

Eastern Illinois University
REVISED COURSE PROPOSAL
CSD 5930

Foundations of Clinical Mental Health Counseling

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. CSD 5930

2. Found Clin Coun

3. Foundations of Clinical Mental Health Counseling

4. 3-0-3

5. Term(s) to be offered: Fall Spring Summer On demand

6. Initial term of offering: Fall Spring Summer Year: 2012

7. Course description:

This course will acquaint students with current issues in the field of clinical mental health counseling. It will include the setting, functions, training, and ethical standards required for successful participation in the mental health field. Specific problems clients encounter, client assessment, intake procedures, treatment planning, case summaries, case notes, and therapeutic techniques will be discussed.

8. Registration restrictions:

a. Identify any equivalent courses None.

b. Prerequisite(s): CSD 5500, CSD 5510, CSD 5520, and CSD 5530

c. Who can waive the prerequisite(s)?

No one Chair Instructor Advisor Other (Please specify)

d. Co-requisites: none

e. Repeat status: Course may not be repeated.

f. Degree, college, major(s), level, or class restrictions:

Courses numbered 5540 and above are open only to students who have been admitted to the Department of Counseling and Student Development or who have permission of the Department Chair.

g. Degree, college, major(s), level, or class to be excluded from the course, if any: None

9. Special course attributes: None

10. Grading methods (check all that apply): Standard letter C/NC Audit ABC/NC

11. Instructional delivery method: (Check all that apply.)

- lecture
 lab
 lecture/lab combined
 independent study/research
 internship
 performance
 practicum or clinical
 study abroad
 Internet
 hybrid
 other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Through readings, lecture, assignments and active class participation, students will

Students will:

- a. examine and discuss the settings, goals, objectives, policies, and procedures of clinical mental health settings, including prevention, as well as intervention standards.
- b. examine and discuss a wide variety of client populations and issues, including gender issues, sexual abuse, domestic violence, offenders, chronic mental illness, general psychopharmacology, crisis, disasters, and trauma causing events and their effect on clients.
- c. demonstrate competency with written skills necessary for agency work including case summaries, treatment plans, assessment, evaluation, and grant writing.
- d. examine and discuss the consequences of being a professional helper, both personally and professionally.
- e. examine and discuss the legal standards, financing/mental health funding, public mental health policies, and regulatory processes as they apply to the profession of counseling.
- f. examine and discuss the counselor's roles and responsibilities as a member of an interdisciplinary team during a local, regional, or national crisis, disaster or other trauma causing event.

If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- Candidates will display evidence of content knowledge that meets or exceed the criteria set forth by the Council of Accreditation of Counseling and Related Educational programs (CACREP).

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

a. Students will examine and discuss the settings, goals, objectives, policies, and procedures of clinical mental health settings, including prevention, as well as intervention standards.	Final Exam
b. Students will examine and discuss a wide variety of client populations and issues, including gender issues, sexual abuse, domestic violence, offenders, chronic mental illness, general	Final Exam; Special Topic Presentation and Handout

psychopharmacology, crisis, disasters, and trauma causing events and their effect on clients.	
c. Students will demonstrate competency with written skills necessary for agency work including case summaries, treatment plans, assessment, evaluation, and grant writing.	Client Documentation
d. Students will examine and discuss the consequences of being a professional helper, both personally and professionally.	Participation in class discussions
e. Students will examine and discuss the legal standards, financing/mental health funding, public mental health policies, and regulatory processes as they apply to the profession of counseling.	Final Exam; Special Topic Presentation and Handout
f. Students will examine and discuss the counselor’s roles and responsibilities as a member of an interdisciplinary team during a local, regional, or national crisis, disaster or other trauma causing event.	Final Exam; Special Topic Presentation and Handout

- **Participation (25 points):** Students are expected to participate in class discussions and small group work designed to create a cooperative learning environment.
- **Client documentation practice (75 points):** The following documentation will be based on a client the student develops.
 - Case summary: Provide a written case summary.
 - Progress note: Provide a sample progress note
 - Treatment plan: Provide a treatment plan with at least three goals.
- **Special Topics Presentation (100 points):** Students will choose a specialty area or issue in mental health. (e.g. juvenile sex offenders, post-partum depression, Asperger’s Disorder) and, along with a group of classmates (2-4 people in a group), develop a presentation and handout.
- **Final Exam (100 points):** Students will be tested over the reading in the textbook and the lecture material. The exam will have multiple choice, true/false and short answer type questions.

3. Explain how the instructor will determine students’ grades for the course:

Grades will be based on the following criteria:

Participation	25 points
Client Documentation	75 points
Special Topic Presentation/handout	100 points
<u>Final Exam</u>	<u>100 points</u>
Total Points	300 points

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
N/A

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified.

NA

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course’s content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Outline of the Course: 15 weeks of 150 minutes in class meetings.

Week	Lecture Topic
1	Introduction; Introduction to intakes
2	Intake assessments and case summaries
3	Treatment Planning; Case/Progress Notes;
4	Suicide and Crisis
5	Counselor Stamina
6	Effectiveness of Counseling; Empirically Validated Treatments; Prevention Work
7	The Myth of Mental Illness; Counseling’s Inescapable Moral Visions; Scholarly Writing
8	Counseling in Private Practice and Clinical Mental Health Settings
9	Introduction to Grant Writing
10	Assessment in Counseling
11	Mandated Reporting Review; HIPPA; Social Justice
12	Illinois Mental Health and DD Confidentiality Act; Illinois Mental Health and DD Code
13	Special Populations
14	Trauma
15	Psychopharmacology
16	Final Exam

PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.

This is a required course for the M.S. in Counseling. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This is a required course for the M.S. in Counseling. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Pre-requisites ensure proper preparation for higher level counseling practice in the field.

3. If the course is similar to an existing course or courses, justify its development and offering.

- a. None at graduate level.
- b. Revised course only.

4. Impact on Program(s):

Required for graduate students admitted to M.S. in Counseling in the Department of Counseling and Student Development.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Dr. Angela Yoder

2. Additional costs to students:

No additional costs to students.

3. Text and supplementary materials to be used (Include publication dates):

Berman, P. S. (1997). *Case conceptualization and treatment planning: Exercises for integrating theory with clinical practice*. Thousand Oaks, CA: Sage publications.

Capuzzi, D. R. (2005). *Introduction to the counseling profession*. (4th ed.). New York, NY: Pearson.

PART VI: COMMUNITY COLLEGE TRANSFER

N/A

PART VII: APPROVALS

Date approved by the department or school: 1/18/12

Date approved by the college curriculum committee:

Date approved by the Honors Council (if this is an honors course):

Date approved by CAA:

CGS:

Student
Success
Center

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

Career
Services

<http://www.eiu.edu/~careers/>

581-2412

Disability
Services

<http://www.eiu.edu/~disabty/>

581-6583