



## **COUN6360**

### **Clinical Mental Health Counseling**

New Orleans Baptist Theological Seminary  
Church & Community Ministries Division  
Fall 2017

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#### **Mission Statement**

The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church and its ministries.

#### **Mission Statement of the Counseling Program (CACREP I.N, II.A)**

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

#### **Core Value Focus**

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Servant Leadership.

#### **Curriculum Competencies**

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are Interpersonal Skills, and Servant Leadership.

#### **Syllabus Distribution (CACREP II.D)**

This syllabus is distributed at the beginning of the semester for review and can be found electronically on blackboard.

### **Course Description (CACREP 2.D.1)**

In this course students will explore the historical, theoretical and practical aspects of the clinical mental health counseling field. It will explore current trends, professional and ethical issues and other relevant matters for clinical mental health counseling. Furthermore, it will examine the role of the Christian who has been called to work in such settings.

### **Student Learning Outcomes (CACREP 2.D.2)**

*Objectives for this course have been established based on the CAPREP 2016 (Sec. 5-C) standards for Clinical Mental Health Counseling degrees.*

Upon completion of this course students will be able to demonstrate an understanding, value for and application of the following:

1. the history, philosophy, and current trends in clinical mental health counseling. (CACREP 2.F.1.a, h, j; 5.C.1.a, b)
2. the psychological tests and assessments specific to clinical mental health counseling. (CACREP 5.C.1.e)
3. the roles and functions of clinical mental health counselors in various settings. (CACREP 5.C.2.a)
4. mental health service delivery modalities within the continuum of care (e.g. inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks). (CACREP 5.C.2.c)
5. the diagnostic process, including differential diagnosis and the use of current diagnostic classification system, including the DSM and the ICD-10. (CACREP 5.C.2.d)
6. the effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance the practice of clinical mental health counseling. (CACREP 2.F.1.d, e; 5.C.2.i)
7. the cultural factors relevant to mental health counseling. (CACREP 5.C.2.j)
8. the impact of crisis, disasters, and other trauma-causing events on people. (CACREP 5.C.2.f)
9. the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. (CACREP 1.E; 2.C; 2.F.1.g, f; 5.C.2.k)
10. professional issues that affect clinical mental health counselors (e.g. core provider status, expert witness status, access to and practice privileges within managed care systems. (CACREP 2.F.1.i; 5.C.2.L)
11. the management of mental health services and programs, including areas such as administration, finance, and accountability. (CACREP 2.F.1.b; 5.C.2.m)

### **Textbooks (CACREP 2.D.4)**

Gerig, M. S. (2013). *Foundations for mental health and community counseling: An introduction to the profession*. Upper Saddle River, NJ: Pearson Prentice-Hall

Hunter, J.D. (2010). *To Change the World: The Irony, Tragedy, and Possibility of Christianity in the Late Modern World*. New York, NY, Oxford University Press.

### **Optional Textbooks**

Rosenberg, J. & Rosenberg, S. (2<sup>nd</sup> ed). (2012). *Community mental health: Challenges for the 21<sup>st</sup> century*. New York: Routledge.

Yalom, I.D. (2002). *The gift of therapy: an open letter to a new generation of therapists and their patients*. New York: HarperCollins. American Psychiatric Association. (2013).

*Diagnostic and statistical manual of mental disorders: DSM-5*. Washington, D.C: American Psychiatric Association.

### **Course Teaching Methodology (CACREP 2.D.3)**

The course will involve the following methods but is not limited to this list: lectures, course readings, class discussion, small group activities, research and writing, class presentation, guest speaker(s), Blackboard quizzes, and a final exam. The various methodologies chosen for this course are intended to help give students a deeper understanding, appreciation for and capacity to apply the material once they enter the workforce, especially for those entering the clinical mental health counseling field.

### **Course Requirements (CACREP 2.D.3)**

A rubric for each of the following assignments may be found on Blackboard in Assignments Upload.

#### **1. Participation (10%)**

All students should be prepared for each class period. Students are required to be up to date with their readings for each class period and ready to engage class discussion and contribute to small group activities. Students will also be assigned topics to research and report on through out the semester. *This assignment is related to Student Learning Outcome #1-11.*

#### **2. Midterm Exam (20%)**

**Due: See Course Schedule**

Students will be required to take a comprehensive midterm exam that will assess your knowledge. The exam will cover all readings and class lectures. You will be given a general study guide. *This assignment is related to Student Learning Outcome # 1-11.*

#### **3. Community Resources List (10%)**

**Due: Sept. 11th**

Students will be required to create a list of area resources in the community for their benefit and the benefit of clients and others in need of help. The resource list should include both faith-based and secular resources and a brief description of the agency,

location/contact info., target population and services provided. The intent of this assignment is to create a professional document to serve you and others in need better. Please turn assignment in to Blackboard by class time on **Sept. 11<sup>th</sup>**. *This assignment is related to Student Learning Outcome # 3, 4, 9.*

**4. Paper: Issue relevant to CMHC (20%)**

**Due: Oct. 23<sup>rd</sup>**

Students will engage a topic relating to the clinical mental health counseling field by addressing the different historical and current trends relating to the subject. Students will also be required to identify the various biopsychosocial-spiritual contributors to the problem, diagnostic process and standard treatment approaches (including assessments, interventions, psychopharmacology, etc.) used to address the problem. Students will also discuss how to approach the topic through a Christian worldview and identify what role the church may play in addressing the problem. Upon completion of the paper, students will be placed in groups to discuss their papers among their peers. Students should prepare an outline and other related handouts/resources that will help the group understand the topic better. Papers will be 10-15 pages in length, written in APA format (title page, paper body, and reference page), double-spaced, Times New Roman, 12-point font. Please use different types of sources such as books, journal articles (peer-reviewed), etc. Please turn assignment in to Blackboard by class time on **Oct. 23<sup>rd</sup>**. *This assignment is related to Student Learning Outcome #1, 2, 5, and 11.*

**5. Agency Visit, Interview and Class Presentation (15%)**

**Due: Nov. 6<sup>th</sup> & 13<sup>th</sup>**

Students are required to visit a local mental health agency and meet with someone on staff who can address the purpose, mission, and other questions relating to the organization. Upon completion of the visit and face-to-face interview, students will be required to write up their reaction to what they learned and share it with the class on their assigned day. Presentations will be between 10 and 15 minutes in length. Presentations will include information about the agency and your experience such as:

- Agency description (mission, location, goals, population served, issues they address, services offered, staffing requirements, future employment opportunities for counselors, counseling/treatment model(s) used in the agency, how clients access agency services, intake process, how the agency addresses multicultural and spiritual/faith issues, how agency is impacted by public policy, interacts with other organizations and managed care, a discussion of relevant ethical and professional issues in the agency, volunteer opportunities for others in the community)
- Personal experience/feel of the agency and ways you and the church can serve or partner with the agency in the future. Be creative with your presentations, 10 to 15 minutes is not much time, so use it wisely. Be prepared to answer questions from the class and discuss different topics relating to the agency at the end of the presentation.

*Students are required to pick different agencies and will not be allowed to do the same agency as another student. Please submit your agency choice by the 4<sup>th</sup> week of class. Students should start this process as early as possible, as it may be difficult to find an organization willing/able to accommodate this request and it may be difficult scheduling/rescheduling the meeting. Don't wait to get started! Student's written response to the agency interview should be turned into Blackboard by class time on **Nov. 6<sup>th</sup>**. *This assignment is related to Student Learning Outcome # 3, 4, 6, 7, 9, 10, 11.**

## 6. Professional Membership (5%)

**Due: Nov. 27th**

Part of growing and engaging the mental health field is connecting with other professionals and continuing to learn about different issues relevant to the field. One way to stay connected and abreast on the state of the mental health in the community is by joining a professional organization. Students will be required to join one of the following organizations, demonstrate proof of membership and a brief, one-page explanation as to why you chose that organization and the ways that organization contributes to the mental health field and clinical mental health counseling specifically. Your response should contain a title page and written according to APA format. Here is a list of professional organizations to choose from:

- American Association of Christian Counselors
- American Counselors Association
- American Mental Health Counselors Association
- Christian Association of Psychological Studies
- Other associations may be considered with approval from the professor

Please turn assignment in to Blackboard by class time on **Nov. 27<sup>th</sup>**. *This assignment is related to Student Learning Outcome # 6, 9, and 11.*

## 7. Final Exam (20%)

Students are required to take a comprehensive final exam that will assess your knowledge, on The final exam will cover all readings and class lectures. You will be given a general study guide for the final exam at the mid-point of the semester. The study guide is not comprehensive, so you will need to know the material from your readings and lectures good to do well on the exam. See the course schedule for the day, time and location of the exam. *This assignment is related to Student Learning Outcome # 1-11.*

## Evaluation of Grade (CACREP 2.D.5)

The student's grade will be computed as follows:

Class Participation	10%
Midterm Exam	20%
Agency Visit, Interview and Class Presentation	15%
Paper: Issue in CMHC	20%
Community Resources List	10%
Professional Membership	5%
Final Exam	20%

## Grading Scale

The following grading scale is used at NOBTS (see the Graduate Catalog, available online at <http://www.nobts.edu/resources/pdf/GraduateCatalog.pdf>):

- A: 93-100
- B: 85-92
- C: 77-84
- D: 70-76
- F: Below 70

## **Course Policies, Academic Conduct, and Professional Conduct (CACREP I.J, G, O; II.D.6)**

### **Academic Honesty Policy**

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

### **Academic Policies**

Academic policies relating to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [\*New Orleans Baptist Theological Seminary Academic Catalog\*](#).

### **Classroom Parameters**

Please arrive on time.  
Turn off cell phones. Utilize laptops and other technology for class purposes only.  
Respect the professor and other members of the class.  
Maintain confidentiality when someone shares personal information.  
Participate in class and group discussions.

### **Disabilities and Accommodations (CACREP II.D.6)**

New Orleans Baptist Theological Seminary does not discriminate against applicants/students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, [jnave@nobts.edu](mailto:jnave@nobts.edu), 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

### **Diversity (CACREP I.J)**

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

### **Netiquette**

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with other students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

### **Plagiarism on Written Assignments**

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

### **Policy for Graduating Seniors**

Graduating Seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

### **Professional Conduct (CACREP I.O)**

Students are expected to adhere to the appropriate code of ethic for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

### **Professor’s Policy on Late Assignments**

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by four points for each week day an assignment is late. Assignments will NOT be accepted after they are one week overdue.

## **Technical Assistance (CACREP I.G)**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
2. [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

## **Writing Center (CACREP I.G)**

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew. More information about how to set up an appointment for writing assistance is available on the writing center page.

## **Writing Style**

All papers are to be written in American Psychological Association (APA) style. Please see the APA Manual 6th edition. Be thorough, and answer completely all the questions in the assignments.

## Student Services (CACREP I,F, H)

*This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to [www.nobts.edu/student-services](http://www.nobts.edu/student-services), email us at [studentservices@nobts.edu](mailto:studentservices@nobts.edu), or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!*

Need	Email	Phone	Web Page
Advising – Graduate Program	<a href="mailto:studentservices@nobts.edu">studentservices@nobts.edu</a>	504.282.4455 x3312	<a href="http://www.nobts.edu/registrar/default.html#advising">www.nobts.edu/registrar/default.html#advising</a>
Advising – Undergraduate Program	<a href="mailto:lcadminasst@nobts.edu">lcadminasst@nobts.edu</a>	504.816.8590	<a href="http://www.nobts.edu/LeavellCollege">www.nobts.edu/LeavellCollege</a>
Church Minister Relations (for ministry jobs)	<a href="mailto:cmr@nobts.edu">cmr@nobts.edu</a>	504.282.4455 x3291	<a href="http://www.nobts.edu/CMR">www.nobts.edu/CMR</a>
Financial Aid	<a href="mailto:financialaid@nobts.edu">financialaid@nobts.edu</a>	504.282.4455 x3348	<a href="http://www.nobts.edu/financialaid">www.nobts.edu/financialaid</a>
PREP (help to avoid student debt)	<a href="mailto:Prepassistant1@nobts.edu">Prepassistant1@nobts.edu</a>	504.816.8091	<a href="http://www.nobts.edu/prep">www.nobts.edu/prep</a>
Gatekeeper NOBTS news	<a href="mailto:pr@nobts.edu">pr@nobts.edu</a>	504.816.8003	<a href="http://nobtsgatekeeper.wordpress.com">nobtsgatekeeper.wordpress.com</a>
Information Technology Center	<a href="mailto:itcsupport@nobts.edu">itcsupport@nobts.edu</a>	504.816.8180	<a href="http://selfserve.nobts.edu">selfserve.nobts.edu</a>
Help with Blackboard	<a href="mailto:blackboardhelpdesk@nobts.edu">blackboardhelpdesk@nobts.edu</a>	504.816.8180	<a href="http://nobts.blackboard.com">nobts.blackboard.com</a>
Library	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/Library">www.nobts.edu/Library</a>
Online library resources	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/research-links/default.html">http://www.nobts.edu/research-links/default.html</a>
Writing and Turabian style help	<a href="mailto:library@nobts.edu">library@nobts.edu</a>	504.816.8018	<a href="http://www.nobts.edu/writing/default.html">http://www.nobts.edu/writing/default.html</a>
Guest Housing (Providence Guest House)	<a href="mailto:ph@nobts.edu">ph@nobts.edu</a>	504.282.4455 x4455	<a href="http://www.provhouse.com">www.provhouse.com</a>
Student Counseling	<a href="mailto:lmccc@nobts.edu">lmccc@nobts.edu</a>	504.816.8004	<a href="http://www.nobts.edu/student-services/counseling-services.html">www.nobts.edu/student-services/counseling-services.html</a>
Women’s Programs	<a href="mailto:womensacademic@nobts.edu">womensacademic@nobts.edu</a>	504.282.4455 x3334	<a href="http://www.nobts.edu/women">www.nobts.edu/women</a>

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



TWITTER.COM/NOBTS    INSTAGRAM.COM/NOBTS    FACEBOOK.COM/NOBTS

**Course Schedule**  
(CACREP 2.D.1, 3, 4)

**Wednesday 8:00-10:50am**

**\*The Professor reserves the right to change topics/dates as necessary (see course policies).**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Assignment</b>	<b>CACREP (crf)</b>
<b>1</b>	Aug. 23rd	Syllabus, Introduction to CMHC and Historical Perspective	Address and answer any questions regarding the course.	2.F.1.a 2.F.1.c 5.C.1.a
<b>2</b>	Aug. 30th	Theoretical Foundations of CMHC – Traditional & Contemporary	Read: Gerig – Ch.1-4, Read: Hunter <b>Essay I</b> - Ch. 1-2 Class Discussion	5.C.1.b 5.C.2.a
<b>3</b>	Sept. 6th	Education, Licensure, Certification and CMHC Settings	Read: Gerig – Ch.5-6 Read: Hunter <b>Essay I</b> – Ch. 3,4,7 Class Discussion	1.E 2.C 2.F.1.g 2.F.1.f 5.C.2.k
<b>4</b>	Sept. 13th	Appraisal and Research in CMHC Field	Read: Gerig – Ch.7 Read: Hunter <b>Essay II</b> – Ch. 1-3 Group Discussions <b>Community Resources List Due</b>	5.C.1.e 5.C.2.d
<b>5</b>	Sept. 20th	<b>Midterm Exam</b>		
<b>6</b>	Sept. 27th	CMHC in a Multicultural Context	Read: Gerig – Ch.8 Read: Hunter <b>Essay II</b> – Ch. 4-7 Class Discussion	5.C.2.j
<b>7</b>	Oct. 4th	AACC – No Class	Bonus available for attendance	
<b>8</b>	Oct. 13th	Ethical and Legal Issues in CMHC	Read: Gerig – Ch.9 Read: Hunter <b>Essay III</b> – Ch. 1-2 Class Discussion	2.F.1.d 2.F.1.e 2.F.1.i 5.C.2.i 5.C.2.L 5.C.2.m
<b>9</b>	<b>Oct.18th</b>	<b>FALL BREAK</b>	<b>FALL BREAK</b>	
<b>10</b>	Oct. 25th	Managed Care and Third	Read: Gerig – Ch.10	2.F.1.b

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Assignment</b>	<b>CACREP (crf)</b>
		Reimbursement	Read: Hunter <b>Essay III</b> – Ch. 3-4 Class Discussion	5.C.2.c 5.C.2.m
<b>11</b>	Nov. 1st	Evolution and Future of CMHC	Read: Gerig – Ch.11-12 Read: Hunter <b>Essay III</b> – Ch. 5-6 Class Discussion <b>Paper: Issue in CMHC Due</b>	2.F.1.h 2.F.1.j 5.C.2.f
<b>12</b>	Nov. 8th	CMHC and the Church	Class Discussion	5.C.2.j
<b>13</b>	Nov. 15th	Presentations	<b>Agency Presentations Due</b>	
<b>14</b>	<b>Nov. 22nd</b>	<b>THANKSGIVING BREAK</b>		
<b>15</b>	Nov. 29th	Presentations	<b>Agency Presentations Due</b>	
<b>16</b>	Dec. 7 <sup>th</sup>	CMHC and the Church Continued	<b>Professional Membership Due</b>	
	Dec. 13 <sup>th</sup>	<b>Final Exam</b>		

## **Selected Bibliography (CACREP 2.E)**

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5*. Washington, D.C: American Psychiatric Association.
- Frew, J. & Spiegler, M. D. (1<sup>st</sup> Rev.Ed.). (2013). *Contemporary psychotherapies for a diverse world*. New York: Routledge.
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- MacCluskie, K.C., & Ingersoll, R.E. (2001). *Becoming a 21<sup>st</sup> century agency counselor*. Belmont: Wadsworth.
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- Yalom, I.D. (2002). *The gift of therapy: an open letter to a new generation of therapists and their patients*. New York: HarperCollins.