



## CPY 510: Foundations in Mental Health Counseling

### **Course Description:**

This course provides an overview of the field of mental health counseling. Students explore historic, philosophical, and sociocultural trends in mental health counseling. Topics include: professional roles, functions, specialties, employment trends, preparation standards, credentialing, and ethical standards. An experiential portion of this course will introduce students to basic counseling skills.

*Fall 2013*

August 26 – December 5

Tuesdays, 4:00-6:30 & 6:45-9:15 pm

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**Office Hours:** Tuesdays 9:00 am – 3:00 pm  
Thursdays 2:00 pm – 5:00 pm  
and by appointment

### **Course Goals/Objectives:**

At the conclusion of this course, each student will be able to:

1. Explain the historical, philosophical, societal, cultural, economic, and political dimensions of and current trends and issues unique to the counseling profession and the practice of clinical mental health counseling. (CACREP II.G.1.a.; CMHC.A.1. & C.9.)
2. Identify professional roles, employment settings, functions, and identity of clinical mental health counselors, and relationships with other human service providers in promoting optimal human development and mental health. (CACREP II.G.1.b. CMHC.A.3.)
3. Discuss the primary professional organizations, accreditation standards, credentialing bodies, and licensure requirements, and public policy issues relevant to clinical mental health counseling. (CACREP II.G.1.f. & g, CMHC.A.4.)
4. Understand the importance of ethics, laws and rules that govern professional behavior.
5. Advocate effectively for the profession of mental health counseling through policymaking and government relations processes to influence funding and policies that benefit the practice of mental health counseling and clientele (CACREP II.G.1. h & i.; CMHC.C.9.)
6. Articulate the professional issues that affect the practice of clinical mental health counselors, the principles of mental health, basic models and range of service delivery, (CMHC-A.7., CMHC-C.1., 3, 5, & 9.)
7. Describe characteristics of effective counselors, behaviors that influence the helping process and counselors' roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body; (CACREP II.G.2.e. & 5.b.)
8. Identify the role of social justice and advocacy in mental health counseling and advocate for clientele by addressing institutional and social barriers that impede access, equity, and success for clients. (CACREP II.G.1.i.)
9. Understand the importance of counselor wellness and be able to articulate a plan for professional self-care. (CACREP II.G.1.d.)

## Course Structure:

This course will include traditional classroom instruction in the form of lecture, guided discussion groups, readings, experiential activities, invited speakers, student reports, several papers, videotapes, quizzes and a final exam. Student ATTENDANCE and PARTICIPATION are mandatory. CPY 510 is taught with the assistance of web technology. Blackboard is an online interactive learning tool for conducting courses on the World Wide Web. It is important to complete the assigned reading before each class; otherwise, the concepts presented in the lectures and discussions will be difficult to understand. You are encouraged not only to ask questions, but also to add your own experiences and perspectives to the class dialogue. Your class participation will affect your grade.

## Required Assignments and Learning Experiences:

1. Class participation – Every student is expected to actively attend to and contribute to class discussions and learning experiences. This includes attendance and attention in class.
2. Becoming a Counselor Paper - Every student will write a paper about their understanding of the role of mental health counselors and their personal expectations for becoming a mental health counselor.
3. Professional Associations in Counseling – Every student will complete the assignments of investigating both topical and professional websites, and joining a list-serve or e-newsletter list, as well as an accompanying written assignment.
4. Mental Health Counseling Topic Paper – Every student will write a paper on a topic of their choosing related to the field of mental health counseling.
5. Interview Paper – Every student will interview a licensed mental health counselor and submit a summary paper of the interview.
6. Final Exam – Every student will complete the final examination administered on the last night of class.

## Required Reading:

Gerig, M.A. (2014). *Foundations for Mental Health Counseling and Community Counseling: An Introduction to the Profession* (2<sup>nd</sup> Ed.). Upper Saddle River, NJ: Pearson. ISBN-13: 978-0-13-293097-0; \$100.25 (new)

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th Ed.). Washington, DC: Author. **ISBN: 978-1-4338-0561-5; \$29.95**

**All required articles for this course are posted on Blackboard. Please inform your instructor if you are unable to access any of the articles.**

## Required Web Resources:

2005 ACA Code of Ethics <http://www.counseling.org/Resources/aca-code-of-ethics.pdf>

## Recommended Reading:

Kottler, J.A. (2010). *On Being a Therapist*. Jossey-Bass. ISBN: 978-0-470-56547-6; \$25.00

## An important note about reading assignments in graduate programs:

Unlike undergraduate study, graduate education is about acquisition of **knowledge** from a variety of sources that will lead to the development of **skills** that can be proficiently performed. The integration and synthesis of knowledge and skills results in the **ability** to demonstrate or perform in real situations (for example, counseling clients). These are the standards expected of a professional counselor and counseling students

Graduate students should plan to be independently responsible for completing reading and activity assignments. Do not expect reading assignments to be reviewed or explained in class, although you are always welcome to ask questions about readings during or outside of class. Class time will be used to expand on the topics covered by the reading and for experiential development of skills that will build toward the ability to be an effective counseling professional.

## **Course Policies and Expectations of Graduate Students**

**Confidentiality** – As with most courses in this graduate program, students will be asked to share personal reactions, information, and/or discuss case material about clients. In order to provide a safe learning environment for individuals in the class and to protect the confidentiality of clients, information shared in class by peer colleagues should be considered as confidential as client information and respected accordingly. Information shared in courses about clients should be done so without identifying information. Graduate counseling students are expected to maintain strict confidentiality, according to the *ACA Code of Ethics* (2005), by refraining from discussing the personal information of others outside of the class setting.

**Attendance Policy** – *Attendance at each class meeting is expected of all students and is considered a professional obligation.* Success in this graduate program requires students to be fully present academically, physically, personally, and interpersonally. It is expected that master's level students will prepare for, attend, be on time to, and participate in all class meetings. The instructor will not make judgments or decisions regarding "allowing" student absences or what reasons are acceptable to qualify as an excused absence. If a student does not attend class, he/she cannot earn the participation points for that class meeting or for activities that occur during the missed class. **Final grades will be lowered one-half of a letter grade for each absence after the first, regardless of the reason.** Absence from more than two classes in a course will result in a failing grade.

Notification of anticipated absences is expected (phone call or e-mail) out of courtesy to the instructor and class peers. In the event of an unanticipated emergency or illness, students are responsible for notifying the instructor at the earliest opportunity via phone message or email. Students are responsible for the content of all assignments, lectures, announcements, and class discussions even when not present. Make-up tests will not be given. If you have a conflict with an exam date, speak with the instructor at least seven days prior to the test.

Tardiness on the part of one person disrupts the flow of learning for fellow students. Please be prepared to begin and/or resume class as agreed. Class will start on time and time agreements for class breaks are expected to be honored. Chronic tardiness or inattentiveness will also impact your final grade.

Any assignments turned in later than the established due-dates are subject to a 5% point reduction for every day beyond the stated date due.

**Instructor Availability** – If, at anytime, you wish to discuss class-related concerns, particularly those that may affect your performance in this course, please do not hesitate to contact me. Sometimes students are emotionally impacted by class experiences. Please feel free to consult with me along the way if you need further clarification or to process your experiences. I am very willing to set up an appointment with you at a time outside my posted office hours. Please don't wait until it is too late to help make this course a successful and rewarding learning experience for you. Your suggestions and ideas are always welcome, both during class and outside of class.

**Self-Disclosure** – During this and most courses in the Graduate Counseling program you will be asked to disclose thoughts and feelings that are personal in nature with your peer colleagues as part of a learning activity. Please remember that you are in charge of what you choose to disclose. Willingness to share concerns, reactions, fears and doubts will, most likely, assist you in gaining insight necessary to further your personal and professional development. AND please remember that you do not have to share any information that you choose not to reveal. Generally, professors consider confidential any information that you disclose within your journals and papers or in private conversations; however, if needed, they may consult with other faculty if there are concerns about ethical, personal, or professional standards.

**Respect for Individual Differences** – The Graduate Studies in Counseling program endorses a learning climate that represents diversity and individual differences and encourages the open-minded exploration of distinctions among individuals. We do not expect all graduates of our program to think the same way, but we do expect that while they are students they will be accepting of differences and strive to understand how other peoples' perspectives, behaviors, and world views are different from their own. Students' ability to maintain an open mind and respectfully discuss values and opinions that are different from their own is a reflection of their development and professionalism as a counselor.

**Professional Associations** – All students are required to maintain membership in the American Counseling Association throughout their enrollment in the graduate program. The emphasis in the Rollins College Counseling program is that each student is a professional who is committed to the profession of counseling. Attendance at local, state, and national

meetings and workshops is strongly encouraged as are volunteer opportunities to assist with the development of these professional groups. Student membership in ACA also provides required professional liability insurance at no extra cost.

**Professional Development** – In addition to participation in professional associations, it is important for counseling professionals to read current literature in the field. Along with required readings for the course, students are expected to investigate the content of professional journal articles and scholarly books to inform their areas of interest as well as become well-informed about the issues that are presented by course content or client cases. This initiative is a professional expectation of all Graduate Counseling students as well as practicing professionals.

**Method of Evaluation and Grading** – Final grades will be based on a point accumulation basis. Points will be converted into a percentage score. Grades will be assigned as follows for all Graduate Counseling courses:

A	= 94-100% of total points	B-	= 80-83% of total points
A-	= 90-93% of total points	C+	= 77-79% of total points
B+	= 87-89% of total points	C	= 74-76% of total points
B	= 84-86% of total points	C-	= 70-73% of total points

**Incomplete Policy** – Students who are unable to complete the course requirements within the time limitations of the semester are responsible for initiating and proposing an arrangement for completing requirements with the professor prior to the end of the term in order to receive an “incomplete” for the course. An agreed upon plan for completion must be submitted in writing identifying a date when work will be completed. If the incomplete is not resolved by the end of the following semester, the incomplete grade will turn into an “F.”

### **Technology–**

**E-mail** – All e-mail communication and dissemination of information from the professor will be via the Rollins e-mail account—the official means of communication used by Rollins College. Students are responsible for all information sent to their Rollins e-mail account and should check it frequently. Students are also requested to communicate with faculty and staff using their Rollins email account to avoid losing important communications to SPAM filters. If you have problems, contact the IT Help Desk at 407-628-6363.

**BlackBoard** – This course instruction is accompanied by the online “BlackBoard” system. Students are responsible for checking Blackboard for information, assignments, reporting forms, reading materials, course updates and other information and resources

**Professionalism and Classroom Civility** – Graduate students are expected to observe a level of professional courtesy in the classroom reflective of practicing mental health professionals. This extends to the use of technology when it impedes the learning process.

**Hand-Held Technology:** Students are required to **turn off** cell phones and all other wireless devices while in the classroom. If an emergency situation exists which requires you to be contacted immediately, you are expected to discuss the situation with the professor prior to the beginning of class presentation. Texting in class will not be tolerated.

**Laptop Computers:** Students are permitted to use laptops in class for note taking purposes only. Other uses of laptops are distracting to your colleagues and are not permitted. Students found using laptops for other purposes, such as e-mailing, web-surfing, working on assignments, will not be permitted to use laptop computers in class.

**Talking to or interrupting other students:** Students are expected to refrain from talking while attention is expected for lecture instruction or student presentations.

**Students failing to act professionally will be asked to leave the class. Your final grade will reflect an unarranged absence penalty described above in the Attendance Policy section.**

**Students with Disabilities** -- Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability on this campus and anticipate needing any type of academic/medical accommodations in order to participate in your classes, please make timely arrangements by disclosing this disability in writing to the Disability Services Office at (Box 2772) – Mills Building,

1000 Holt Ave., Winter Park, FL, 32789. Appointments can be scheduled by calling 407-646-2354 or by emailing: gridgeway@rollins.edu (3/2013)

**Academic Honesty and Professional Conduct** -- Students are expected to be familiar with comply with the Student Conduct policies of Rollins College, the requirements published in the current Rollins Graduate Studies Catalog, the current Graduate Studies in Counseling Student Handbook, and with the ethical guidelines and practice recommendations of the professional associations of which they are a member (e.g., American Counseling Association). Failure to perform in a reliable, competent and ethical manner, or performance that results in being terminated by the Internship Site, will necessitate a review by the faculty and student remediation, suspension or dismissal from the Graduate Studies in Counseling program.

### **The Philosophy of the Rollins Academic Honor Code**

Integrity and honor are central to the Rollins College mission to educate its students for responsible citizenship and ethical leadership. Rollins College requires adherence to a code of behavior that is essential for building an academic community committed to excellence and scholarship with integrity and honor. Students, faculty, staff, and administration share the responsibility for building and sustaining this community.

### **The Honor Pledge**

Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. The student commitment to uphold the values of honor - honesty, trust, respect, fairness, and responsibility - particularly manifests itself in two public aspects of student life. The Rollins College Academic Honor Code is consistent, in philosophy, with the Code of Ethics of the American Counseling Association as well as other expectations of the profession. Therefore, as a student of Rollins College, graduate students are expected to show their commitment to these virtues by abstaining from any lying, cheating, or plagiarism in their academic endeavors and by behaving responsibly, respectfully and honorably in their social life and in relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to the paper, quiz, test, lab report, etc., the handwritten signed statement

***On my honor, I have not given, nor received,  
nor witnessed any unauthorized assistance on this work.***

All material submitted electronically or in paper form should contain the pledge followed by the student's name. Submission implies signing the pledge.

**Paper Formatting** – All papers must be formatted according to the style detailed in the American Psychological Association *Publication Manual of the American Psychological Association 6<sup>th</sup> edition*. This includes an appropriately formatted title page, abstract, headers, heading levels, citations, and reference page. Points will be deducted from the grade if this style format is not followed. Students should assume that this formatting should be followed for each and every assignment unless stated otherwise in the syllabus or clearly stated by the professor.

**Personal and Professional Standards for Graduate Counseling Students** -- Students are reminded that the Graduate Studies in Counseling program has published expectations, policies and procedures for students throughout their time in the graduate program. Please consult the *Holt Graduate Studies Catalog* and the *Graduate Studies in Counseling Student Handbook* to refresh your understanding of these expectations (the most recent versions are available on the Rollins website). Students will be held to these published standards and failure to fulfill these standards may be grounds for remediation and/or dismissal from the Graduate Studies program.

## Course Calendar

#	Date	Topic Area	Reading/Assignments Due
	<b>August</b>		
	8/24	<i>New Student Orientation</i>	Galloway Room, Mills Building 8:30am to 12:00 noon
1	8/27	Class introductions Review of course syllabus Program Requirements and Professional Expectations	Graduate Catalog & Counseling Student Handbook ACA Code of Ethics Norcross (2010) Personal Therapy <b>DUE: Verification form</b>
	<b>September</b>		
2	9/03	Scholarly Resources for Counseling APA Style Formatting Review <i>Class meets in the Olin Library Meeting Room on the main (2<sup>nd</sup>) Floor BEFORE CLASS VIEW: <a href="http://youtu.be/SKK1wkRG7b8">http://youtu.be/SKK1wkRG7b8</a> Tips for selecting a topic paper theme</i>	Publication Manual of the American Psychological Association, 6 <sup>th</sup> Ed. (2010) <YES! You need to read the entire book early in the semester because your papers depend on it! Cone & Foster (1993) 93-117 <b>DUE: Becoming a Counselor paper</b>
3	9/10	History of and Introduction to the Profession of Counseling	Gerig (2014) Chapters 1 & 2 Who are Licensed Professional Counselors? <b>DUE: The proposed title/theme for your Topic paper.</b>
4	9/17	<b>Quiz: Professional Associations in Counseling</b> Counselor Identity Development	Shallcross (2010) Personal Values & Clients <b>DUE: Proof of membership in ACA</b>
5	9/24	Foundations of Counseling Theories of Counseling Psychological Freedom <i>Theory of Counseling Paper Outline</i>	Gerig (2014) Chapter 3 & 4 Kottler (2010) 193-204 ( <i>on BlackBoard</i> ) Psychological Freedom Definitions & Model (2 docs) <b>DUE: Topic (References): Submit all proposed references for your Topic paper (Reference list should be formatted in APA style)</b>
	<b>October</b>		
6	10/01	Helping Relationships Necessary Conditions The "Person"/"Self" of the Therapist	Halverson & Miars (2004) Helping Relationships Rogers (2007) Necessary & Sufficient Conditions Clark (2010) Empathy and Sympathy Vernarec (2010) Counselor Confidence Helping Relationships-Key Qualities Relationship Skills Rating Scale Guidelines for Future Counselors
7	10/08	Counselor Wellness and Self-care	Morkides (2009) Burning Bright Myers & Sweeney (2008) Wellness Counseling Brittain (2011) Compassion Fatigue Workbook Yassen (1995) Stress Reaction Inventory Stamm (2002) Professional Quality of Life Assessment Brems (2000) (a resource on Burnout & Self-care) <b>DUE: Topic (Outline): Submit outline for your Topic paper based on paper requirements as well as details specific to your paper's theme</b>

8	10/15	Credentialing: Training & Licensure Professional Ethics Using Social Media	Gerig (2014) Chapters 5 & 6 Pontoon & Duba (2009) Ethics & Professional Covenant Myers, Endres, Ruddy & Zelikovsky (2012) Social Ntwkg. Jencius (2009) Facebook Jencius & Finnerty (2009) Social Networking <b>DUE: Interview outline</b>
9	10/22	Diversity and Individual Differences Target Identities: Who are you? How can we better understand each other?	Gerig (2014) Chapter 9 Hays & Gray (2010) Multicultural Counseling (recommended resource) Sue, Arredondo, McDavis (1992) Multicultural Counseling Arredondo & Glauner (1992) Dimensions of Personal Identity Fox (2005) Transgender Clocking Podikunju-Hussain (2006) Working with Muslims
10	10/29	Advocacy and Social Justice	ACA Advocacy Competencies (2003) Chi-Ying Chung (2009) Asian Woman Human Rights Warrior Guindon (2011) 123-130 Hill (2012) The Butterfly Effect Lee & Rodgers (2009) Counselor Advocacy Opinionator Series Overton & Medina (2008) Stigma of Mental Illness Toporek, Lewis, & Crethar (2009) Promoting Systemic Changes
<b>November</b>			
11	11/5	Counseling Practice Settings <b>Panel Discussion by Alums</b>	Gerig (2014) Chapter 7, 10, 11 Occupational Outlook <a href="http://www.onetonline.org/link/summary/21-1014.00">http://www.onetonline.org/link/summary/21-1014.00</a> Victory (2009) 10 Hot Professions Walsh & Dasenbrook (2009) Private Practice For Grads DeAngelis (2008) Psychology Growth Careers <b>DUE: Topic (Final) Paper</b>
12	11/12	The Future of Clinical Mental Health Counseling	Gerig (2014) Chapter 12 <b>DUE: LMHC Interview paper-be prepared to discuss</b>
13	11/19	<b>Final Exam</b>	
	11/26	No class	
<b>December</b>			
14	12/03	Closing and integration	Kottler & Shepard (2011) Toward Closure

***\*This schedule is tentative and changes may occur when deemed necessary by the professor.***

# Assignments and Learning Experiences

1. Class participation – Every student is expected to actively attend to and contribute to class discussions and learning experiences. This includes attendance and attention in class.
2. Becoming a Counselor Paper - Every student will write a paper about their understanding of the role of mental health counselors and their personal expectations for becoming a mental health counselor.
3. Professional Associations in Counseling – Every student will complete the assignments of investigating both topical and professional websites, and joining a list-serve or e-newsletter list, as well as an accompanying written assignment.
4. Mental Health Counseling Topic Paper – Every student will write a paper on a topic of their choosing related to the field of mental health counseling.
5. Interview Paper – Every student will interview a licensed mental health counselor and submit a summary of the interview.
6. Final Exam – Every student will complete the final examination administered on the last night of class.

## Course Evaluation Criteria

Overall Grading Rubric for Course

	<u>Possible</u>	<u>Received</u>
Class Participation	15	
Becoming a Counselor Paper	10	
Professional Associations in Counseling Quiz	10	
LMHC Interview Paper (Outline=2)	10	
Clinical Mental Health Topic Paper	30	
Final Exam	25	
<b>TOTAL</b>	100	
Possible Extra Credit	3	

## Class Participation

Students are expected to actively and respectfully engage in class activities, exercises, and discussions. Additionally, conduct that reflects interpersonal, relational, and interaction skills commensurate with those expected of an effective counseling professional and skillful public citizen are also expected in Graduate Counseling classes. Each week, students will be assessed on his or her effective class participation based on the conduct defined in the Graduate Counseling Student Handbook.

## Becoming a Counselor

The purpose of this assignment is to articulate your thoughts about beginning a path of training that will prepare you to become a mental health counselor. This is a personal paper and there are no correct responses. You are expected to share your personal thoughts and feelings.

Write a self-reflection paper that explores your interest in becoming a clinical mental health counselor. The body of the paper should be 5-8 pages typed, double-spaced and the paper should be formatted according to APA style with a title page and abstract (no references are necessary). Please use the questions below as headings in your paper. Submit all papers for this course electronically through the BlackBoard Assignments link. Please name your Word document: **510-Becoming-YourLastName** before submitting so that your paper will not be saved over another student's (ex: 510-Becoming-Homrich).

Use the following questions, or similar wording, as section headings for your paper:

1. **How do you describe the typical role and activities of a mental health counselor?**
2. **What attracts you to the field of mental health counseling?**



3. What or who has influenced your personal career choice to become a counselor (significant events, experiences, or individuals)?
4. If you have participated in personal counseling, how has that experience influenced your view of working with clients?
5. What strengths do you bring to the role of a mental health counselor?
6. What limitations do you have that you believe may interfere with your ability to help others? (i.e., unresolved issues, personal shortcomings, values conflicts, other qualities that you think may be challenges for you as you develop as a counselor)
7. What is your vision for your future career? (How do you hope to use your training as a mental health counselor?)

## **Exploring Professional Associations in Counseling**

The purpose of this assignment is to become familiar with the various professional associations that are vital to the identity and advancement of the counseling profession. According to previous students, this project may take up to 8 hours to complete, so plan your time accordingly.

Follow the instructions for this assignment posted on BlackBoard for becoming a member of the American Counseling Association, exploring professional association websites, and actively engaging in online exchanges with other counselors.

QUIZ: Prepare for the in-class quiz as scheduled on the syllabus by taking notes about your findings. The quiz will include short answer and multiple-choice items.

## **LMHC Interview Paper**

As developing counselors, we learn both by first-hand experiences and from the viewpoints of others when we ask carefully constructed questions and when we listen well to their responses. The purpose of this assignment is to help you become familiar with various experiences of being a Licensed Mental Health Counselor (LMHC) through the perspectives of a practicing professional. The assignment will expose you to the work setting, activity, benefits and challenges inherent in clinical mental health employment models and will allow you to increase your knowledge of the profession of mental health counseling.

Based on the course content that you are learning and on your own individual interests and curiosity about the counseling profession, design an interview that you will conduct with a licensed mental health counselor (LMHC). The proposed content and variety of questions in the interview is up to you—you may want to ask about experiences, challenges, satisfaction, joys, downfalls, etc. of their work, their career path and planned future, the reasons they chose to become an LMHC, etc. Plan to spend about one hour meeting with the counselor, so be sure to prioritize your questions.

The deadline to submitting your proposed interview questions is noted in the syllabus, *although you may submit the outline at any time so you can get started*. Submit the interview outline electronically via BlackBoard.

Once your outline is approved, make arrangements to interview a Florida Licensed Mental Health Counselor. *Do not interview a counselor with whom you are receiving or have received personal counseling.*

You are expected to conduct your interview with a respectful and professional demeanor. Remember: This individual is taking time away from their practice to allow you to interview her or him. Also, this LMHC may be your future internship supervisor, employer, or referral source!

It is recommended that you audiotape the interview if it is acceptable to the interviewee. After completing the interview, write a 5-page, APA formatted paper comparing and contrasting the experiences of the professional with your own expectations. Include a section on your reactions to the interview, the interviewee, and her or his comments. Submit this paper electronically through BlackBoard. Please name your Word document: **510-Interview Paper-YourLastName**.

## **Clinical Mental Health Counseling Topic Paper**

As clinicians we learn by exploring professional literature, reviewing it and integrating the recommendations and conclusions into our clinical work. You may choose any relevant mental health topic of personal interest for which you can access multiple articles and fulfill the requirements for this paper. This is an "applied" paper. You are writing to inform clinicians about research findings in the scholarly literature that describes methods that can be applied to mental health practice in working with a specific clientele population and/or helping clients with a specific problem.

The purpose of the *Clinical Mental Health Counseling Topic Paper* assignment is to demonstrate your ability to:

1. Write professionally;
2. Format a paper according to APA style standards (See the *Publication Manual of the American Psychological Association* (6th Ed.) and the *Writing Style and Topic Rubric* on BlackBoard for guidelines in fulfilling #1 and #2)
3. Review the professional "scholarly" literature and select relevant peer-reviewed journals and chapters in books written for the mental health profession on your pre-approved topic;
4. Read and reflect knowledge of the selected literature in a scholarly manner (no reference should be cited that you haven't read in its entirety).
5. Integrate in your analysis of the literature considerations for culturally different or typically underserved populations in the field of mental health in relation to how they would be addressed when counseling these specific populations on your topic of interest;
6. Demonstrate intellectual integration of the content with an understanding of how the information would be applicable to the treatment of the selected client population or problem;
7. Relate your findings in a succinct and relevant manner to the professional practice of mental health counseling.

The body of the paper should be 10-12 pages and written in profession-appropriate, grammatically correct language (see the *Publication Manual of the American Psychological Association* for writing style guidelines). The paper must be formatted according to APA Publication Manual standards including the running head, title page, abstract page, headings, citations, and references. The paper should cite a minimum of eight professional sources (journal articles, professional book chapters) from the psychology/counseling professional literature, the majority of which should have been published within the past 7 years.

### **PAPER OUTLINE**

The *Clinical Mental Health Counseling Topic Paper* must include the following components:

- 1) Title page.
- 2) Abstract.
- 3) Body of the paper (10-12 pages) that includes:
  - a) Introduction to the topic.
  - b) Review of the literature on the topic.
  - c) Section addressing recommended treatment, counseling approaches, and/or techniques related to the topic that are relevant to the clinical practice of mental health counselors (*The major emphasis of your paper*).
  - d) Section addressing multicultural considerations for counselors (*If you cannot find literature addressing treatment recommendations with diversity considerations, you will need to select a new topic*).
  - e) Summary or conclusion.
- 4) Reference page.

The body of the paper should be written in profession-appropriate, grammatically correct language (see Chapters 3 & 4 of the *Publication Manual of the American Psychological Association* for writing style guidelines). The paper must be formatted according to APA Publication Manual standards (see Chapters 2, 6, and 7) including the running head, title page, abstract page, headings, citations, and references. The paper should cite a minimum of eight professional sources (primarily journal articles, book chapters from current clinically-oriented books for professionals are also permissible) from the psychology/counseling scholarly literature. The majority of your references should have been published within the past 7 years.

This paper is divided into four assignments (**Theme – References – Outline – Final**) with deadlines noted in the syllabus. Submit the various components electronically via BlackBoard. Please name your Word document for the final paper as: **510-Topic Paper-YourLastName**.

### **Clinical Mental Health Counseling Topic Paper and Writing Style Grading Rubric**

<b>Final Paper Components</b>	<b>Possible</b>	<b>Received</b>
Theme quality and deadline	1	
Reference list quality and deadline	2	
Outline quality and deadline	2	
Demonstrated knowledge of topic content	3	
Demonstrated reasoning, integration, and conceptualization abilities	3	
Inclusion of multicultural/diversity considerations relevant to counselors	3	
Research findings and/or techniques applicable to counseling	3	
Mechanics (correct grammar, spelling, punctuation)	3	
Written communication skills and technical language usage	3	
Scholarly consideration of relevant literature	3	
APA Style formatting	4	
<b>TOTAL</b>	<b>30</b>	

### **Final Exam**

A final exam will be administered according to the syllabus schedule. The exam will be based on your integration of the course reading and learning experiences. More information about the format and focus will be provided during the term.

### **Extra Credit (up to 3 points)**

Students may obtain up to 3 points of extra credit added to their final grade by attending meetings of the Mental Health Counselors Association of Central Florida AND/OR Central Florida Association for Marriage and Family Therapy during the months of September, October, and/or November. One point will be awarded for each meeting you attend, up to a maximum of three points. Unfortunately, these organizations only meet during daytime hours. I regret that there is no evening alternative to this assignment.

To receive credit, submit your certificate of attendance along with a one page, single-spaced summary of the presentation content that includes a statement about what you learned.

MHC-CF website: <http://mhccf.wildapricot.org> meets 9:00—10:30 am on the third Friday morning of each month at the Parish Hall of All Saints Church, 338 E Lyman Ave, Winter Park, FL (Directly across Fairbanks Avenue from the Cornell Social Sciences building).

CFAMFT website: <http://www.cfamft.org/> meets 9:00 – 10:30 am on the first Thursday of each month at St. John Lutheran Church at 1600 S Orlando Ave (Hwy 17-92), Winter Park, FL (big square white bell tower just south of the intersection of Orange Avenue and Mills/Orlando Avenue in south Winter Park).