



# DOANE UNIVERSITY

## SYLLABUS

COU 620 The Role of the Professional Mental Health Counselor in the Community

### Course Content

<i>Course Number:</i>	COU 620
<i>Course Title:</i>	The Role of the Professional Mental Health Counselor in the Community
<i>Course Dates:</i>	October 16, 2017 – December 15, 2017
<i>Credit Hours:</i>	3 Credits
<i>Instructor:</i>	Jason Schmid, M.A. LIMHP, LPC
<i>Office Phone:</i>	402.770.0022
<i>Office Email:</i>	Jason.Schmid@doane.edu
<i>Office Hours:</i>	By Appointment
<i>Classroom:</i>	
<i>Meeting Times:</i>	6:00pm-10:30pm

### Course Description

This course investigates core issues in mental health counseling with a focus on the role of professional counselors in their community. The course explores the multiple roles and responsibilities of counselors as practitioners and consultants. Students will develop knowledge of community-based resources and will be exposed to models of mental health prevention and wellness, crisis intervention techniques, the psychological dimensions of disaster, trauma-informed care, and suicide risk assessment and prevention. The course also examines the impact of technology on the counseling relationship, counseling process, and the profession and explores how to effectively utilize technology to provide counseling in rural, underserved areas. Upon completion of

this course students will know how to provide counseling in emergency situations and how to use technology effectively in counseling. **Pre-requisite: COU 601, COU 602, COU 610.**

**Course Objectives:**

- Students will learn the importance of a counseling identity through counseling organizations as well as models of consultation. (CACREP 2.F.1.b) (CACREP 2.F.1.c) (CACREP 2.F.1.f)
- Students will demonstrate the application of ethical standards on consultation, crisis informed counseling, and technology assisted counseling practices. (CACREP 2.F.1.i) (CACREP 2.F.5.d)
- Students will develop a plan of consultation and referral for clients in crisis (CACREP 2.F.5.k)
- Student will gain understanding of crisis intervention based models and how to use crisis assessment and intervention with clients in crisis situations (i.e., suicidal, homicidal, natural disaster, trauma, etc.) (CACREP 2.F.5.l) (CACREP 2.F.5.m) (CACREP 5.C.3.a) (CACREP 2.F.7.c) (CACREP 2.F.3.g) (CACREP 2.F.3.i)
- Students will be able to demonstrate appropriate self-evaluation of applied crisis interventions and assessments. (CACREP 2.F.1.k)
- Students will be able to identify symptoms related to forms of abuse and neglect as well as determine appropriate means of reporting and treating clients with these issues. (CACREP 2.F.7.d)
- Student will learn about issues and methods for application of technology assisted counseling practice including application of these methods. (CACREP 2.F.1.j) (CACREP 2.F.5.e)

**REQUIRED TEXT: Readings as assigned**

**SUPPLEMENTAL TEXT: Gerig, M. S. (2017) *Foundations for Clinical Mental Health Counseling: An Introduction to the Profession*. (3<sup>rd</sup> Edition). Pearson.  
ISBN: 0134384776**

**Jackson, L.R. & Erford, B. T. (2013) *Crisis Assessment, Intervention and Prevention*. (2<sup>nd</sup> Edition). Pearson.  
ISBN: 0132946963**

**Jobs, D.A. & Linehan, M. M. (2016) *Managing Suicidal Risk: A Collaborative Approach*. (2<sup>nd</sup> Edition). The Guilford Press.  
ISBN: 146252690X**

**Cohen, J.A., Mannarino, A.P. & Deblinger, E. (2017) *Treating Trauma and Traumatic Grief in Children and Adolescents*. (2<sup>nd</sup> Edition). The Guilford Press.  
ISBN: 1462528406**

**Kraus, R., Stricker, G. & Speyer, C. (2004) *Online Counseling: A Handbook for Mental Health Professionals*. (2<sup>nd</sup> Edition). Academic Press.  
ISBN: 0123785960**

CACREP Standards Addressed in this Course

Standard Identifier	Standard	Assessment
2.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	Readings, Reflection Questions, Lecture, Literature Reviews
2.F.1.c	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	Readings, Reflection Questions, Lecture, Literature Reviews, Student Presentation
2.F.1.f	professional counseling organizations, including membership benefits, activities, services to members, and current issues	Readings, Reflection Questions, Lecture, Literature Reviews,
2.F.1.i	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Readings, Reflection Questions, Lecture, Literature Reviews,

2.F.1.j	technology's impact on the counseling profession	Readings, Reflection Questions, Lecture, Literature Reviews,
2.F.1.k	strategies for personal and professional self-evaluation and implications for practice	Readings, Reflection Questions, Lecture, Literature Reviews,  Surviving Client Suicide Reflection
2.F.3.g	effects of crisis, disasters, and trauma on diverse individuals across the lifespan	Readings, Reflection Questions, Lecture, Literature Reviews, Student Presentation  Case Study Analysis
2.F.3.i	ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	Readings, Reflection Questions, Lecture, Literature Reviews, Student Presentation  Case Study Analysis
2.F.5.d	ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	Readings, Reflection Questions, Lecture, Literature Reviews,
2.F.5.e	the impact of technology on the counseling process	Readings, Reflection Questions, Lecture, Literature Reviews, Student Presentation
2.F.5.k	strategies to promote client understanding of and access to a variety of community-based resources	Readings, Reflection Questions, Lecture, Literature Reviews  Crisis Intervention Demonstration
2.F.5.l	suicide prevention models and strategies	Readings, Reflection Questions, Lecture, Literature Reviews, Student Presentation

		Case Study Analysis
2.F.5.m	crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	Readings, Reflection Questions, Lecture, Literature Reviews Crisis Intervention Demonstration
5.C.3.a	intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	Readings, Reflection Questions, Lecture, Literature Reviews, Student Presentation Case Study Analysis
2.F.7.c	procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide	Readings, Reflection Questions, Lecture, Literature Reviews Crisis Intervention Demonstration
2.F.7.d	procedures for identifying trauma and abuse and for reporting abuse	Readings, Reflection Questions, Lecture, Literature Reviews, Student Presentation Case Study Analysis

Measurement of Outcomes
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Assignments (Direct): Reading Reflection Questions, Surviving Client Suicide Reflection, Case Study Analysis

Instructor Evaluations (Indirect): Student Presentation, Crisis Intervention Demonstration, Professional Performance Evaluation, Professional Development Self-Assessment

## Instructional Methods

This will be an interactive course, which includes **an elevated level of classroom participation** utilizing lecture and instruction, videos, reading reflection questions, case study analyses, student presentations and literature reviews. Students will be required to integrate content, knowledge, and application in practice. *Active participation is essential to your learning. Due to the emphasis on experiential learning, lateness and absences cannot be made up.*

## Suggestions for getting the most out of this Course

This is a graduate level course that uses collaborative activities as one of its learning methods. Anything other than your best effort will negatively impact not only you, but your classmates as well. Since this is a graduate level course you will be required to read all of the assigned material and know it well enough to apply it to situations that will arise in your professional life.

In addition to 38 hours of classroom time, student should expect to spend a **minimum of 27-45** hours outside of the classroom reading, reviewing research, and preparing for classroom assignments, tasks, and active participation.

## Course Requirements

**Attendance, preparation and participation:** Student will be expected to attend all classes, come prepared, and participate in all discussions. The success of this course for each student depends on appropriate engagement with the materials presented either by the instructor or other students. After each class session the instructor will award up to 4 points for that particular session. Points will be awarded as follows: 2 points for attendance, 1 point for preparation, and 1 point for participation. An absence, no matter what the reason, will result in no points awarded for that session. (32pts)

**Weekly reading application:** Students will read assigned material and respond to questions specifically related to this reading each week. Students are expected to provide thoughtful responses that are at least one page single-spaced or two pages double-spaced in length. Students are encouraged to critically think about and apply the reading material to counseling practice. Students' responses should be uploaded to LiveText before the start of class on the due date. (35pts)

**Surviving Client Suicide Reflection:** Students will read and reflect on at least two entries submitted to the “Clinicians as survivors of suicide: Personal accounts by clinician survivors” at <http://mypage.iu.edu/~jmcintos/personacc.htm>. Students will write about their reactions, personally and professionally, to these accounts. (15pts)

**Crisis Intervention Demonstration:** Students will demonstrate a crisis intervention demonstration. Students must demonstrate their ability to conduct a risk assessment, including but not limited to suicide, homicide, psychosis, and/or self-harm. Following the assessment, students must be able to demonstrate their ability to make a clinical judgment based on their conceptualization of the risk and to connect the client to appropriate care. (28pts)

**Student Presentation:** Students will develop a presentation, which informs and demonstrates other peers in the class on the relevant information from one of the core content areas. (20pts)

**Case Study Analysis:** Students will be given a case study involving a client in some crisis situation. Students are asked to use the case study to develop a paper based on the following areas of focus: (20pts)

- a. Describe the crisis experienced
- b. Provide information from your textbook and from the literature about this type of crisis (e.g., apply the tasks of mourning to a protagonist who was grieving). This information (i.e., what is typically expected after such a crisis) should be compared and contrasted.
- c. Describe any legal and ethical issues involved in the crisis situation (e.g., describe issues related to confidentiality and privacy, mandated reporting, any court proceedings that did or could have occurred related to the crisis, police or law enforcement involvement, etc.)
- d. Describe the environmental, cultural, and developmental influences – How did the person’s environment, culture, and development impact the crisis situation and the person’s response to and ability to cope and heal from the crisis? Consider the person’s resources related to each of these factors.
- e. Describe the services the protagonist received related to the crisis. **In addition**, describe the following:
  - i. How could a clinical mental health counselor be helpful to the client in the midst of his or her crisis?
  - ii. What specific types of assessments and interventions might you have used with this person?
  - iii. Whose help might you enlist when helping this person? What types of referrals might you offer him or her?
- f. Describe your personal experience of reading this person’s crisis experience. Reflect on what it might be like for you to hear this person describe his or her story to you in person. How would you manage your personal response to the client’s experience with remaining in the role of a helper to the client?

Evaluation Criteria
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**Final Grade**

All assignments are due on the date indicated in the course schedule. Students will lose 1 point for every day over the due date. The final grade will be an accumulation of 150 total points based on the following criteria:

**Attendance, preparation and participation:** 32/150pts (22% of overall grade)

**Weekly reading application:** 35/150pts (23% of overall grade)

**Surviving Client Suicide Reflection:** 15/150pts (10% of overall grade)

**Crisis Intervention Demonstration:** 28/150pts (19% of overall grade)

**Student Presentation:** 20/150pts (13% of overall grade)

**Case Study Analysis:** 20/150pts (13% of overall grade)

**Grading Scale:**

<b>A+</b>	100-97	<b>B+</b>	89.9-87	<b>C+</b>	79.9-77	<b>D+</b>	69.9-67	<b>F</b>	Below 60
<b>A</b>	96.9-93	<b>B</b>	86.9-83	<b>C</b>	76.9-73	<b>D</b>	66.9-63		
<b>A-</b>	92.9-90	<b>B-</b>	82.9-80	<b>C-</b>	72.9-70	<b>D-</b>	62.9-60		

Expectations
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**Student Responsibilities**

- students will read course assignments and research articles assigned prior to the class session and are prepared to apply the concepts during discussions and the experiential portion of the class.
- students will be integrative learners and are expected to present questions and discussion related to the class readings and scholarly reviews or research. Not all readings will be discussed in detail, which requires students to use the readings as a guide for learning, and be prepared to interact with the readings as a background for their interaction.



- students will be active learners. This means that students should arrive on time, actively participate in classroom discussions, be prepared to assume the role of student expert using assigned literature reviews, **have cell phones and computers off and out of sight during class**, **and remain in class throughout the duration of the session.**
- students will experience some discomfort as they work to gain skills.
- students will be respectful, open to feedback and willing to provide feedback, willing to role play clients or assume leadership roles, and be open to both personal and professional change.
- students will abide by all ethical standards governing confidentiality and professionalism.
- students will use resources in addition to the text to enhance learning and complete academic tasks.
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### **Professional Practice Expectations:**

- Actively listen to others and demonstrate a desire to understand other points of view
- Respond in a self-reflective and self-critical manner to feedback.
- Show motivation to master new material, examine and challenge current beliefs and practices, and increase competency in areas related to professional practice.
- Demonstrate sensitivity, awareness and acceptance of others.
- Demonstrate tolerance for the ambiguity inherent in the counseling profession and the ethical standards governing the profession.
- Assume the role of professional consultant when discussing cases and issues and discuss issues using best practice and professional ethical standards.
- Demonstrate an awareness of personal values and beliefs as they pertain to and affect decision making in the counseling profession and in your interactions with others.

Tentative Schedule
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Date	Topic	Reading Assignment	Assignment Due
Week 1	Intro to Course		
Week 2	The Roles and Responsibilities of Counselors as Practitioners and Consultants	As assigned – see reading list, pages 13 - 16	Weekly reading application #1
Week 3	Mental Health Awareness, Prevention and Wellness	As assigned see reading list, pages 13 - 16	Weekly reading application #2 Presentation 1

Week 4	The Psychological Dimensions of Disaster	As assigned -see reading list, pages 13 - 16	Weekly reading application #3  Presentation 2  Surviving Client Suicide Reflection
Week 5	Crisis Intervention Techniques and Suicide Risk Assessment	As assigned- see reading list pages 13 - 16	Weekly reading application #4  Presentation 3
Week 6	Identification, Treatment and Reporting of Trauma and Abuse	As assigned - see reading list, pages 13 - 16	Weekly reading application #5  Presentation 4
Week 7	Crisis Intervention Demonstrations	As assigned - see reading list, pages 13 - 16	Weekly reading application #6  Crisis Intervention Demonstration
Week 8	Trauma-Informed Care	As assigned - see reading list, pages 13 - 16	Weekly reading application #7  Presentation 5
Week 9	The Impact of Technology on the Counseling Relationship, Counseling process, and the Profession	As assigned - see reading list, pages 13 - 16	Weekly reading application #8  Presentation 6  Case Study Analysis

### Course Declarations

**LiveText/Blackboard Usage:** LiveText and Blackboard will be utilized to collect various artifacts that can represent the student's body of work. For example, signature artifacts are major assessments of knowledge, skill, and practice that are grounded in CACREP and best practice standards and are associated with various assessment rubrics and are integrated in LiveText. The online portfolio is maintained in the student's personal file on the LiveText website. There may be a number of artifacts that are appropriate for inclusion—see the instructor for details.

**Questions, Concerns, Grievances:** Feel free to schedule an appointment to talk with the instructor, if you have follow-up issues to discuss; if you feel there is a problem or

misunderstanding; or if you have a question or complaint. In addition, you may contact the Dean regarding any concerns. Formal grievance procedures are outlined in the Doane MAC Student Handbook.

### **Non-Discrimination Policy**

Applicants for admission and employment or professional agreements with the University are hereby notified that this institution does not discriminate on the basis of race, color, religion, sex, genetic information, national origin, disability, age, marital status, sexual orientation or any other protected class recognized by state or federal law in admission or access to, or treatment, or employment in its programs and activities. Sexual Harassment and sexual violence are prohibited forms of sex discrimination.

### **Title IX Policy Statement**

It is the policy of Doane University not to discriminate on the basis of gender in its educational programs, activities or employment policies as required by Title IX of the 1972 Education Amendments.

Inquiries regarding compliance with Title IX may be directed to the Director of Human Resources, Doane University, 1014 Boswell Avenue, Crete, NE 68333 or to the *Director of the Office for Civil Rights*, Department of Health, Education, and Welfare, Washington, D.C., 20202.

### **Academic Integrity**

The faculty expect students to pursue their work with academic integrity. A copy of the policies concerning academic honesty may be obtained from the office of the Vice President for Academic Affairs in Crete or from the Dean of each program. Any breach of academic integrity may result in immediate suspension from the program.

### **Access/Services for Students with Disabilities**

The Rehabilitation Act of 1973 (section 504) and the Americans with Disabilities Act (ADA) provide that "no otherwise qualified disabled individual in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity provided by any institution receiving federal financial assistance." This regulation requires that Doane programs be accessible to the disabled, but it does not require that every building or part of a building be accessible. Thus, it may be necessary to reschedule classes to accessible classrooms or to take other steps to open one of the programs to students with mobility impairments.

1. Students interested in services related to a disability should notify the university of any special circumstances that would affect their ability to compete equally in the college environment. To assist the university in providing services, documentation of such disabilities must be provided by qualified professionals upon request.
2. While students are encouraged to self-identify at the earliest possible time, they can access services at any time by initiating the process described in number one above.

3. To initiate this process, students are encouraged to contact the Office of Graduate Studies before beginning classes so their needs can be anticipated, reviewed, and accommodated.

**Changes in Syllabus:** Circumstances may occur which require adjustments to the syllabus. Changes will be made public at the earliest possible time.

## Assigned Readings

### **Week 2**

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A closer look at developing counselor identity.

<https://ct.counseling.org/2012/03/a-closer-look-at-developing-counselor-identity/>

Preparing Counselors-in-Training for Multidisciplinary Collaboration.

Provided on Blackboard.

Blurred roles and permeable boundaries: The experience of multidisciplinary working in community mental health.

Provided on Blackboard.

Do the Right Thing.

<https://ct.counseling.org/2011/04/do-the-right-thing/>

Integrating Behavioral Health into Primary Care.

<https://www.integration.samhsa.gov/integrated-care-models/behavioral-health-in-primary-care>

### **Week 3**

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Prevention and Promotion in Mental Health.

[http://www.who.int/mental\\_health/media/en/545.pdf](http://www.who.int/mental_health/media/en/545.pdf)

Transforming Mental Health Care in America

[http://www.samhsa.gov/pubs/mhc/MHC\\_version.htm](http://www.samhsa.gov/pubs/mhc/MHC_version.htm)

Professional Counseling Organization.

<http://www.counselor-license.com/resources/counseling-organizations.html>

Preventing Counselor Impairment: Vulnerability, Wellness, and Resilience.

Provided on Blackboard.

Resources for Clinicians' Self-Care.

<https://kspope.com/ethics/self-care.php>

National Alliance on Mental Illness (NAMI)

Read "Inform Yourself": About NAMI and About Mental Illness

<http://www.nami.org/>

American Psychological Association (APA)

Look through the Public Interest Directorate section

<http://www.apa.org/pi/>

American Counseling Association (ACA)

Look through the Public Policy section

<http://www.counseling.org/PublicPolicy/>

National Institute of Mental Health (NIMH)

Read the NIMH Mission and Strategic Plan

<http://www.nimh.nih.gov/about/strategic-planning-reports/index.shtml>

## **Week 4**

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The Extent and Impact of Mental Health Problems After Disaster.

Provided on blackboard

Psychological impact of disasters on children: review of assessment and interventions.

Provided on Blackboard.

The Counselor and the Disaster Response Team.

Provided on Blackboard.

Disaster Preparation and Recovery: Lessons from Research on Resilience in Human Development.

<https://www.ecologyandsociety.org/vol13/iss1/art9/main.html>

Innovations in Disaster Mental Health: Psychological First Aid

Provided on Blackboard.

Disaster Mental Health.

<https://www.counseling.org/knowledge-center/trauma-disaster>

Integration of Mental and Behavioral Health in Federal Disaster Preparedness, Response, and Recovery

Provided on Blackboard.

## **Week 5**

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Mental Health Crisis Planning.

Provided on blackboard.

Crisis Intervention: A Review.

Provided on blackboard.

Normal Crises, Family Structure and Mental Health.

Provided on blackboard.

Safety Planning Intervention: A Brief Intervention to Mitigate Suicide Risk.

Provided on blackboard

Youth Suicide Risk and Preventive Interventions.

Provided on blackboard.

SUICIDE: WHAT THERAPISTS NEED TO KNOW.

Provided on blackboard

An Alternative Approach To The Suicidal Patient: Crisis Intervention.

<http://www.psychiatrytimes.com/articles/alternative-approach-suicidal-patient-crisis-intervention>

## **Week 6**

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The Biopsychosocial Perspective to Mental Health and Illness.

<https://www.socialworkhelper.com/2013/07/16/the-biopsychosocial-perspective-to-mental-health-and-illness/>

Types of Trauma and Violence.

<https://www.samhsa.gov/trauma-violence/types>

Children and Trauma: Update for Mental Health Professionals.

<http://www.apa.org/pi/families/resources/children-trauma-update.aspx>

The Role of Mental Health Professionals in the Prevention and Treatment of Child Abuse and Neglect.

Provided on Blackboard.

Mental Health and Law Enforcement Professionals.

Provided on blackboard.

How to Report Abuse.

<https://www.projectharmony.com/Family-Support/How-to-Report-Abuse.aspx>

## **Week 7**

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Psychological first aid: Guide for field workers.

Provided on Blackboard

A Comprehensive Approach to Suicide Prevention.

<http://www.sprc.org/effective-prevention/comprehensive-approach>

Reducing Suicide: A National Imperative: Programs for Suicide Prevention.

<https://www.nap.edu/read/10398/chapter/10>

Cognitive Behavior Therapy for Suicide Prevention.

Provided on blackboard.

Violence and aggression: short-term management in mental health, health and community settings. <https://www.nice.org.uk/guidance/ng10/ifp/chapter/assessing-your-risk-of-becoming-violent-or-aggressive>

Resource Document on Psychiatric Violence Risk Assessment.  
Provided on Blackboard.

## **Week 8**

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Trauma-Informed Care in Behavioral Health Services. Screening and Assessment.  
<https://www.ncbi.nlm.nih.gov/books/NBK207188/>

Trauma-Informed Approach and Trauma-Specific Interventions.  
<https://www.samhsa.gov/nctic/trauma-interventions>

Trauma-Informed Care in Behavioral Health Services.  
<https://www.ncbi.nlm.nih.gov/books/NBK207195/>

The National Center for Trauma Informed Care (NCTIC).  
<https://www.nasmhpd.org/content/national-center-trauma-informed-care-nctic-0>

SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach.  
Provided on blackboard.

## **Week 9**

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Finding technology's role in the counseling relationship.  
<https://ct.counseling.org/2011/10/finding-technologys-role-in-the-counseling-relationship/>

Distance counseling, technology and social media.  
Provided on Blackboard.

Best practices for an online world.  
<http://www.apa.org/monitor/2014/02/ce-corner.aspx>

Ethical Issues Associated with Information and Communication Technology in Counseling and Guidance.  
Provided on Blackboard.

Working Alliance in Online Therapy as Compared to Face-to-Face Therapy:  
Preliminary Results.  
Provided on Blackboard.

Guidelines for the Practice of Telepsychology.  
<http://www.apa.org/practice/guidelines/telepsychology.aspx>



The ACA 2014 Code of Ethics and Technology: New Solutions to Emerging Problems.  
Provided on Blackboard.

Technology in Counselor Education: HIPAA and HITECH as Best Practice.  
<http://tpcjournal.nbcc.org/technology-in-counselor-education-hipaa-and-hitech-as-best-practice/>

Telepsychology, Telehealth, & Internet-Based Therapy.  
<https://kspope.com/telepsychology.php>