



COUN 8800 | CLINICAL MENTAL HEALTH COUNSELING | FALL 2023

PREREQUISITES

Graduate status, COUN 8020, COUN 8030, COUN 8200

COURSE DESCRIPTION AND CONTENT AREAS

This course is an introduction to the specialization of clinical mental health counseling. The course content examines the historical, philosophical, educational, ethical, and psychological concepts and foundations of clinical mental health counseling. Additionally, the course will explore key public and private professional settings and programs within the clinical mental health paradigm, professional advocacy and leadership, and the personal and professional skills and traits expected of professional counselors.

COURSE WEBSITE

You will participate in this course using the [UNO Canvas learning management platform system](#). Once you are in the platform you can learn how to use Canvas effectively, by clicking the "Help" link on the top right of the course page on Canvas.

KNOWLEDGE, SKILLS AND LEARNING OUTCOMES AND CACREP STANDARDS CHART

CACREP Standards Chart

Clinical Mental Health Standard(s)	Assignment/Learning Activity
2.a. Roles and settings of clinical mental health counselors	Gladding and Newsome – Chapter 4 “The Counseling Process”
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	Community Agencies, Medical Settings, and Other Specialized Clinical Settings Continuum of Care Gladding and Newsome – Chapter 14 “Community Agencies, Medical Settings, and Other Specialized Clinical Setting”
Professional Identity Curriculum Standard(s)	Assignment/Learning Activity



F.1.b The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter organizational collaboration and consultation	Gladding and Newsome – Chapter 14 “Community Agencies, Medical Settings, and Other Specialized Clinical Settings”
F.1.i. Self-care strategies appropriate to the counselor role	Gladding and Newsome – Chapter 6 “Holistic Approaches to Clinical Mental Health Counseling”; Gladding and Newsome – Chapter 8 “Dealing with Crises, Disasters, and Suicide, while Managing Stress and Avoiding burnout”
F.8.c. Needs assessments	Gladding and Newsome – Chapter 5 “Clinical Assessment and Diagnosis”
F.8.e. Evaluation of counseling interventions and programs	Gladding and Newsome – Chapter 7 “Consultation, Advocacy, and Evaluation

COURSE OBJECTIVES AND RELEVANT ACCREDITATION STANDARDS

- 2.a. Roles and settings of clinical mental health counselors
- 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
- 2.m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
- F.1.b The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- F.1.i. Self-care strategies appropriate to the counselor role
- F.8.c. Needs assessments
- F.8.e. Evaluation of counseling interventions and programs

CACREP STATEMENT

This course is designed to develop competence identified by and in compliance with the CACREP for Masters level standards relevant to this course. Additional standards addressed in COUN 8200 are included in the Standards Chart at the end of this course outline.

COURSE REQUIREMENTS AND METHODS OF INSTRUCTION

Required Text



Gladding, S. T., & Newsome, D. W. (2018). *Clinical mental health counseling in community and agency settings* (5th ed.). Upper Saddle River, NJ: Pearson.

Supplemental readings

Alverson, H., Alverson, M., & Drake, R. E. (2000). An ethnographic study of the longitudinal course of substance abuse among people with severe mental illness. *Community Mental Health Journal, 36*(6), 557-569.

American Counseling Association. (2014). *ACA Code of Ethics and Standards of Practice*. Alexandria, VA: Author.

Bond, G. R., Drake, R. E., & Becker, D. R. (2008). An update on randomized controlled trials of evidence-based supported employment. *Psychiatric Rehabilitation Journal, 31*(4), 280-290.

Corrigan, P. (2004). How stigma interferes with mental health care. *American Psychologist, 59*(7), 614-625.

Lambert, M. J. & Barley, D. E. (2001). Research summary on the therapeutic relationship and psychotherapy outcome. *Psychotherapy, 38*(4), 357-361.

Larson, J. E. (2008). User-friendly motivational interviewing and evidence-based supported employment tools for practitioners. *Journal of Rehabilitation, 74*(4), 18-30.

Nebraska Department of Health and Human Services. (2015). Nebraska Mental Health Commitment ACT – Reference Manual 2015.

Ustun, B. & Kennedy, C. (2009). What is “functional impairment”? Disentangling disability from clinical significance. *World Psychiatry, 8*, 82-85.

METHODS OF INSTRUCTION.

All Online

On-line group instruction/discussion boards-30%

Individual Readings-25%

Individual completion of assignments-25%

In-class lecture/demonstration of skills: 20%

TECHNICAL REQUIREMENTS

You will need the following in order to participate in this course:

- Computer;
- Reliable internet connection;
- Computer microphone;
- Some way to make and post a simple video (e.g., using a webcam, or a smart phone);
- Open Canvas in a Mozilla Firefox browser



TECHNICAL SUPPORT

You may also receive support from

- Information Technology Services Technical Support (human support)
unohelpdesk@nebraska.edu
402-554-4347 (HELP)
Epley Administration Building, Room 104
Monday – Friday 8:00 to 5:00 pm

DESCRIPTIONS OF COURSE ACTIVITIES AND ASSIGNMENTS

INTRODUCTION DISCUSSION

You will introduce yourself on the Introduction Discussion Post. Please tell the class about yourself and any interesting facts you're willing to provide. You may also record a video introduction (if you're feeling brave). The discussion post is available on Canvas.

WEEKLY QUIZZES

The development of your professional identity and your understanding and knowledge of clinical mental health counseling is paramount to your continued professional development as a counselor. The quizzes will be given weekly (available via Canvas) and will cover material from assigned readings. The quizzes will consist of a combination of multiple choice, True/False questions, and brief answer questions. No make-up quizzes will be offered. There will be 13 quizzes total, worth 10 points each. Please note, you are expected to take the quizzes individually—however, you may use any notes you have taken, PowerPoints I have provided, or the Gladding & Newsome text as resources.

DISCUSSION POSTS

You will be required to participate in weekly discussion posts on a relevant course topic. Discussion posts will involve at least one original post and a specified number of comments on another student's original post (e.g., generally a minimum of two posts weekly). Discussion posts will be worth 10 points each.

APA-STYLE PAPER

For this project, you will be assigned into groups of 3-4 individuals (which will be assigned in Canvas). Your group is tasked with developing a literature review of a concern related to counseling individuals with severe mental illness. It is recommended that you explore either 1) a marginalization or disparity of individuals with severe mental illness, 2) a contributor to health



and wellness of individuals with mental illness, or 3) an evidence-based practice concerned with individuals with severe mental illness. The paper is not to exceed 5 pages excluding the cover page and excluding the reference page. The paper must follow all relevant APA 6th Edition standards for a manuscript and include citation of at least 10 relevant peer reviewed journal articles.

FINAL EXAM

At the end of the semester, a final exam will be given. This exam is cumulative and will cover material from the entire course including: PowerPoints, Quizzes, and information from the text and assigned readings. The format of this exam will include multiple choice questions and will be available on Canvas. Please note, you are expected to take the final exam individually— however, you may use any notes you have taken, PowerPoints I have provided, or the Gladding & Newsome text as resources. The Final Exam will be due no later than **11:59 PM on Friday, 12/15, 2022.**

OVERVIEW OF THE ASSIGNMENT GRADES

The table below provides an overview of how much each assignment is worth and when it is due.

Assignment	Points
Introduction Discussion	10
Weekly Quizzes (13 in total @ 10 Points each)	130
Discussion Posts (13 in total @ 10 Points each)	130
APA-Style Paper	200
Final Exam	100
Total	570

GRADING SCALE

90-100% = A; 80-89%=B; 70-79%=C; 60-69%=D; 00-59%=F

Note: If you are on track for a D, you are failing the course.

Grade	% Range
A	90-100
B	80-89
C	70-79
D	60-69



F	<60%
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UNIVERSITY POLICIES

ACCOMMODATIONS

The University of Nebraska at Omaha is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Reasonable accommodations are provided for students who are registered with [Accessibility Services Center](#) (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu.)

ACADEMIC INTEGRITY

Plagiarism and cheating of any kind on an examination, quiz, or assignment will result at least in an "F" for that assignment (and may, depending on the severity of the case, lead to an "F" for the entire course) and may be subject to appropriate referral to the [Office of Academic and Student Affairs](#) for further action. I will assume for this course that you will adhere to the University of Nebraska at Omaha policies and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. I will also adhere to the highest standards of academic integrity, so please do not ask me to change (or expect me to change) your grade illegitimately or to bend or break rules for one person that will not apply to everyone.

TITLE IX SEXUAL MISCONDUCT

As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. I encourage you to visit [Title IX website](#) to learn more. If you are seeking help and would like to speak to someone confidentially, you can contact the [Counseling and Psychological Services](#) (CAPS) or [Gender and Sexuality Resource Center](#).

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to UNO's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all



involved will only share information with those that need to know to ensure the University can respond and assist.

CODE OF STUDENT RIGHTS, RESPONSIBILITIES, AND CONDUCT

Students at the University of Nebraska Omaha are expected to maintain standards of personal integrity in accordance with institutional goals for the success of all students. This means students are expected to assume responsibility for their actions; observe national, state, and local laws; follow university policies; and respect the rights and property of all people. For more information see [Student Conduct and Community Standards](#).

GRADING POLICIES

GRADE APPEAL

Individuals who believe that their grade in a particular course does not properly reflect their performance or that the instructor acted in an arbitrary or capricious manner in determining the grade should first contact the instructor to determine the rationale for the grade or if there was an error in reporting. Consultation with the instructor should take place before taking any formal action in regard to a grade appeal.

You will find the Department of Counseling grade appeal policy in the Student Handbook:

<https://www.unomaha.edu/college-of-education-health-and-human-sciences/counseling/student-resources/student-handbook-fall-2022.pdf>

DROPPING A COURSE

A class can be dropped from your schedule via MavLINK up until the last day to withdraw. The last day to withdraw can be found on the [Academic Calendar](#). If you are currently enrolled, you can click on the "refund" link next to each class in your schedule. You can also contact the Office of the University Registrar to verify the last day to withdraw.

Drops can only be completed in the 100% refund period of your course. If you drop the course from your schedule during this period, it will not be listed on your academic transcript. Withdraws can be completed up until the last day to withdraw for the semester. If you withdraw from a course, a grade of "W" is given for that course and this will be listed on your academic transcript. "W" grades have no impact on your academic GPA.

COURSE EXPECTATIONS



PARTICIPATION AND ABSENCE

This course is fully online—as such, your virtual, active engagement is expected and required in order to receive full participation in this course.

GRADUATE LEVEL WRITING

Graduate level writing is expected on all written assignments. Written assignments should be typed, free of grammatical and spelling errors, as well as follow guidelines given in class. Reference citations should always be included where needed according to APA writing style. Not meeting these criteria will be reflected in your grade for that writing assignment.

LATE WORK

Late work will not be accepted, no exceptions.

GROUP WORK

Even though this is an online course, you may be required to complete some assignments in a group format. It is your discretion how you would like to fulfill the group requirements—you can communicate via online platforms (e.g., email, skype, meetings) or choose to meet face-to-face with your group. I encourage you to get to know your peers, as they will be your future colleagues in this field!

RIGHT OF REVISION

The instructor reserves the right to revise or adjust the course syllabus to best accommodate the pace and needs of the students.

PROFESSIONALISM/PRESERVING CONFIDENTIALITY

This course is part of a professional degree program, students are counselors in training, and thus professionalism is expected at all times. Client confidentiality and the content of practice sessions both in and out of class are crucial elements of ethical conduct; honor your working relationship with your peers. A student's participation grade will be affected if unprofessional behavior is exhibited.

FAIR USE POLICY

Copying or recording synchronous classes and asynchronous course materials without the express prior approval of Professor Dr. Blount is prohibited. All copies and recordings remain the property of UNO and Professor Dr. Blount. UNO and Professor Dr. Blount reserves the right to retrieve, inspect, or destroy the copies and recordings after their intended use. These



policies are not intended to affect the rights of students with disabilities under applicable law or UNO policies.

ESSENTIAL COURSE OBJECTIVES

The following course elements constitute as essential course objectives. Removing or modifying essential course objectives results in fundamental alteration to the course.

1. History, philosophy, and trends in clinical mental health counseling;
2. Professional identity development (clinical mental health);
3. The counseling alliance and process-and factors that influence each individually/together;
4. Ethical, legal, and professional issues in clinical mental health counseling;
5. Roles and responsibilities of the clinical mental health counselor;
6. Development of basic and advanced counseling skills used in clinical mental health counseling;
7. Increase understanding of the use of evidence-based research, models, and practices of clinical mental health;
8. Preparation standards, professional credentialing (certification/licensure), and professional organizations;
9. Working with diverse populations across clinical mental health settings;

*If you anticipate difficulty meeting these essential course objectives, please communicate with your instructor about this immediately.

I have read and understand all the assignments and requirements within this syllabus for COUN 8800

Clinical Mental Health Counseling – Fall 2022. I also understand that my grade for the aforementioned class will depend upon my successful completion of these assignments and class participation. My signature below attests to my understanding.

Signature: _____ Date: _____



Student Information Sheet

Name (and preference):

Contact Information

Program Track/Major:

Telephone number(s):

Email address: **PLEASE NOTE – all course correspondence will be sent to your UNO email address. Be sure to forward that email to the address you check regularly.**

What are your expectations for this course?

Do you have any questions for the instructor?

Is there anything else that I need to know about you to help me to teach you more effectively?