

CO 5600 - Foundations of Clinical Mental Health Counseling

Fall 2022, Thursdays, 3:30-6:00pm

Samuel Read Hall 103

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and by appointment

Course Description:

This course introduces students to the field of mental health counseling. Topics include the history of mental health counseling, developing a professional identity as a clinical mental health counselor, understanding the larger mental health delivery system, and current practice issues in mental health counseling. Culturally responsive, ethical and grounded practices will be examined.

Knowledge and Skill Outcomes

Students successfully completing this course will be able to know or do the following:

- Explain the historical context of the mental health counseling profession;
- Evaluate information about professional counseling associations;
- Outline the major components of the mental health service delivery system and explain its functions, consumer base, access policies, and interface with the legal system;
- Identify the varying contexts and roles of mental health counselors;
- Understand current trends in mental health care including integrated behavioral health models;
- Describe the path to LCMHC licensure including NH policies and requirements.
- Understand managed care, mental health care administration, and funding issues;
- Identify ethical and legal considerations as well as legislation and government policy relevant to clinical mental health counseling;
- Engage in strategies to advocate for the profession of clinical mental health counseling, consumers, and the mental wellbeing of the public at large;
- Identify basic elements of biopsychosocial assessment, diagnosis, and documentation;
- Evaluate the impact of technology on mental health;
- Effectively approach client issues related to sex—both content and ethics

Methods of Instruction

In class learning strategies include lecture, small and large group discussions, activities, video clips, and guest speakers. Course assignments will require work done outside of class either individually or in groups.

Required Text

There is no text required for this course.

Required Reading

André, C. (2019, January 15). Proper breathing brings better health. Retrieved July 2, 2019, from https://www.scientificamerican.com/article/proper-breathing-brings-better-health/?WT.mc_id=send-to-friend

- BMJ. (2018, December 18). Exercise may be as effective as prescribed drugs to lower high blood pressure: But no direct head to head comparative trials and relatively small numbers for some studies. *ScienceDaily*. www.sciencedaily.com/releases/2018/12/181218185823.html
- Bohn, D. (2020, August 27) Amazon announces Halo, a fitness band and app that scans your body and voice. <https://www.theverge.com/2020/8/27/21402493/amazon-halo-band-health-fitness-body-scan-tone-emotion-activity-sleep>.
- Cameron, S. & turtle-song, i. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling and Development*, 80, 286-292.
- Carey, B. (2019, May 31). 'Screen time' is over. <https://www.nytimes.com/2019/05/31/health/screen-time-mental-health-screenome.html>
- Cruz, C., Greenwald, E., & Sandil, R. (2017) Let's talk about sex: Integrating sex positivity in counseling psychology practice. *The counseling psychologist*, 45 (4), 547-569.
- CSI Advocacy Committee. (n.d.). Chi Sigma Iota Professional Advocacy Tips. https://cdn.ymaws.com/www.csi-net.org/resource/resmgr/Professional_Advocacy/Professional_Advocacy-Tips.pdf
- D'Hotman, D., & Loh, E. (2020). AI enabled suicide prediction tools: A qualitative narrative review. *BMJ Health & Care Informatics*. <https://informatics.bmj.com/content/bmjhci/27/3/e100175.full.pdf>
- Friedrich, A., & Schlarb, A. (2018). Let's talk about sleep: a systemic review of psychological interventions to improve sleep in college students. *Journal of Sleep Research*, 27, 4-22. DOI: 101111/jsr.12568.
- Glueck, B. P. (2015). Roles, attitudes, and training needs of behavioral health clinicians in integrated primary care. *Journal of Mental Health Counseling*, 37(5), 175-188.
- Hatchett, G. T. & Coaston S. C. (2018). Surviving fee-for-service and productivity standards. *Journal of Mental Health Counseling* 40(3), 199-210.
- Hobbes, M. (2018, September 18). Everything you know about obesity is wrong. *HuffPost*. <https://highline.huffingtonpost.com/articles/en/everything-you-know-about-obesity-is-wrong/>
- Jeffrey, J., Marlotte, L., & Hajal, N. J. (2020). Providing telebehavioral health to youth and families during COVID-19: Lessons from the field. *Psychological Trauma: Theory, Research, Practice, and Policy*, 12(S1) 272-273.
- Klein, E. (Producer). (2019, January 24). Robert Sapolsky on the toxic intersection of poverty and stress [Audio Podcast]. Retrieved from <https://www.listennotes.com/podcasts/the-ezra-klein-show/robert-sapolsky-on-the-toxic-qY4h0uSMdTp/>.
- Martin, C., Godfrey, M., Meekums, B., & Madill, A. (2011) Managing boundaries under pressure: A qualitative study of therapists' experiences of sexual attraction in therapy. *Counselling and Psychotherapy Research* 11(4) 248-256)

- McCord, C, Bernhard, P., Walsh, M., Rosner, C., & Console, K. (2020). A consolidated model for telepsychology practice. *Journal of Clinical Psychology, (76)*, 1060-1082.
- Meyers, L. (2019, April). Establishing a private practice. *Counseling Today, 61(10)*, 24-29. <https://ct.counseling.org/2019/03/establishing-a-private-practice/>
- Pearson, Q. M. (2004). Getting the most out of clinical supervision: Strategies for mental health. *Journal of Mental Health Counseling, 26(4)* 361-373.
- Popper, N. (2020). Panicking about your kids' phones? New research says don't. <https://nyti.ms/2TAfpuy>
- Schmit, M. K., Watson, J. C., and Fernandez, M. A. (2018). Examining the effectiveness of integrated behavioral and primary health care treatment. *Journal of Counseling and Development, 96 (1)*, 3-14.
- Sperry, L. (2017). Similarities between cognitive behavioral therapy and Adlerian psychotherapy: Assessment, case conceptualization, and treatment. *The Journal of Individual Psychology, 73(2)*, 110-123.
- Stark, C., & Crofts, G. (2019). Advocacy-in-action: Case portrait of a helping professional pursuing positive social change for transgender and gender-expansive youth. *Journal for Social Action in Counseling and Psychology, 11(2)* 17-34.
- Watson, J. C., & Schmit, M. K. (2020). *Introduction to clinical mental health counseling*. Chapter 7. Los Angeles: Sage.
- Weikel, W. J. (1985). The American Mental Health Counselors Association. *Journal of Counseling & Development, 63(7)*, 457.
- Wheeler, A.M., & Bertram, B. (2015). *The counselor and the law (7th ed.)*. Alexandria, VA: ACA. 103-130.
- White, J. H. F. (Winter/Spring 2020). Addressing rising rates of suicide among veterinary professionals. *The Advocate Magazine, 43(1 & 2)* 2.
- Wilkinson, T., Smith, D., & Wimberly, R. (2019). Trends in ethical complaints leading to professional counseling licensing boards disciplinary actions. *Journal of Counseling and Development, 97*, 98-104.

Clinical Mental Health Counseling 2016 CACREP Standards Addressed by this Course

Standard	Delivery	Assessment
5.C.1.a: history and development of clinical mental health counseling	Class 2	ACA v. AMHCA
5.C.1.c: principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	Class 8-10	A Night at the Movies
5.C.2.a: roles and settings of clinical mental health counselors	Class 2, 3, 5, 7, 8	Professional Settings
5.C.2.c: mental health service delivery modalities within the continuum of care, such as inpatient,	Class 2, 3, 5, 7, 8	Professional Settings

outpatient, partial treatment and aftercare, and the mental health counseling services networks		
5.C.2.i: legislation and government policy relevant to clinical mental health counseling	Class 4	Advocacy Project Ethics, Law & Prof. Info.
5.C.2.k: professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	Class 1, 2	Ethics, Law & Prof. Info
5.C.2.l: legal and ethical considerations specific to clinical mental health counseling	Class 2-8	Ethics, Law & Prof. Info
5.C.2.m: record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	Class 5, 6	Professional Settings
5.C.3.c: strategies for interfacing with the legal system regarding court-referred clients	Class 2, 3, 5, 7, 8	Professional Settings
5.C.3.d: strategies for interfacing with integrated behavioral health care professionals	Class 8-10	A Night at the Movies
5.C.3.e: strategies to advocate for persons with mental health issues	Class 1, 2, 4, 12, 13	Advocacy Project
Core Standard Addressed in this Course: 5.k. strategies to promote client understanding of and access to a variety of community-based resources	Class 2, 3, 5, 7, 8	Professional Settings

Plymouth State University Policies

Academic Integrity

Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education.

Members of the academic community are expected to report all instances of those violations which come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the following policy by identifying, investigating, and bringing to a resolution all cases of violation of academic integrity. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it that is dishonorable. (from PSU Academic Catalog) The link to the full policy can be found here:
<https://coursecatalog.plymouth.edu/university-policies-procedures/>

ADA Statement

Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact Campus Accessibility Services (CAS), located in Speare (535-3300) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with CAS. If you have authorized CAS to electronically deliver a Letter of Accommodations for this course, please communicate with your instructor to review your accommodations.

Class Cancellation

Notifications of University-wide cancellations due to inclement weather are shown on WMUR-TV Channel 9, and the PSU website at 5plymouth.edu. Call the PSU Storm Line (603) 535-3535 for the latest updates on weather-related issues or **register for PSU Alerts through myPlymouth**. Beyond this, faculty determines additional individual class cancellations. In the event of an individual class cancellation, students will be notified through their PSU e-mail address. It is important for students to check their PSU e-mail for these and other important University announcements.

Class members regularly commute from a wide area of the state where weather conditions may vary significantly from those in Plymouth. Travelling in inclement weather is always at your discretion. It is your responsibility to initiate making up missed material if you miss a class due to weather. Communicate with your professor.

Sensitive Material

Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let the instructor know if you anticipate, or are having, an emotionally reactive problem with any assignment or classroom activity. It can then be discussed how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. Campus resources that may be helpful in dealing with your concerns can also be discussed.

Class Recording: Lectures or other class meetings for this course *may* be recorded by the university using USNH media platforms. Such recordings may be available for educational use by other students enrolled in the class (including both for instruction and as a review tool), the course instructor(s), and other university officials who support course instruction. Your voice or image may be captured on the recordings, and by enrolling in this course you are consenting to such recording for these purposes.

Counselor Education and School Psychology Policies

Plymouth State University's Counselor Education and School Psychology (CESP) Programs are charged with the task of preparing individuals to become professional counselors or school psychologists in a variety of settings and to assume positions of leadership in the field. In order to fulfill these responsibilities, faculty evaluate students based on their academic, professional, and personal qualities. The PSU CESP programs attempt to establish a learning community where students can develop professionally. This is done by providing an environment in which students' rights and responsibilities are respected, and by respecting the dignity and worth of each student.

Student Monitoring: A student's progress in the program may be interrupted for failure to comply with academic standards or if a student's interpersonal or emotional status interferes with education/training and client care related to requirements for self and others. For example, in order to ensure proper training and client care, counselors/school psychologists-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and interpersonal skills, professional attitudes, and professional character. These factors are evaluated based on academic performance and the ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should be able to demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, be able to express feelings appropriately, and evidence professional judgment in decision making relative to issues and situations encountered in the program. See the student handbook for both the long and short versions of the student monitoring form.

Student Responsibilities in Monitoring Peer Professional Competency: As a CESP student, it is important to learn how to support your fellow classmates and future colleagues. Professional codes of ethics highlight the importance of protecting the profession and those it serves by recognizing unethical

behavior, consulting with colleagues, and reporting to institutional hierarchies if necessary. If you are concerned about a classmate's ethical conduct, counseling competency, or psychological stability, you are encouraged to follow the policy in your program's student handbook to guide you in ethically dealing with these situations.

Communications: Prompt and professional communication between students and professors is important and valued in the CESP programs. To that end, it is your responsibility to regularly check your PSU email account. As stated in the student handbooks, all university communications will be to that address. We aspire to be a community that responds to each other in a prompt and respectful way. To that end, we ask that you respond to professor or department emails within two business days. Likewise, faculty will aspire to respond to your emails within two business days. Note, we understand that there are circumstances in which students and faculty may be unable to respond in a timely manner. During these periods, we will inform others when we will become available to respond.

Computers and Cell Phones Use in the Classroom: Computers and cell phones may be brought into the classroom but their use should be appropriate. Computers should be limited to academic class-related uses. During speaker presentations, videos, student presentations, and any in-class role play activities they should remain closed. Cell phones play an important role in emergency situations but they should be kept on vibrate or silent mode. It is inappropriate to read, receive, or send text messages during class meetings. Use of technology, apart from recording technology and emergency needs, is prohibited during any student presentations.

Course Specific Policies

Late Assignments: Consistent with graduate level expectations, all assignments are expected on their due dates. However, exceptions to this rule may be made due to circumstances beyond the control of students such as family emergencies, illness, injury, power outages, computer malfunctions, accidents and other situations. Because of these possibilities, students are strongly advised to complete their assignments in advance of the due date. Also, students should back up their work so that computer crashes will not delay assignments. Unless impossible, all requests for extensions for assignments must be made before the assignment is due. If an extension is granted, the assignment should be submitted no later than one week from the due date. In cases where the reason for the delay may require a longer time period to complete, the decision to allow a longer extension will be made on a case-by-case basis. Students may be asked to provide documentation to verify their request for an extension.

If an assignment is handed in past the due date and no extension has been granted prior to the due date, the final grade for that assignment will have 10% of the grade deducted (i.e., one full grade) for each day it is late.

Writing: APA formatting is required for all papers unless otherwise indicated. APA review materials are available on the course Canvas page. Page length requirements for papers do not include the title and reference pages. Please use Times Roman 12 point font.

Assignments will be accepted only via Canvas upload in MS Word.

Assessments

Attendance and Participation: A positive learning experience depends on your attendance and active participation in class discussions and activities. An absence from class or a lack of preparation or participation will affect your learning and your *Attendance and Participation* score. Of course, illness and emergencies happen. If an absence is excused ([see PSU Excused Absence Policy](#)), you will need to

contact the instructor in a timely manner and will be permitted to do a make-up assignment so as to not have the absence count against you in grading. If you miss more than two classes, the instructor may ask you to withdraw and take the course another semester. Virtual attendance at the Saturday morning Fall Kickoff on September 18 is required. Note: In accordance with PSU policy, absences are excused only for “compelling and extenuating circumstances.” Submit completed class participation rubric by **December 16**.

ACA v. AMHCA: Please review readings, websites, and information available about ACA and AMHCA. Write a two page paper in which you: (1) review ACA’s and AMHCA’s roles in the history and development of the profession and (2) review the websites and other relevant information and discuss why you chose one organization instead of the other one to join and how you think it will benefit your future career. Include proof of membership in the organization with this paper (not part of the two pages). Due no later than 3pm on **September 23** in Canvas dropbox. Name your file: 21 LastName ACA v AMHCA.

Ethics, Law, and Professional Information: Complete the assignment provided. Available October 8. Submit in Canvas no later than 3pm on **October 21**. Name your file: 21 Lastname EthicsLawInfo

Professional Settings: Take notes in the guest speaker matrix available on Canvas (or create your own system) regarding the various settings that clinical mental health counselors work in. Based on your notes in the categories in the matrix (roles of counselors; recordkeeping considerations and policies; payment and reimbursement considerations; practice, management, and ethical issues; legal system and court referred clients), write a 6-7 page paper in which you (1) analyze the information regarding the settings *noting trends, similarities, and areas of divergence* relative to the areas under consideration taking into account information on these topics discussed in the reading and in lecture, and (2) what the presentations meant to you personally and professionally regarding where you might want to practice. The completed paper is due in the appropriate Canvas dropbox no later than 3pm on **November 4**. Name your file 21 Lastname Settings.

A Night at the Movies: Watch *Eighth Grade* (free on Prime Video) or *As Good as it Gets* (\$2.99 on Prime Video), or the first two episodes of *Queen’s Gambit (Netflix)* (It is possible that you could use a different movie; check with the instructor, perhaps he has seen it recently and will approve!). There are two parts to this assignment.

Part I (3-4 pages): Using professional writing style, complete a biopsychosocial assessment on the main character, Kayla/Melvin/Beth, using the outline available to you on Canvas.

Part II. (3-4 pages) Imagine that you are a clinical mental health counselor working with Kayla/Melvin/Beth in an integrated care setting. After meeting with Kayla/Melvin/Beth regarding a routine visit, their physician/nurse/team member is concerned and calls you to consult about the case. You meet with Kayla/Melvin/Beth for a few sessions. Discuss therapeutic strategies and approaches you might use with Kayla/Melvin/Beth and discuss how you might work collaboratively with multiple members of Kayla’s/Melvin’s/Beth’s integrated health care team.

Make sure all required sections are addressed. If there are factual gaps in the movies, you may use “poetic license” to fill in the gaps. The paper is due no later than 3pm on **December 2** in the Canvas dropbox. Name your file 21 LastName Movie.

CMHC Advocacy Project: See Appendix A for a description of this assignment.

Student Evaluation:

There are 200 possible points available in the class

Attendance and Participation	30 points
ACA v. AMHCA	10 points
Advocacy Proposal	30 points
Ethics/Law/Professional Info	20 points
Professional Settings	40 points
A Night at the Movies	40 points
Advocacy Presentation	30 points

Grading Scale

A	95-100 %	B	83-86 %	C	73-76 %
A-	90- 94 %	B-	80-82 %	C-	70-72 %
B+	87 – 89 %	C+	77-79 %	F	00-69 %

See PSU's fair grading policy [here](#).

Course Calendar

Date	Topics	Readings/Assignments
9/2	Overview of Course Workplace Settings Professional and Social Advocacy	Stark & Crofts White CSI
9/9	History, Development, & Emerging Trends Professional and Social Advocacy II Guest Speaker: Community Mental Health	Weikel Klein Beyond a Perfect Storm
NO CLASS 9/16	Yom Kippur	No Class
9/18 (9am-12pm)	Fall Kickoff: Now What? Nurturing Resilience Post Pandemic w/Michael Unger, Ph.D	On Zoom
9/23	Internet/Distance Counseling & Apps Guest Speaker: Residential	Due: ACA v. AMHCA McCord et al. Jeffrey et al. Crisis Text Line D'Hotman & Loh Bohn
9/30	Legislation, Government Policy, Case Law, and Regulatory Issues	Wheeler & Bertram Congress.gov GovTrack: Tracking federal legislation

10/7 10/7 continued	NO Face-to-Face Class: View recorded lecture asynchronously and do activities described CMHC Ethics	Due: Advocacy Project Proposals AHMCA Code of Ethics Inf. Consent Document Martin, Godfrey, Meekums, & Madill Wilkinson, Smith, & Wemberly
10/14	Documentation and Recordkeeping Guest Speaker: Corrections	Cameron & turtle-song AMHCA Code of Ethics
10/21	Managed Care and Third Party Payers Guest Speaker: Private Practice	Due: Ethics, Legal & Professional Information Watson & Schmit Hatchett & Coaston Meyers
10/28	Integrated Behavioral Health/Integrated Primary Care Guest Speaker: IPC & K-12	Glueck Schmit, Watson, & Fernandez
11/4	The <i>Bio</i> in the Biopsychosocial Approach	Due: Professional Settings BMJ Andre Friedrich & Schlarb Everything You Know about Obesity is Wrong
NO CLASS 11/11	Veteran's Day	No Class
11/18	Biopsychosocial Case Conceptualization and Treatment Planning Mental Status Exam	What is Biopsychosocial Assessment? Sperry

		Carey Popper
12/2	<p>The Career Phases of a Clinical Counseling Professional</p> <p>Being a Supervisee</p> <p>How to Get Licensed in NH</p> <p>Sex Positivity</p>	<p>Due: A Night at the Movies</p> <p>Pearson</p> <p>Cruz, Greenwald, & Sandil</p>
12/9	Advocacy Project Presentations	
12/16	Advocacy Project Presentations	Due: Advocacy Project Class participation rubric

APPENDIX A: ADVOCACY PROJECT

For this assignment, you and one or two partners (only groups of two or three are acceptable) will engage in a semester long counseling-related advocacy project and provide documentation of your behaviors. You may focus on a multilevel advocacy project (levels 2 and 3 of the ACA Advocacy Competencies) or a more intensive focus at one level as might be appropriate for issues related to the needs of the counseling *profession*. Your behaviors could be some combination of raising public awareness about an important mental health issue, writing a letter to the editor of a periodical, contacting legislators regarding mental health provider or consumer issues, or advocating for a specific client population's unmet need. Part of the project would likely be researching and connecting with allies in your cause. Feel free to be timely and topical (e.g., COVID 19 related).

There are three parts to this project.

Part I is a 4-5 page proposal. For your proposal, answer questions 1-3. Your proposal is due no later than 3pm **on October 7/** in the appropriate Canvas dropdown. Name your file 21 Lastname(s) Advocacy Proposal.

1. Discuss the issue you and your partner(s) are choosing and elaborate on why it is important. Cite professional literature/data that demonstrates that the issue is worthy of and in need of advocacy.
2. Write about the range of public and private policies (e.g., institutional, local, state, or national) related to the issue you are interested in. For instance, for a consumer issue you might discuss policies or biases that impact the quality and/or accessibility of mental health services.
3. Describe, specifically, what you plan to do for this project and what allies already exist. Why these and not others? What is the anticipated impact of your advocacy work?

Part II. Engage in advocacy.

Part III. Create a presentation for the class. **Include an overview of your answers to 1-3 above** and add questions 4-6 below. Be sure to clearly introduce the issue.

4. What advocacy behaviors did you and your partner(s) *actually* engage in?
5. What was this experience like for you as an advocate? What did you accomplish?
6. Discuss feelings of personal or professional empowerment (or lack thereof) and contributing factors.
7. How can your classmates or others in our profession get involved? What are some next steps?

Submit in the appropriate Canvas dropdown no later than 3pm on **December 16.**

- The completed presentation
- *A list of advocacy behaviors of each person on the team*
- Documentation: All letters, flyers, etc. that were created as part of this project.

PRESENTATIONS WILL BE IN CLASS ON 12/9 AND 12/16