Western Kentucky University
Department of Counseling and Student Affairs
Jill Duba Sauerheber, Ph.D., LPCC, NCC, RTC, EMDR Certified
Gary A. Ransdell Hall #2016
Office Phone: 270.745.4799
Email Address: jillduba.sauerheber@wku.edu

May 13 to June 21
Monday, Tuesday, and Thursday, 5-7:30 pm

Course
CNS 587 Professional Mental Health Counseling Practice. Professional mental health counseling practice topics including and not limited to counseling supervision, advocacy, consultation, current research, and trends in mental health counseling. Prerequisites: Admitted to MAE Counseling, Mental Health Counseling concentration and CNS 560.

Purpose of the Course
This course is designed to provide students with an understanding of practice issues and trends in Professional Counseling.

Course Objectives
This course is designed to achieve learning outcomes consistent with the following 2009 CACREP Accreditation Standards:

Clinical Mental Health Counseling Outcomes:
FOUNDATIONS
A. Knowledge
> 5.   Understands a variety of models and theories related to clinical mental health counseling including the methods, models, and principles of clinical supervision.
> 7.   Is aware of 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).

COUNSELING, PREVENTION, AND INTERVENTION
C. Knowledge
> 1.   Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society
> 3.   Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).
> 9.   Understands professional issues relevant to the practice of clinical mental health counseling

DIVERSITY AND ADVOCACY
E. Knowledge
> 6.   Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services

Required and Recommended Course Readings
Required Texts
Borders, L. D., & Brown, L, L. (2005). *New handbook of counseling supervision*. Mahwah, NJ: Lawrence Erlbaum Associates. (ISBN# 13: 978-0-80585-3698)
Teed, E. L., & Scileppi, J. A. (2006). *The community mental health system: A navigational guide for*

providers. Boston, MA: Pearson. (ISBN# 13: 978-0-20548-6656)
American Psychological Association. (2010). P*ublication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. (ISBN# 1-4338-0561-8)

Other Required Reading
ACA Public Policy http://www.counseling.org/PublicPolicy/
NAMI Public Policy http://www.nami.org/template.cfm?section=about_public_policy
Association for Counselor Education and Supervision (ACES) website http://www.acesonline.net/
Southern Association for Counselor Education and Supervision (SACES) website
http://www.saces.org/home/home.asp
ACA Code of Ethics
ACES Supervision Resources http://www.acesonline.net/members/supervision/ (ACES Standards for Counseling Supervisors (JCD v69 n1); Curriculum Guide; Ethical Standards for Supervisors
KCA http://www.kyca.org/; http://www.kyca.org/displayemailforms.cfm?emailformnbr=138246

Buchanan, R. L., & Bowen, G. L. (2008). In the context of adult support: The influence of peer support on the psychological well-being of middle-school students. *Child and Adolescent Social Work Journal, 25*, 397-407.
Floyd, M. (2003). Bibliotherapy as an adjunct to psychotherapy for depression in older persons. *Journal of Clinical Psychology, 59*, 187-195.
Garcia, Y. E., Metha, A., Perfect, M. C., & McWhirter, J. J. (1997). A senior peer counseling program: Evaluation of training and benefits to counselors. *Educational Gerontology, 23*(4), 329-344.
Herr, E. L., Heitzmann, D. E., & Rayman, J. R. (2006). *The professional counselor as administrator: Perspectives on leadership and management in counseling services.* Mahwah, NJ: Lawrence Erlbaum Associates.
Keys, S. G., Bemak, F., Carpenter, S. L., & King-Sears, M. E. (1998). Collaborative consultant: A new role for counselors serving at-risk youths. *Journal of Counseling & Development, 76*, 123-133.
LaForge, J., & Henderson, P. (1990). Counselor competency in the courtroom. *Journal of Counseling & Development, 68*, 456-459.
Lampropoulos, G., & Spengler, P. M. (2005). Helping and change without traditional therapy: Commonalities and opportunities. *Counselling Psychology Quarterly, 18*(1), 47-59.
Lee, C. C., & Rodgers, R. A. (2009). Counselor advocacy: Affecting systemic change in the public area. *Journal of Counseling & Development, 87*, 284-287.
Lefley, H. P. (2009). A psychoeducational support group for serious mental illness. *The Journal for Specialists in Group Work, 34*(4), 369-381.
Moe, J. J., & Perera-Diltz, M. (2009). An overview of systemic-organizational consultation for professional counseling. *Practice, Theory, & Research, 37*, 27-37.
Murray, C. E. (2006). Professional responses to government-endorsed premarital counseling. *Marriage & Family Review, 40*(1), 53-67.
Pearson, Q. M. (2006). Psychotherapy-driven supervision: Integrating counseling theories into role-based supervision. *Journal of Mental Health Counseling, 28*(3), 241-252.
Pearson, Q. M. (2001). A case in clinical supervision: A framework for putting theory into practice. *Journal of Mental Health Counseling, 23*(4), 174-183.
Pearson, Q. M. (2000). Opportunities and challenges in the supervisory relationship:

Implications for counselor supervision. *Journal of Mental Health Counseling, 22*(4), 283-294.

Stinchfield, T. A., & Zyromski, B. (2010). A training model for school, family, and community collaboration. *The Family Journal, 18*(3), 263-268.

Wilcoxon, S. A., Magnuson, S., & Norem, K. (2008). Institutional values of managed mental health care: Efficiency or oppression? *Multicultural Counseling and Development, 36*, 143-154.

Required Reading for each Class Session

Students are expected to complete all required reading for each class session. Consequently, students are encouraged to take notes on the required reading including the text readings, articles, related documents (e.g., power points), as well as web-sites noted on the schedule and under the related Content Folder of BBD so that they are prepared for the given class discussion.Finally, all documents should be printed and brought to each respective class session (with the exception of web-sites). See the Schedule noted at the end of the syllabus.

Recommended Reading

Bernard, J. M., & Goodyear, R. K. (2009). *Fundamentals of clinical supervision* (4th ed.). Upper Saddle River, NJ: Pearson.

Bruneau, L., Bubenzer, D. L., & McGlothin, J. M. (2010). Revisioning the self: A phenomenological investigation into self-help reading. *Journal of Humanistic Counseling, Education, and Development, 49*, 217-230.

Campbell, J. M. (2006). *Essentials of clinical supervision.* Hoboken, New Jersey: Wiley.

Cobia, D. C., & Boes, S. R. (2000). Professional disclosure statements and formal plans for supervision: Two strategies for minimizing the risk of ethical conflicts in post-master's supervision. *Journal of Counseling & Development, 78*, 293-296.

Danzinger, P. R., & Welfel E. (2001). The impact of managed care on mental health counselors: A survey of perceptions, practices, and compliance with ethical standards. *Journal of Mental Health Counseling, 23*(2), 137-150.

Doughty, E. A., & Leddick, G. R. (2007). Gender differences in the supervisory relationship. *Journal of Professional Counseling, 35*(2), 17-30.

Fennel, D. C., & Fishel, A. H. (1998). Parent education: An evaluation of STEP on abusive parents' perceptions and abuse potential. *Journal of Child and Adolescent Psychiatric and Mental Health Nursing, 11*(3), 107-120.

George, G. O., Hosford, R. E., & Moss, C. S. (1978). Using videotape programs for training inmates in peer counseling techniques. *Teaching of Psychology, 5*(4), 205-207.

Gingrich, F., & Worthington, E. L. (2007). Supervision and the integration of faith into clinical practice: Research considerations. *Journal of Psychology and Christianity, 26*(4), 342-355.

Glosoff, H. L., & Durham, J. C. (2010). Using supervision to prepare social justice counseling advocates. *Counselor Education & Supervision, 50*, 116-129.

Guiffrida, D. A., Jordan, R., Saiz, S., & Barnes, K. L. (2007). The use of metaphor in clinical supervision. *Journal of Counseling & Development, 85*, 393-400.

Henderson, P. G. (2008). *The new handbook of administrative supervision in counseling.* Florence, KY: Routledge.

Herr, E. L. (2003). The future of career counseling as an instrument of public policy. *The Career Development Quarterly, 52,* 8-17.

Jackson, D. N., & Hayes, D. (1993). Multicultural issues in consultation. *Journal of Counseling & Development, 72*, 144-147.

Karuna, A. (2011). Hand in hand, heart to heart: Peer counseling in community.
        Communities, 32-35.
Lawson, G., Hein, S. F., & Getz, H. (2009). A model for using triadic supervision in
        counselor preparation programs. *Counselor Education & Supervision, 48*, 257-
        270.
Meyers, S. A. (1998). An ecological approach to enhancing parenting skills in family
        therapy. *Contemporary Family Therapy, 20*(1), 123-136.
Milliren, A., Clemmer, F., & Wingett, W. (2006). Supervision: In the style of Alfred
        Adler. *Journal of Individual Psychology, 62*(2), 89-105.
Neufeldt, S. A. (1999). *Supervision strategies for the first practicum*. Alexandria, VA:
        ACA.
Ronnestad, M H., & Skovholt, T. M. (1993). Supervision of beginning and advanced
        graduate students of counseling and psychotherapy. *Journal of Counseling & Development, 85*,
        396-405.
Skovholt, T. (2001). *The resilient practitioner*. Needham Heights: Allyn & Bacon.
Strunk, W., & White, E. B. (2009). *The elements of style* (5th ed.). New York: Pearson
        Education.

Methods of Instruction

The course is a mixture of lecture, large and small group discussion/exercises, and blackboard discussions and exercises. All students are expected to read the entirety of each blackboard discussion including the instructor's reply posts to other students.

Course Requirements

1. Attendance, Preparation, and Participation
2. Project Presentation (CHMC A.5., A.7., C.1., C.3., C.9.)
3. Public Policy Action (CHMC E.6.)
4. Supervisee Cases

Student Evaluation Criteria and Procedures:

Rubrics for the assignments are noted at the end of the syllabus. Percentages of points counting towards the final grade are distributed as follows:

Participation/Attendance (3 points per class meeting)   24 points
BBD Posts   16 points
BBD Discussions   60 points
Public Policy Action   20 points
Project Presentation   48 points
Supervisee Cases   10 points
        TOTAL POSSIBLE   178 points
Grades for the course are determined by the following:
        A   90% - 100% of total points
        B   80% - 89% of total points
        C   70% - 79% of total points
        D   60% - 69% of total points
        F   59% and below

Late or Missing Assignments

Course assignments are due on the date indicated in the syllabus unless other arrangements are made with

the course instructor prior to the due date. Late assignments will be penalized by a deduction of 3 points per each day late; assignments past due one week are not accepted. BBD assignments are due on the date noted; late submissions are not accepted under any circumstance.

Use of Current Research
Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard site.

Use of Technology in Course
Blackboard will be used for communication, to distribute relevant course information, as well for the submission of assignments. All written assignments should be saved with the file name: Course + Assignment Abbreviation + last name + first initial. For example, "CNS587ProjectSauerheberJ." When e-mailing your professor about something related to this course, please use the following heading in the e-mail subject line: Course + last name + first initial. For example, "CNS 587SauerheberJ."

Cell phones must be turned off at the start of class unless there is an emergency situation. Laptops should only be used during class lectures and should be put away during demonstrations, experiential activities and discussions. Use of cell phones and laptops is considered discourteous when other students and the instructor are involved in demonstrations or experiential activities.

Students with Disabilities Who Require Accommodations
Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A200. The OFSDS telephone number is (270)745-5004; TTY is 745-3030. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Academic Integrity
Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university. Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member. Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

Academic Performance
As graduate students and professionals-in-training, graduate studies should be viewed from the prospective of

professional development. Graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance. Review the rubric used to evaluate students' professional performance in each course at: http://edtech.wku.edu/~counsel/downloads/CNS_Graduate_Student_Handbook.pdf. Understand that students' academic performance (grades) is monitored. See the graduate catalog and Department of Counseling & Student Affairs Graduate Student Handbook for more details. Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department's web site. Included in that document is the process that requires all students to be routinely evaluated using the Professional Performance Review process and rubric. The handbook discusses this and other important information.

Flexibility Clause
The aforementioned requirements, assignments, policies, evaluation procedures, etc are subject to change. Candidates' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

Course Schedule
Students are responsible for reading all accompanying documents located in BBD (including power point lectures, articles, and other documents). Students may need to read ahead in order to be properly prepared for course assignments, quizzes, and final exam. Students are responsible for reading accompanying documents on BBD; and expected to print out the content located on BBD for each class meeting. Because of the very condensed nature of this course, discussion periods are only for a couple of week days. Discussions close at 11:59 pm on the last day of the period. For example, the discussion beginning on May 14th will close on May 17th at 11:59 pm. Discussions made in this discussion forum after this date will not be counted for credit. Main posts for each discussion period must be posted by the second day of the period in order to be considered timely.

http://edtech2.wku.edu/portfolio

Note: **ALL Students MUST create an account in the CEBS Electronic Portfolio System.**

Please note that the College of Education and Behavioral Sciences mandates that all students create an account in the CEBS Electronic Portfolio system. Additionally, you are expected to upload assignments for specific classes that indicate that you have met a critical performance standard, which is any piece of evidence (document, image, video, etc.) required by a program and produced by the student that demonstrates the student has met a standard (in whole or in part). For CNS587, you are required to upload your *Project Presentation (PPT)* and *Public Policy Action)*. Also, please note that this is a requirement for NCATE (the National Council for Accreditation of Teacher Education).

If you have not registered for the CEBS Electronic Portfolio, **Create a New Student Account.** If you need directions, please follow the instructions at:
http://edtech2.wku.edu/portfolio/studenthelp/student_instructions.php

Please note the following directions:

***Your paper should be saved as a Microsoft Word document.**

- Go to http://www.wku.edu
- Select "Academics" (on left side)
- Select "College of Education & Behavioral Sciences"
- Select Electronic Portfolio System (under Educational Technology)
- Select "Student Login" (you need your WKU ID and password)
- Select CNS587 (click on "View Critical Performances")
- You will see "Project Presentation"
- Click on "Upload/View Files"
- Follow the directions to upload your document (this is similar to adding an email attachment)

	Public Policy Action CNS 587, Summer 2013 Student Name: _____		Instructor Name: Dr. Jill Duba Sauerheber	
Requirement	**Student inconsistently, or rarely meets assignment requirements and expectations** **1**	**Student somewhat meets assignment requirements and expectations** **2**	**Student meets assignment requirements and expectations** **3**	**Student exceeds assignment requirements and expectations** **4**
1. Written Document: A.1. Why Current Issue was Chosen (CACREP Standard CMHC E.6.)	Requirement hardly met; limited attention and/or effort put into description	Requirement slightly met; content a bit unclear and/or slightly illustrated a conceptualization of the current issue on the profession	Content was delivered with clarity; references from course and/or program were used to support choice; adequate illustration of conceptualization of current issue on profession	Content was delivered with exceptional clarity; references from course and program were used to support choice of action; exceptional illustration of conceptualization of current issue on profession
2. Written Document: A.2. Description of Personal Experience (CACREP Standard CMHC E.6.)	Requirement hardly met; limited attention and/or effort put into description	Requirement slightly met; content a bit unclear and/or slightly illustrated personal awareness when taking part in action	Content was delivered with exceptional clarity; illustration of personal awareness when taking part in action; as well as seriousness of the action taken	Content was delivered with exceptional clarity; illustration of acute awareness, as well as seriousness of the action taken
2. Written Document: A.3. Description of Telephone Contact (CACREP Standard CMHC E.6.)	Phone contact not detailed	Some details of phone contact mentioned	Phone contact details included	Phone contact details included; details about conversation provided
4. Written Document: APA formatting, spelling and grammar	APA formatting Almost nonexistent; various spelling errors made throughout the document	Multiple mistakes in APA formatting, spelling	Few errors made in APA formatting and/or spelling	No mistakes
5. Correspondence (CACREP Standard CMHC E.6.): Professionally written letter	Letter was hardly professional (i.e., grammatical, spelling and formatting errors); poor illustration of effort	Letter was slightly professional (i.e., with some grammatical and/or spelling errors); illustration of limited effort	Letter is professionally written, included personal credentials, and covers needed content; contact was appropriate	Letter is professionally written, goes beyond outline noted on web-site; contact made was more than expected (i.e., more than one contact was made, various mediums of contact made); includes personal credentials and affiliations

Project Presentation CNS 587, Summer 2013				
Student Name: _____ **Instructor Name: Dr. Jill Duba Sauerheber**				
Requirement	Student inconsistently, or rarely meets assignment requirements and expectations 1	Student somewhat meets assignment requirements and expectations 2	Student meets assignment requirements and expectations 3	Student exceeds assignment requirements and expectations 4
1. Presentation Format: formatted on Power Point; headings used to clearly designate each of the required content elements; no more than 15 slides, neatly organized, and eye catching	Many elements of assignment were not designated with headings; content was difficult to read, unorganized and unclear; the power point was carelessly constructed; slide count not met.	Requirement slightly met; some of the required elements of assignment were not designated with headings; content was sometimes not easy to read; lack of organization; slide count not met	Power Point used; headings used to clearly designate each of the required content elements; number of slides did not surpass 15; content delivered with clarity and organization	Various sub-headings were used to describe the topic and sub-topics with greater clarity; creativity was used in power point; content was delivered with exceptional clarity, and organization
2. Presentation Format: APA formatting, spelling and grammar	APA formatting almost nonexistent; various spelling errors made throughout the document	Multiple mistakes in APA formatting, spelling	Few errors made in APA formatting and/or spelling	No mistakes
3. Presentation Content: A.1. Topic (CACREP Standard C.9.)	Topic is not current or necessarily relevant; and is inconsistently supported in current literature	Topic is somewhat timely and current; somewhat relevant to counseling and mental health practices; literature cited was limited	Timely, relevant to current counseling, prevention and intervention mental health practices, and supported in the literature and other sources of information	Timely, relevant to current counseling, prevention and intervention mental health practices, and clearly supported in an exhausted list of references from the literature and other sources of information
4. Presentation Content: A.2. Prevention, Intervention, and Education (CACREP Standard CMHC C.1.)	(a) information and sub-topics are inconsistently synthesized from references; (b) the required element is weakly supported through the use of appropriate and informative sub-topics; (c); references are rarely or not listed on slides as appropriate; (d) a thoughtful,	(a) information and sub-topics are somewhat synthesized from some references; (b) the required element is often not supported through the use of appropriate and informative sub-topics; (c); important references sometimes left out of slides as appropriate; (d) a thoughtful, conceptualization of the	(a) information and sub-topics are adequately synthesized from an adequate list of references; (b) the required element is appropriately supported through the use of sub-topics; (c); references should be listed on slide as appropriate; (d) information adequately illustrates a thoughtful, conceptualization of the required element; (e) information adequately contributes to the knowledge base of audience	(a) information is effectively synthesized from an exhausted list of references; (b) the required element is effectively elaborated upon with appropriate and informative sub-topics and important details; (c) references are always listed on slide as appropriate; (d) information effectively illustrates a thoughtful, conceptualization of the required element (e)