Syllabus

Course Overview

This course is delivered in the GuidedPath format. It is an introduction to current practices and trends in the clinical mental health counseling profession. Learners will analyze the effects of current issues and public policy on the practice of clinical mental health counseling. Learners will also examine professional counselors' roles in a variety of health service delivery modalities within the continuum of care, including models and strategies of professional consultation and supervision.

Quiz Activities

There will be quizzes in Units 3 and 10 of this course to help you master learning objectives and also to help prepare you for the state licensure exams every professional counselor must take. Social Psychology Network's Tips on Taking Multiple-Choice Tests, based on research on testing skills and test anxiety, is a recommended resource to help you prepare.

APA Style and Format

In this course, you will use APA style and formatting for all discussions and assignments. Use Academic Writer for guidance in citing sources and formatting your paper in proper APA style. See the APA Style and Format section of the Writing Center for instructions on accessing and using Academic Writer. **Note:** This link is also available in the Resources in your course assignments.

SafeAssign

This course requires you to use the SafeAssign tool. The SafeAssign source matching tool is available to you via a link in the courseroom. SafeAssign supports the development of your skills in preparing written coursework—both discussions and assignments. Each submission generates a report, called an originality report, to help ensure that you have used outside sources ethically and effectively. By submitting work to SafeAssign as drafts, you can make revisions before submitting final work for grading. Please plan your time to submit work to SafeAssign a few days before the final submission deadline, so that you can make any needed revisions before submitting your work to your instructor for a grade.

For more information, please see Capella's SafeAssign resources on Campus.

Accreditation

The following table shows how COUN5223 course competencies align with CACREP Accreditation Standards:

CACREP Accreditation Standards

CACREP Accreditation Standards	COUN5223 Course Competencies
MHC Foundations **1a.** Knows the history and development of clinical mental health counseling. **Professional Counseling Orientation & Ethical Practice** **2.F.1.a** Knows the history and philosophy of the counseling profession and its specialty areas. **2.F.1.h** Knows current labor market information relevant to opportunities for practice within the counseling profession. **2.F.1. l** Knows ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	1. Evaluate the key factors in the development, history, and current opportunities for ethical practice in the clinical mental health counseling profession.
MHC Contextual Dimensions **2k.** Knows professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. **Professional Counseling Orientation & Ethical Practice** **2.F.1.g** Knows professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.	2. Evaluate effects of public policy and legislation on credentialing, certification, licensure, and

CACREP Accreditation Standards	COUN5223 Course Competencies
	accreditation practices relevant to the clinical mental health counselor. *Sub-competency 2.1:* Research professional organizations, including professional membership benefits, activities, services to members and current issues.
MHC Contextual Dimensions **2c.** Knows 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. **MHC Contextual Dimensions** 3.d Knows strategies for interfacing with integrated behavioral health care professionals.	3. Describe strategies for interfacing with behavioral health care professionals in mental health service delivery modalities and networks across the continuum of care.
MHC Practice **MHC 3E.** Knowsstrategies to advocate for persons with mental health issues. **Professional Counseling Orientation & Ethical Practice** **2.F.1.d**Knows the role and process of the professional counselor advocating on behalf of the profession. **2.F.1.e**Knows advocacy processes needed to address institutional and social barriers that impeded access, equity, and success for clients.	4. Apply the advocacy methods and strategies used by clinical mental health counselors.
Counseling and Helping Relationships **2.F.1.m** Knows the role of counseling supervision in the profession. **2.F.5.c** Knows theories, models, and strategies for understanding and practicing consultation. **2.F.8.e.** Understands the importance of evaluation of counseling interventions and programs.	5. Describe the theories, models, and strategies used by counselors for supervision and consultation.
	6. Communicate

CACREP Accreditation Standards	COUN5223 Course Competencies
	in a manner that is scholarly, professional, and consistent with expectations for members of the counseling professions.

Course Competencies

To successfully complete this course, you will be expected to:

1. Identify the key factors in the development, history, and current opportunities for ethical practice in the clinical mental health counseling profession.

2. Evaluate effects of public policy and legislation on credentialing, certification, licensure, and accreditation practices relevant to the clinical mental health counselor.

3. Plan strategies for interfacing with behavioral health care professionals in mental health service delivery modalities and networks across the continuum of care.

4. Apply the advocacy methods and strategies used by clinical mental health counselors.

5. Describe the theories, models, and strategies used by counselors for supervision and consultation.

6. Communicate in a manner that is consistent with the expectations of a clinical mental health professional.

Course Prerequisites

There are no prerequisites for this course.

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the Course Materials page on Campus for more information.

Book

Erford, B. T. (2018). *Orientation to the counseling profession: Advocacy, ethics, and essential professional foundations* (3rd ed.). New York, NY: Pearson. ISBN: 9780134387796.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool.

- Ackman, P. (2012). Helping the helpers: Consultation to childcare staff using psychoanalytically informed developmental concepts. *Psychoanalytic Inquiry*, *32*(2), 186–204.
- ALGBTIC LGBQQIA Competencies Taskforce. (2013). Association for lesbian, gay, bisexual, and transgender issues in counseling competencies for counseling with lesbian, gay, bisexual, queer, questioning, intersex, and ally individuals. *Journal of LGBT Issues in Counseling, 7*(1), 2–43.
- Bemak, F., & Chung, R. C. (2017). Refugee trauma: Culturally responsive counseling interventions. *Journal of Counseling & Development, 95*(3), 299–308.
- Bischoff, R. J., Springer, P. R., Reisbig, A. M. J., Lyons, S., & Likcani, A. (2012). Training for collaboration: Collaborative practice skills for mental health professionals. *Journal of Marital and Family Therapy*, *38*(s1), 199–210.
- Burns, S. T. (2014). Mental health counselors' use of the transtheoretical model in interprofessional collaboration. *Journal of Counselor Leadership and Advocacy*, *1*(2), 152–165.
- Field, T. A. (2017). Clinical mental health counseling: A 40-year retrospective. *Journal of Mental Health Counseling, 39*(1), 1–11.
- Goldsmith, J. S., & Kurpius, S. E. R. (2015). Older adults and integrated health settings: Opportunities and challenges for mental health counselors. *Journal of Mental Health Counseling*, *37*(2) 124–137.
- Kaplan, D. M., & Kraus, K. L. (2018). Building blocks to portability: Culmination of the 20/20 initiative. *Journal of Counseling & Development, 96*(2), 223–228.

- Kaplan, D. M., Tarvydas, V. M., & Gladding, S. T. (2014). 20/20: A vision for the future of counseling: The new consensus definition of counseling. *Journal of Counseling & Development*, *92*(3) 366–372.
- Kress, V. E., & Barrio Minton, C. A. (2015). Thomas J. Sweeney: A visionary leader and advocate for the counseling profession. *Journal of Counseling and Development*, *93*(1), 114–118.
- Lawson, G., Trepal, H. C., Lee, R. W., & Kress, V. (2017). Advocating for educational standards in counselor licensure laws. *Counselor Education and Supervision*, *56*(3), 162–176.
- Myors, K. A., Schmied, V., Johnson, M., & Cleary, M. (2013). Collaboration and integrated services for perinatal mental health: An integrative review. *Child and Adolescent Mental Health*, *18*(1), 1–10.
- Taylor, W. D., Asgary-Eden, V., Lee, C. M., & LaRoche, K. J. (2015). Service providers' adherence to an evidence-based parenting program: What are they missing and why? *Journal of Child and Family Studies*, *24*(1), 50–56.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Counseling Association. (2014). ACA code of ethics [PDF]. Available from http://www.counseling.org/
- American Counseling Association. (2019). 20/20: A vision for the future of counseling. Retrieved from http://www.counseling.org/knowledge-center/20-20-a-vision-for-the-future-of-counseling
- American Counseling Association. (2019). ACA Branches. Retrieved from http://counseling.org/about-us/divisions-regions-and-branches/branches
- American Counseling Association. (2019). ACA divisions. Retrieved from http://counseling.org/about-us/divisions-regions-and-branches/divisions
- American Counseling Association. (2019). Competencies. Retrieved from https://www.counseling.org/knowledge-center/competencies
- American Counseling Association. (2019). Federal issues. Retrieved from https://www.counseling.org/government-affairs/federal-issues
- American Counseling Association. (2019). Government affairs: Latest news & updates. Retrieved from http://counseling.org/government-affairs/public-policy
- American Counseling Association. (2019). Retrieved from https://www.counseling.org/
- American Counseling Association. (2019). State issues. Retrieved from https://www.counseling.org/government-affairs/state-issues
- American Mental Health Counselors Association. (2015). AMHCA code of ethics [PDF]. Available from http://www.amhca.org
- American Mental Health Counselors Association. (2018). AMHCA's policy agenda. Retrieved from http://www.amhca.org/advocacy/policyagenda
- American Mental Health Counselors Association. (2018). Retrieved from http://www.amhca.org/
- Association for Spiritual, Ethical, and Religious Values in Counseling. (n.d.). Spiritual and religious competencies. Retrieved from http://www.aservic.org/resources/spiritual-competencies/
- Bureau of Labor Statistics. (2016). Occupational employment statistics: Occupational employment and wages, May 2016, 21-1014 mental health counselors. Retrieved from https://www.bls.gov/oes/2016/may/oes211014.htm
- Bureau of Labor Statistics. (n.d.). Occupational employment statistics. Retrieved from https://www.bls.gov/oes/
- Bureau of Labor Statistics. (n.d.). Occupational outlook handbook. Retrieved from https://www.bls.gov/ooh/
- Chi Sigma Iota. (2018). Chapter: Chi Upsilon Chi - Capella University. Retrieved from http://www.csi-net.org/members/group.aspx?id=111382
- Chi Sigma Iota. (n.d.). Retrieved from http://www.csi-net.org
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP). (n.d.). Understanding accreditation: Types of accreditation. Retrieved from: http://www.cacrep.org/value-of-accreditation/understanding-accreditation/
- Forester-Miller, H., & Davis, T. E. (2016). Practitioner's guide to ethical decision making (Rev. ed.) [PDF]. *American Counseling Association*. Retrieved from http://www.counseling.org/docs/default-source/ethics/practioner%27s-guide-to-ethical-decision-making.pdf
- Mental Health America. (n.d.). Position statements. Retrieved from http://www.mentalhealthamerica.net/position-statements
- Mental Health America. (n.d.). Ranking the states. Retrieved from https://www.mhanational.org/issues/ranking-states
- National Board for Certified Counselors. (n.d.). Board certification. Retrieved from http://www.nbcc.org/Certification
- O*Net Online. (n.d.). Summary report for: 21-1014.00 - mental health counselors. Retrieved from http://www.onetonline.org/link/summary/21-1014.00
- Social Psychology Network. (n.d.). Tips on taking multiple-choice tests. Retrieved from http://www.socialpsychology.org/testtips.htm
- United States Department of Labor. (1991). Dictionary of occupational titles (fourth edition). Retrieved from https://www.oalj.dol.gov/PUBLIC/DOT/REFERENCES/DOTINTRO.HTM

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Library

The following optional readings may be available in the Capella University Library. To find specific readings by journal or book title, use Journal and Book Locator. Refer to the Journal and Book Locator library guide to learn how to use this tool. If the full text is not available, you may be able to request a copy through the Interlibrary Loan service.

- Shear, M. K., & Gribbin Bloom, C. (2017). Complicated grief treatment: An evidence-based approach to grief therapy. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, *35*(1), 6–25.

Unit 1 ›› History and Philosophy of the Clinical Mental Health Profession

Introduction

Clinical mental health counseling has evolved as a profession over the last 100 years. This unit will provide an overview of the history that led to the creation of clinical mental health counseling as a specialty. You will learn the key components of the professional identity of clinical mental health counselors (CMHCs), and explore contemporary issues for the profession. You will also research current labor market information for your state for practice within the counseling profession.

Learning Activities

u01s1 - Studies

Readings

In your textbook, *Orientation to the Counseling Profession*, read the following:

- Chapter 1, "Becoming a Professional Counselor: Philosophical, Historical, and Future Considerations," pages 3–34.
- From Chapter 9, "Technology Use and Career Resources," pages 308–309.

Use the Capella Library to read the following:

- Kaplan, D. M., Tarvydas, V. M., & Gladding, S. T. (2014). 20/20: A vision for the future of counseling: The new consensus definition of counseling. *Journal of Counseling & Development*, *92*(3) 366–372.
- Field, T. A. (2017). Clinical mental health counseling: A 40-year retrospective. *Journal of Mental Health Counseling, 39*(1), 1–11.

Use the Internet to read the following:

- American Counseling Association. (2019). 20/20: A vision for the future of counseling. Retrieved from http://www.counseling.org/knowledge-center/20-20-a-vision-for-the-future-of-counseling

Multimedia

Complete the following:

- Significant Events in the Development of the Counseling Profession.
  - You viewed this timeline in a previous course. This time, review it with an eye to how social trends and historical events have influenced the development of clinical mental health counseling as a specialty area of counseling practice, and how they continue to influence issues and priorities of the profession today.

Using SafeAssign: A Tool for Avoiding Plagiarism

In this course, you will begin formulating your professional counselor identity. Part of your identity will be a sense of yourself as an ethical professional. In Unit 4 you will review the ethics code of the American Counseling Association (ACA). In the code, Standards G.5.b and G.5.c state that "counselors do not plagiarize; that is, they do not present another person's work as their own," and instead "counselors acknowledge and give recognition to previous work on the topic by others or self" (ACA, p. 17).

SafeAssign, a source matching tool to support the ethical practice of appropriate attribution of ideas, is the tool Capella uses. All courseroom assignments are automatically analyzed by the SafeAssign originality tool when you submit them for faculty evaluation. In addition to the automatic

submission, this course also requires you to submit your work as a draft, then review and revise before submitting as an assignment. SafeAssign is available via a link in the courseroom. It supports the development of your skills in preparing written coursework—both discussions and assignments.

When you submit your work online to the SafeAssign service, an originality report is generated. You can use this report to ensure that you have used your sources both ethically and effectively. The report will highlight any areas that could be of concern and might be considered plagiarism. However, unlike Smarthinking, SafeAssign does not provide feedback on your overall writing; it is only a tool to determine how well you have used your resources.

Use Campus to complete the following:

- Take a few minutes to explore the information and handouts on SafeAssign.

Note: Submitting a draft of your work to SafeAssign allows you make revisions before submitting it as your final work for grading. Submitting an assignment to SafeAssign does not submit the work to the course room for evaluation. This must be done separately.

Reference

American Counseling Association. (2014). ACA Code of Ethics. Retrieved from http://www.counseling.org/Resources/aca-code-of-ethics.pdf

Capella Career Center

It is never too early to plan for your future career in counseling. The Capella University Career Center was created and designed to provide a wide array of resources and tools to help Capella learners and alumni manage and plan their career development at every stage, from validating your specialization choice to helping you negotiate salary. Would you like to start a nonprofit? The Career Center has tips that can help you get started. Are you unsure how to go about making a career change? The Career Center can help with that, too.

The Career Center offers webinars, on-demand tutorials on career topics, and live career counselors. They can help with your résumé, give tips on job searches and interviews, and provide other assistance to help you make the most of your experience and education to achieve your goals.

- Explore the services offered by viewing the Capella University Career Center Introduction.
    - Running time: 6:49.
- Review the Career Center resource, Clinical Mental Health Counseling Career Exploration Guide.

u01s1 - Learning Components

- Identify a population that you may like to counsel someday.
- Research the history and development of a specific area of clinical mental health counseling.
- Locate current labor market information relevant to opportunities in the counseling profession.
- Apply graduate level skill in research, writing, and critical thinking.
- Identify key events that have influenced counseling services available for a specific population.
- Apply knowledge of APA citation style.

u01d1 - Where Have We Been? Where Are We Going?

In Chapter 1 of your textbook, the section called *Where Are We Going?* presents issues that are likely to influence your practice as a clinical mental health counselor in the future. The articles assigned for this unit and the ACA's 20/20: A Vision for the Future of Counseling, linked in the Resources, also discuss the history and current status of many issues in the discipline of clinical mental health counseling.

For your post, complete the following:

- Select an issue that you expect to impact your future practice opportunities.
- Describe the issue; then discuss how historical and social trends created this issue and why it is now in the foreground for the field.
- Support your points by citing the readings assigned in this unit, and at least one news article or press release found on the Web sites of the ACA or AMHCA. (For guidance on the proper way to cite information from the Internet, review the APA Style and Format information on Campus. For examples of these citations, refer to the Internet resources listed in the syllabus for this course.)

Support your positions with appropriate references. Also, review the SafeAssign page in the Resources. Then submit your initial discussion post in a Word document to SafeAssign for an analysis of your citation of sources. **Note**: you will need to save a copy of the SafeAssign report for a Unit 2 discussion.

Response Guidelines

Review all posts and respond to at least two other learners who identified a different issue than you did. Explain what you have learned from their responses that deepens your understanding of how the history and philosophical foundations of counseling have contributed to current trends and professional issues in the clinical mental health counseling field.

Keep in mind that the objective of the response posts is to stimulate discussion, promote an exchange of ideas, and generate a sense of community among your fellow learners in the courseroom. With this in mind, please choose a post that has had few or no responses. In doing so, your responses will increase the sense of community shared in this course.

Course Resources

Graduate Discussion Participation Scoring Guide

20/20: A Vision for the Future of Counseling: The New Consensus Definition of Counseling

20/20: A Vision for the Future of Counseling

American Counseling Association

American Mental Health Counselors Association

SafeAssign

APA Style and Format

u01d1 - Learning Components

- Research the history and development of a specific area of clinical mental health counseling.
- Apply graduate level skill in research, writing, and critical thinking.
- Identify key events that have influenced counseling services available for a specific population.
- Apply knowledge of APA citation style.

u01d2 - Wages and Employment Information

Your text provides an overview of the ways counselors use technology to provide career information (pages 308–309). Review these; then explore the Bureau of Labor Statistics information regarding current employment and wages for mental health counselors, as well as O*Net's summary description of mental health counselors (see links in the Resources).

In your post, address the following:

- Provide an overview of what a CMHC does.
- Note the typical annual income of the professionals who work in your specialization.
  - Was the information you found consistent with your previous understanding and income expectations for the profession?
  - Do you believe this information is consistent with your area of the country?
  - How does this information impact your current career goals?

Response Guidelines

Respond to at least two other learners in a manner that advances the discussion in a meaningful way. Please choose a post that has had few or no responses. Your response is expected to be substantive in nature and reference the assigned readings. Reference your sources using standard APA guidelines.

Course Resources

Graduate Discussion Participation Scoring Guide

Occupational Employment Statistics: Occupational Employment and Wages, May 2016, 21-1014 Mental Health Counselors

u01d2 - Learning Components

- Locate current labor market information relevant to opportunities in the counseling profession.

Unit 2 >> Credentialing, Certification, Licensure, and Accreditation of the CMHC

Introduction

Clinical mental health counselors are licensed professionals with protected titles. This means that they have a scope of practice that is governed by their state and described in each state's counseling licensure and practice laws. This unit discusses the roles that licensure, certification, and accreditation have for clinical mental health counselors, and how these licenses, certifications, and accreditations are granted by governmental and professional entities.

Licensure laws are extremely important, because they delimit the day-to-day activities that can be performed by the CMHC. Laws in each state determine the aspects of practice that are legal for counselors.

Additionally, two organizations play a particularly influential role in counselor training and the public recognition of counselors' expertise:

- The **Council for Accreditation of Counseling and Related Educational Programs (CACREP)** is a professional organization that determines accreditation for college programs and standards for counselors' preparation.
- The **National Board for Certified Counselors (NBCC)** formulates standards for certification.

These two organizations advocate for counselors at the national level. By setting standards of professional preparation, they influence legislative decisions about counselors' inclusion in federal programs that address mental health. These organizations also advocate for state licensing laws that protect the counseling profession.

Learning Activities

u02s1 - Studies

Readings

In your textbook, *Orientation to the Counseling Profession*, read the following:

- Chapter 2, "Professional Counseling Organizations, Licensure, Certification, and Accreditation," pages 56–68.
    - These pages comprise the last half of the chapter, which focuses on accreditation, licensure, and national certification.

Use the Capella Library to read the following:

- Kaplan, D. M., & Kraus, K. L. (2018). Building blocks to portability: Culmination of the 20/20 initiative. *Journal of Counseling & Development, 96*(2), 223–228.

Use the Internet to examine the following:

- Council for the Accreditation of Counseling and Related Educational Programs (CACREP). (n.d.). Understanding accreditation: Types of accreditation. Retrieved from: http://www.cacrep.org/value-of-accreditation/understanding-accreditation/
- National Board for Certified Counselors. (n.d.). Board certification. Retrieved from http://www.nbcc.org/Certification

Assignment Preparation

Your first assignment in this course, Practice Plan, will be due in Unit 4. In this assignment, you will create a plan to take your place as a clinical mental health counselor who serves a specific population in your community.

In order to successfully prepare for this assignment, complete the following:

- Read Recognizing Assignment Expectations Implied by Key Verbs [PDF]. This brief handout will help you not only with this assignment, but with many of your assignments throughout this program.

- Review the instructions for the Practice Plan assignment in Unit 4, as well as the Practice Plan Scoring Guide, so you understand how your instructor will evaluate your work. If you have any questions, please contact your instructor.
- Complete about one quarter of the assignment this week, and one quarter of it next week, so you will not be pressed for time in Unit 4.

Multimedia

Writing papers, case study analyses, discussion responses, and so forth can feel daunting to a new learner. Learning to read, think, and write in a new way while also citing your sources and applying APA style guidelines can be challenging. However, there are resources that can help you.

Complete the following:

- Using the Tools of Academia.
  - This presentation contains links to several Capella resources that will help you write, format, and review your assignments.
- Understanding Bloom's Taxonomy.
  - Bloom's taxonomy is often used in creating the scoring guides for Capella courses. Understanding of this framework will help you be more successful in your assignments.

u02s1 - Learning Components

- Research professional organizations, including professional membership benefits, activities, services to members, and current issues.
- Use the Internet to identify professional organizations relevant to the practice of mental health counseling in a specialty area.
- Apply graduate level skill in research, writing, and critical thinking.
- Apply knowledge of APA citation style.

u02d1 - State Credentialing and Licensure

Clinical mental health counselors are subject to laws established by state professional counselor licensure boards. Conduct an Internet search to locate the legislative body that grants professional counseling licenses in your state and explore its Web site. Then, in your post, complete the following:

- Present the scope of practice for clinical mental health counselors in your state (note that CMHCs might also be called LPCs, LMHCs, or something similar). What are CMHCS allowed to do, as defined by law? What are they not allowed to do?
- List the preparation standards and steps necessary for credentialing in your state. Post these in a bulleted, abbreviated, outline format.
- Describe something new or surprising that you learned as you researched the scope of practice in your state.

Support your ideas by citing the Website for state credentialing and licensure, using APA style.

Response Guidelines

Respond to at least one other learner whose state licensure requirements differ from those in your state. Please choose a post that has had few or no responses. Compare and contrast the differences in requirements between the two states.

Course Resources

Graduate Discussion Participation Scoring Guide

APA Style and Format

u02d1 - Learning Components

- Research professional organizations, including professional membership benefits, activities, services to members, and current issues.
- Use the Internet to identify professional organizations relevant to the practice of mental health counseling in a specialty area.

u02d2 - Accreditation, Certification, and the Counselor

In previous decades, counselors and other individuals who provided therapy were **unregulated**—meaning there were no laws requiring specialized training for counselors. Then, in 1981, the Association for Counselor Education and Supervision (ACES) and the American Personnel and Guidance Association (a precursor to the ACA) cooperatively established the Council for Accreditation of Counseling and Related Educational Programs (CACREP) in order to set standards for counselor training.

Review the CACREP Understanding Accreditation: Types of Accreditation Web page, NBCC's Web page on board certification versus licensure for clinical mental health counselors, and Kaplan and Kraus's article, "Building Blocks to Portability: Culmination of the 20/20 Initiative."

In your post, answer the following questions:

- What advantages will you experience by graduating from a CACREP-approved program?
- Would it be advantageous for you to pursue becoming a National Certified Counselor through the NBCC, in addition to obtaining your state-granted license? Why or why not?
- Is license portability an issue that may be important to you in the future? Explain your answer.

Support your ideas by citing key sources from this unit, using APA style.

Response Guidelines

Respond to a learner who has a different view than you regarding the advantages of counselor certification or the importance of license portability.

Course Resources

Graduate Discussion Participation Scoring Guide

Understanding Accreditation: Types of Accreditation

Board Certification

Building Blocks to Portability: Culmination of the 20/20 Initiative

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APA Style and Format

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u02d2 - Learning Components

- Research professional organizations, including professional membership benefits, activities, services to members, and current issues.
- Use the Internet to identify professional organizations relevant to the practice of mental health counseling in a specialty area.

u02d3 - Using SafeAssign to Support Ethical Writing

Locate the SafeAssign report you generated for your discussion in Unit 1, Where Have We Been? Where Are We Going?

After you carefully review the results of the SafeAssign report for your Unit 1 discussion post, answer the following questions:
- Were you surprised by the results of the SafeAssign report (whether positive or negative)? Explain your answer.
- What did the SafeAssign report show you about your use of citations to reflect the work of others you may have integrated to support your analysis of historical trends in clinical mental health counseling?
- Based on the SafeAssign report and your discussion with your peers, what would you change about your post to the Unit 1 discussion if you had an opportunity to do it over?

Be as descriptive as you are comfortable being in this open forum. **Note**: You are not required to share your score with others. A link to the SafeAssign page on Campus is provided in the Resources.

Response Guidelines

Compare your experiences with using SafeAssign to that of at least one other learner. Please respond to a learner with few or no replies.

Course Resources

Graduate Discussion Participation Scoring Guide

SafeAssign

- Apply graduate level skill in research, writing, and critical thinking.
- Apply knowledge of APA citation style.
- Use feedback from peers and faculty to improve writing skills.

Unit 3 ❯❯ Professional Counseling Organizations: Benefits and Activities

Introduction

Clinical mental health counselors have resources and support through many different professional organizations that work on behalf of counselors in numerous ways. At the national level, professional organizations enhance public awareness of CMHCs, their competencies, and the services they provide to the public. They also advocate for federal legislative changes that recognize counselors' competence by allowing counselors to be accepted by private and public employers and insurance programs.

State counseling associations work to provide local counselors with educational and networking opportunities; they also advocate for legislative changes at the state level. Counselors who join their state counseling association have opportunities to work directly with their peers to shape the future of counseling in the region where they practice.

Special divisions of the ACA provide a professional home to those with a passion for service to particular groups of individuals (for example, children and adolescents, or individuals in the military) or for particular kinds of counseling (for example, group work or couples and family counseling). These divisions improve the quality of services provided to clients by helping professionals practice with the best evidence and standards available.

In this unit, you will be invited to learn more about these professional organizations and explore how they will support your goals.

Learning Activities

u03s1 - Studies

Readings

In your textbook, *Orientation to the Counseling Profession*, read the following:

- Chapter 2, "Professional Counseling Organizations, Licensure, Certification, and Accreditation," pages 35–55.
  - These pages comprise the first half of the chapter, which focuses on professional counseling organizations.

Use the Capella Library to read this brief article about an exemplary leader whose vision shaped the counseling organizations of today:

- Kress, V. E., & Barrio Minton, C. A. (2015). Thomas J. Sweeney: A visionary leader and advocate for the counseling profession. *Journal of Counseling and Development*, *93*(1), 114–118.

Assignment Preparation

As mentioned in your Studies for Unit 2, your first assignment in this course, Practice Plan, will be due in Unit 4. In this assignment, you will create a plan to take your place as a clinical mental health counselor who serves a specific population in your community.

By now you should have:

- Finished reading Recognizing Assignment Expectations Implied by Key Verbs [PDF].
- Reviewed the Unit 4 Practice Plan assignment and scoring guide.
- Completed about one quarter of the assignment this week.

It is recommended that you have about half of the assignment completed by end of this week, so you will not be pressed for time in Unit 4.

Research Professional Counseling Organizations and Competencies

Use the Internet to explore the following:

- The American Counseling Association is the primary organization that lobbies for and supports the practice rights of clinical mental health counselors. Go to the Web site and take some time to explore the various divisions devoted to specific issues and types of clients.
- On the ACA Branches page, find and visit your state branch's Web site. (If your state does not have a branch Web site, visit one from a neighboring state.)
- On the ACA's Competencies page, review the guidance for counseling particular kinds of clients developed by specific ACA divisions.

- Next, go to the Web site for <u>Chi Sigma Iota</u>, which is the international honor society for counseling learners in CACREP-accredited programs.
- Then, visit <u>Chapter: Chi Upsilon Chi - Capella University</u>, Capella's CSI chapter, on the CSI Web site.
- Finally, visit the <u>Chi Sigma Iota Chapter</u> on Campus. Although you are not eligible for this honor at this time, you may become eligible to be initiated into the honor society during your residencies.

Optional – Quiz Preparation

It may help you with this unit's quiz to review the following:

- Social Psychology Network. (n.d.). <u>Tips on taking multiple-choice tests.</u> Retrieved from http://www.socialpsychology.org/testtips.htm
  ◦ This resource is based on research on testing skills and test anxiety. Reviewing these tips will help you do your best on the quizzes in this course and future courses and on the licensure exam you will take near the end of your program..

u03s1 - Learning Components

- Compare examples of professional disclosures/contract statement to notice how laws, ethical guidelines, licenses, and professional credentials are noted.
- Locate Web sites for counselors in your area, and search for professional disclosure statements (sometimes called treatment contracts or counselor-client contracts) on these Web sites.
- Identify a professional counseling disclosure statement, meeting ethical and legal standards, that discloses credentials, licenses, and certifications.

u03q1 - Quiz: Foundations of Professional Identity

Every professional counselor must take and pass an exam selected by their state in order to become licensed. Taking the quizzes in this course will give you practice with this assessment format. The Social Psychology Network's guide, Tips on Taking Multiple-Choice Tests, based on research on test taking, is in the Resources for your review.

In the first three units of this course, you have reviewed the history and philosophy of the counseling profession, organizations that support counseling, key issues facing counselors, and the impact of licensure, accreditation, and credentialing on counselors. This multiple-choice quiz will gauge your understanding of the material presented thus far and provide an opportunity for you to demonstrate your mastery of the following course competencies:

- Identify the key factors in the development, history, and current opportunities for ethical practice in the clinical mental health counseling profession.
- Evaluate effects of public policy and legislation on credentialing, certification, licensure, and accreditation practices relevant to the clinical mental health counselor.

Read the following instructions before taking the quiz:

- Take and submit the quiz in this unit.
- There is no time limit on the quiz.
- You may take the quiz twice. Your highest score will be retained.
- Do not access the quiz until you are ready to complete it. Once you begin the quiz, you cannot start over.
- The quiz is scored automatically, and you will receive feedback immediately.

Course Resources

<u>Tips on Taking Multiple-Choice Tests</u>

u03d1 - Professional Organizations in Counseling and You

If you have not already done so, complete the activity, Research Professional Counseling Organizations and Competencies, in this unit's studies. Then, in your post, address the following:

- Describe one division of the ACA that interests you. Include the cost of joining, membership benefits, activities, services to members, and current issues.
- Post your ACA region and the link for your state counseling association. What is the cost for you to join and be a member of these associations?
- Provide the necessary requirements for your entrance into the Chi Sigma Iota honor society. After reviewing Capella's Chi Sigma Iota Chapter Web site, what benefits do you see? Are you interested in joining when you are eligible?

- What benefits do you see in belonging to one or more of the counseling profession's associations for your future practice?

Support your ideas by citing your sources using APA style.

Response Guidelines

Respond to at least two other learners in a manner that advances the discussion in a meaningful way. Respond to one learner whose interests in a division or region are the same as yours, and one learner with different interests. Your response is expected to be substantive in nature and reference the assigned readings, as well as the Web sites for the organizations discussed. Reference your sources using standard APA guidelines. (For guidance on the proper way to cite information from the Internet, review the APA Style and Format information, linked in the Resources.)

Course Resources

Graduate Discussion Participation Scoring Guide

American Counseling Association

ACA Branches

ACA Divisions

Chi Sigma Iota Chapter

APA Style and Format

u03d1 - Learning Components

- Compare examples of professional disclosures/contract statement to notice how laws, ethical guidelines, licenses, and professional credentials are noted.
- Locate Web sites for counselors in your area, and search for professional disclosure statements (sometimes called treatment contracts or counselor-client contracts) on these Web sites.
- Identify a professional counseling disclosure statement, meeting ethical and legal standards, that discloses credentials, licenses, and certifications.

Unit 4 ≫ Creating Your Ethical and Legal Professional Identity

Introduction

Professional counselors help the public understand who they are and what they do. Professional ethical codes and state legal codes are the most important codes with which counselors align their practices, and at a broad level, they define who we are and what we do.

In this unit, you will review some specific practices that maintain the professional and ethical identity of professional counselors. You will explore how ethical and legal standards are applied when counselors create the professional disclosure documents provided to clients at the onset of counseling. These documents help individual clients understand who you are and what you do, within the broad scope of ethical practice.

Learning Activities

u04s1 - Studies

Reading

In your textbook, *Orientation to the Counseling Profession*, read the following:

- Chapter 3, "Ethical and Legal Issues in Counseling," pages 70–112.

Internet Research

Use the Internet to complete the following:

- American Counseling Association. (2014). ACA code of ethics [PDF]. Available from http://www.counseling.org/

- Use search tool such as Google to locate Web sites for counselors in your area that specialize in an area in which you aspire to work.
  - Search for professional disclosure statements on their Web sites. These documents may also be called *treatment contracts* or *counselor-client contracts*.
  - Compare several examples of these statements. What do you notice that counselors are including, specific to working with special populations (for example, children or adults with disabilities)? What state laws and ethical guidelines do they reference? How do they present their professional training and credentials?

Multimedia

Complete the following:

- Creating a Professional Counseling Disclosure Statement.
  - Review and evaluate a variety of disclosure statements.

u04s1 - Learning Components

- Complete an Internet search of all agencies that offer mental health services for a selected population in your community.
- Compare examples of professional disclosures/contract statement to notice how laws, ethical guidelines, licenses, and professional credentials are noted.
- Locate Web sites for counselors in your area, and search for professional disclosure statements (sometimes called treatment contracts or counselor-client contracts) on these Web sites.
- Describe how a client in an area of practice could be served by counselors across the continuum of care in a mental health counseling services network.
- Identify a professional counseling disclosure statement, meeting ethical and legal standards, that discloses credentials, licenses, and certifications.
- Locate mental health counseling services available for a client across the continuum of care, considering inpatient, outpatient, partial treatment, and aftercare options.

u04a1 - Practice Plan

For this assignment you will create a practice plan that will prepare you to take your place as a clinical mental health counselor who serves a selected population in your community. Completing this assignment will require you to think about the context in which you will someday serve clients—the historical context, the network of mental health services currently available to clients in your community, and the labor market context that may influence your selected area of practice. This assignment will also invite you to envision yourself participating in a professional organization that supports clinical mental health counselors and the counseling profession.

Using SafeAssign

This course requires you to use the SafeAssign tool. The SafeAssign source matching tool is available to you via a link in the courseroom. SafeAssign supports the development of your skills in preparing written coursework. Use your originality report to help ensure that you have used outside sources ethically and effectively.

- **Note:** Submitting a draft of your work to SafeAssign allows you make revisions before submitting it as your final work for grading. Submitting an assignment to SafeAssign does not submit the work to the course room for evaluation. This must be done separately; look for directions at the end of the assignment instructions.

Instructions

Note: Use the Practice Plan Template in the Resources to complete this assignment.

1. Begin the assignment with the section labeled **Historical Background.** In this section:
   - Identify a population whom you would like to counsel someday (for example, children, teens, seniors, LGBTQ individuals, individuals with a particular disability or disorder). Provide reasons why you think you would find this area of counseling rewarding.
   - Concisely summarize key factors pertinent to the history and development of this area of clinical mental health counseling, including key events that have influenced counseling services available for this population.

2. The next section is **Network and Practice**:
   - Conduct an Internet search of all agencies that offer mental health services for your selected population in your community. Describe the network of mental health counseling services available for a client from your selected population across the continuum of care, considering inpatient, outpatient, partial treatment, and aftercare options.
   - Identify a potential professional niche for yourself within this network of services. Review information available in O*Net's Summary Report for: 21-1014.00 - Mental Health Counselors, the Dictionary of Occupational Titles (DOT), and the Occupational Outlook Handbook (OOH)

provided in the Resources. Analyze the skills, educational requirements, and average earnings of a counselor working in your area of interest in your state.

3. The next section is **Supervision and Consultation**:
    ◦ Until you are fully licensed, you are required to work under the supervision of an experienced mental health professional. After reviewing the ACA Code of Ethics and the requirements for your state, describe plans for receiving clinical supervision to help you make ethical and legal decisions on the job.
    ◦ After licensure, the professional counselor has the right to consult with a colleague on any case, particularly when there is the potential for serious or foreseeable harm to the client or others. Describe resources in your professional community with whom you could engage in case consultation. Identify practices you would use so that your case consultation would meet ethical and legal requirements.

4. The next section is **Professional Organizations**:
    ◦ In this section, identify several national, state, regional, or special interest professional organizations that will support your practice as a professional counselor. Describe several ways in which you will benefit from affiliation with these professional counseling organizations.

5. In the last section **Appendix A: Professional Counseling Disclosure Statement**:
    ◦ Using feedback you received in the discussion in this unit, prepare a hypothetical Professional Counseling Disclosure Statement that would meet ethical and legal standards for practice for you to work with an individual in your chosen private counseling setting, after you are fully licensed in your state. Include disclosure of the certifications, licenses, and credentials that you would need to acquire, as well as professional organization memberships that would support your area of expertise.

Review the scoring guide in the Resources to make sure you understand how this assignment will be graded.

Submission Requirements

Your paper should meet the following requirements:

- **Written communication:** Write coherently to support central ideas, with correct grammar, usage, and mechanics.
- **Length of paper:** 4–5 typed, double-spaced pages, not including the title page and reference page. (Do not include an abstract.)
- **References:** Use at least four different resources. These can come from assigned unit readings, peer-reviewed journals, or other scholarly resources.
- **APA formatting:** Follow current APA guidelines for style and formatting, as well as for citing your resources in the body of your paper and on the References page.
- **Font and font size:** Times New Roman, 12 point.

SafeAssign Submission Requirements

You are required to submit a draft of this paper to SafeAssign to generate a report prior to submitting the assignment for grading. When your paper is downloaded and viewable in SafeAssign, save the originality report. Check your work for any necessary edits. Once the paper is finalized and all edits have been made, submit your final paper in the assignment area. A final SafeAssign report will automatically generate once the assignment has been submitted. Refer to the SafeAssign page on Campus (linked in the Resources) for guidance.

- Submit your assignment using the following file naming format: Your Name_AssignmentNumber_Assignment Title (example: Ima_Learner_u03a1_ClientDescription).
- Please be prepared to provide your faculty member with a copy of the original *draft* SafeAssign report should this be requested of you.

Submit the assignment to your instructor as an attachment in the assignment area no later than 11:59 p.m. Central time on Sunday.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

Practice Plan Template [DOCX]

SafeAssign

Summary Report for: 21-1014.00 - Mental Health Counselors

Dictionary of Occupational Titles (Fourth Edition)

Occupational Outlook Handbook

ACA Code of Ethics [PDF]

u04d1 - Creating a Professional Disclosure Statement

After reviewing information about the professional disclosure statement in your text, *Orientation to the Counseling Profession*, and the Informed Consent Requirements from the ACA Code of Ethics, complete an Internet search for the professional disclosure statements described in this unit's studies.

Now, imagine that you are a fully licensed independent counselor working in the specialization you aspire to, and create a professional disclosure statement of your own. Include general headings such as:

- Contact Information.
- Education and Experience.
- Credentials.
- Description of Practice.
- Fee Scale.
- Client Responsibilities.
- Limits to Confidentiality and Emergency Protocols.
- Complaint Procedure.

You may also use the professional disclosure statement you created in the media activity, Creating a Professional Counseling Disclosure Statement.

Post a copy of your professional disclosure statement in the discussion area for peer and instructor feedback. You will refine this statement many times through the years; this will be your first draft.

Response Guidelines

Respond to a learner who has posted a disclosure statement that differs from yours and note the differences. What can you incorporate from his or her statement that can help strengthen the content of your statement?

Review other learners' professional disclosure statements for ideas on how you could improve your own. Use the feedback you obtain from your peers and your professor to polish the professional disclosure statement that you are preparing for the Unit 4 assignment, Practice Plan.

Course Resources

Graduate Discussion Participation Scoring Guide

Creating a Professional Counseling Disclosure Statement | Transcript

American Counseling Association. (2014). ACA code of ethics [PDF]. Available from http://www.counseling.org/

u04d1 - Learning Components

- Compare examples of professional disclosures/contract statement to notice how laws, ethical guidelines, licenses, and professional credentials are noted.
- Locate Web sites for counselors in your area, and search for professional disclosure statements (sometimes called treatment contracts or counselor-client contracts) on these Web sites.
- Identify a professional counseling disclosure statement, meeting ethical and legal standards, that discloses credentials, licenses, and certifications.

Unit 5 ›› Advocating for the Counseling Profession

Introduction

Advocacy consists of focused efforts to improve or support a cause. Some counselors-in-training are surprised to learn that one of their roles in helping clients is through advocacy. They may wonder, "Why is advocacy important? I thought was preparing to help clients." However, advocacy is essential so that counselors can reach and serve those who are most in need.

Advocating for the Profession

Advocating for the profession consists of efforts focused on maintaining the public's respect and awareness of counselors' competence. These advocacy efforts strengthen the profession and influence public and private policies that impact whom we can serve.

Public policy is the aggregate of the positions, actions, laws, and regulations taken by government at all levels—from local school officials, to city council members, and all the way up to the highest level of the federal government. Community organizers, political parties, lobbyists, professional organizations, or even individual private citizens may formulate position statements in an attempt to encourage changes in public policy. This is a key part of advocacy.

The greatest impact of public policy on the counseling profession is at the state level, because state laws regulate licensure defining the educational requirements and scope of practice for counselors. Position statements are important tools for advocating changes in these organizations as well.

Clients also indirectly benefit from counselors' advocacy efforts on behalf of the profession. For example, when counselors are recognized as being able to provide services to a particular group of people through a federal plan, then counseling services become more available to those who need them.

In this unit, you will explore current policies that the counseling profession is seeking to impact. You will discover the key issues currently facing CMHCs, and learn about the systematic means that counselors use to impact these issues through advocacy.

Learning Activities

u05s1 - Studies

Readings

In your textbook, *Orientation to the Counseling Profession*, read the following:

- Chapter 14, "Advocating for the Counseling Profession," pages 435–457.

Use the Capella Library to read the following:

- Lawson, G., Trepal, H. C., Lee, R. W., & Kress, V. (2017). Advocating for educational standards in counselor licensure laws. *Counselor Education and Supervision*, *56*(3), 162–176.

Use the Internet to examine the following:

- American Counseling Association. (2019). Federal issues. Retrieved from https://www.counseling.org/government-affairs/federal-issues
- American Counseling Association. (2019). State issues. Retrieved from https://www.counseling.org/government-affairs/state-issues
- American Counseling Association. (2019). Government affairs: Latest news & updates. Retrieved from http://counseling.org/government-affairs/public-policy
- American Mental Health Counselors Association. (2018). AMHCA's policy agenda. Retrieved from http://www.amhca.org/advocacy/policyagenda

Assignment Preparation

Your next assignment in this course, Advocating for the Counseling Profession, will be due in Unit 6. In this assignment, you will develop a position statement concerning an issue that impacts clinical mental health counselors.

Take time now to complete the following, so you will do your best on this assignment:

- You may find it helpful to review the brief article, Recognizing Assignment Expectations Implied by Key Verbs [PDF].
- Review the Advocating for the Counseling Profession assignment instructions in Unit 6, as well as the related scoring guide, so you understand how your instructor will evaluate your work. If you have any questions, please contact your instructor.
- Review the feedback you receive from your instructor and your peers for your Unit 5 discussion post. Think about how you can refine your ideas about counselor advocacy for the profession based on this feedback.
- Complete a substantial amount of the assignment this week, so you will not be pressed for time in Unit 6.

u05s1 - Learning Components

- Search the Internet to determine who else might be advocating for or against a specific policy, and list these organizations.
- Compare how the organizations you identified may or may not be advocating in the same manner as clinical mental health counselors.

u05d1 - Advocacy for Clinical Mental Health Counselors

To complete this discussion, first explore the Federal and State Issues pages of the ACA Web site, from this unit's studies and in the Resources for this discussion. Read about the various federal policy issues that the ACA is currently working toward changing. Additionally, review the issues listed on the AMHCA's Policy Agenda Web page. Then, in your post, complete the following:

- Select and describe one issue of interest. Identify public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.
- Describe advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.
- Search the Internet to determine who else might be advocating for or against this specific policy, and list these organizations.
- Discuss why the organizations you identified may or may not be advocating in the same manner as clinical mental health counselors.
- Explain why it is important to support counselor advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.

Support your ideas by citing readings and Web resources from this unit, using APA style.

Response Guidelines

Respond to at least two of your peers who have identified an issue of interest that differs from yours. Comment on what you can take away from reading their post that will help you develop your own skills in advocating for the profession.

Course Resources

Graduate Discussion Participation Scoring Guide

Federal Issues

State Issues

AMHCA's Policy Agenda

APA Style and Format

u05d1 - Learning Components

- Search the Internet to determine who else might be advocating for or against a specific policy, and list these organizations.
- Compare how the organizations you identified may or may not be advocating in the same manner as clinical mental health counselors.

Unit 6 ➤➤ Collaborating with Other Professionals

Introduction

Clinical mental health counselors work in a variety of settings. Counselors work in agencies, universities, schools, employee assistance programs, and government programs as well as other locations. This unit explores these settings and the various options the CMHC has for employment. Additionally, CMHCs are often required to work with other types of professionals in multidisciplinary teams; this requires a spirit of collaboration and a vision toward goals of client wellness and care.

Clinical mental health counselors also serve wide varieties of clients. Clients come from different cultures, subcultures, and life histories that impact their response to counseling. Professional counselors engage in a lifelong endeavor of learning to be aware, knowledgeable, and skilled in tailoring their interventions to sensitively fit with clients' identities, beliefs, and worldviews

In this unit, you will explore how counselors collaborate with others to serve specific groups and clients in their communities.

Learning Activities

u06s1 - Studies

Readings

In your textbook, *Orientation to the Counseling Profession*, read the following:

- Chapter 8, "Mental Health and Rehabilitation Counseling," pages 249–258.
  - The first part of this chapter focuses on counseling career choices and the many mental health settings in which you may practice and collaborate with other mental health professionals.

Use the Capella Library to read one of the following. These articles discuss how mental health counselors partner with other professionals in integrated health settings:

- Bemak, F., & Chung, R. C. (2017). Refugee trauma: Culturally responsive counseling interventions. *Journal of Counseling & Development, 95*(3), 299–308.
- Bischoff, R. J., Springer, P. R., Reisbig, A. M. J., Lyons, S., & Likcani, A. (2012). Training for collaboration: Collaborative practice skills for mental health professionals. *Journal of Marital and Family Therapy*, *38*(s1), 199–210.
- Goldsmith, J. S., & Kurpius, S. E. R. (2015). Older adults and integrated health settings: Opportunities and challenges for mental health counselors. *Journal of Mental Health Counseling*, *37*(2) 124–137.
- Myors, K. A., Schmied, V., Johnson, M., & Cleary, M. (2013). Collaboration and integrated services for perinatal mental health: An integrative review. *Child and Adolescent Mental Health*, *18*(1), 1–10.

Multimedia

Complete the following:

- Consultation Scenarios.
  - This presentation shows how a counselor can use experts from other health disciplines to ensure the best care for clients. It also provides useful background to help you prepare for your next assignment in Unit 9.
  - Running time: 15 minutes.

u06s1 - Learning Components

- Complete an Internet search of all agencies that offer mental health services for a selected population in your community.
- Describe how a client in an area of practice could be served by counselors across the continuum of care in a mental health counseling services network.
- Locate mental health counseling services available for a client across the continuum of care, considering inpatient, outpatient, partial treatment, and aftercare options.

u06a1 - Advocating for the Counseling Profession

Introduction

In this assignment you will determine strategies to advocate for the counseling profession by developing a position statement. A position statement, like a white paper, is a report that presents both facts and opinions on a particular issue to inform readers and influence them. Often, a position statement concludes with a call to action and provides recommendations for next steps. (For examples, see Mental Health America's Position Statements describing and calling for advocacy efforts on many issues impacting counselors.) Position statements are primary tools for influencing organizational or government policies.

In this assignment, you will gather facts and make inferences to formulate a well supported argument for a position and make advocacy recommendations regarding a specific policy influencing professional credentialing (in other words, certifications or licenses) of clinical mental health counselors.

Assignment Preparation

To prepare your assignment, gather facts and formulate a well supported argument that counselors' scope of practice should be expanded in some way (for example, extending Medicare provider status to mental health counselors, extending the Indian Health Service to recognize professional counselors as health care providers, or urging state counseling licensure boards to adopt the requirement of graduation from a CACREP-accredited counseling program for licensure to improve license portability across state lines).

Using SafeAssign

This course requires you to use the SafeAssign tool. The SafeAssign source matching tool is available to you via a link in the courseroom. SafeAssign supports the development of your skills in preparing written coursework. Use your originality report to help ensure that you have used outside sources ethically and effectively.

- **Note:** Submitting a draft of your work to SafeAssign allows you make revisions before submitting it as your final work for grading. Submitting an assignment to SafeAssign does not submit the work to the course room for evaluation. This must be done separately; look for directions at the end of the assignment instructions.

Instructions

Note: Download and use the Advocating for the Counseling Profession Template to complete this assignment.

This assignment has two parts:

1. The first part will be a brief introductory paper entitled **Advocating for the Counseling Profession**.
   - In this section of the assignment, describe the need for professional counselors to advocate on behalf of the profession.
   - **Instructions for this part of the assignment are included in the Template.**
2. For the second part of the assignment, you will construct a **Position Statement and Advocacy Recommendations** paper.
   - Focus on an issue impacting the credentialing (certifications, licenses, accreditation and portability of licensure) of clinical mental health counselors.
   - Make a well supported argument that counselors' scope of practice should be augmented or expanded so that counselors and clients can be better served.
   - Include your Position Statement and Advocacy Recommendations as Appendix A at the end of your Advocating for the Counseling Profession paper. The template shows how to include an appendix in an APA-style paper.

Your Position Statement and Advocacy Recommendations paper should have the following sections:

- **Topic and Background:** Identify the topic and summarize what has been done in the past. Then succinctly describe the current state of affairs with respect to the issue.
- **Arguable Viewpoints**: Briefly state at least two points of view on your topic.
- **Viewpoint:** State the position you advocate.
- **Supporting Reasons:** State your reasons for supporting your chosen position.
- **Call to Action and Advocacy Recommendations:** Describe a process for counselors to follow in advocating on an issue that impacts their credentialing (licensure, certifications) and scope of practice. Include specific recommendations for action steps counselors can follow in advocating for the profession on this issue.

Review the scoring guide in the Resources to make sure you understand how this assignment will be graded.

Additional Requirements

- **Written communication:** Communicate your thoughts in a manner that conveys the overall goals of the assignment and is consistent with APA standards for style and professionalism.
- **Length of paper:** The paper including both parts of the assignment should be between 3–4 pages in length, not including the title page or reference page.
- **References:** The paper must include a reference list. Include a minimum of two references from professional literature and two from other sources. Cite your sources and include full references on the Reference page.
- **APA formatting:** You must use proper APA style in listing your references. Refer to the APA Style and Format resources on Campus for more information.
- **Font and font size:** Times New Roman, 12 point font.

SafeAssign Submission Requirements

You are required to submit a draft of this paper to SafeAssign to generate a report prior to submitting the assignment for grading. When your paper is downloaded and viewable in SafeAssign, save the originality report. Check your work for any necessary edits. Once the paper is finalized and all edits have been made, submit your final paper in the assignment area. A final SafeAssign report will automatically generate once the assignment has been submitted. Refer to the SafeAssign page on Campus (linked in the Resources) for guidance.

- Submit your assignment using the following file naming format: Your Name_AssignmentNumber_Assignment Title (example: Ima_Learner_u03a1_ClientDescription).
- Please be prepared to provide your faculty member with a copy of the original **draft** SafeAssign report should this be requested of you.

Submit the assignment to your instructor as an attachment in the assignment area no later than 11:59 p.m. Central time on Sunday.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

Advocating for the Counseling Profession Template [DOCX]

u06d1 - Collaborating and to Serve Diverse Clients

If you have not already done so, review the media presentation, Consultation Scenarios and the assigned readings and links from this unit's studies to prepare you for this discussion.

In your discussion post, present a plan for collaborating with other professionals and advocating on behalf of a client.

Choose one of the following cases for your analysis for this discussion. For each case, assume that the client has signed a consent for treatment that included permission to consult with other experts on an as-needed basis. Consider and reference your assigned readings when building your plan for how to collaborate and advocate for your client.

Case 1

Parents have been referred to you about counseling for their teenager. The family immigrated to the United States as refugees when their child was two years old. Despite some trauma in their previous life, and some challenges adapting to their new community, they feel their family has made a positive adjustment to living in a new culture. Now, however, they are concerned about their teen's poor academic performance, which has plummeted since the beginning of ninth grade. They are also distressed, because a beloved grandmother, who lived with the family, recently passed away. This happened at about the same time their teen's grades began to drop. Their teen has also withdrawn from friends and usual social activities and has expressed self-consciousness about being "different." The parents are very concerned but are not sure how to proceed. They hope that you can speak to the school counselor, because they feel intimidated about going to their teenager's school themselves.

Case 2

A biracial couple has come to see you, because they want help in making some decisions. They are struggling with their relationship due to differences in their religious practices and in key values of their families of origin. They reveal that they are contemplating divorce but want to work amicably for the sake of their son, a pre-school child with special needs requiring expensive medical equipment. They also want their child to respect the spiritual values of both families and need help in agreeing upon a plan for their child's religious education experiences. As the couple describes the scenarios they are considering, they also ask you questions about the process of divorce in your state such as the dividing of assets and child-custody laws.

Case 3

A senior adult client presents at your counseling center with symptoms of depression. Your counseling center has close ties with a senior housing center in your community; a social worker employed at the senior center referred the client to you. The client recently experienced a family rejection, after revealing a previously undisclosed relationship with someone from a group not accepted by the family, and has become increasingly despondent. The client indicates a willingness to try counseling but also expresses a desire for you to prescribe "some pills for depression." The client remembers being previously prescribed medications by a physician but cannot remember what they were. Your client would also like to find part-time work in order to feel more worthwhile and to have a place to go during the day. However, your client feels hopeless about being able to do so due to transportation and ageism issues.

First, briefly identify the case you will use as your focus in this discussion. You may fill in hypothetical details so that the case resembles one with which you might work in the future. Then, analyze the case. Answer the following questions in your analysis:

• With whom would you find it useful to collaborate regarding this case?
• What institutional or social barriers can you identify that might impede access, equity, or success for your clients in this case?
• What local-, state-, and national-level policies may impede or enhance your clients' adjustment and access to mental health care?
• What strategies can you utilize in your work to advocate for your clients in this case?

Support your ideas by citing readings and Internet sites from this unit, using APA style.

Response Guidelines

Reply to a learner who selected a different case for analysis in this discussion than you did. From the role of a peer consultant, identify strategies and considerations for consultation and client advocacy that you see as particularly useful. Offer additional strategies that your peer could use to provide comprehensive care in this case.

u06d1 - Learning Components

- Describe how a client in an area of practice could be served by counselors across the continuum of care in a mental health counseling services network.
- Describe roles and processes of the professional counselor advocating on behalf of the profession.
- Describe why it is important to support counselor advocacy and influence public policy and government relations on local, state, and national levels.
- Identify how counseling organizations advocate to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.

Unit 7 ❯❯ Advocating for Clients as Member of an Interdisciplinary Team

Introduction

"Treat the whole person" is an adage to which many in health and mental health care have ascribed for a long time. There is good reason for understanding clients from a holistic perspective, and interdisciplinary teams make this goal increasingly possible.

The following scenario is an example of how CMHCs operate as part of an interdisciplinary team:

> Rashaan, a newly licensed CMHC, provides counseling in a hospice setting. He serves on a team that includes a physician, a pharmacist, a social worker, a dietitian, a chaplain, and other trainees. If one of his clients develops trouble sleeping, he consults with his team to determine whether problems with anxiety are to blame, daily routines have been changed, or a dose of medication needs to be adjusted. As Rashaan sees it, everyone has a piece of the puzzle, and putting all the pieces together benefits his clients.

Interdisciplinary teams like Rashaan's function together officially, and under one roof. Counselors can also create their own interdisciplinary teams when they consult with other agencies to ensure continuity in the care of clients. For example, you might have a client you are treating for depression, but after some time you both might decide that alcohol addiction is the most urgent issue. You might facilitate your client's admission to inpatient treatment and continue to collaborate with the client's outpatient and aftercare treatment providers. This unit will give you the opportunity to envision how you might work as part of an interdisciplinary team.

Advocating for Clients

Advocating for clients is another common practice of counselors. In this case, clients directly benefit from a counselor's advocacy efforts in their own community. For example, a group that is new to the community may have unique cultural characteristics that are unknown to most counselors. Counselors can advocate for training in their community and for adaptations in how counseling is delivered, so that their services are helpful and useful to these individuals.

In this unit, you will also explore how counselors advocate for specific groups and clients in their communities.

Learning Activities

u07s1 - Studies

Readings

In your textbook, *Orientation to the Counseling Profession*, read the following:

- Chapter 8, "Mental Health and Rehabilitation Counseling," pages 259–278.
    - The second half of the chapter focuses on current mental health counseling issues and rehabilitation counseling, which is a growing area requiring counselor competence and advocacy skills.
- Chapter 15, "Advocacy Counseling: Being an Effective Agent of Change for Clients," pages 458–485.

Use the Capella Library to read the following:

- Burns, S. T. (2014). Mental health counselors' use of the transtheoretical model in interprofessional collaboration. *Journal of Counselor Leadership and Advocacy*, *1*(2), 152–165.
    - This article will assist you preparing your post for the Unit Discussion and in working with professionals across the continuum of care.
- ALGBTIC LGBQQIA Competencies Taskforce. (2013). Association for lesbian, gay, bisexual, and transgender issues in counseling competencies for counseling with lesbian, gay, bisexual, queer, questioning, intersex, and ally individuals. *Journal of LGBT Issues in Counseling, 7*(1), 2–43.

Internet Resources

Use the Internet to review the following Web sites to prepare for this unit's discussion:

- Mental Health America. (n.d.). Position statements. Retrieved from http://www.mentalhealthamerica.net/position-statements
- Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC). (n.d.). Spiritual and religious competencies. Retrieved from http://www.aservic.org/resources/spiritual-competencies/

Multimedia

Complete the following:

- Advocacy Counseling Domains.
    - This resource provides useful background information for completing your discussion in this unit and the Unit 9 assignment.

u07s1 - Learning Components

- Complete an Internet search of all agencies that offer mental health services for a selected population in your community.
- Describe how a client in an area of practice could be served by counselors across the continuum of care in a mental health counseling services network.
- Search the Internet to determine who else might be advocating for or against a specific policy, and list these organizations.
- Compare how the organizations you identified may or may not be advocating in the same manner as clinical mental health counselors.
- Describe roles and processes of the professional counselor advocating on behalf of the profession.
- Locate mental health counseling services available for a client across the continuum of care, considering inpatient, outpatient, partial treatment, and aftercare options.
- Describe why it is important to support counselor advocacy and influence public policy and government relations on local, state, and national levels.
- Identify how counseling organizations advocate to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.

u07d1 - Interdisciplinary Treatment Case Study

This discussion will give you practice in creating a treatment plan for a client that requires collaboration and communication with an interdisciplinary team. Prepare your post after you have reviewed the assigned readings and multimedia presentation from your studies this unit, along with the ALGBTIC and ASERVIC resources linked in this discussion. These sites present competencies for counseling individuals similar to the client in the following case study:

Case Study

Jared, a client you treated two years ago for depression, presents in your office after being released from an inpatient alcohol treatment center. He states that he encountered problems after losing his job last year and was drinking heavily when he was home alone all day.

After Jared fell and severely injured himself one day, his partner Kyle insisted that he go into inpatient treatment. Now Jared says he needs to see a counselor as part of his aftercare plan. Jared and Kyle have been partners for the past four years, and own their home together. Kyle is an active member of his church and has a job that provides income. Jared wants to return to being a contributing member of their family as well. He also wants to build new relationships and is considering joining a sobriety group at Kyle's church, but he hesitates because he says he feels confused about his own spiritual beliefs. Jared says he wants to feel better about himself and his life; he wants to avoid slipping back into depression and using alcohol to feel better. It appears that Jared's best chance at remaining sober is to receive comprehensive services.

In your post, address the following:

- Identify the mental health services such as inpatient, outpatient, partial treatment, aftercare, self-help, and social support that could be utilized as part of Jared's comprehensive treatment plan.
- Describe the strategies you would use to facilitate the interagency or interorganizational collaboration and communications to coordinate Jared's interdisciplinary treatment.
- Describe three counseling competencies that will guide you in sensitively working with Jared.
- Create a list of three local community resources that will be helpful for Jared in regaining wellness and maintaining his recovery. Describe how you will help Jared understand how these resources will be of benefit to him and how he can access these resources.
- Discuss the importance of family, social networks, and community resources in the treatment of Jared's depression and alcohol addiction.

Support your ideas by citing readings and Web sites from this unit, using APA style.

Response Guidelines

Read the interdisciplinary treatment and resource plans created by your peers. Respond to at least two of your peers who included services or plans that differed from those you selected, responding first to learners with few or no replies to their post. Reflect on how you, as Jared's counselor, could assist him in following through with a comprehensive treatment plan utilizing a variety of resources.

Course Resources

Graduate Discussion Participation Scoring Guide

Advocacy Counseling Domains | Transcript

Association for Lesbian, Gay, Bisexual, and Transgender Issues in Counseling Competencies for Counseling with Lesbian, Gay, Bisexual, Queer, Questioning, Intersex, and Ally Individuals

Spiritual and Religious Competencies

Mental Health Counselors' Use of the Transtheoretical Model in Interprofessional Collaboration

Position Statements

APA Style and Format

u07d1 - Learning Components

- Describe how a client in an area of practice could be served by counselors across the continuum of care in a mental health counseling services network.

Unit 8 ≫ The Role of Consultation and Supervision for the CMHC

Introduction

In this unit, you will learn about the role of supervision and consultation in clinical mental health counseling. Supervision is a form of consultation that all counselors engage in during their training and professional lives, both as supervisees and eventually as supervisors of interns and new professionals. The theoretical models for supervision and consultation parallel some of the theories for counseling, and the formats and interventions used in supervision and consultation can vary. Regardless of the models or formats used, the purposes are to provide optimal services to clients, reduce the potential for harm, share liability, and assist in clinical and ethical decision making.

Learning Activities

Readings

In your textbook, *Orientation to the Counseling Profession*, read the following:

- Chapter 13, "Supervision and Consultation," pages 406–434.

Use the Capella Library to read the following example of how counselors consulted with an organization to improve support for helping professionals as well as clients:

- Ackman, P. (2012). Helping the helpers: Consultation to childcare staff using psychoanalytically informed developmental concepts. *Psychoanalytic Inquiry*, *32*(2), 186–204.

Internet Resources

Use the Internet to complete the following:

- Mental Health America. (n.d.). Ranking the states. Retrieved from http://www.mentalhealthamerica.net/issues/ranking-states
  ◦ Find your state's ranking on the site and explore how your state is doing in addressing issues related to mental health and substance use.
  ◦ Explore the factors that contribute to your state's positive outcomes and poor outcomes.

Multimedia

Complete the following:

- Supervision Scenarios.
  ◦ This presentation provides useful background to help you prepare for the assignment due in the next unit.
  ◦ Running time: 18 minutes.

Assignment Preparation

Your last assignment in this course, Consultation, Supervision, and Advocacy Plan, will be due in Unit 9. In this assignment, you will develop recommendations to assist the agency in improving coordinated services for its clients.

Take time now to complete the following, so you will do your best on this assignment:

- You may find it helpful to review the brief article, Recognizing Assignment Expectations Implied by Key Verbs [PDF].
- Review the "Consultation, Supervision, and Advocacy Plan" assignment instructions in Unit 9, as well as the related Scoring Guide, so you understand how your instructor will evaluate your work. If you have any questions, please contact your instructor.
- Complete a substantial amount of the assignment this week, so you will not be pressed for time in Unit 9.

u08s1 - Learning Components

- Review the American Counseling Association (ACA) ethics code regarding supervision and consultation.
- Plan for use of supervision and case consultation to support ethical and legal clinical decision making.
- Describe the role of counseling supervision in facilitating consistent client care.
- Review your state licensing board Web site to determine the requirements for post-masters supervision in your state.
- Describe a theory, model, and strategies for practicing consultation to improve coordinated services for clients.
- Identify theories, models, and strategies for practicing consultation to improve coordinated services for clients.

u08d1 - Supervision Models, Purposes, and Preferences

For this discussion, review the multimedia presentation, Supervision Scenarios, and the readings from this unit's studies before preparing your response. In your post, address the following:

- Describe two different models (developmental, integrative, etc.), the three formats (individual, triadic, or group), and a theory used in CMHC supervision.
- What do you feel is most important to accomplish in supervision?
- What are your top three preferences in a supervisor?

Support your ideas with citations of readings from this unit, using APA style.

Response Guidelines

Respond to the post of at least one of your peers, whose response differs from yours. Discuss the differences you identified, and explain what you have learned from their responses that deepens your understanding of the supervisory process.

Course Resources

Graduate Discussion Participation Scoring Guide

Supervision Scenarios | Transcript

APA Style and Format

u08d1 - Learning Components

- Review the American Counseling Association (ACA) ethics code regarding supervision and consultation.
- Plan for use of supervision and case consultation to support ethical and legal clinical decision making.
- Describe the role of counseling supervision in facilitating consistent client care.
- Review your state licensing board Web site to determine the requirements for post-masters supervision in your state.
- Describe a theory, model, and strategies for practicing consultation to improve coordinated services for clients.

u08d2 - Consulting on Critical Issues

Consider the "unsolved problems" and critical issues in mental health in your own community. Identify one problem with which you have some expertise or first-hand experience. Consult the "report card" for your state at the Mental Health America: Ranking the States Web site for issues contributing to the mental health in your region. Imagine that you have been requested to take the role of a consultant and provide expertise and advisement for addressing this problem.

In your post, complete the following:

- Identify and briefly describe the mental health issue in your community on which you will provide consultation.
- Identify a model of consultation and an approach for consulting within that model that you will employ, based on your readings. Describe the goals you would have for addressing the problem with your chosen model and consultation approach.
- Describe the consultant role you would take, providing a rationale for your choice.

Support your ideas with citations of your resources, using APA style.

Response Guidelines

Respond to at least one of your peers' posts whose response differs from yours. Discuss the differences you identified, and explain what you have learned from their responses that deepens your understanding of the supervisory process.

Course Resources

Graduate Discussion Participation Scoring Guide

Ranking the States

APA Style and Format

u08d2 - Learning Components

- Plan for use of supervision and case consultation to support ethical and legal clinical decision making.
- Describe the role of counseling supervision in facilitating consistent client care.
- Describe a theory, model, and strategies for practicing consultation to improve coordinated services for clients.

Unit 9 ≫ Accountability in Counseling

Introduction

"Sounds good . . . but does it work?"

In previous decades, counselors could answer questions about the efficacy of their work by basing their answer on an intuitive sense about how clients benefitted from their services. But times have changed. In an era when data is collected more and more easily and frequently in every aspect of our lives, counselors are expected to provide evidence-based answers to questions like the following:

- Did your client's symptoms improve substantially? What evidence do you have?
- Does your prevention program help clients avoid later problems? How do you know?
- Does your counseling program help restore clients' mental health and wellness? How are they different after counseling?
- Are your services accessible to those who need them most? Can you demonstrate that they are?

Evaluation of our own work is intrinsic to our role as counselors; it occurs constantly and goes on at many levels. Primarily, counselors reflect on each case as it unfolds, noting what does and does not work with each client. Counselor supervisors are responsible for reviewing the work of many counselors to be sure that each client is benefiting from care. Agency and program directors evaluate the results of the whole group in order to know that clients are well served. When a comprehensive assessment is needed, consultants who specialize in program evaluation are often employed.

Learning Activities

u09s1 - Studies

Readings

In your textbook, *Orientation to the Counseling Profession*, read the following:

- Chapter 16, "Accountability in Counseling," pages 504–518.
    - This section of the chapter focuses on how counselors and consultants evaluate programs.

Use the Capella Library to read the following. This article illustrates how programs and professionals must be proactive to ensure that they are providing clients with the assistance intended.

- Taylor, W. D., Asgary-Eden, V., Lee, C. M., & LaRoche, K. J. (2015). Service providers' adherence to an evidence-based parenting program: What are they missing and why? *Journal of Child and Family Studies*, *24*(1), 50–56.

Optional Multimedia

Review the following:

- Using the Tools of Academia.
    - Access the media presentation to use as needed in support of the assignment that is due this unit. This presentation contains links to several Capella resources that will help you write, format, and review assignments.

u09a1 - Consultation, Supervision, and Advocacy Plan

Introduction

For this assignment, imagine you have been contacted by an agency in your community to provide consultation on how they might improve their services to clients. The agency is concerned that clients with serious counseling issues are "falling between the cracks" when they are referred to others in the community for intensive treatment. Furthermore, the brief aftercare they provide is not accessible enough to sufficiently support clients as they re-integrate into the community.

Using SafeAssign

This course requires you to use the SafeAssign tool. The SafeAssign source matching tool is available to you via a link in the courseroom. SafeAssign supports the development of your skills in preparing written coursework. Use your originality report to help ensure that you have used outside sources ethically and effectively.

- **Note:** Submitting a draft of your work to SafeAssign allows you make revisions before submitting it as your final work for grading. Submitting an assignment to SafeAssign does not submit the work to the course room for evaluation. This must be done separately; look for directions at the end of the assignment instructions.

Instructions

Use the Consultation, Supervision, and Advocacy Plan Template to complete this assignment. Using your studies in Units 7, 8, and 9, as well as ideas you have gathered from your peers in the discussions, address the following in your assignment:

1. Identify a population with mental health counseling needs as well as other needs, for example:
    - People experiencing chronic or severe mental illnesses who also experience homelessness.
    - Children with medical needs who also experience high anxiety.
    - Elderly individuals who are socially isolated and depressed.
    - Chemically dependent persons with recurring mental health crises.

2. Evaluate how the group you identified has been served in the history of clinical mental health counseling.
3. Describe the agency that is requesting consultation, specifying where their services are located within the continuum of care available in the community. Briefly outline the services they provide, such as outpatient services, inpatient services, partial hospitalization, or aftercare, and describe the other professionals or entities to whom they can refer clients for coordinated care.
4. Identify and describe the consultation theory, model, and strategies you would propose use to assist the agency in improving coordinated services for their clients.
5. Propose a counseling supervision model for the agency that describes roles and strategies for maintaining ethical and consistent client care.
6. Recommend additional steps professionals at the agency could take to advocate at the state or national level to reduce barriers that impede access, equity, and success for their client population.

Review the scoring guide linked in the Resources area to make sure you understand how this assignment will be graded.

Additional Requirements

Your paper should meet the following requirements:

- **Written communication:** Compose your paper to concisely and clearly address each topic, with correct grammar, punctuation, and mechanics.
- **Length of paper:** 3–5 typed, double-spaced pages, not including the title page and reference page.
- **References:** Be sure to correctly cite and reference at least three sources.
- **APA formatting:** Follow current APA guidelines for style and formatting, as well as for citing your resources in the body of your paper and on the References page.
- **Font and font size:** Times New Roman, 12 point.

SafeAssign Submission Requirements

You are required to submit a draft of this paper to SafeAssign to generate a report prior to submitting the assignment for grading. When your paper is downloaded and viewable in SafeAssign, save the originality report. Check your work for any necessary edits. Once the paper is finalized and all edits have been made, submit your final paper in the assignment area. A final SafeAssign report will automatically generate once the assignment has been submitted. Refer to the SafeAssign page on Campus (linked in the Resources) for guidance.

- Submit your assignment using the following file naming format: Your Name_AssignmentNumber_Assignment Title (example: Ima_Learner_u03a1_ClientDescription).
- Please be prepared to provide your faculty member with a copy of the original *draft* SafeAssign report should this be requested of you.

Submit the assignment to your instructor as an attachment in the assignment area no later than 11:59 p.m. Central time on Sunday.

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, click the linked resources for helpful writing information.

Course Resources

SafeAssign

Consultation, Supervision, and Advocacy Plan Template [DOCX]

APA Style and Format

Capella Writing Feedback Tool

u09d1 - Accountability Consultation Case Study

Briefly describe a hypothetical agency that sought your help as a consultant, noting the client population they serve and they types of counseling services they provide.

You have been employed by this agency to develop an ongoing assessment plan that will allow the agency to determine whether the clients are making gains and are satisfied with their treatment. You visit the agency and meet with the counselors and administrators to discuss potential ways to measure treatment gains (using pre- and post-test assessments) as well as client satisfaction.

Provide an outline of a plan that details how you would go about answering the question: "Are clients here getting better?" Make recommendations about the specific information the agency will need to collect and analyze in order to determine whether their clients are getting better. Refer to and cite best practices presented in the readings for this unit specific to consultation and accountability in counseling.

Response Guidelines

Respond to at least two of your peers, whose posts differ from yours. Please respond to at least one post with few or no replies. Identify two questions that you, as a collaborating consultant, would ask about your peer's plan.

Course Resources

Graduate Discussion Participation Scoring Guide

u09d1 - Learning Components

- Review the American Counseling Association (ACA) ethics code regarding supervision and consultation.
- Plan for use of supervision and case consultation to support ethical and legal clinical decision making.
- Describe the role of counseling supervision in facilitating consistent client care.
- Review your state licensing board Web site to determine the requirements for post-masters supervision in your state.
- Describe a theory, model, and strategies for practicing consultation to improve coordinated services for clients.

Unit 10 ≫ Counselors Working for the Future

 Introduction

Over the past ten weeks, you have been learning about the various roles and functions of CMHCs. Clinical mental health counseling is a rewarding profession that includes many benefits for you as well as for those you serve. In this unit, you will reflect on your learning experiences and recall the important elements of the course.

You will also discover what we know about the answer to a question that many clients and community constituencies have, even though they may not voice it: "Does counseling work?" Learning about the scientific evidence we have that supports our work will help you answer this question when it is asked.

Learning Activities

u10s1 - Studies

Readings

In your textbook, *Orientation to the Counseling Profession*, read the following:

- Chapter 17, "Outcome Research in Counseling," pages 520–547.

Use the Capella Library to read:

- Forester-Miller, H., & Davis, T. E. (2016). Practitioner's guide to ethical decision making (Rev. ed.) [PDF]. *American Counseling Association*. Retrieved from http://www.counseling.org/docs/default-source/ethics/practioner%27s-guide-to-ethical-decision-making.pdf

Use the Capella Library to read:

- Shear, M. K., & Gribbin Bloom, C. (2017). Complicated grief treatment: An evidence-based approach to grief therapy. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, *35*(1), 6–25.
    ◦ This article provides an example of how counselors use outcome research to design effective treatments for particular mental health issues.

Capella Career Center

As you approach the conclusion of this course, it is a very good time for you to review the services offered by the Capella University Career Center. The Career Center provides a wide array of resources and tools to help Capella learners and alumni manage and plan their career development at every stage.

Take some time to explore the following:

- The Career Center home page.
- On-Demand Tutorials. These are strongly recommended because, with topics such as Networking, Informational Interviewing, and Online Social Networking, they provide the building blocks of successful career management.
- Competency Translator. This resource provides a format for capturing a concise picture of the professional competencies you acquire throughout the courses you take at Capella.
    ◦ Begin filling it out. The purpose is to encourage you to reflect on what you have learned and how you might apply this learning in your career. Possible uses for this information include: resume accomplishment statements, interview responses, performance review conversations, promotion proposals, and salary negotiations.

You will use what you learn about the Career Center to complete the first discussion for this unit, but more importantly, the resources offered there can enhance your career prospects for years to come!

Quiz Preparation

In preparation for this unit's quiz, review the following sections s of your *Orientation to the Counseling Profession* text:

- Chapter 8, Section titled "Counseling in Mental Health Settings," pages 250–258.
- Chapter 9, Section titled "Technology Use and Career Issues," pages 308–309.
- Chapter 13, "Supervision and Consultation," pages 406–434.
- Chapter 16, "Accountability in Counseling," pages 489–519.
- Chapter 17, "Outcome Research in Counseling," pages 520–547.

Optional Quiz Preparation

It may help you with this unit's quiz to review the following:

- Social Psychology Network. (n.d.). Tips on taking multiple-choice tests. Retrieved from http://www.socialpsychology.org/testtips.htm
    ◦ This resource is based on research on testing skills and test anxiety.

u10q1 - Quiz: Client Issues and Counseling Effectiveness

Throughout this course, you have examined the professional counselor's role in providing intervention, supervision, and consultation services to clients from diverse backgrounds and in a variety of mental health delivery systems. You have learned about the process and methods of advocating for the profession. Finally, you have applied the effective practices used by counselors, supervisors, and consultants to case scenarios. This multiple-choice quiz will provide further opportunity for you to demonstrate your mastery of the following course competencies:

- Plan strategies for interfacing with behavioral health care professionals in mental health service delivery modalities and networks across the continuum of care.
- Describe the theories, models, and strategies used by counselors for supervision and consultation.

Read the following instructions before taking the quiz:

- Take and submit the quiz in this unit.
- There is no time limit on the quiz. You may take the quiz twice. Your highest score will be retained.
- Do not access the quiz until you are ready to complete it. Once you begin the quiz, you cannot start over.

- The quiz is scored automatically, and you will receive feedback immediately.

u10d1 - Ethics and Accountability Consultation Scenario

This discussion will require you to draw on several competencies you have acquired as you have progressed through this course.

Consider the following scenario:

Scenario

Imagine that you are on a team of counselors who have been called in to provide consultation for the Common Sense Counseling community agency. On their Web site and on social media sites, Common Sense Counseling describes their approach as "a fresh, new approach to changing lives" having a high rate of success (based on numerous testimonials), and displays friendly pictures of everyone who works there.

You begin your work by interviewing trainees at the site. Your first interview is with Lorena, who is doing an internship at the agency. Lorena mentions that her most interesting client is an Eastern European male named Dominik; he has been in the United States for about a year on a work visa. Dominik sought counseling, because his employer suggested that it might help him get along better at work and improve his ability to complete tasks. Lorena notes that she gets along fine with Dominik but diagnosed him with ADHD, because he was having difficulty sitting still and focusing. She did not refer him for further evaluation.

Lorena expresses confidence that things are going well with the case. Dominik schedules appointments over his lunch hour, so he will not miss work, and he brings extra food to share with Lorena. Lorena wants Dominik to feel welcome and comfortable, so she accepts what he brings. Sometimes they sit outside if the weather is nice, Lorena notes, because she believes that fresh air is good for the well-being of her client. Lorena confides to you that yesterday, Dominik asked if they could meet at a restaurant instead of eating at the office. Lorena says she felt a little funny about this but agreed to it, thinking that it was consistent with the friendly approach of the agency.

Lorena also discloses that recently Dominik sent her a friend request on Facebook, which she accepted. He has only four more sessions of counseling left at the agency, and she hopes they can still be friends after he completes treatment.

When you ask to review Lorena's case notes, you do not see a supervisor's signature. Lorena explains that because things are going well, she has not felt the need to staff this case. Apparently, the supervisor agreed that Lorena could exercise her own professional judgment. On the treatment plan, you see that Lorena describes using a directive approach and supplementing it with humor therapy, which she read about on the Internet. She describes this as "common sense counseling," but she is not able to articulate why it will be helpful for Dominik or discuss the evidence that this approach helps clients get better. When you ask Lorena how she knows her counseling sessions are benefitting Dominik, she says, "Well, he keeps coming back, so it must be worth his while, right?"

Using your text, the Web sites for the ACA and AMHCA ethics codes and the Forester-Miller and Davis (2016) decision making model assigned in this unit's studies, prepare a draft of your conclusions regarding this case that you will review with your consulting team. In your post, complete the following:

- Detail at least two potential ethical violations in this case that may harm the client, citing a specific standard of one or more of the ethical codes for clinical mental health counselors.
- Identify a potential ethical violation that may be harming Lorena.
- Discuss ways in which Lorena's practices may harm public perceptions of the accountability and credibility of counselors.
- Prepare a multi-step plan for the agency to follow in re-aligning its interns' and supervisors' clinical work with professional standards.

Support your ideas with citations of readings and Web sites from this course, using APA style.

Response Guidelines

Using your peers as your consulting team, work together to identify as many potential problems and solutions as possible. Prepare responses to at least two of your peers who identified different ethical problems than you did. Discuss the differences you identified, and explain what you have learned from your peer's response that deepens your understanding of the issues as well as the recommended courses of action.

Course Resources

Graduate Discussion Participation Scoring Guide

ACA Code of Ethics [PDF]

AMHCA Code of Ethics [PDF].

APA Style and Format

Practitioner's Guide to Ethical Decision Making [PDF]