


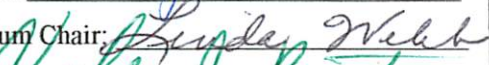
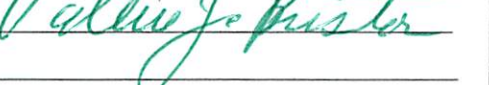
FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: COUNSELOR EDUCATION	COLLEGE: EDUCATION
COURSE PREFIX AND NUMBER: MHS 6701	CURRENT COURSE TITLE: ISSUES IN MENTAL HEALTH COUNSELING
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): 2012 SUMMER	_____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO:	CHANGE PREREQUISITES/MINIMUM GRADES TO*:
CHANGE PREFIX FROM: TO:	CHANGE COREQUISITES TO*:
CHANGE COURSE NO. FROM: TO:	
CHANGE CREDITS FROM: TO:	
CHANGE GRADING FROM: TO:	
CHANGE DESCRIPTION TO: EXAMINES MENTAL HEALTH COUNSELING AS A PROFESSION INCLUDING HISTORY, IDENTITY, ROLES AND TRENDS AFFECTING THE FIELD AND PRACTICE OF MENTAL HEALTH COUNSELING, AND OVERVIEWS THE ESSENTIAL SKILLS AND COMPETENCIES OF EFFECTIVE MENTAL HEALTH COUNSELING PRACTICE.	CHANGE REGISTRATION CONTROLS TO:
*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.	
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Departments and/or colleges that might be affected by the change(s) must be consulted and listed here. Please attach comments from each ESE- no overlap, CCEI- no overlap, T & L – no overlap, ES & HP – no overlap, EDLRM – no overlap

Faculty contact, email and complete phone number:
 Dr. Irene H. Johnson ijohnso9@fau.edu 561-297-2136

Approved by: Department Chair:  College Curriculum Chair:  College Dean:  UGPC Chair: _____ Graduate College Dean: _____	Date: 1/3/2012 _____ 1/20/12 _____ _____	ATTACHMENT CHECKLIST ♦Syllabus (see guidelines for requirements: http://www.fau.edu/graduate/facultyandstaff/programscommittee.index.php) ♦Written consent from all departments affected by changes
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Email this form and syllabus to UGPC@fau.edu **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

Florida Atlantic University
Department of Counselor Education

**Issues in Mental Health Counseling,
MHS 6701
Spring 2011**

Instructor: Brian A. Gerrard, Ph.D.

Phone: (415) 308-3725

E-mail: gerrardb@roadrunner.com

Dates: Wednesdays 7:10-10:00pm

Office hrs.: By appointment Wed. 3-6pm, Thurs. 1-4pm Rm 466

Catalog Description

Examines the theory and practice of diagnosis in the assessment and treatment of mental disorders and the use of the DSM-IV multi-axial system and emphasizes diagnostic and treatment competencies in professional counseling settings.

Course Description

The course examines the factors that make mental health counseling a distinct profession. It focuses on the realities that shape and direct the profession. For example, the course addresses theories, models, methods and techniques implemented in the public and private practice sectors; current community and systemic interventions, including inpatient, outpatient, partial treatment and aftercare; applied approaches to the administration of mental health counseling practice; advocacy for the mental health counseling profession; and the critical issues and emerging topics that may shape mental health counseling.

Required Text

Gladding, S. and Newsome, D. (2010). *Clinical mental health counseling in community and agency settings* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

A Self-Selected Text from topics provided in first class session (instructor approval required)

American Psychological Association (2010) Publication manual of the American Psychological Association (6thed.) Washington, DC

Course Objectives

CACREP General and MH Standards

Course Objectives

CACREP General and MH Standards	Course Objectives
I. The Counseling Profession	
1a. History and philosophy A1 (MH)	Cite the historical, philosophical, societal, cultural, economic and political dimensions that shaped and influenced the mental health field.
1b. Professional roles, functions, relationships. A2, B1, B3, B4 (MH)	Determine the places and roles of the mental health counseling practitioner within the

	mental health system's professional network; and state the roles, functions and professional identity of mental health counselors within it.
II. Organizations and Credentials	
1d. Professional Organizations. A3, A4, A5 (MH)	Understand the structures and operations of professional organizations. Also, understand the training standards; credentialing bodies; and the legal, ethical, and profession-based factors that guide the practice of mental health counseling.
1e. Professional credentials	Recognize the appropriate licensure and credentialing processes and products unique to the mental health counseling profession.
III. Advocacy and Social Justice	
1f. Public and private policy processes, 1g. Advocacy processes to address barriers C10. Influence on policy	Understand the role of mental health counseling professionals in advocacy for the profession and the deconstruction of institutional and social barriers that impede access, equity, and success for those who solicit mental health counseling services.
IV. Emerging Issues in MH Counseling	
2a. Multicultural/pluralistic trends 2b. Attitudes, beliefs, understandings and acculturative experiences. 2c. Types of interventions appropriate for a diverse population. 2d. Counselors' role in social justice. 2c. Counseling theories.	Place MH Counselors within the context of cultural pluralism, including issues such as social justice, self-awareness, counseling competencies and strategies, and culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body. Also, issues related to acculturation, and strategies to effectively counsel persons from diverse ethnic groups and cultures.
V. Research and Practice Accountability	
8d. Principles, models and applications of needs assessment and program evaluations.	Frame the efficacy/effectiveness of counseling interventions based on available empirical information.

Course Requirements

Assignments

1. **Personal Professional Development Paper:** Write a 10-15 page typed, double-spaced paper describing the factors that have shaped your development as a counselor to the present time. Include in your discussion: a) how your personality (use Psychological Type concepts) has affected your professional development; b) family and other influences that have shaped your decision to become a counselor; c) the mental health issues that you find most compelling and how these relate to you personally; d) the counseling theories/approaches you feel most drawn to and how this relates to a) and b).
Date due: April 11

2. **Critical Mental Health Issue Seminar**: Together with another classmate present a seminar on a current mental health issue. Examples include:

- Implications of Proposed Revisions to the DSM V
- Counselor Training: Input assessment vrs competency assessment
- Best practices with Latino clients
- Best practices with Asian-American clients
- Best practices with African-American clients
- Best practices with Native American clients
- Best practices with addiction
- Best practices with family violence
- Best practices with autism
- Best practices with LGBT clients
- Managed care
- The counselor as social activist
- Psychopharmacology: for better or worse?
- Other topics may be selected with the instructor's permission

Your presentation should include a power-point presentation and a separate 5 page handout with references/resources. You will be evaluated on content, delivery, and teamwork.

3. **Agency/Program Analysis**: Together with 1 other person a) conduct an in-depth study of an innovative mental health counseling agency or program and b) present your findings to the class. You should follow the following steps:

a) Identify the agency/program you wish to learn about and sign up for this agency/program on the *Seminar and Agency Sign-up Sheet*. The first student team to sign up for a particular agency/program has dibs on that agency/program.

b) Contact the Agency/Program director and obtain permission to conduct your study of that agency/program.

c) Interview the Agency/Program director and at least two other staff members using interview guidelines handed out in class.

Your class presentation should cover the following details:

- Background/history
- Counseling services
- Clients served
- Organization chart
- Staff roles

- Boards
- Fiscal support
- Challenges and solutions
- Leadership and organizational cohesion
- The director's personality type: strengths and challenges
- Mental health issues of most concern to agency/program
- Handouts of materials describing the agency/program

4. **Exam:** This will be a multiple choice, short answer exam covering basic knowledge of mental health counseling history, roles, professional organizations, and critical issues and will be based on the text and class handouts and presentations.

Evaluation and Grading Criteria

<u>Assignment</u>	<u>Possible points</u>
Personal Professional Development Paper	25
Critical Mental Health Issue Seminar	30
Agency/Program Analysis	30
Exam	15
Total	100

A grade of “incomplete” will not be given except under unusual circumstances and only if allowed with the College of Education’s and the University’s Guidelines. Final grades will be assigned following the scale adopted by the College of Education (see the COE Student Handbook).

Course Agenda and Topics

<u>Week</u>	<u>Topics</u>
Jan 11	Formation of Mental Health Issue seminar teams Formation of Agency/Program Analysis Teams Interviewing Practice with Instructor
18	Issue #1 The role of personality in mental health counseling
25	Issue # 2 Evolution of strength-based counseling
Feb 1	Issue # 3 DSM and mental health counseling
8	Issue # 4 Individual counseling vrs family systems counseling approaches
15	Issue # 5 Research methodology: determining evidence-based support
	Issue # 6 Social activism in mental health counseling

- 22 Seminar #1, APA Team 8
- 29 Seminar #2, APA Team 7
- Mar 7 Mid-semester break
- 14 Seminar #3, APA Team 6
- 21 Seminar #4, APA Team 5
- 28 Seminar #5, APA Team 4
- Apr 4 Seminar #6, APA Team 3
- 11 Seminar #7, APA Team 2
- 18 Seminar #8, APA Team 1
- 25 Final exam

CONCEPTUAL FRAMEWORK

As a reflective decision-maker the student will demonstrate the ability to make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional through the implementation of direct and indirect guidance and counseling activities with written and verbal feedback from peers and multiple evaluators.

ATTENDANCE

Counselor Education students are expected to attend every class meeting. Please notify the University Supervisor if you must miss a session. More than two absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances.

INFORMATION FOR STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) and follow all procedures. OSD located in Boca - SU 133 (561-297-3880, in Davie – MOD I (954-236-1222), or in Jupiter – SR 117 (561)799-8585. The purpose of this office is to provide reasonable accommodations to students with disabilities. Students who require assistance should notify the professor immediately by submitting a letter from the Disabilities Office to your instructor requesting your need of specific assistance. Without such letter, the instructor is not obligated to make any accommodations for students.

UNIVERSITY HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.

(b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.

(c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at

http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf