **(Clinical: CACREP STANDARD 5.c.2.c)**
4. To learn and demonstrate competency with regard to classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation. **(Clinical: CACREP STANDARD 5.c.2.h)**
5. To consider the consequences of being a professional helper, both personally and professionally and learn appropriate self-care and wellness strategies.
6. To have an understanding of legislation and government policy relevant to clinical mental health counseling. **(Clinical: CACREP STANDARD 5.c.2.i)**
7. To demonstrate an understanding of professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. **(Clinical: CACREP STANDARD 5.c.2.k)**
8. To synthesize knowledge of legal and ethical considerations specific to clinical mental health counseling. **(Clinical: CACREP STANDARD 5.c.2.l)**
9. To demonstrate an understanding of record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling. **(Clinical: CACREP STANDARD 5.c.2.m)**

Course Outline with Relevant CACREP Standards (Section 5.C.):

1. Introduction to Intakes 5.C.1.c; 5.C.2.m

2. MLK Holiday
3. Intake Assessments, Disclosure statements, & Accountability in MH systems 5.c.1.c; 5.C.2.m
4. Treatment Planning 5.c.1.c; 5.C.2.m
5. Suicide and Crisis
6. Counselor Stamina, Wellness, & Self-care
7. Prevention Work/ Effective Counseling/ Empirically Validated Treatments
8. Roles & Settings of clinical mental health counselors 5.C.2.a
9. MH service delivery modalities within the continuum of care 5.C.2.c
10. Professional organizations, preparation standards & Credentials. Working with Medicaid 5.C.2.k
11. Legislation and government policy for counselors 5.C.2.i
12. Public MH Policy at State Level/ DMHDD Confidentiality Act and DD Code; Legal and ethical considerations 5.C.2.l
13. Special Populations/Trauma
14. Psychopharmacological medications 5.C.2.h
15. Comprehensive Learning Assessment 5.C.1.c; 5.C.2.a,c,h,i,k,l,m
16. Take-home final learning assessment

Instructional Procedures

Instructional procedures will include (but not be limited to), lectures, class discussions, small group discussions, role-plays, films/videos, and use of the Internet. Emerging technologies such as the *Internet, course web pages, e-mail, and PowerPoint will be utilized throughout the course.*

Therefore, it is required that students secure a university e-mail account or have access to these technologies.

Required Texts

Berman, P. S. (1997). *Case conceptualization and treatment planning: Exercises for integrating theory with clinical practice*. Thousand Oaks, CA: Sage publications.

Marini, I., & Stebnicki, M. A. (2009). *The professional counselor's desk reference*. New York, NY: Springer Publishing.

Web Sites

<https://mr.dcfstraining.org>

Illinois Department of Children & Family Services
online training
Mandated reporter info & stats on abuse

<http://www.hhs.gov/ocr/privacy/hipaa/understanding/summary/>

Health Insurance Portability & Accountability Act

www.counseling.org

www.apa.org

www.nimh.nih.gov

www.prevention.org

American Counseling Association
American Psychological Association
National Institute of Mental Health
Prevention First

Technological Competence: Students are expected to enhance their technological competence. Contact via email and D2L is necessary to receive attachments and be updated on course details.

Academic Integrity: Students are expected to maintain academic integrity and conduct as defined in EIU's Code of Conduct (<http://www.eiu.edu/judicial/studentconductcode.php>). Violations will be reported to the Office of Student Standards. Submitting the work of others as your own or plagiarism in any form will result in an "F" in the course. Eastern Illinois University is committed to the learning process and academic integrity that is defined in the Student Conduct Code (1.1).

Questions and Grievances: Please talk with me directly if there is a problem or misunderstanding, or if you have concerns. Formal grievance procedures are outlined in the Graduate Catalog.

Accommodations for Students: If you have a disability (physical, learning, psychiatric) that may require accommodations, please call the Office of Disability Services (581-6583) located on 9th Street Hall. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

The Student Success Center: Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (www.eiu.edu/~success) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Informed Consent: As this class requires participation in a group, students will also be required to sign an informed consent that explains their rights and responsibilities.

Confidentiality Policy: The nature of this course requires that students be willing to hold themselves to the highest levels of integrity with regard to protecting the confidentiality of their classmates. Confidentiality will be discussed further prior to the beginning of groups. Students will be asked to sign a confidentiality agreement.

Grading Scale: The CHE Department uses the university grading scale. Please refer to the current Graduate School Catalog.

Requirements

1. Participation. ALL students are expected to participate in (not simply attend) class discussions and small group work designed to create a cooperative learning environment. A lot of points are devoted to participation because it is so important to your learning in this particular course. I cannot give you points if you are not in class. If you have an excused absence from the instructor, you may submit a **5-page paper covering the lecture topics for the class you miss** (see course schedule), along with completion of any in-class exercises in order to avoid losing all participation points for that week. This paper is due by Monday of finals week. Please understand that this paper is NOT a penalty for missing, but instead an opportunity for you to cover the missed information. The paper should be a reflection of that. No references required. It is important that you do not attend class if you have the flu or another contagious illness for the sake of your colleagues. At the same time, please note that missing one class constitutes missing a week of classes. Therefore, if you anticipate missing more than one class, it is strongly recommended that you take the course at another time.

2. Reading. All students are expected to read the text and all additional readings assigned by the instructor. Notice that this is not optional. Your work with people is very important. As a result, failure to read, and therefore understand, the material carries serious ramifications for the people whom you serve. I reserve the right to call on you individually in class to discuss the readings!

3. Client documentation practice (Clinical: CACREP STANDARD 5.c.1.c and 5.c.2.m): The following documentation practice will be based on a client you develop. You may also choose to use a client you are currently seeing & remove info that would identify your client.

- a. Intake assessment: Provide a written intake assessment. Follow the format & example given in class. Other formats will **NOT** be considered.
- b. Progress note: Provide a sample progress note. *Use the handout and sample from class* for further directions versus using one from your site. Include the intervention utilized, how the client responded, & plans for the next session.
- c. Treatment plan: Provide a treatment plan with at minimum 2 broad goals and three objectives, but you must address each of the client's problems comprehensively. Follow the handout and sample provided to you in class. ***You will be graded on how thoroughly you meet the requirements of the assignment in a, b, and c.* See handouts and samples for more information. Do not use 1st person language for professional reports.

4. Special Topic Presentation (Clinical: CACREP STANDARD 5.c.2.a and 5.c.2.c). Please choose a specialty area or issue in mental health (e.g. juvenile sex offenders, Post-partum depression, Asperger's Disorder) and, along with a group of classmates (2-4 people in a group), develop a powerpoint presentation. You should include 3 CREDIBLE references. This includes peer-reviewed journal articles and books. Do not simply google your topic. Instead, utilize your library's search engine. **Websites and blog type "articles" may NOT count toward the 3 required references**, but may be used as supplement only. Please describe specific aspects of the population you choose. Your presentation should include information from your research.

PRESENTATION and HANDOUT INCLUDE:

- 15-20 minute presentation based on your research (*points will be deducted if you go over your time. Points may also be deducted if you go under your time & fail to comprehensively cover the topic*). Please do not read your presentation from the PowerPoint, overhead, handout, etc. **Provide the instructor with a copy of the ppt before you begin.**

- Current stats- Who makes up the population to which you are referring? Where (what setting) do these individuals usually go for assistance? What are the presenting issues? Include how assessment with this population might differ from a typical assessment *if relevant*.
- Describe any unique characteristics of an average work day for the counselor working with these individuals if there are any including roles, responsibilities, settings and delivery modalities (Group time? Family therapy? Case management? Courtroom time? Assessment? Training? Schedule? Intensive outpatient, Hospitalization setting?) In other words, give us a feel for what it is like to be a counselor working with this particular population. What are the challenges, triumphs, struggles, necessary self-care, etc.? (For some topics, there may not be unique characteristics).
- **Provide counseling strategies that are specific** to this population based on your research. Please include **specific** therapy approaches, intake forms, levels of care, or aftercare resources, etc. that are unique to this specialty area. If you can, bring some forms for the class to pass around and look at. See instructor with questions. **Double points assigned here!**
- Are there any essential resources for working with this population? Be sure you include full references for books and articles in your handout. Don't forget to include any relevant assessment tools, community resources, medications, websites, support groups, self-help books, etc. *if applicable*.
- Be certain to mention any relevant specific legal/ethical issues related to working with this population *if there are any*.
- Include a DETAILED handout that **you develop** for your classmates that **summarizes all the information** in the presentation. 2 pages minimum. **DO NOT RUN OFF SOMEONE ELSE'S INFO/HANDOUT OR CUT & PASTE INFO FROM THE INTERNET.** This constitutes plagiarism! Be certain to ***cite references throughout your Handout APA style.***
- You will be graded on:
 - How thorough and helpful (applicable) your handout is to your peers in terms of information they can use in their own practice. **Application is VERY important.** Therefore, more points are assigned to the application section. Your peers should be able to pick up this handout 2 years from now and know what to do. Therefore, make sure there is sufficient and specific information for your colleagues to use and apply (i.e. not just bullet points).
 - How comprehensive, accurate, and professional your presentation is.
 - Creativity is both accepted and encouraged. However, you must meet the requirements of the assignment. Please feel free to see me with questions.

5. Popular media assignment. You will write a brief paper (1-2 pgs. or less) that describes a popular movie, song, or other form of media that communicates to the general public a message related to the counseling field. You will 1.) name the song, movie, or other type of media, 2.) provide a description of the message it sends the public about counseling or mental health/illness, 3.) write your personal reaction to that message as a professional counselor and 4.) briefly discuss how you might work to correct any misperceptions about the issue as a professional counselor.

6. Use of technology in counseling. Review use of some form of technology in counseling. Write a brief summary (2-3 pages) of this form of technology, as well as 1.) advantages, and 2.) disadvantages of its utilization with clients. 3.) Include any relevant legal or ethical issues. 4.) Be certain to specify populations who may benefit or be harmed by the use of such technology. 5.) Finally, include your own reflections on the use of this particular form of technology in working with clients. Include 1-2 references. You may use internet references for this assignment (e.g. websites, blogs).

7. Learning Assessment in class AND take home final learning assessment (Clinical: CACREP STANDARD 5.c.2.h,5.c.2.i, 5.c.2.k, 5.2.c.l).

Evaluation

A= 315-350
 B= 280-314
 C= 245-279
 D= 210-244
 F= 209 and below

Point Distribution

Participation**	35 points
Popular media assignment	10 points
Technology in counseling	20 points
Intake assessment	60 points
Progress note	10 points
Treatment plan	35 points
Special Topic Presentation	55 points
Special Topic Handout	50 points
Final Exam	75 points

TOTAL* 350 points

*Late assignments will have points deducted each day they are late. Please plan accordingly.

****Participation includes** professional disposition, in class activities, take home assignments, verbal participation, attendance, openness to feedback, progress on quizzes, willingness to provide feedback to others, class observations/participation, and completion of course requirements.

List of Special Topic Areas

Chronic Mental Illness
 Neurological bases of behavior
 Psychopharmacology
 Counseling children
 Counseling diverse populations
 Counseling the elderly and/or geriatric populations
 Counseling military populations
 Domestic Violence
 Social media use and Counselors-Legal and ethical issues, recommendations for responsible use
 Sexual Abuse
 Physical Abuse
 Differently Abled Individuals
 Gender Identity/Sexual Orientation Issues
 Sex or Violence Offenders
 Addictions
 Survivors of violence
 Survivors of terrorist attacks
 Spirituality and/or Religious issues in counseling
 Technology in Counseling

* You may add to the list. Please see instructor with suggestions. You may NOT present on the same/similar issue as you presented for another class. :)

Tentative Course Schedule

Date	Topic	Assignment	CACREP Standard (Section 5.C.)
01/8	Introduction	None	5.c.1.c;5.c.2.m
01/15	Introduction to Intakes and the first meeting with clients	Reading on D2L-Sommers-Flanagan & Sommers-Flanagan	5.c.1.c;5.c.2.m
01/22	Intake Assessment practice Case Conceptualization Personal Disclosure Statements	M & S 11, 12, 13, 38 *Optional-Bring a blank intake Popular media assignment due	5.c.1.c,5.c.2.m
1/29	Assessment in Counseling Working with Medicaid/Rule 140	M & S 47 & 50 Guest Speaker	5.c.1.c,5.c.2.m,5.c.2.a,5.c.2.c,5.c.2.i 5.c.2.m
2/05	Treatment Planning Case/Progress Notes & Record Keeping Standards Management and Accountability of MH Systems	M & S 14-17 & 49 *Optional-Bring a blank case note from your agency to share	5.c.1.c;5.c.2.m
2/12	Suicide and Crisis Violence risk assessment	Readings on D2L Sommers-Flanagan& Sommers-Flanagan (Suicide assessment)	5.c.2.c, 5.c.2.l,
2/19	Counselor Stamina, Wellness, and Self-Care	M & S 74-76 Stamina Reading (Osborn) Intake Assessment due In-class self-care exercise	5.c.2.a
2/26	Group Presentations Prevention work Effectiveness of Counseling Empirically Validated Treatments	Readings D2L Prevention website link In-class prevention activity	5.c.2.c, 5.c.2.l
3/05	Roles and Settings of clinical mental health counselors Funding for MH and Introduction to writing grants The Myth of Mental Illness? Counseling's Inescapable Moral Visions Group Presentations	D2L-Szasz Reading Christopher Reading Case Note & Treatment Plan due	5.c.2.a
3/12	SPRING BREAK	NO CLASS	
3/19	MH service delivery within the continuum of care Counseling in Private Practice and Clinical Mental Health Settings	M & S 5, 8, 9, 10 In class grant proposal writing activity	5.c.2.c 5.c.2.a

	Levels of Care Funding for MH Group Presentations		
3/26	Professional organizations, preparation standards & credentials Public Mental Health Policy Mandated Reporting Review HIPAA Expert Witness & Testifying Group Presentations	M & S 7 & 81 HIPAA Reading online https://www.hhs.gov/hipaa/for-professionals/privacy/laws-regulations/index.html Review DCFS Reading	5.c.2.k 5.c.2.l 5.c.2.i
4/02	Public Mental Health Policies at the State Levels Rule 140 Legal and ethical issues Illinois Mental Health & DD Confidentiality Act http://illinoispsychology.org/66 Illinois Mental Health & DD Code http://www.dhs.state.il.us/onenetlibrary/27897/documents/manuals/imhddco2.pdf	Links to reading on D2L *These are VERY LONG, but necessary readings* Please plan appropriately	5.c.2.i 5.c.2.l
4/09	Special Populations	Readings Technology assignment	5.c.2.a
4/16	Psychopharmacology	M & S 80 Readings	5.c.2.h
4/23	Final Learning Assessment in class		5.c.1.c, 5.c.2.a,c, h,i,k,l,m
4/30	Final Day Review and debrief	Take home portion of final learning assessment due	5.c.1.c,5.c.2.m, 5.c.2.l,i

**NOTE: Reading assignments may be added to the syllabus during the course of instruction.