Instructor: Nathaniel N. Ivers, Ph.D., LPC, NCC  
Office: A117 Tribble Hall

Time and Location: Tuesday, Wednesday, Thursday 9:00am – 3:00pm. Tribble A-108

Required Text:


Supplemental Articles:


Email:
Correspondence and notices related to this course will be sent to your WFU email account. You must check this account to receive notices related to the course.

Student Responsibilities:
As a student taking this course, you are responsible for the following:
1. Regular class attendance and active participation in all classroom activities (discussions, presentations, exercises, etc.). Your attendance and active participation are critical to your own learning as well as the learning of your peers and the overall success of the course.

2. Completion of all required assignments and submission of completed assignments in accordance with established due dates. Late assignments will be docked 2 points for every day they are late (including weekends).

Course Content:

This course will examine selected issues related to clinical mental health counseling including but not limited to the following: Preparation Standards related to Clinical Mental Health Counseling, Advocacy and Consultation, Crisis Intervention, Private Practice, Spirituality in Counseling, Treatment Planning, and Case Note Writing.

Course Objectives: Knowledge, Skills and Practices

1. To recognize, understand, and demonstrate an integration of ethical and legal implications related to the practice of clinical mental health counseling.

2. Familiarize oneself with Professional Counseling Associations (ACA, NBCC, etc) and credentialing bodies (NCLPC) and their respective preparation standards relevant to the practice of clinical mental health counseling.

3. Understand the impact of crisis, disasters and other trauma-related events on people.

4. Understand the principles of crisis intervention for people during crisis, disasters, and other trauma-causing events.

5. Become familiar with the operation of an emergency management system within clinical mental health agencies and in the community.

6. Apply the DSM IV-TR to selected clinical issues for the purpose of diagnosis, treatment, and referral.

7. Apply multicultural competencies to case conceptualizations, diagnosis, and treatment of clinical mental health counseling.

8. Understand advocacy and consultation and their centrality to the practice of clinical mental health counseling (e.g., client support, influence public policy, enhancing equity, and access to clinical mental health services, etc.).

Method of Instruction:
This course is a seminar; therefore, the active participation of students in class discussion is expected. Students also will be traveling to community agencies to learn firsthand about various aspects of clinical mental health counseling. In addition, guest speakers will be utilized to supplement the course content.

**Class Policies and Procedures:**

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

*Attendance and Participation:*

Students will gain the most from this course when they attend and are prepared to actively participate. Therefore, each absence will result in a one letter grade reduction.

*Tardiness/Leaving Early:*

Class will begin promptly at the scheduled time and end at the scheduled time. It is your responsibility to schedule appointments, meetings, and personal business on your own time and not during class time. Being late or leaving early will negatively impact your participation grade.

*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](http://www.wfu.edu/studentlife/judicial/students.html). All work handed in for this course must be the student’s own work.

**Assignments and Evaluation:**

1. *Attendance and Participation – (10 points)* Attend all classes, complete all assigned readings, and actively participate in class discussions and activities.

2. *Class presentation – (40 points)* Select a clinical issue of interest not covered by the instructor in the course. Review the DSM-IV-TR diagnostic criteria, prevalence, etc., and prepare a presentation on the clinical issue that includes a case study, a Biopsychosocial case conceptualization/Treatment formulation of the case study, opportunities for advocacy, multicultural considerations, and legal/ethical implications.

   Research and support your presentation with current literature sources (no more than 1 website may be included). You may also seek consultation of a clinician in our community who may have expertise or clinical interest in your selected issue.

   The presentation should be 15 – 20 minutes in length (plus time for questions) and should be supplemented with at least one of the following: brochure, poster, paper, or PowerPoint. Presentations will occur on June 1st, 2nd, and 3rd.
3. **Advocacy Project** – (20 points) Read and familiarize yourself with the “Public Policy” link of ACA website. Identify a current legislative initiative (e.g. Medicare coverage, Improved Mental Health Services on College Campuses). Compose a letter requesting sponsorship of the Bill and submit it to your Senator/Representative.

Or, using resources from the ACA and NBCC websites, along with other reputable sources, develop a pamphlet or brochure that illustrates what clinical mental health counseling is, where clinical mental health counselors work, whom they serve, and their overall importance to the state of North Carolina.

4. **Comprehensive Examination** – (30 points) The final exam will be administered in class on June 4th and will cover material from the class lecture, readings, guest lectures, and field trips. The exam will consist of multiple choice, short answer, and essay questions.

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<thead>
<tr>
<th>Assignment</th>
<th>Point Potential</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Attendance and Participation</td>
<td>10</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>40</td>
<td>June 1, 2, or 3</td>
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<tr>
<td>Advocacy Project</td>
<td>20</td>
<td>June 4</td>
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<tr>
<td>Comprehensive Exam</td>
<td>30</td>
<td>June 4</td>
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**Grading Scale:**

- A: 93-100
- A-: 90-92
- B+: 87-89
- B: 83-86
- B-: 80-82
- C+: 77-79
- C: 73-76
- C-: 70-72
- D: 60-69
- F: < 60

**Class Schedule** (subject to change):

<table>
<thead>
<tr>
<th>Date</th>
<th>Focus</th>
<th>Assignment Due Dates and Readings</th>
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CMHC: A.1.5; C.7.8; D.8; G.1; K.4

CMHC: A.1.4; C.1.8.9; D.3; E.4.6; F.2

CMHC: A.1.4; C.1.5.9; D3

CMHC: A.1; C.5.8.9; E.1; H.3)
<table>
<thead>
<tr>
<th>Date</th>
<th>Morning Activity</th>
<th>Afternoon Activity</th>
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<tbody>
<tr>
<td>Tuesday, May 25</td>
<td><strong>Juvenile Court Visit</strong></td>
<td>Be at the courthouse by 8:45 a.m.</td>
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<td>Afternoon: Introduction to Course and Review of Syllabus Crisis intervention</td>
<td>Chapters 1, 2, 3 (Collins &amp; Collins) Assign Dyads</td>
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<td>Wednesday, May 26</td>
<td>Morning: Crisis Intervention, CMHC Identity, CACREP Standards;</td>
<td>Chapters: TBD by class (Collins &amp; Collins)</td>
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<td></td>
<td>DSM-IV-TR and Family Services discussion by <strong>Kyle Short</strong></td>
<td><a href="http://www.counseling.org/Students/">http://www.counseling.org/Students/</a></td>
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<td></td>
<td>Afternoon: CMHC Consultation, Vienna discussion</td>
<td><a href="http://www.counseling.org/Counselors/LicensureAndCert.aspx">http://www.counseling.org/Counselors/LicensureAndCert.aspx</a></td>
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<td>Thursday, May 27</td>
<td>Morning: Consultation continued (if needed) Spirituality/Religious Issues in</td>
<td>Cashwell et al. (2007)</td>
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<td>Counseling Guest Lecturer: <strong>Dr. Laura Veach</strong></td>
<td>Cameron and turtle song (2002)</td>
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<td>Afternoon: Writing SOAP Notes and developing case formulations using a</td>
<td>Ross (2000)</td>
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<td>biopsychosocial model</td>
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<td>Tuesday, June 1</td>
<td>Morning: Case Presentations, Private Practice</td>
<td>Walsh and Dasenbrook (pp. 1 – 78)</td>
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<td>Wednesday, June 2</td>
<td>Morning: Case Presentations, Private Practice</td>
<td>Walsh and Dasenbrook (pp. 79-132)</td>
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<td>Afternoon: Private Practice</td>
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<td>Thursday, June 3</td>
<td>Morning: Case Presentations, catch up, review for final</td>
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<td>Afternoon: Final Exam</td>
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*Note: This class schedule of readings and assignments is tentative and may be altered or changed during the semester at the discretion of the professor.*