The College of Education’s Conceptual Framework
Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

The Counseling Program Mission
To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

COURSE INFORMATION
COUN 5580  
Introduction to CMHC  
3.0 Credits  
Room: Loyola 203  
Thursdays, 4:15-6:55 p.m.

INSTRUCTOR
Name: C. Danielle Eagleton , M.Ed.,LMHC  
Office: Loyola 201  
Office Hours: By appointment  
Phone: 206-296-5753  
Email: eagletod@seattleu.edu  
Work: danie.eagleton@navos.org

REQUIRED TEXTS AND/OR READINGS
TEXT and MATERIALS

Required Text:

Required Articles:


CONTENT AREAS
COURSE DESCRIPTION
Graduate Bulletin Description
Provides an introduction and historical overview of the clinical mental health counseling profession. Professional identity, roles, functions, relationships with other human services providers, and credentialing and licensing processes are explored. Principles of prevention,
intervention, consultation, education and advocacy are emphasized. Majors only or with permission of instructor.

Course Rationale (Required):

1. CACREP Standards
   1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE
      a. history and philosophy of the counseling profession and its specialty areas
      b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
      c. counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
      d. the role and process of the professional counselor advocating on behalf of the profession
      e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
      g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
      h. current labor market information relevant to opportunities for practice within the counseling profession
      j. technology’s impact on the counseling profession
      k. strategies for personal and professional self-evaluation and implications for practice
      m. the role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY
   a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
   c. multicultural counseling competencies

SEC. 5: CMHC

1. FOUNDATION:
   a. history and development of clinical mental health counseling
   b. theories and models related to clinical mental health counseling
   c. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
   e. psychological tests and assessments specific to clinical mental health counseling

2. CONTEXTUAL DIMENSIONS
   a. roles and settings of clinical mental health counselors
c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
i. legislation and government policy relevant to clinical mental health counseling
j. cultural factors relevant to clinical mental health counseling
k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
l. legal and ethical considerations specific to clinical mental health counseling
m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling

3. PRACTICE
a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
c. strategies for interfacing with the legal system regarding court-referred clients
d. strategies for interfacing with integrated behavioral health care professionals
e. strategies to advocate for persons with mental health issues

KNOWLEDGE AND SKILLS OUTCOMES

COURSE OBJECTIVES (Required) (explicitly related to Course Purposes/Goals)

- Students will develop foundational knowledge of working in a clinical mental health agency.
- Students will understand the role of counselors as change agents within the context of an agency and community setting.
- Students will learn about the history and philosophy of the counseling profession and its specialty areas.
- Students will learn about the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation.
- Students will learn about counselors’ roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams.
- Students will learn about the role and process of the professional counselor advocating on behalf of the profession.
- Students will learn about the importance of advocacy needed to address institutional and social barriers that impede access, equity, and success for clients.
- Students will learn about professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.
- Students will learn about current labor market information relevant to opportunities for practice within the counseling profession within the Seattle area.
• Students will learn about various technology used in clinical mental health counseling for taking case notes
• Students will learn about strategies for personal and professional self-evaluation and implications for practice, including self-care strategies
• Students will learn about the role of counseling supervision in the profession as it relates to licensure.
• Students will learn about various Seattle mental health agencies that address multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
• Students will learn about the multicultural and social justice counseling competencies as it applies to clinical mental health counseling
• Students will learn about help-seeking behaviors of diverse clients
• Students will learn about the history and development of clinical mental health counseling
• Students will be introduced to theories and models related to clinical mental health counseling
• Students will be introduced to principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning
• Students will be introduced to psychological tests and assessments specific to clinical mental health counseling
• Students will learn about roles and settings of clinical mental health counselors within the greater Seattle area
• Students will learn about mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks
• Students will learn about local and federal legislation and government policy relevant to clinical mental health counseling
• Students will learn about cultural factors relevant to clinical mental health counseling
• Students will learn about professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling
• Students will learn about legal and ethical considerations specific to clinical mental health counseling
• Students will be introduced to record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling
• Students will learn about intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management
• Students will learn strategies for interfacing with the legal system regarding court-referred clients
• Students will learn strategies for interfacing with integrated behavioral health care professionals
• Students will learn strategies to advocate with, and on behalf of, persons with mental health issues

COURSE INSTRUCTIONAL METHODS
Including a listing of the variety of instructional methods/strategies/techniques to be used in the course: e.g., role playing, small group projects, video tapes, brainstorming, focus groups, student presentations with peer feedback (oral or written).

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

COURSE REQUIREMENTS

A. Assignments and Activities

<table>
<thead>
<tr>
<th>Assignment</th>
<th>CACREP Standard</th>
<th>Points Possible</th>
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<tr>
<td>CMHC Observation and Interview Summative Assignment</td>
<td>1c, 1d, 1e, 1k; 2a, CMHC Foundations: 1e, Contextual Dimensions: 2a, 2j, 2l</td>
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<td>Participation Activity Assignments &amp; Readings</td>
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<td>RESPECTFUL</td>
<td>2a</td>
<td>20</td>
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<tr>
<td>WRAP</td>
<td>1k</td>
<td>20</td>
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<tr>
<td>Clinical Writing (Case Presentation, Progress Note, Treatment Plan)</td>
<td>Contextual Dimensions: 2m, Practice: 3a</td>
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<td>Final Exam</td>
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B. Grading Scale:

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<th>Percentage</th>
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<td>80-83 B- 67-69 D+</td>
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<tr>
<td>A-</td>
<td>90-93</td>
<td>77-79 C+ 64-66 D</td>
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<td>B+</td>
<td>87-89</td>
<td>74-76 C 60-63 D-</td>
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<tr>
<td>B</td>
<td>84-86</td>
<td>70-73 C- 0-59 F</td>
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</table>

1. **Attendance, Participation, Class Discussion (10 points)**

Active, thoughtful participation is valued in this course as much as it is in community mental health organizations. Preparation for each class is highly valued. I believe in experiential learning and in creating opportunities for students to make information their own. I believe
that your time in class is an opportunity for you to learn and fulfill your goals.

2. **Assignment: RESPECTFUL (20 points)**

Students will conduct a multi-dimensional self-assessment based on the RESPECTFUL model of counseling and development. This self-assessment should be 8-10 pages, double-spaced. Students will write a detailed description of themselves as it relates to each component of the model:

- R Religious/Spiritual Identity;
- E Economic Class Background;
- S Sexual Identity;
- P Psychological Maturity;
- E Ethical/Racial Identity;
- C Chronological/Developmental Challenges;
- T Trauma and other Threats to Well Being;
- F Family Background and History;
- U Unique Physical Characteristics;
- L Location of Residence and Languages Differences;

After completing this self-assessment, discuss and analyze the following:

- Look over each characteristic and list where you hold a dominant culture identity. How might these areas of privilege impact your work and relationship with clients?
- Reflect on each characteristic and how it has brought you to where you are in your decision to pursue counseling as a career.
- How might you use the RESPECTFUL model when working with clients? Create 3 to 6 Questions for each characteristic.

3. **Assignment: WRAP (20 points)**

Wellness Recovery Action Plan (WRAP) is a self-designed plan for staying well and for helping you to feel better when you are not feeling well, to increase personal responsibility, and to improve your quality of life. WRAP is an evidence-based practice and used nationally...
and internationally with people who manage their lives with mental illness. You will learn about Recovery, Peers and WRAP then create your own WRAP.

4. **Assignment: Clinical Writing Assignment – Case Presentation, Treatment (10 points)**
   Students will write a case presentation, treatment plan and progress note for a character of his or her choosing. The character can be from a book, TV show, or movie. (Examples: Olivia Pope-Scandal, Boo Radley-To Kill a Mockingbird, Precious Jones – Precious, Gatsby-The Great Gatsby) The progress note should be written using either the SOAP or DAP formats. The treatment plan should be written in the format that will be shared in class and on Canvas. Write a brief case presentation of your client. Next choose a treatment goal that will address one or two of your client’s problems. Create a treatment plan to assist the client in accomplishing the treatment goal. Write a short progress note documenting your session with the client. The session should be about what the client wants to work on and the treatment plan that the two of you create together.

5. **CMHC Observation and Interview Summative Assignment (100 points)**

   The CMHC Observation and Interview summative assignment is used to determine student knowledge and skills in the Foundations of Clinical Mental Health Counseling CACREP specialty area. Students who fail a summative assignment (receive a rating scale of 2 or below) are required to meet with the issuing faculty. Such students are either placed on a developmental plan or dismissed from the program.

   **Evaluation Process**

   The professor will complete the following rubric to assess student foundations of clinical mental health counseling knowledge and skills. Points correspond to the rating scale.

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<th>Points</th>
<th>Overall Rating</th>
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<tr>
<td>90-100</td>
<td>Mastery</td>
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<td>80-89</td>
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<td>60-69</td>
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<td>59 and below</td>
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<td>Unable to perform with supervision</td>
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   **Directions:**
The first component of this assignment is for you to visit a mental health agency and interview a counselor to increase your understanding of what day-to-day life is like for a licensed mental health counselor (LMHC) who works with a population and setting that interest you. For example, if you are interested in working as an in-home counselor with children diagnosed with mood disorders, interview someone who does this work. You then apply the information from this course, as well as in an interview you conduct, to your understanding of what it means to be a mental health counselor. Students may not use a current employer for a site visit, nor visit a family member, close friend, their own counselor or significant other. Students must interview a counselor who holds at least a master’s in counseling and is fully licensed as a LMHC. The second component to this assignment requires that you write an 10-12 page paper. The paper must be typed, double-spaced, and adhere to APA 6th edition guidelines. *Please note that it is NOT acceptable to interview a psychiatrist, psychologist, social worker, addictions specialist, school counselor, or other mental health provider for this assignment. Interviewing an individual who does not meet the assignment requirements will result in an automatic failure in the course.

Final Project Criteria

1. Include both project components, explained above.

2. Demonstrate both breadth and depth of knowledge and critical thinking appropriate to graduate-level scholarship.

3. Follow APA 6th edition Publication Manual guidelines; be free of typographical, spelling, and grammatical errors; and adhere to Seattle University’s academic integrity requirements.

4. The paper should be 10-12 pages in length (double spaced), not including the title page and include scholarly references.

5. Support your points with specific references to the course readings.

Component I: CMHC Observation and Interview

For the interview, use the following questions. Several questions relate to topics covered in this course so that you may gain an understanding of how the course topics apply to the life of a counselor. During the interview you may add additional questions of your own that are prompted by the conversation:

1. When someone asks you how being a mental health counselor is different from being a social worker or psychologist, what do you tell them?
2. Can you describe what a normal day looks like for you as you do your job?
3. What ethical and legal issues do you have to keep in mind each day?
4. What theory (or theories) inform your practice and why?
5. How does understanding and respecting multiculturalism help you as a counselor?
6. How does your knowledge of human growth and development inform your practice?
7. How do you use assessments to help you with client case conceptualization?
8. Talk about your experiences with referring clients for psychotropic medications. What advice might you give me?
9. What kinds of provisions do you, or does your agency make, for emergency response management? Talk about a time when you had to respond to a natural disaster or some other large-scale crisis. If you never have encountered one, talk about a time when you had to respond to a client crisis.
10. What is the role of accountability in your counseling practice? In what ways are you accountable and how do you address that accountability?
11. Reflect on how you determine when you need to seek consultation or supervision. Can you provide me with a specific example of each?
12. How have you engaged in social justice advocacy with, and on behalf of, clients outside the office setting?
13. What do you do to maintain self-care and wellness?
14. What are the most significant professional issues you face as a counselor? How have you addressed personal and professional growth and development?

Component II: Paper Reflection

In this component you reflect on both the interview and the course. In your reflection, respond to the questions below. Your reflection should be presented as a narrative rather than a listing of questions and answers.

1. What did you learn from the interview that you did not learn in the course?
2. What, if anything, did you learn from the interview that contrasted with what you learned in the course?
3. What do you understand better from the course as a result of doing the interview?
4. What came to life in the interview so that the information you gained in the course is more meaningful and relevant now?
5. What do you anticipate the impact of being a mental health counselor may be on who you are personally?
## CMHC Observation and Interview Rubric

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<th>Category</th>
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Page 12 of 19
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<tr>
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**Total Score**

6. Final Exam (20 points)

The final exam is a comprehensive exam that covers
C. Course Expectations:

1. All assignments, including readings, are due at the beginning of class. Late assignments will not be accepted.
2. Written assignments should adhere to APA 6th edition guidelines.
3. Attendance is required. Being more than 5 minutes late will result in an absence. Missing more than 1 class will result in a automatic “F” grade.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings and Assignments</th>
<th>CACREP STANDARD</th>
<th>Evaluation Method</th>
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<tbody>
<tr>
<td>Class #1 Jan. 5</td>
<td>Introductions and Course Expectations</td>
<td>Participation Activity Assignment 1</td>
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<tr>
<td>Class #2 Jan. 12</td>
<td>Introduction to CMHC and CMHC History</td>
<td>Chpts. 1-2 &amp; Appendix A; Mellin, Hunt, &amp; Nichols (2011)</td>
<td>1a, 1b, 1c, 1h, 1j Foundation: 1a Contextual Dimensions: 2c, 2k</td>
<td>Readings</td>
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<td>Class #3 Jan. 19</td>
<td>Theoretical Foundations for CMHC</td>
<td>Chpts. 3-4 RESPECTFUL Assignment Due</td>
<td>Foundation: 1b</td>
<td>Assignment and Readings</td>
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<td>Class #4 Jan. 26</td>
<td>Education, Licensure, and Certification Issues in CMHC</td>
<td>Chpts. 5-6</td>
<td>1g, 1j, 1m</td>
<td>Readings</td>
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<td>Class #5 Feb. 2</td>
<td>Practice of CMHC and Contexts for CMHC</td>
<td>Chpts. 7-8 Myers, Sweeney, &amp; Witmer (2000)</td>
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<td>Class #6 Feb. 9</td>
<td>Appraisal and Research in CMHC</td>
<td>Chpts. 9-10 Abe (2012), WRAP Assignment Due</td>
<td>Social &amp; Cultural Diversity: 2a, 2c, Foundation: 1e Contextual Dimensions: 2j</td>
<td>Assignment and Readings</td>
</tr>
<tr>
<td>Class #7 Feb. 16</td>
<td>Managed Care &amp; Third-Party Reimbursement Program Development, Evaluation, and Management</td>
<td>Chpts. 11-12</td>
<td>Contextual Dimensions: 2m</td>
<td>Readings</td>
</tr>
<tr>
<td>Class #8 Feb. 23</td>
<td>Client Advocacy and Outcome Evaluation</td>
<td>1e</td>
<td></td>
<td>Readings</td>
</tr>
<tr>
<td>Class #9 March 2</td>
<td>Counseling Supervision</td>
<td>Clinical Writing Assignment Due</td>
<td>1m</td>
<td>Assignment and Reading</td>
</tr>
</tbody>
</table>

Page 16 of 19
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Readings and Assignments</th>
<th>CACREP STANDARD</th>
<th>Evaluation Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class #10</td>
<td>Future of CHMC</td>
<td>Chpt. 13 CMHC Observation &amp; Interview Summative Assignment Due</td>
<td>Contextual Dimensions: 2i</td>
<td>Summative Assignment and Readings</td>
</tr>
<tr>
<td>March 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class #11</td>
<td>Final Exam</td>
<td>Final Exam Submit Via Canvas</td>
<td></td>
<td>Exam</td>
</tr>
<tr>
<td>March 16</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructor's Note:** The instructor reserves the right to “tweak” this schedule to accommodate invited guests, perhaps a video or two and small, in-class reading assignments. **Assignment updates will be posted in Canvas**
NOTICE to STUDENTS concerning TWO Important Student Academic Resources (Required in all syllabi):

Lemieux Library and McGoldrick Learning Commons (including such resources as: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab) can be accessed on the internet at:

http://www.seattleu.edu/learningcommons

Academic Integrity Tutorial: accessible both on ANGEL and on SUONLINE in the Student Menu using the following hotlink: Academic Integrity Tutorial which contains the URL:

<https://www.seattleu.edu/academicintegrity>

DISABILITY ACCOMMODATION POLICY AND PROCEDURE STATEMENT

NOTICE to STUDENTS concerning DISABILITIES (Required in all Syllabi)

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to discuss your needs and arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296-5740.

NOTICE to STUDENTS concerning Seattle University’s ACADEMIC INTEGRITY POLICY which includes the issue of plagiarism (Required in all Syllabi)

The Academic Integrity policy and procedures (academic honesty) of the university define what the university considers academic dishonesty, what penalties can be imposed for violations of academic integrity, and the appeal process if a student is found to have violated academic integrity.

The Academic Integrity policy and procedures can be downloaded at the following URL:

https://www.seattleu.edu/WorkArea/DownloadAsset.aspx?id=78679

Academic Grading Grievance - Procedure for Challenging Course Grades (REQUIRED in all syllabi)

This grade grievance policy and procedure defines the policies and outlines the processes that govern in those cases when a student wishes to challenge a final course grade.

The academic grading grievance policy and procedure document can downloaded using the following URL:
Professional Conduct Policy (REQUIRED in all syllabi)

The purpose of this policy is to define the appeal policies and processes related to the following professional program decisions that are related to professional conduct/behavior/dispositions: retaining or graduating a student; permitting a student to enter or continue in a practicum, an internship, or student teaching; or recommending a student for a professional certificate.

The Professional Conduct policy can be downloaded at the following URL:

https://www.seattleu.edu/WorkArea//DownloadAsset.aspx?id=78690

WASHINGTON ADMINISTRATIVE CODE and/or PROFESSIONAL STANDARDS (REQUIRED, if in a Wa state certification or endorsement program)
Include the text of WACs/Professional Standards or a Reference to a separate document which is/has been handed out and contains the text of the applicable WACs/Professional Standards.