



COUN6360 Clinical Mental Health Counseling
New Orleans Baptist Theological Seminary
Division of Counseling
Fall 2020

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Wednesday 8:00 a.m.-10:50 a.m.

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Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Mission Statement of the Counseling Program

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 Mission Focus.

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: Biblical Exposition, Interpersonal Skills, and Spiritual and Character Formation.

Syllabus Distribution

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

Course Description

In this course students will review 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.

Course Teaching Methodology

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 posts, and agency visits. 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.

Program Objectives:

- #1. Equip students to synthesize theoretical and empirical knowledge in the field of counseling.
- #2. Train students to have the necessary academic and clinical skills to obtain professional licensure.
- #3. Equip students to develop a deeper understanding of cultural diversity to enhance counseling skills.
- #4. Train students to integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

Signature Assignment

Key Performance Indicator	Learning Experience	Assessment
Join a professional organization	Students will join a professional organization	Pre and post assessment of membership

Student Learning Outcomes

At the conclusion of the course, the student will:

Course Objectives	Learning Experiences	Assessments
1. Become familiar with the history and philosophy of the counseling profession and its specialty areas and the various professional roles and functions of counselors. (2.D.1.a) (2.D.1.b.)	<i>Instruction</i> Class Lecture and Discussion Student Presentations <i>Readings</i> CMHC: Chapters 1,4	Mid-Term Exam Blackboard Discussion Posts
2. Explore community mental health challenges and issues, accessing community resources and the responsibilities and role counselors play in advocacy, public policy, intervention, and response. (2.D.1.c.) (2.D.1.d.) (2.F.5.k.)	<i>Instruction</i> Class Lecture Student Presentations Agency Project & Interview <i>Readings</i> CMHC: Chapters 3, 10	Research Paper & Presentation Insurance Benefits Experience Agency Project Presentation Blackboard Discussion Posts
3. explore current labor market information relevant to opportunities for practice within the counseling profession as well as processes and procedures of clinical mental health counseling. (2.f.1.h.) (2.F.5.c.)	<i>Instruction</i> Class Lecture Student Presentations Agency Project & Interview <i>Readings</i> CMHC: Chapters 5,6,7,9,11,12,13	Agency Project Presentation Blackboard Discussion Posts Final Exam

Course Requirements / Assignments

Assignment / Requirements & Description	Percentage	Due Date
Class Participation & Blackboard Discussion 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 may also be assigned chapters or topics to research and report on throughout the semester. Each week students will need to post on the Blackboard discussion board two ideas or concepts learned from that week's reading. Posts must be made by midnight the day before class meets.	10%	Weekly

Insurance Benefits Experience The purpose of this assignment is to discover first hand challenges associated with access to insurance coverage for mental health services. Utilizing your personal health insurance policy (if you do not have insurance, select a managed care company and explore their mental health benefits package) and determine if the policy covers mental health and/or substance abuse coverage. Call the 800 number on the card and obtain the following information: • Type of coverage available for (a) inpatient, (b) outpatient, and (c) partial hospitalization for mental health and substance abuse • Determine the fees, deductibles, and co-pays for the above three modalities for both coverage areas (mental health & substance abuse) • Ask if they will pay for out-of-network providers (i.e., professionals or programs of your choice that are not on their plan), and at what rate or percentage? • Determine eligibility for services and whether pre-existing conditions are covered • Ask about reimbursement rates if treatment is not deemed “medically necessary” • Find out if you would need a referral from a primary physician to receive counseling As you gather information, keep notes on two areas: 1. Information provided or not provided in response to your questions. 2. Thoughts and feelings that come up for you throughout the process. Once you have completed your investigation of benefits, you are to write an integrative summary of this information and process. Your support should include the following: 1. A summary of information obtained in response to your questions 2. A summary of your thoughts and feelings going through the process 3. A discussion of the implications this process might have for a potential service provider, clients, and for you as a counselor APA Format 2-4 pages	10%	9/30
Professional Membership 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, 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. 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	5%	11/18

Midterm Exam 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. <i>This assignment is related to Student Learning Outcome # 1-11.</i>	15%	10/2
Paper & Presentation: Populations Served by CMHC Students will select a population served by the Clinical Mental Health Field (abuse survivors, addicts, homeless, minority clients, foster families, veterans, etc.). Three major areas should be addressed within the paper 1. Broad-view: students will be required to identify past and present trends related to CMH for their chosen population. Indicate how has the mental health field has adapted (or failed to adapt) to the chosen population's unique needs and challenges? 2. Local Supports: students should identify local supports for their population, how supports are accessed and how their population would benefit from these local supports. 3. Students should explore this population from a Christian world view and identify what role the church may play in assisting or supporting this population. Students will prepare a 10-15 minute presentation as well as an outline and other related handouts/resources that will help the class better understand this population. Presentations should be creative and should reflect thought and effort. Papers will be 8-10 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.	20%	11/4
Agency Review, Interview and Class Presentation Students are required to select an agency that provides community mental health services. Students will need to interview someone on staff who can address the purpose, mission, and other questions relating to the organization. Agency visits are encouraged if allowed. Even if students cannot enter the facility, students should go to the facility to get an idea of parking and appearance. Upon completion of the interview, students will be required to write up their reaction to what they learned and share it with the class on Dec. 2. 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.	15%	12/2

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 4th 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!		
Research and Information: Each week students will need to locate, read, and summarize a journal article related to the reading for that class period. Journal articles must be from peer reviewed professional journals and may not be more than 5 years old. Summaries with APA style reference need to be posted on Blackboard each week prior to class.	10%	
Final Exam Students are required to take a comprehensive final exam. The final exam will cover all readings and class lectures. Students 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.	15%	

Textbooks

Required Textbook

Young, J.S., & Cashwell, C.S. (2017). *Clinical mental health counseling: elements of effective practice*. Los Angeles: SAGE.

Optional Readings

Gerig, M. S. (2017). *Foundations for mental health and community counseling: An introduction to the profession, 3rd ed.* Upper Saddle River, NJ: Pearson Prentice-Hall
ISBN: 978-0134384771

Rosenberg, J. & Rosenberg, S. (2018). *Community mental health: Challenges for the 21st century, 3rd ed.* New York: Routledge. ISBN: 978-1138913110

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

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

Additional Items and Policies

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 relate 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.

Classroom Participation/Active Dialogue

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

Disabilities and Accommodations

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, 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

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.

Emergencies:

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website (www.nobts.edu) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging service through SelfServe. This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

Extra Credit:

No extra credit will be given in this course.

Writing Style

All papers in counseling courses are to be written in American Psychological Association (APA) style. Please see the latest edition of the *Publication Manual of the American Psychological Association*.

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.

Professor's Policy on Late Assignments

All work is due on the assigned date in the syllabus. All class work is due at the dates specified. Late assignments will be given a deduction of half a grade per day after the due date. Any assignment submitted after the final exam will receive a grade of 0 points.

Professional Conduct

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 Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time. Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Reading Assignments

Students are responsible for completing all reading assignments.

Technical Assistance

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

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

Writing Center

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 assignment

Student Services

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, email us at 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	studentservices@nobts.edu	504.282.44 55 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.85 90	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.44 55 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.44 55 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.80 91	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.80 03	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.81 80	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.81 80	nobts.blackboard.com
Library	library@nobts.edu	504.816.80 18	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.80 18	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.80 18	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.44 55 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.80 04	www.nobts.edu/student-services/counseling-services.html
Women's Programs	womensacademic@nobts.edu	504.282.44 55 x3334	www.nobts.edu/women

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

CMHC: Clinical Mental Health Counseling

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

Week	Date	Learning Experience	Reading & Assignment Schedule
1	Aug. 26	Lecture & Discussion: Intro to Course History and Evolution of Clinical Mental Health Counseling	CMHC: Ch.1 History and Evolution of Clinical Mental Health Counseling
2	Sept. 2	Lecture & Discussion Advocacy and Social Justice	CMHC: Ch.3. Advocacy and Social Justice Blackboard Post
3	Sept. 9	Lecture & Discussion Continuum of Care	CMHC: Ch. 4 Continuum of Care Blackboard Post
4	Sept. 16	Lecture & Discussion Assessing Client Concerns	CMHC: Ch. 5 Assessing Client Concerns Blackboard Post
5	Sept. 23	Lecture & Discussion Diagnosis	CMHC: Ch. 6 Diagnosis Blackboard Post
6	Sept. 30	Lecture & Discussion Treatment Planning	CMHC: Ch. 7 Treatment Planning Blackboard Post Insurance Benefits Experience Due
7	Oct. 7	MIDTERM EXAM	
8	Oct. 14	Guest Speaker: Managed Care	CMHC: Ch. 9 Managed Care, Billing, & Documentation Blackboard Post
9	Oct. 21	FALL BREAK	
10	Oct.28	Lecture & Discussion Crisis Management	CMHC: Ch. 10 Crisis Management and Disaster Relief Blackboard Post
11	Nov. 4	Student Presentations on Populations Served by CMHC	CMHC: Ch. 11 The importance of Clinical Supervision to Effective Practice Blackboard Post Population Paper & Presentations Due: Populations Served by CMHC
12	Nov. 11	Wellness Day	CMHC: Ch. 12 Wellness, Self-care, and Burnout Prevention Blackboard Post
13	Nov. 18	Lecture & Discussion 13 Using Research to Improve Clinical Practice	CMHC: Ch. 13 Using Research to Improve Clinical Practice Blackboard Post Professional Membership
14	Nov.25	THANKSGIVING BREAK	

Week	Date	Learning Experience	Reading & Assignment Schedule
15	Dec. 2	Agency Project- Class Presentations	CMHC: Ch. 14 The Applications of Neuroscience to Clinical Mental Health Counseling Blackboard Post Agency Visit Reactions & Presentations Due
16	Dec. 9	Emerging Approaches to Clinical Mental Health Counseling	CMHC: Ch. 15 Emerging Approaches to Clinical Mental Health Counseling Blackboard Post
		Final Exam	

Signature Assignments

Key Performance Indicator	Learning Experiences	Assessments
5.C.2.k. Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	Instruction Lectures, class discussions	Signature Assignment Survey of Membership in a Professional Organization Beginning & End of Semester

Selected Bibliography

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5*. Washington, D.C: American Psychiatric Association.
- Frew, J. & Spiegler, M. D. (1st Rev.Ed.). (2013). *Contemporary psychotherapies for a diverse world*. New York: Routledge.
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- 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.
- Johnson, Eric L. & Stanton L. Jones. (2000). *Psychology and Christianity: Four views*. Downers Grove, Illinois: InterVarsity.
- Kanel, K. (3rd ed.). (2007). *A guide to crisis intervention*. Belmont, CA: Brooks/Cole.
- Lefley, H. P. (2002). Ethical issues in mental health services for culturally diverse communities. In P. Backlar & D. L. Cutler, *Ethics in community mental health care: Commonplace concerns* (pp. 3-22). New York: Kluwer Academic/Plenum Publishers.
- McMinn, M. & Meek, K. (2013). "Training Programs." In R. Saunders, *Ethics and the Christian mental health professional*. Downers Grove, IL.: InterVarsity Press.
- MacCluskie, K.C., & Ingersoll, R.E. (2001). *Becoming a 21st century agency counselor*. Belmont: Wadsworth.
- Seligman, L. (3rd ed.). (2004). *Diagnosis and treatment planning in counseling*. New York: Kluwer Academic/Plenum Press.
- Palmo, A. J., Weikel, W. J., & Borsos, D.P. (4thed.). (2011). *Foundations of mental health counseling*. Springfield, IL: Charles C. Thomas Pub.
- Rosenberg, J. & Rosenberg, S. (2nd ed). (2012). *Community mental health: Challenges for the 21st 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.