



**TROY UNIVERSITY – TAMPA BAY SITE
COURSE SYLLABUS
CP6605 Foundations of Mental Health Counseling**

Term Date: T2

Weekend I

5:30pm-10pm Fri., Oct. 19, 2012

8am – 5pm Sat., Oct. 20, 2012

8am – 3pm Sun., Oct. 21, 2012

Weekend II

5:30pm – 10pm Friday, Nov. 16 2012

8am - 5 pm Sat., Nov. 17, 2012

8am - 3pm Sun., Nov. 18, 2012

Catalog Description: A study of the historical, philosophical, societal, cultural, economic, and political dimensions within mental health practice. This course will address the professional identity, functions, and issues facing mental health practitioners; principles, theories, and practice of community intervention and the human services network; fiscal and administrative management of programs; and public policy and governmental relations impacting mental health services.

Instructor: Roberta L. Marowitz, Ed.D.,LMFT, CCMHC, NCC, FQCS

Instructor's Contact Information: r@drmarowitz.com 407-865-3855

Prerequisites: None . Preferred CP6600

Content: Orientation to counseling. licensure, credentialing, accreditation, professional organizations, history and development of counseling as a profession, cultural/economic/political dimensions of counseling, legal ethical issues, professional identity, careers in counseling

Mode of Instruction: A variety of instructional strategies will be used including: Lectures, discussion, field trips, videos, modeling, and computerized/internet instruction.

Course Goals and Objectives: The Counseling Programs are designed to provide a quality, academic program that emphasizes meaningful and practical learning experiences in preparing students to be innovative, informed, reflective decision-makers. In addition, this course provides opportunities to:

1. Understand the history, philosophy, and trends in clinical mental health counseling. CMHC: (6) A.1
2. Understand ethical and legal considerations specifically related to the practice of clinical mental health counseling. CMHC: (6) A.2; B.1
3. Understand the roles and functions of clinical mental health counselors in various

- practice settings, and the importance of relationships between counselors and other professionals including interdisciplinary treatment teams. CMHC: (6) A.3; F.1
4. Know the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. CMHC: (6) A.4
 5. Understand a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision. CMHC: (6) A.5; C.3
 6. Recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders. CMHC: (6) A.6
 7. Be aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems). CMHC: (6) A.7
 8. Understand the management of mental health services and programs, including areas such as administration, finance, and accountability. CMHC: (6) A.8; B.2
 9. Understand the impact of crises, disasters, and other trauma-causing events on people. CMHC: (6) A.9; C.6
 10. Understand the operation of an emergency management system within clinical mental health agencies and in the community. CMHC: (6) A.10
 11. Demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling. CMHC: (6) B.1
 12. Apply knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling. CMHC: B.2; D.3; E.5; F.2

Legend: CACREP 2009 CMHC – Clinical Mental Health Counseling Standards
(6) LiveText Code

Required Texts

Gladding, S.T., & Newsome, D.W. (2010), *Clinical mental health counseling in community and agency settings*. (3rd ed.) or latest edition. Upper Saddle River, NJ: Pearson.

American Psychological Association (2009). *Publication Manual of the American Psychological Association* (6th edition). APA Publishers.
ISBN: 1-4338-0562-6

Students should order textbooks immediately to insure receipt prior to the beginning of the term. IMPORTANT: YOUR BOOK READING SHOULD BE COMPLETED BY THE BEGINNING OF THE FIRST CLASS!

Recommended Additional Reading

2005 ACA Code of Ethics and 2000 AMHCA Code of Ethics

American Psychological Association (2005). *Concise rules of APA style*. Washington, DC: Author.

Szuchman, L.T. (2002). *Writing with style: APA style for counseling*. Pacific Grove, CA: Brooks/Cole – Thomson Learning.

Topical articles as assigned or used for research.

Other Required Materials

Students enrolled in this course are required to purchase Live Text and must have access to a computer and internet. Students enrolled purchase Live Text the same as purchasing a text book. You need only purchase Live Text ONCE. Live Text will be good for all of the classes required for the CP degree. Live Text is good for 5 years and cannot be shared. If you have purchased Live Text in a previous term or semester you do not need to purchase it again.

Electronic Devices

Electronic Devices, such as laptops and PDAs, are only to be used for student presentations. Exceptions will be made at the discretion of the instructor (e.g. family medical issues, learning disabilities). In turn, do not electronically communicate in any manner during class time. Students that text, twitter or surf detract from the energy needed to maintain a discussion and exhibit disrespect for the students that take the course content seriously.

Additional Services

AMERICANS WITH DISABILITIES ACT: Students with disabilities, or those who suspect they have a disability, must register with the Disability Services Coordinator in order to receive accommodations. Students currently registered with the Disability Services Office are required to present their Disability Services Accommodation Letter to each faculty member at the beginning of each term. If you have any questions, contact the Disability Services Coordinator.

Absence Policy

In registering for classes at the university, students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussion and exploration of ideas. **Any unexcused absence will affect your grade. Missing more than the equivalent of two classes will result in failing the course. If you know you cannot attend all of the classes, please take this course another term.**

In severe cases of inclement weather or other emergency conditions, the university will announce cancellation of classes through the local and regional media as well as through the University's internet resources (e.g., Blackboard, e-mail, Twitter).

Incomplete Grade Policy

An incomplete grade indicates that the student has not completed all of the assigned class work or has not taken all class examinations, but is otherwise passing the course. Only the instructor can determine whether an incomplete grade is justified. It cannot be automatically assigned, but rather must be requested by the student by submitting to the instructor the Petition for and Work to Remove an Incomplete Grade form. Please check with your advisor before you hand in the paperwork. If the Petitions are approved, a signed copy will be mailed to the student. An "I" can never be used in lieu of an "F" nor can an "I" be assigned because of excessive absences.

It is the student's responsibility to contact the instructor regarding the deadline for completing all course requirements. Any student who receives a grade of Incomplete must adhere to the work

completion deadline set by the instructor, not to exceed the end of the following term. This deadline applies whether or not the student re-enrolls for the semester following the assignment of the incomplete grade(s). Failure to clear the incomplete within the specified time period will result in the assignment of a grade of F for the course. **NO INCOMPLETES WILL BE GIVEN FOR THIS CLASS.**

Make-Up Work Policy

Missing any part of the schedule during the term may prevent successful completion of the course. Late assignments are not accepted. Should you foresee difficulty of any kind (i.e., an illness, an employment change, business trip, etc.) which may prevent completion of this course; notify me as soon as possible.

Academic Misconduct/Standards of Conduct

Students should refer to the Standards of Conduct section of the student handbook, for policies regarding misconduct.

In accordance with the Standards of Conduct in the Troy University Catalog, a student or organization may be disciplined, up to and including expulsion, if deemed in violation of the STANDARDS OF CONDUCT for the commission of or the attempt to commit these offenses: Dishonesty, such as cheating, plagiarism or knowingly furnishing false information to the University, faculty, or other officers or employees of the University.

The commission of or the attempt to commit any cheating and/or plagiarism are in violation of the Standard of Conduct stated in the Troy University – Florida Student Handbook, and may be disciplined up to and including suspension and expulsion.

Plagiarism is the passing off of the thoughts or works of another as one's own. Plagiarism involves giving the impression that a person has thought, written, or produced something that has, in fact, been borrowed from another. Plagiarism may result from poor technique of citation or more serious cases as: copying the work of another person; submitting the work of another person; or closely paraphrasing a piece of work without due acknowledgement. If you have further questions about plagiarism go to <http://uclibrary.troy.edu/help/helpsplagiarism.htm>
Information placed in each course syllabus:

The College of Educations defines plagiarism as:

- Three consecutive words that are not common professional language used from another source without quotation
- Rephrasing another author's words without appropriate citation
- Using another author's ideas or data without appropriate citation
- Submitting another author's or student's writing as one's own
- Directly quoting a source without using appropriate APA or MLA style (whichever is required by the instructor) citation to show that it is a direct quote.
- Intentionally taking information from a source and not giving appropriate credit

Students who commit plagiarism will be subject to disciplinary actions as outlined in *The Oracle* for Academic Misconduct and violation of the Honor Code. The Standards of Conduct and Disciplinary Procedures define university procedures in these matters. Students have the right to request consideration by the Student Services Conduct Board.

In addition, when students demonstrate personal limitations that might impede future performance, or consciously violate ethical standards and/or are ineffective and/or harmful to clients, they will not receive instructor endorsement to continue in clinical courses. In any such occurrence, the instructor will recommend dismissal from the program.

Official Correspondence

All Troy students are required to access and utilize their troy.edu email account for all communications with the University. All official correspondence (including bills, statements, emails to and from instructors through Blackboard, assignments and grades from instructors, etc.) will be sent only to your troy.edu address. Your troy.edu email address is the same as your web express user ID followed by "@troy.edu". E-mail accounts may be found through logging into your course and going to the email link found there -- learn how to add this address to your other email services that support POP accounts (i.e. Outlook, Yahoo, AOL, etc.). Please also give your professor your personal email address so you can receive emails with attachments.

Troy University Library

Troy University Southeast Region offers library services through a virtual library. Professional librarians offer the following services to students via telephone, e-mail, and in person: reference assistance, technical assistance with using the online resources, and any other help that students might need. The hours (Central Time) for services are Monday through Friday, 8 a.m. to 5 p.m. Although the office is closed on Saturday, Sunday, and holidays, during these times, students may access Live Chat, an instant messaging service, for online assistance from the Troy libraries. There is a link to that service on the University College Library Services Web page, <http://uclibrary.troy.edu>. Contact information: Phone numbers: 800-638-7237; 850-301-2154; 850-301-2129. E-mail: library1@troy.edu.

EVALUATION CRITERIA AND PROCEDURES

Grading Process

1. Attendance, Active Participation & Contributions – 25 %
2. Quiz I
3. Quiz II
4. Essay I, II and III (One research paper covering three distinct and unrelated topic) – 25 %

Due: October 29, 2012

5. Annotated Bibliography and Presentation – 25 %

Due: November 16, 2012.

6. Presentation on Counseling in the Media – 25 %

Due: October 19, 2012.

7. (Student/Instructor's task) CP 6605 LiveText Instructor's Standards Summary Form (CACREP 2009 Standards – CACREP Section II G 1 a-j) – 0 points
8. Extra credit as detailed by professor- up to 5 additional % points

- A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = below 60

Course Assignments

Students should be aware that assignments are not accepted after the due date. Written assignments must be APA formatted before they will be accepted. Your assignments are structured as follows:

1. **Attendance, Class Participation and Contribution.** This factor will constitute 25 percent of the student's grade. It should be noted that, for the purpose of facilitating a class discussion/participation/contribution, **the assigned readings are to be completed before the class begins. Being unprepared to discuss the readings constitutes poor class participation and makes any contribution significantly less valuable. Please read the entire book before our first class.**

2. **Quiz # 1: Foundations of Clinical Mental Health Counseling.** Quizzes are designed to prepare the student for that section of the CPCE (the program's comprehensive exit exam) which covers professional identity. The quizzes are found on Blackboard or given face-to-face with the instructor. Topics on Quiz # 1 include:

- History A.1
- Philosophy A.1
- Trends A.1
- Legal and ethical A2; B.1
- Roles and functions A.3
- Professional organizations A.4
- Preparation standards and credentials A.4
- Models and theories of mental health counseling A.5
- Co-morbidity A.6
- Social/cultural/political biases E.5

3. **Quiz # 2: Management of Mental Health Services.** Quizzes are designed to prepare the student for that section of the CPCE (the program's comprehensive exit exam) which covers professional identity. The quizzes are found on Blackboard or given face-to-face with the instructor. Topics on Quiz # 2 include:

- Models and methods of delivery C.3
- Range of services C.5
- Management of services A.8; B.2
- Crisis intervention A.9; C.6
- Operation of EMS A.10
- Prevention, education, advocacy D.3; F.2
- Community Resources D.4
- Appropriate referrals F.1
- Program evaluation I.2

4. Research Paper (Essay I, II and III) (LIVETEXT ASSIGNMENT: Professional Issues): Discuss current professional issues that affect clinical mental health counselors (e.g., court ordered clients, core provider status, expert witness testimony, child custody evaluations, access to and practice privileges within managed care systems). Select three issues and provide a review of the literature (following APA style and format) as it pertains to best practices, efficacies of treatment and interventions, and improvement and/or enhancement of service delivery. A.7; J.1; J.2; J.3; I-1 4-6 pages. **Due October 29, 2012.**

RUBRIC FOR ASSIGNMENT #1

	1 No Understandin g (0-59%)	2 Below Average (60-69%)	3 Average (70-79%)	4 Mastery (80-89%)	5 Exceptional (90-100%)
Research Paper: Professional Issues- CACREP 2009- CMHC: (6)A7; J.1; J.2; J.3; I.1 Identification of Professional Issues	Does not have an understanding of current professional issues that affect clinical mental health counselors, including best practices, efficacies of treatment and interventions, and improvement and/or enhancement of service delivery.	Below average knowledge of current professional issues that affect clinical mental health counselors, including best practices, efficacies of treatment and interventions, and improvement and/or enhancement of service delivery.	Average knowledge of current professional issues that affect clinical mental health counselors, including best practices, efficacies of treatment and intervention s, and improvemen t and/or enhancemen t of service delivery.	Mastery knowledge of current professional issues that affect clinical mental health counselors, including best practices, efficacies of treatment and interventions, and improvement and/or enhancement of service delivery	Exceptional knowledge of current professional issues that affect clinical mental health counselors, including best practices, efficacies of treatment and interventions, and improvement and/or enhancement of service delivery.
Review of the Literature: Strong evidence based	Does not provide strong evidence based professional documents to support issue.	Below average evidence based professional documents to support issue.	Average evidence based professional documents to support issue.	Mastery evidence based professional documents to support issue.	Exceptional presentation of strong evidence based professional documents to

professional documents					support issue.
Comprehensive discussion of professional issues/best practices	Does not provide comprehensive discussion of professional issues/best practices	Provides a below average comprehensive discussion of professional issues/best practices	Provides an average comprehensive discussion of professional issues/best practices	Provides a mastery level comprehensive discussion of professional issues/best practices	Provides an exceptional comprehensive discussion of professional issues/best practices
APA and Grammar	Does not follow APA format and poor grammar	Below average use of APA format and grammar	Average use of APA format and grammar	Mastery level APA format and grammar	Exceptional level APA format and grammar

5. Annotated Bibliography and Presentation. Students will select a single topic with four related articles from peer reviewed mental health journals and write an annotated bibliography for each article. **The topic MUST come from Part 3 of the textbook and MUST be approved by the professor PRIOR to the first class time as this will be due the 2nd weekend of class and presentations will be given the second weekend of the class.** No presentations can be duplicated by another student so please get your desired topic to the professor, for approval, as soon as possible. An annotated bibliography should include: 1. An explanation about the authority and/or qualifications of the author; 2. the scope or main purpose of the work; 3. any detectable bias; 4. the intended audience and level of reading and; 5. a summary comment. Ideally, an annotation should be approximately 250 words.

The student will then present the topic to the class and explain 1. why they chose the topic, 2. give a summary of the topic - referencing the four articles - and their conclusions. 3. After presenting the topic the student will LEAD the class in a related discussion. Students will rely on their own oral presentation skills and limit their time to 20 minutes. The class discussion is likely to take longer. The Student Presentation assignment is intended to give students an opportunity for organizing verbally delivered material, leading discussions and public speaking. Presentations are also designed to enhance the student's knowledge and practice in monitoring discussion groups. The student is expected to know the subject matter, speak extemporaneously and use humor. Reading from prepared material is not an option. Students will confirm the appropriateness of the topic before they begin the assignment. **Due November 16, 2012.**

6. Counseling in the media presentation. Choose a movie or TV clip to demonstrate how counseling is depicted in the media. Make a brief presentation to your class in which you comment on the way counselor and client/s is/are portrayed in the clip, and discuss your reactions to the clip. Comment on any ethical violations or dilemmas that you notice, referring to the relevant ACA or AMHCA codes of ethics. Be aware of Part 1 and Part 2 in your text to make sure you are addressing professional foundations and roles and functions of counselors.

Please bring the clip to class to view already set to the section you would like us to view. Total presentation time, including viewing the clip is approximately 30 minutes. The clip MUST be approved by the professor prior to your presentation as no two presentations can be the same. You will be presenting the first weekend of the class.

Due October 19, 2012.

7. CP 6605: Foundations of Mental Health Counseling Instructor’s Summary, Student Document: the student will submit the Form “CP 6605: Foundations of Mental Health Counseling Instructor’s Summary, Student Document” to the instructor in LiveText.

CP 6605 Foundations of Mental Health Counseling Instructor’s Summary

CACREP 2009 Standards

Instructor completes form at the end of the course. This form assesses student progress in meeting CACREP objectives and provides summary assessment information for program evaluation. The form is completed by the instructor at the end of the semester/term.

	1 No Understandi ng (0-59%)	2 Below Average (60-69%)	3 Average (70-79%)	4 Mastery (80-89%)	5 Exceptional (90-100%)
<i>Research Paper: Professional Issues:</i> Describe current professional issues that affect clinical mental health counselors, including best practices, efficacies of treatment and interventions, and improvement and/or enhancement of service delivery. CACREP 2009-CMHC: (6)A7; J.1; J.2; J.3; I.1	Does not have an understanding of current professional issues that affect clinical mental health counselors, including best practices, efficacies of treatment and interventions, and improvement and/or enhancement of service delivery.	Below average knowledge of current professional issues that affect clinical mental health counselors, including best practices, efficacies of treatment and interventions, and improvement and/or enhancement of	Average knowledge of current professional issues that affect clinical mental health counselors, including best practices, efficacies of treatment and interventions, and improvement and/or enhancement of	Mastery knowledge of current professional issues that affect clinical mental health counselors, including best practices, efficacies of treatment and interventions, and improvement and/or enhancement of service delivery.	Exceptional knowledge of current professional issues that affect clinical mental health counselors, including best practices, efficacies of treatment and interventions, and improvement and/or enhancement of service delivery.

		service delivery.	service delivery. National,		
Quiz #1: Foundations of Clinical Mental Health Counseling CACREP 2009-CMHC: (6) A.1; A.2; A.3; A.4; A.5; A.6: B.1; E.5	Does not have an understanding of the foundations of mental health counseling.	Below average understanding of the foundations of mental health counseling.	Average understanding of the foundations of mental health counseling.	Mastery understanding of the foundations of mental health counseling.	Exceptional understanding of the foundations of mental health counseling.
Quiz #2: Management of Mental Health Services CACREP 2009-CMHC: (6) C.3; C.5; A.8; B.2; A.9; C.6; A.10; D.3; F.2; D.4; F.1; I.2	Does not have an understanding of the management of mental health services.	Below average understanding of the management of mental health services.	Average understanding of the management of mental health services.	Mastery understanding of the management of mental health services.	Exceptional understanding of the management of mental health services.

COURSE SCHEDULE

Weekend 1

October 19-21, 2012

Reading Assignments –Gladding/Newsome text

Professor’s Introduction

Clarification of Course Requirements

Quiz #1

Lecture/Class Discussion of the Readings/Class Presentations-Media

Weekend 2

November 16-18, 2012

Reading Assignments -Gladding/Newsome text

Quiz #2

Lecture/Class Discussion of the Readings/Class Presentation-Annotated Bibliography

- It is expected that you will be prepared for each class by reading all assignments PRIOR to coming to class each day. A failure to stay current in your reading assignments will be reflected in your participation grade.
- All presentations times will be selected by the professor. Please be prepared for YOUR presentation for each class.