**Fall 2011  Florida Gulf Coast University**

**College of Education**

Vision Statement: “*Learners and leaders of today and tomorrow*”

We envision our graduates, and those they influence, as the learners and leaders of today and tomorrow. As learners, our graduates will continue to grow and develop into leaders within their fields. As leaders, they will build upon the diverse backgrounds and perspectives they encounter to ensure that all individuals are able to construct the understandings necessary to become successful.

**MHS 6021 INTRODUCTION TO COMMUNITY MENTAL HEALTH COUNSELING**

**Madelyn L. Isaacs, PhD**

AB3 #246

590-7785 misaacs@fgcu.edu

Office Hours: M & W 3:00-5:00 when classes are meeting; as scheduled on-line and by appointment

**Course email distribution:** **crn81536@eagle.fgcu.edu** **or through the Angel website listed below.**

**Class website: elearning.fgcu.edu  Then follow directions to add the course and register your email account. (bookmark this site)**

**Class location and time:** Hybrid course; Class meets periodically as scheduled in AB3 115, Mondays 5:00 pm - 7:45 pm

|  |
| --- |
| **Catalog Description:** |
| An introductory course for counselors working in non-school settings. Focus on foundational knowledge, social and cultural foundations, history of the profession, and basic listening skills. |

**Course Description:** An overview of community mental health counseling and the role and function of the mental health counselor. Study and application of counseling and consulting techniques appropriate to agency and community mental health settings with  particular attention to the identity, professional standards and organizations, and employment settings.   Models of problem definition, administrative structure, and service delivery will be explored. As a first course in the field, it prepares students to understand the theory and practice they will learn and perform in subsequent semesters by providing context and contemporary issues

This is an introductory course for counselors who will be employed in a wide variety of agencies, institutions, and settings other than schools. (For example, domestic violence shelters, crisis agencies, detention centers, substance abuse facilities, college counseling centers, career planning offices, and mental health or related community agencies as well as those who seek licensure and eventual work in private practice). The course focuses on foundational knowledge, understandings, and attitudes about the profession. The course has both didactic and experiential components. Sharing of perceptions and interpretations is important. That is, in addition to the usual cognitive material that can be assessed via written examination, it is also important that comparing and analyzing perceptions and interpretations of the course material occur.

Goals & Objectives:

A.  Students will understand (a) the roles (including similarities and differences with other mental health providers); (b) functions (including that of an advocate for clients & the profession); and (c) professional identity of mental health counselors.

B. Students will gain an understanding of the historical, societal, cultural, economic, and political dimensions of the helping profession and mental health counseling.

C. Students will understand the application of concepts of mental health education, consultation, referral resources, outreach and prevention strategies, advocacy, continuing education to maintain professional competence, and community health promotion.

D. Students will develop a knowledge of (a) structures, operations, and memberships of professional organizations (namely ACA and its' branches); (b) the evolution & application of professional training standards; (c) license standards; and (d) credentialing bodies as they pertain to mental health counseling.

E. Students will understand ethical and legal considerations as related to their various professional activities and ethical standards of the ACA and its related entities.

F. Students will gain knowledge about principles, theories, practices, and dynamics of group intervention including different approaches and advantages and disadvantages of group work.

G.  Students will understand and identify counselor or consultant characteristics, experiences, values, and behaviors that influence helping processes including age, gender and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.

H.  Students will gain a knowledge of the implications of sociocultural, demographic, lifestyle, multicultural trends, and personal characteristics such as age, gender, sexual orientation, experiences, disabilities and other factors that influence the client in mental health counseling.

I.  Students will develop a basic understanding of career development theories and decision-making models, as well as, limitations and merits of individual and family counseling.

J. Principles, theories, and practices of community intervention, including programs and facilities for inpatient, outpatient, partial treatment, and aftercare, and the human services network in local communities

**PRIMARY METHODS OF INSTRUCTION**

|  |  |  |
| --- | --- | --- |
| **Included? Y/N** | **Method Type** | **Description** |
| X | Analysis and Reflection | Reflection on practice is of importance because it enables practitioners to assess, understand and learn through their experiences. A positive active process of reflection that reviews, analyses and evaluates experiences draws on theoretical concepts and previous learning and so provides an action plan for future experiences. |
|  | Artifacts (i.e., audio tape/video) | Audio and/or video recorded lessons are used for analysis, annotation and reflection on counseling concepts that are being put into practice.  |
| x | Cooperative Learning Activities | Cooperative learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together. |
| X | Large/Small Group Discussion | Group work provides opportunities for intellectual and personal growth that cannot be achieved so easily in the standard lecture situation. It provides opportunities for interaction between students and among students. |
| X | Lecture  | The lecture is a teaching method where an instructor is the central focus of information transfer. Lectures are a straightforward way to impart knowledge to students quickly. |
|  | Role Play | Role-playing refers to the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. |
|  | Virtual/Online | The entire course is taught online with possibly a maximum of one or two face to face meetings. |
| x | Web Based Activity | Web based activities tend to provide information resources for students and/or help to create a richer learning environment that includes activities, resources, and assessment. |

**Confidentiality.**

Protecting confidentiality is the cornerstone of our profession. You are expected to protect the information and identity of any client you work with as specified and limited by ethical standards (ACA and AMHCA and or ASCA) and relevant state and Federal laws. In some situations, class participants can sometimes serve as clients, counselors and peer supervisors. As a result, confidentiality regarding client issues is mandatory. Thus it is a baseline expectation that you will not carry personal information out of this class. Student school counselors are also expected to follow the Florida Standards for Professional Practice.

**Furthermore, students will be required to record, with appropriate permission and informed consent, counseling sessions for evaluation by site, university and peer supervisors.** This will be done using digital recording equipment and exchange of recordings using YouSendIt.com. Please register on Yousendit if you do not already have an account and familiarize yourself with how to readily send your digital recordings.

###### **CACREP COMPETENCIES**

1.PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning:

a.history and philosophyof the counseling profession, including significant factors and events;

b.professional roles, functions,and relationships with other human service providers;

c.technological competence and computer literacy;

d.professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;

e.professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

f.public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;

g.advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

h.ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

2.SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

a.multicultural and pluralistic trends, including characteristics and concernsbetween and within diverse groups nationally and internationally;

d.counselors’ roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;

5.HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes, including all of the following:

a.counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;

f.integration of technological strategies and applications within counseling and consultation processes;

A.FOUNDATIONS OF MENTAL HEALTH COUNSELING

1.historical, philosophical, societal, cultural, economic, and political dimensions of and current trends in mental health counseling;

2.roles, functions, and professional identity of mental health counselors;

3.structures and operations of professional organizations, preparation standards, credentialing bodies, and public policy issues relevant to the practice of mental health counseling;

4.implications of professional issues that are unique to mental health counseling, including recognition, reimbursement, right to practice, core provider status, access to and practice privileges within managed care systems, and expert witness status;

5.ethical and legal considerations related related to the practice of mental health counseling (e.g., the *ACA* and *AMHCA Code of Ethics*); and

6.the role of racial, ethnic and cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, and physical and mental status, and equity issues in mental health counseling.

B.CONTEXTUAL DIMENSIONS OF MENTAL HEALTH COUNSELING

1.assumptions and roles of mental health counseling within the context of the community and its health and human services systems, including functions and relationships among interdisciplinary treatment teams, and the historical, organizational, legal, and fiscal dimensions of public and private mental health care systems;

2.strategiesfor community needs assessment to design, implement, and evaluate mental health care programs and systems;

3.principles, theories, and practices of community intervention, including programs and facilities for inpatient, outpatient, partial treatment, and aftercare, and the human services network in local communities; and

4.management of mental health services and programs, including administration, finance, and budgeting, in the public and private sectors; principles and practices for establishing and maintaining both independent and group private practice; and concepts and procedures for determining outcomes, accountability, and cost containment.

C.KNOWLEDGE AND SKILL REQUIREMENTS FOR MENTAL HEALTH COUNSELORS

2.general principles and practices for the promotion of optimal human development and mental health;

9.the application of concepts of mental health education, consultation, collaboration, outreach and prevention strategies, and community mentalhealth advocacy; and

10.effective strategies for influencing public policy and government relations on local, state, and national levels to enhance funding and programs that affect mental health services in general, and the practice of mental health counseling in particular.

Required Texts: **Gladding, S.T. & Newsome, D. W. (2009). *Community and Agency counseling, (3rd ed)*. Upper Saddle River, NJ: Prentice Hall.**

**CALENDAR**

**Calendar of Coursework Activities:** The following is an approximate guide to this course. Some variations may occur as a function of (a) our being either slightly behind or slightly ahead of a listed topic for a given date, (b) additional readings to be announced during the course, needs of planned speakers or field trips, and (c) the needs of the students.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Dates**  | **#** | **Agenda**                             | **Assignments** | **Readings** |
| 8/22 | 1  | Getting organized; overview  |  |  |
| 8/29          | 2 | History and Foundation of MH Counseling/ Effective Counselors   |  | CH. 1, CH 2online articles  |
| **9/5** |  | **LABOR DAY NO CLASSES** |  |  |
| **9/12** | **3**   | **Meet at Lee Mental Health; Ortiz Campus; transfer to VISTA campus at break**                            |  | **CH 13** |
| 9/19 | 4 | **Counseling Program Orientation** Ethical & Legal Aspects The Recovery Team Model     |  | CH. 3 & App CCH 8 (207-211) |
| 9/26 | 5 | Facilitative Model Intro to the Counseling Process                        |  | CH. 6 |
| 10/3 | 6  | Mental Health, Addiction, and EAP  Guest Speaker Dr. Finn | **EXAM 1 AVAILABLE ON LINE Journal Due Electronically**  | CH 13. 333-338 CH. 14 362-366 |
| **10/10** | **7** | **FALL BREAK NO CLASSES** |  |  |
| **10/17** |  | **Diversity/Multicultural Issues in Counseling****CLASS DOES NOT MEET** | **ALTERNATE ASSIGNMENT/LECTURE** **Submit Exam 1 DUE In ANGEL** | CH 4 |
| 10/24 | **8** | Current and Emerging Influences (Technology) Suicidology; Crisis Intervention | **ALTERNATE ASSIGNMENT /JOURNAL ARTICLE REVIEW DUE IN ANGEL DROPBOX** | CH 5 & CH. 8 (Except 199-214) |
| **10/31** | **9** | **Assessment; Psychological Testing, Evaluation and Research On-Line Lecture CLASS DOES NOT MEET** |  | **CH. 7, 8 (211-214)****Appendix A and B** |
| 11/7 | **10** | **Counseling across the life span Dr. Mike D’Amico (Catholic Charities) &  Steve Edmondson****Alzheimer’s Support Group**  | **Please bring to class this evening: rubber bands, eyeglasses that are stronger or weaker than your own, shoes with laces, shirts with buttons, pill bottles, and change purses)**  | **CH. 11,12** |
| 11/14 | 11 | Working with groups    Marriage and Family Counseling | **Journal Due Electronically in Angel** | CH. 9, 10 |
| **11/21** | 12 | **Career Counseling****CLASS DOES NOT MEET** | **Exam 2 Available on-line**  | **CH. 14 347-361** |
| **11/28** | 13 | **Counseling and Creativity****Meet at Hope Hospice – Cape Coral** | **Mental Health in Hollywood Paper DUE In ANGEL****Career Alternate Assignment / Website Reviews Due in Angel**  | **CH. 13 (review)** |
| 12/5 | 14 | Practical Aspects | Exam 2 Due in Angel | Epilogue |

**Evaluation:** Student comprehension of course material will be assessed by:

1. Demonstration of proficiency on exams.
2. Demonstration of competence by preparing a paper.
3. Demonstration of an understanding of the use of technological resources.
4. Demonstration of self examination in the context of the profession through learning journals.

***Assignments:***

***Examinations:*** Students will complete a take home exam at the middle and again at the end of the term.

***Self Exploration/***

***Learning Journal****: S*tudents will submit a self exploration learning journal at two points during the term.

***Refereed Journal***

***Article Review***Students will complete a journal article review associated with a diversity in counseling assignment.

***Website Reviews***      Students will complete website reviews associated with a career

 development assignment.

***Mental Health in***

***Hollywood*** Students will complete a paper based upon viewing a contemporary film from a selected list of films.

***Instructor Evaluation****:* Attendance, participation, quality of writing and observations.

**Description                Points**     **Due Dates**

**NOTE: All Papers, Exams and Projects are Due in the Angel DropBox on the stated date.**

**Self Exploration** **Diary/Journal**            30

 (2x15 points each) (5 minimum points assigned for each 10/3 and 11/14

 complete journal submission with additional points for content

 and merit up to 10 each)

**Exam 1**                                                                                       100         10/17

**Alternate Assignment and Journal Article Review** 75  10/24

 (35 minimum points for fully complete project with

 additional points for content and merit)

**Career Alternate Assignment and Website Reviews**         60            11/28

 (30 minimum points for fully completed project with additional

                   points for content and merit)

**Mental Health in**         Per Rubric                                                  100           11/28

**Hollywood Paper**

**Exam 2**                       100                                                                                 12/5

**Instructor Evaluation – Participation; Attendance**                      35

**Some notes about your performance and evaluation**:

1. Incomplete assignments will be provided the opportunity for completion before the end of the term or will be severely penalized.
2. Late assignments lose 10% per week or any part thereof that are late.
3. No incomplete grades will be awarded without students proposing and the professor accepting a contract in writing that specifies the work to be completed and the time schedule for its completion.

Grading Scale: On a points accrual basis as follows:

**TOTAL** **POSSIBLE**     **500  Points**

**%**                                 **Points**                                **Grade**

92                                460                                      A

83                                415                                     B

75                                375                                      C

At the instructor’s discretion and based on exceptionally strong performance in one or more areas, students whose cumulative points are within 5 of cut off scores may be awarded + or – grades.

The College of Education has adopted the use of LiveText software to provide for the improvement of student performance and program quality. As a degree-seeking student you are responsible for purchasing a membership to LiveText during your first course in the FGCU’s College of Education. If you do not have a membership to LiveText, you will need to purchase it immediately**. This is a one-time only purchase.**

All students enrolled in this class will be required to submit critical tasks (assignments that are linked to standards, relevant to the field you have chosen). Your work will receive scores in LiveText that will be used to help monitor your demonstration of the standards, receive feedback from faculty on your progression toward meeting them, and certify that you have demonstrated all the required standards and competencies needed. Your documented success on these tasks can contribute to a portfolio that showcases your learning for current and future employers.

**Important Notes**

**1.      Class Attendance. Missing more than one class means you may not be able to earn a grade higher** than a B; regardless of grades and points.  To be considered present you must be in class from beginning to end on a given day. It is expected that all readings be completed prior to class in order to maximize class discussions. During class, relevant questions, pertinent comments, and risk taking in modeling are welcomed and encouraged.

**2.      Confidentiality**. Class participants can sometimes serve as both clients and counselors. Tasks will be real issues for "clients". They don't have to be earthshaking but they do need to be real concerns that give legitimacy to the role-plays. As a result, confidentiality regarding client issues is mandatory. As the "counselor" you will not under any circumstances, carry personal information out of this class for any reason whatsoever.

**3.      E-mail and ANGEL**. Students at Florida Gulf Coast University are eligible to obtain an e-mail account. In order to learn about this technology**, you are required to open up an account** and become familiar with the computer services available at FGCU. To open your account, you can go to the computer lab in Griffin Hall 208 or can call the Help Desk at 590-7100. **You should know that I will rely significantly on the class e-distribution list for important announcements and other intermittent communications. As well, the entire course, its notes and assignments are on ANGEL. Do not make copies of documents that I post. I do not want hard copies of documents or exams; all must be submitted to the drop boxes for each assignment in Angel.**

**4.      Written Assignments.** All papers must be written in American Psychological Association (APA) form and style. Papers are graded on the basis of professional quality/content, organization, form, and APA style. That means that format, references, citations, and writing must be both professionally and technically correct; this means that anything you write and submit will be held to high graduate level standards. **Reminder: all assignments are to be submitted to an ANGEL dropbox.**

**5.      Evaluation**. Evaluation is on a point accrual basis. No one assignment counts as a letter grade. All points are totaled for the final grade.  Assignments are due on the assigned date. A minimum of ten percent of the assignment points may be deducted for each week (or portion thereof) that the assignment is late.

**6.   Academic Behavior Standards and Academic Dishonesty**

All students are expected to demonstrate honesty in their academic pursuits. The university policies regarding issues of honesty can be found in the FGCU Student Guidebook under the ***Student Code of Conduct*** and ***Policies and Procedures*** sections. All students are expected to study this document which outlines their responsibilities and consequences for violations of the policy. The FGCU Student Guidebook is available online at http://studentservices.fgcu.edu/judicialaffairs/new.html

**Disability Accommodations Services**

Florida Gulf Coast University, in accordance with the Americans with Disabilities Act and the university’s guiding principles, will provide classroom and academic accommodations to students with documented disabilities. If you need to request an accommodation in this class due to a disability, or you suspect that your academic performance is affected by a disability, please contact the Office of Adaptive Services. The Office of Adaptive Services is located in Howard Hall 137. The phone number is 239‐590‐7956 or TTY 239‐590‐7930

**Student Observance of Religious Holidays**

All students at Florida Gulf Coast University have a right to expect that the University will reasonably accommodate their religious observances, practices, and beliefs. Students, upon prior notification to their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances. Where practicable, major examinations, major assignments, and University ceremonies will not be scheduled on a major religious holy day. A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence.

**Standards Matrix**

