

Wake Forest University
Department of Counseling
CNS 771: Clinical Mental Health Counseling
9:00 – 4:00
May 21,22,23,28,29, and 30
Location: Carswell Hall 208

Instructor: Seth Hayden, PhD, LCMHC (NC), NCC, CCMHC, ACS
Office: Carswell Hall 217
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Textbooks

Gladding, S. T., & Newsome, D. W. (2018). *Clinical mental health counseling in community and agency settings* (5th ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall.

Reichenberg, L. W. (2014). *DSM-5 Essentials: The Savvy Clinician's Guide to the Changes in Criteria*. Wiley. ISBN-13: 978-1-118-84608-7

Course Description:

The purpose of this course is to introduce students to the foundations of clinical mental health counseling (CACREP, 2024). You will learn about the historical and professional foundations of clinical mental health counseling (CMHC), the roles and functions of CMHCs, the settings in which CMHCs practice, and the services that they provide. The course emphasizes the acquisition of knowledge and the development of skills needed by contemporary clinical mental health counselors.

Learning Outcome Objectives: Knowledge and skills

Each learning objective aligns with a CACREP standard. The 2024 CACREP standards can be accessed using the CACREP website. Upon successful completion of this course, you will be able to (2024 CACREP Standards):

1. Describe the history, philosophy, and projected trends of clinical mental health counseling. (CACREP 3.A.1)
2. Describe the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other therapeutic professionals. (CACREP 3.A.2)
3. Describe counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management. (CACREP 3.A.3)
4. Describe the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success. (CACREP 3.A.4)
5. Identify professional counseling organizations, including membership benefits, activities, services to members, and current issues. (CACREP 3.A.6)
6. Describe professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas. (CACREP 3.A.7)

7. Describe specific methods that counselors can use to manage stress and avoid burnout. (CACREP 3.A.11)
8. Describe the etiology, nomenclature, diagnosis, treatment, referral, and prevention of mental, behavioral, and neurodevelopmental disorders. (CACREP 5.C.1)
9. Describe mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare. (CACREP 5.C.2)
10. Describe legislation, government policy, and regulatory processes relevant to clinical mental health counseling. (CACREP 5.C.3)
11. Demonstrate an understanding of the counseling process, including conducting intake interviews, mental status evaluations, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management. (CACREP 5.C.4)
12. Describe techniques and interventions for prevention and treatment of a broad range of mental health issues. (CACREP 5.C.5)
13. Describe strategies for interfacing with integrated behavioral healthcare professionals. (CACREP 5.C.7)
14. Describe strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions. (CACREP 5.C.8)
15. Demonstrate an understanding of the management of mental health services and programs, including areas such as third-party reimbursement and other practice and management issues in clinical mental health counseling. (CACREP 5.C.9)
16. Explain the effects of crises, disasters, stress, grief, and trauma across the lifespan. (CACREP 3.C.13)
17. Describe diagnostic process, including differential diagnosis, the use of current DSM classifications, and the ICD. (CACREP 3.G.11)
18. Explain ways to evaluate client outcomes and process evaluation and program outcome evaluation. (CACREP 3.H.8)
19. Demonstrate the ability to use procedures for assessing and managing suicide risk. (CACREP 3.G.13)
20. Demonstrate case conceptualization skills using a variety of models and approaches. (CACREP 3.E.3)
21. Describe consultation models and strategies. (CACREP 3.E.4)
22. Demonstrate record-keeping and documentation skills. (CACREP 3.E.16)
23. Describe principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources. (CACREP 3.E.17)
24. Demonstrate understanding and application of suicide prevention and response models and strategies. (CACREP 3.E.19)
25. Describe crisis intervention, trauma-informed, community-based, and disaster mental health strategies. (CACREP 3.E.20)

Methods of instruction:

Instructional methods in this course include lectures, discussions, case studies, experiential activities related to course content, and other interactive activities.

Course Requirements:

Attend all classes, complete all assigned readings, and participate in class discussion and activities. (10%; 10 points) Please be on time for all classes and site visits. **A class absence will result in a grade reduction of one letter grade, with few exceptions.**

Assignment	CACREP 2024 Standards	Due	Points/(100 total)/%
Interview with a Clinical Mental Health Counselor	3.A.2; 3.A.4; 3.A.7; 3.E.17; 5.C.2; 5.C.7; 5.C.9	May 30 th	20 points/20%
Prevention/Wellness Project	3.A.2; 5.C.1	May 29 th	15 points/15%
Presentation on CMHC	3.A.2; 3.A.3; 5.C.1; 5.C.5; 5.C.7; 3.H.8; 3.E.20	TBD	15 points/15%
Final Exam/ Multiple Choice	Several standards based on content.	June 7 th	20 points/20%
Final Exam/ Case Study	5.C.1; 5.C.4; 3.G.11; 3.E.3	June 7 th	20 points/20%
Participation/Knowledge Checks	Several standards based on focus of the assignment.		10 points/10%

Grading Scale

A	93-100
A-	90-92
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	70-76
F	0-69

Accommodations/Disability Statement:

Wake Forest University recognizes its responsibility for creating an institutional climate in which students with disabilities can thrive. In accordance with university policy, if you have a documented disability and require accommodations to obtain equal access in this course, please contact me and the Learning Assistance Center (LAC) at the beginning of the semester. Students with disabilities must verify their eligibility through the LAC in 117 Reynolda Hall (336) 758-5929.

Class Policies and Procedures:

Because of the experiential nature of the learning in this course, the following class policies and procedures are in effect:

Attendance and Participation:

You will gain the most from this course when you attend and are prepared to actively participate. Due to the intensive format of this course, class attendance is expected for all days and times. If an emergency does arise, please do your best to notify me BEFORE the absence. Absences may result in course penalty or additional assignments, at the discretion of the instructor. In essence, the expectation is that you be on time and that you don't leave early.

Electronic Communication Devices:

Please be sure to use your devices appropriate during our class meetings. Our time together is co-created by our joint participation in the learning environment. While devices may be utilized for notetaking, during experiential portions of the course, I may ask that all computers be turned off.

Academic Integrity:

Students are expected to complete all work for this course in compliance with the WFU honor code. If you are unfamiliar with this policy, you should consult the Judicial Affairs website at <http://www.wfu.edu/studentlife/judicial/students.html>. All work handed in for this course must be the student's own work. When writing or presenting about ideas that are not your own, you must properly cite the author(s). Note: Failure to give credit to other people for their ideas and work is plagiarism and is a violation of the WFU honor code and will result in a grade of 0 for that assignment along with other potential penalties.

Emergency Contingency Plan:

The emergency contingency plan for this course is as follows: In the event that the University is closed for an emergency, students will be able and expected to keep up with their coursework, as all documents and materials will be made available online on the course website. It is suggested that all materials be downloaded. Student work will be submitted via email, and the instructor will be available through email, instant messaging, and Skype. If Internet access is limited, work can be submitted via snail mail, and access to the instructor's home address and telephone numbers will be provided. If there is a continued need to cancel class, the due dates for assignments may be pushed back. In the event of a pandemic, we will use Sakai to complete the course. Please follow the list of assignments on the syllabus and download assignments as soon as they are posted. If the internet is not operating, you can mail assignments/final test to me at:

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Diversity and Inclusion Statement:

In my role as instructor, it is my intent that students from all diverse backgrounds and perspectives be well served by this course and that the diversity students bring to this class be viewed as a resource, strength, and benefit. I strive to present materials and activities that are respectful of diversity: sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, and military experience. Your suggestions of resources for consideration are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. The individual intersection of these experiences and characteristics is an important contribution to our learning community and must be valued.

Pro Humanitate:

As a part of the Wake Forest community, the faculty and staff of the Department of Counseling fully embrace the concept of *Pro Humanitate*. In each of our classes (graduate, undergraduate, face-to-face and virtual), we strive to affirm every person and every identity including but not limited to gender identity, affectional orientation, language, national origin, color, race, disability, sex, religion, creed, and ancestry. We embrace the development of critical thinkers that consistently aspire to become culturally responsive and encourage you to challenge your own biases while developing the necessary skills to enter your chosen profession. Further, the faculty and staff will promote the Realizing Inclusion, Diversity, and Equity (R.I.D.E.) framework in our teaching, research, supervision and advising <https://diversity.wfu.edu/realizing-inclusion-diversity-and-equity/#>. We hope that you will join us along this journey, with a commitment to advocacy and social justice in both your personal and professional lives. Pro Humanitate, to better the lives of all humans!

Assignments:

All assignments are to be turned in on time on the day that they are due. All assignment submissions must be turned in through Sakai unless otherwise instructed.

All formal written assignments must be typed in 12-point, Times New Roman font, with 1” margins, and double-spaced unless otherwise indicated. Any and all outside sources used on writing assignments should be cited and referenced. APA style references are required (a copy of the APA Publications Manual should be available in the library; you can also find guidelines online). Cover pages and reference pages are not counted toward fulfilling page number requirements.

Complaints:

For complaints in the academic (i.e., classroom) setting, the student should talk personally with or send a written complaint explaining the concern directly to the instructor. Should the student and instructor be unable to resolve the conflict, the student may then turn to the chair of the involved department (in the Wake Forest School of Business, this would be the dean) for assistance. The chair (or dean) will communicate with both parties, seek to understand their individual perspectives, and within a reasonable time, reach a conclusion and share it with both parties. If the student’s complaint is not resolved by these procedures, the student should consult with the Office of Academic Advising for assistance. The Associate Dean for Academic Advising will consult with the parties to obtain a resolution. Finally, a student may appeal to the Committee on Academic Affairs which will study the matter, taking input from all parties, and reach a final decision concerning resolution.

<https://bulletin.wfu.edu/undergraduate/wake-forest-college/student-complaints/>

Assignments

Rubrics for evaluating specific assignments are provided with each assignment in the Canvas course website.

1. Interview with a Clinical Mental Health Counselor

1. Select a community agency that you would like to learn more about. Examples of agencies include but are not limited to, DayMark, SCAN, EAP organizations, substance abuse agencies, the Trinity Center, Association for Christian Counseling, the Children’s Home, Family Services, Hospice, the Ronald MacDonald House, a hospital setting, the Children’s Home, and university counseling centers.
2. Contact the organization and set up a time to interview either the director or someone who has in-depth experience with the agency and its programs. Ideally, you will be able to interview a licensed clinical mental health counselor (LCMHC).

Section 1: Professional Overview

- What did you have to do to earn your degree and become licensed?
- In what settings have you practiced? With which populations?
- What is your current employment and scope of practice?
- What do you find particularly rewarding about your profession? What are the biggest challenges you’ve had to overcome?
- What additional trainings/certifications have you chosen to pursue? Why?
- How do funding sources and managed care affect your practice?
- If you were starting over, would you still choose to be a clinical mental health counselor? Why or why not?
- What do you value about your professional orientation as a counselor?

- What role does interdisciplinary collaboration (with other professionals) play in your current position?

Section 2: Overview of Place of Work

- The organizational structure of the counselor's place of employment (outpatient, non-profit, private practice, etc.).
- The financial structure of the agency. (Support? Sliding scale? Full pay? Insurance? How are day-to-day financial concerns managed?)
- A general description of the clientele served (e.g., SES, age, gender, ethnicity, presenting problems, diagnoses, etc.).
- Services offered to individual clients, families, and the community, including prevention and outreach.
- How does the agency/practice market its services?
- A general description of the agency's personnel, including employees' backgrounds and areas of expertise (If large organization, identify key categories of employees).
- Ways in which caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources are handled within the organization.
- If you have worked in multiple settings, how do the settings compare as far as benefits and challenges for counselors?
- What future challenges do you anticipate in the mental health field for your specific setting?

3. If you are able to visit the agency, collect brochures, business cards, and other printed information used for marketing. If not, include a link to information about the agency.
4. Present your findings in a 4-5 page paper. Use headings and subheadings to help organize your findings. In your paper, you may include your reactions as well as factual information.

2. Prevention/Wellness Project

Skills and Practices for Counseling, Prevention, and Intervention *“Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.”*

1. Focus on the population you worked with at your practicum site or will be working with at your upcoming internship site.
2. Design a workshop or program that focuses on **prevention and resilience**. The workshop/program should include at least 4 potential activities.
3. Each activity should include a **goal, objectives, and methods for achieving the objectives**. For example, if you are designing a stress management workshop, the first session may address the question, “What is Stress?”
 - a. Your goal, then, would be to help the targeted audience define stress. One objective might include identifying **specific stressors** in their lives. An activity may include completing a worksheet in which the participants identify physical, behavioral, emotional, and cognitive indicators of stress.
 - b. You may want to use a worksheet that labels a variety of symptoms and have participants “check off” their indicators, or you may want to discuss potential stress warning signals and then have the participants generate their own lists.
 - c. Include **at least 4 websites** that address the topic of interest. The websites

- i. should include prevention suggestions.
4. Present your findings in a 4-5 page minimum paper. Use headings and
 - i. subheadings to help organize the structure of your paper.
- 3. Presentation on Essential Clinical Mental Health Counseling Services: Crisis Intervention, Prevention/Wellness, Trauma-informed Care, Client and Professional Advocacy, Using Outcome Data to Measure Counseling Services' Effectiveness, or Consultation (Also opportunity to offer proposed pertinent ideas to CMHC).**
 1. Prepare a presentation (~20 minutes) for the class describing one of the essential services listed above. Allow ~10 minutes for questions after the presentation.
 2. Your presentation may include 8-10 PPT slide, if you wish.
 3. In the presentation, explain how the field of clinical mental health counseling implements the service. When possible, give specific examples. (examining current practices in CMHC related to the topic will be beneficial .)
 4. The presentation should involve an interactive activity, either through experiential activities or discussion.
 5. How can we, as CMH counselors, implement the essential service you are describing?

Tentative Schedule
 (Note: Readings should be completed before each class date.)

Date	Topic (CACREP 2024 Standards)	Readings
May 21	<p><i>The Profession of Clinical Mental Health Counseling</i></p> <p><i>Historical Overview</i> <i>Professional Identity</i></p> <p>(CACREP 3.A.1; 3.A.2; 3.A.6; 3.A.7; 5.C.3; 5.C.7)</p>	<p><i>Gladding & Newsome</i></p> <p><i>Chapter 1</i></p>
May 22	<p><i>Clinical Mental Health Counseling: Roles and Functions</i></p> <p><i>The Counseling Process</i> <i>Holistic Approaches to Mental Health</i></p> <p>Guest Speaker – Liz White</p> <p>(CACREP 3.A.2; 3.A.3; 3.A.4; 3.A.7; 5.C.5; 3.E.3)</p>	<p><i>Chapters 4 & 6</i></p>
May 23	<p><i>Clinical Mental Health Counseling: Roles and Functions</i></p> <p><i>Assessment and Diagnosis*</i> <i>Consultation, Advocacy, and Evaluation</i></p> <p>Guest Speaker – Jeremy Fox</p> <p>(CACREP 3.A.2; 3.A.3; 3.A.7; 5.C.1; 5.C.2; 5.C.4; 5.C.7; 5.C.8; 3.E.3; 3.E.4; 3.E.17)</p>	<p><i>Chapters 5 & 7</i> <i>Reichenberg - Chapter 1</i></p>
May 28	<p><i>Managing Suicide Risk, Crises, and Disasters while Maintaining Effectiveness as a Counselor</i></p> <p>Guest Speaker - Ben Bentley</p> <p>(CACREP 3.A.2; 3.A.3; 5.C.4; 3.A.11; 3.C.13; 3.G.13; 3.E.19; 3.E.20)</p>	<p><i>Chapter 8, Chapter 9, pp. 210-216</i> <i>Reichenberg - pp. 45-50 and 101-102</i></p>
May 29	<p><i>Clinical Mental Health Counseling: Settings and Services</i></p> <p><i>Community Agencies, Medical Settings and Other Specialized Setting</i></p>	<p><i>Chapters 12 & 14</i> <i>Reichenberg - 71-91</i></p> <p>Presentations (3)</p>

	(CACREP 3.A.2; 3.A.3; 5.C.2; 5.C.8; 3.H.8)	
<i>May 30</i> <i>Guest Speaker – Sara Hepler</i>	<i>Clinical Mental Health Counseling: Settings and Services</i> <i>EAP Programs, Private Practice, and Managed Care</i> <i>Trauma Informed Care</i> (CACREP 3.A.2; 3.A.3; 5.C.9)	<i>Chapter 15</i> Presentations (3)