



College of Health, Education & Social Transformation
Department of Counseling & Educational Psychology

Syllabus

Fall 2022

CEPY 5170: Professional Issues in Mental Health Counseling

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New Mexico State University- Main Campus

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CLASS MEETING TIME: Mondays from 4:45pm – 7:15pm

DATES: August 17, 2022 to December 9, 2022

DELIVERY METHOD: Face-to-Face, O'Donnell Hall Room 232

CREDIT HOURS: 3

PHONE: 575-312-2042 (texting is ok!)

OFFICE HOURS: Via Zoom or Phone by appointment

INSTRUCTOR'S AVAILABILITY: The instructor will respond to **texts/calls** within 24 hours Monday-Friday, please identify yourself and your course, CEPY 5170; I return weekend emails on Mondays.

CATALOG DESCRIPTION OF COURSE:

History, roles, organizational structures, settings, ethics, standards, laws, and credentialing related to mental health counseling. Group laboratory experience to enhance self-awareness and interpersonal skills for effective professional relationships. Restricted to CEP graduate majors. Non-majors may be permitted to enroll in this course under limited circumstances with the permission of the course instructor, program director, department head, and graduate school dean. May be repeated up to 3 credits.

LEARNING OUTCOMES:

Students should understand and demonstrate ethical decision-making processes and resources. Students should demonstrate understanding of the expectations and requirements of their new professional identity. Students should demonstrate knowledge of history and philosophy of the counseling profession and its specialty areas. Students should demonstrate understanding of the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including inter-agency and inter-organizational collaboration and consultation. Students should demonstrate knowledge and understanding of counselors' roles and responsibilities as members of interdisciplinary

community outreach and emergency management response teams. Students should demonstrate knowledge and understanding of the the role and process of the professional counselor advocating on behalf of the profession; advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients.

2016 CACREP STANDARDS TO BE MET WITH CEPY 5170: At the completion of this course, students should have an understanding of and demonstrate the following knowledge, skills, and practices as outlined in the 2016 CACREP Standards

Professional Counseling Identity- Section 2: Professional Counseling Orientation and Ethical Practice	
CACREP Standard	Corresponding Course Assignment
2.F.1.a. history and philosophy of the counseling profession and its specialty areas	Guided Class Discussion Comprehensive Final Exam
2.F.1.b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	Guided Class Discussion Professional Counselor Interview Comprehensive Final Exam
2.F.1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	Guided Class Discussion Professional Counselor Interview
2.F.1.d. the role and process of the professional counselor advocating on behalf of the profession	Advocacy Letter Professional Identity and Values Reflection Guest Speaker
2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Advocacy Letter Guest Speaker
2.F.1.f. professional counseling organizations, including membership benefits, activities, services to members, and current issues	Guided Class Discussion Professional Identity and Values Reflection
2.F.1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	Comprehensive Final Exam Guided Class Discussion Continuing Education Certificates
2.F.1.h. current labor market information relevant to opportunities for practice within the counseling profession	Guided Class Discussion Guest Speaker
2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Ethics Committee Case Presentation Comprehensive Final Exam

2.F.1.j. technology's impact on the counseling profession	Guided Class Discussion/Case Study
2.F.1.k. strategies for personal and professional self-evaluation and implications for practice	Ethics Committee Case Presentation Professional Identity and Values Reflection
2.F.1.l. self-care strategies appropriate to the counselor role	Guest Speaker Guided Class Discussion Professional Identity and Values Reflection
2.F.1.m. the role of counseling supervision in the profession	Guided Class Discussion Professional Counselor Interview Comprehensive Final Exam
Entry-Level Specialty Areas: Clinical Mental Health Counseling: Section 5	
a. roles and settings of clinical mental health counselors	Guided Class Discussion Professional Counselor Interview
b. 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	Guided Class Discussion
i. legislation and government policy relevant to clinical mental health counseling	Ethics Committee Case Presentation Comprehensive Final Exam
k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	Guided Class Discussion Continuing Education Certificates
l. legal and ethical considerations specific to clinical mental health counseling	Guided Class Discussion/Case Study Ethics Committee Case Presentation
m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	Guided Class Discussion

Key Performance Indicator (KPI)

CACREP Core Area	KPI	Assessment
Professional Counseling Orientation and Ethical Practice	Students will understand ethical and legal considerations specifically related to the practice of clinical mental health counseling	Comprehensive Final Exam: Four part exam addressing ACA Ethical Codes, Limits of Confidentiality, Ethical Decision Making Model, and further ethical practice and professional development issues.

REQUIRED READINGS:

Remley, T. P., & Herlihy, B. (2019). *Ethical, Legal, and Professional Issues in Counseling* (6th ed.). Upper Saddle River, NJ: Pearson.

Chapter 8: Levels of Care from *The Integrated Behavioral Health Continuum: Theory and Practice* (2001)

Ren, Wang, H., & Zhang, W. (2017). Experiences in disaster-related mental health relief work: An exploratory model for the interprofessional training of psychological relief workers. *Journal of Interprofessional Care*, 31(1), 35–42. <https://doi.org/10.1080/13561820.2016.1233097>

ADDITIONAL RECOMMENDED TEXT:

American Counseling Association (2014). *Code of Ethics*. Alexandria, VA: Author.
[2014-code-of-ethics-finaladdress.pdf \(counseling.org\)](https://www.counseling.org/files/2014-code-of-ethics-finaladdress.pdf)

ASCA Ethical Standards for School Counselors

[ASCA Ethical Standards for School Counselors - American School Counselor Association \(ASCA\)](https://www.asca.org/ethical-standards-for-school-counselors)

New Mexico Counseling and Therapy Practice Board Rule Book

<https://www.srca.nm.gov/nmac-home/nmac-titles/title-16-occupational-and-professional-licensing/chapter-27-counselors-and-therapists/>

APA STYLE/WRITING STATEMENT:

As a graduate student, it is expected that you will familiarize yourself with the current edition of the APA style manual and properly apply it to your assignments and other program requirements (e.g., thesis, dissertation). A large portion of the work required in CEPY courses includes written assignments. This means that the evaluation of students' writing will be determined by the instructor's professional judgment regarding the following criteria: grammar, punctuation, organization and clarity of writing, and proper application of APA style. These components have been identified as necessary skills to assure a student is successful in their program and the profession. Students who are not meeting minimal competence in these areas will receive grades reflecting the deficiencies. Be advised that if you turn in an assignment containing a large number of writing errors (i.e., grammar, APA style, punctuation) then you will receive a lower grade.

IN-CLASS BEHAVIOR STANDARDS AND LEARNING ENVIRONMENT: This class is an opportunity to integrate our human service values and professional development. Because the course requires active engagement- there may be moments of disagreement and conflict. If this occurs, the expectation will always be for us to listen and communicate respectfully to one another. Any concerns about ethical or cultural issues that may arise should be discussed openly in class or privately with the instructor.

EVALUATION/GRADING CRITERIA: Assessment of student learning will be based on the grades obtained in all completed assignments. **Rubrics for all assignments will be provided on Canvas.**

The following is the evaluation criteria for this course:

COURSE GRADING POLICY:

- Attendance, participation, and active engagement is expected throughout the course and will enrich our discussions and class experience.
- Students are expected to read the assigned chapters/readings. The instructor will provide lectures and discussions to highlight main points of each chapter. However, they are not considered a substitute for reading the chapters.
- Assignments must be turned in on the due dates. Late written assignments will earn reduced points. Keep copies of your work and retain graded papers until you receive your final grade.

ATTENDANCE & PARTICIPATION- 100 points

Class attendance is a requirement. One absence is permissible. Students are responsible for contacting the instructor to discuss missed material and to ask classmates for copies of notes from class. In case of a documented illness or crisis (e.g., severe illness, personal loss) arrangements can be made with the instructor for minimizing this penalty or obtaining an “Incomplete” in the course. Points are subjective and determined by the instructor. Please speak with me privately if any concerns or issues should arise.

PROFESSIONAL COUNSELOR INTERVIEW- 25 points

Students are to interview a professional counselor (phone, Zoom, in person) to gain insight and create a networking opportunity within the counseling profession. A written summary of the interview is required. A rubric will be provided in Canvas. **Due 9/26/22 by Midnight.**

ADVOCACY LETTER- 25 points

Students will explore their role as a professional counselor in regards to social justice and/or advocacy work. Students are required to write a one page letter to a real person or entity citing an ethical issue and/or specific ethical guidelines/codes that are impacting our profession. A rubric will be provided in Canvas. **Due 10/03/22 by Midnight.**

PROFESSIONAL IDENTITY & VALUES REFLECTION - 75 points

This assignment gives students the opportunity to explore and reflect upon their own professional identity and values that will invariably impact their work with others. A rubric will be provided in Canvas. **Due 10/24/22 by Midnight.**

CONTINUING EDUCATION CERTIFICATE(S)- 25 points for 1 CEU for a total of 50 points

Professional counselors are required to complete Continuing Education Units (CEU’s) to maintain licensure to practice within their state. Students may choose which CEU trainings they would like to attend as long as they are NBCC approved. The instructor will provide information on free trainings that are available throughout the semester. In person and Zoom are permitted. Students are welcome to pay out of pocket for specific CEU’s if they desire. Proof of **two credit hours of CEU’s** are required prior to the end of the semester. **Due no later than 12/9/22 by Midnight.**

ETHICS COMMITTEE CASE PRESENTATION- 75 points

Students will be assigned into “committees” in which they will present on a case/vignette they have created and reviewed. The committee will present on their findings in regards to possible ethical or legal violations, disciplinary recommendations for the counselor cited, and also guide the class through their ethical decision making process with the specific case. This will be in a class presentation and a rubric will be provided in Canvas. **Groups/Presentation dates are TBD in November.**

COMPREHENSIVE EXAM – 50 points

This will be a rigorous comprehensive written exam given in class (not on Canvas). A review will be provided prior to the exam if time allows. **In-person 12/5/22.**

Grading Scale
400 Possible
Points

96-100%	A+	76-79%	C+
92-95%	A	72-75%	C
90-91%	A-	70-71%	C-
86-89%	B+	66-69%	D+
82-85%	B	62-65%	D
80-81%	B-	61% or less	F

WEEKLY SCHEDULE OF CLASS TOPICS

Date	TOPIC	READINGS/Assignments Due
8/22/22	Course Overview/ Introduction to the Counseling Profession	Remley and Herlihy (2022): Chapter 1: Foundations and Introduction to the Counseling Profession
8/29/22	Introduction to Professional Ethics, Credentialing, and Legislative Issues in Mental Health Counseling.	Remley and Herlihy (2022): Chapters 1 & 2: Professional Identity of Counselors: Foundations, multiculturalism, values, social justice, and advocacy.
9/05/22	No Class	
9/12/22	Counselor Advocacy Competencies	Remley and Herlihy (2022): Chapter 3: Multicultural Competence, Social Justice, and Advocacy
9/19/22	Client Rights and Counselor Responsibilities; Confidentiality and Privileged Communication	Remley and Herlihy (2022): Chapters 4 & 5: Client Rights and Counselor Responsibilities; Confidentiality and Privileged Communication Values Reflection Paper Due
9/26/22	Counseling Children and Vulnerable Adults Malpractice and Resolving Legal and Ethical Challenges	Remley and Herlihy (2022): Chapter 11: Counseling Children and Vulnerable Adults Remley and Herlihy (2022): Chapter 8: Malpractice and Resolving Legal and Ethical Challenges
10/03/22	Boundary Issues	Remley and Herlihy (2022): Chapter 9: Boundary Issues

10/10/22	Technology in Counseling	Remley and Herlihy (2022): Chapter 10: Technology in Counseling Professional Advocacy Project Due
10/17/22	Records and Subpoenas: Competence, Assessment, and Diagnosis	Remley and Herlihy (2022): Chapters 6 & 7: Records, Subpoenas, Competence, Assessment, and Diagnosis.
10/24/22	Counseling Families and Groups	Remley and Herlihy (2022): Chapter 12: Counseling Families and Groups
10/31/22	Professional Relationships, Private Practice, and Health Care Plans Mental Health Service Delivery Modalities within the Continuum of Care	Remley and Herlihy (2022): Chapter 13: Professional Relationships, Private Practice, and Health Care Plans Chapter 8: Levels of Care from The Integrated Behavioral Health Continuum: Theory and Practice (2001) Guest Speaker
11/07/22	Issues In Counselor Education	Remley and Herlihy (2022): Chapter 14: Issues In Counselor Education
11/14/22	Supervision and Consultation	Remley and Herlihy (2022): Chapter 15: Supervision and Consultation Ren et al. (2017)
11/21/22	Thanksgiving Break	No Class
11/28/22	Professional Writing, Conducting Research, and Publishing	Remley and Herlihy (2022): Chapter 16: Professional Writing, Conducting Research, and Publishing Professional Identity Interview due
12/05/22	Final Exam	Comprehensive Exam

PLEASE NOTE: The instructor reserves the right to make changes to the syllabus in order to enhance your learning experience. Students will be notified of such changes during class, in Canvas, and in writing.

Important Dates for Fall 2022

Students may add courses through **August 18, 2022** without instructor permission and through **August 26, 2022** with instructor permission. Late registration fees will apply for courses added after **August 18, 2022**. Students may withdraw from classes and receive a refund until **September 2, 2022**. The deadline for withdrawing from a course with no refund (W) is **October 14, 2022**. Students may withdraw from the university (withdraw from all classes) through **December 2, 2022**.

Religious Observances and Authorized Absences:

NMSU values diversity and the university supports cultural and religious inclusiveness. If your participation in cultural or religious observances (e.g. religious holidays, spiritual observances) conflicts with a particular class session, please notify the instructor in writing and ahead of time to be excused from class for such observances

Policies:

Please visit [Syllabus Student Resources & Policy | New Mexico State University - Be Bold! Shape the Future. \(nmsu.edu\)](#) for University Policies and Student Services, including Discrimination and Disability Accommodation, Academic Misconduct, Final Exam Schedule, Grading Policies, COVID-19 Expectations, and more.

Office of Institutional Equity:

New Mexico State University, in compliance with applicable laws and in furtherance of its commitment to fostering an environment that welcomes and embraces diversity, does not discriminate on the basis of age, ancestry, color, disability, gender identity, genetic information, national origin, race, religion, retaliation, serious medical condition, sex (including pregnancy), sexual orientation, spousal affiliation, or protected veteran status in its programs and activities, including employment, admissions, and educational programs and activities. **You may submit a report online at equity.nmsu.edu. If you have an urgent concern, please contact the Office of Institutional Equity at 575-646-3635.**

Title IX prohibits sex harassment, sexual assault, dating and domestic violence, stalking and retaliation. For more information on discrimination or Title IX, or to file a complaint contact:

Office of Institutional Equity (OIE) - O'Loughlin House, 1130 University Avenue

Phone: (575) 646-3635

E-mail: equity@nmsu.edu

[Office of Institutional Equity Website](#)

Communication:

I will send urgent and regular communication to all students using the Announcements tool in Canvas. It is a requirement in this class that you set your New Announcements in Notifications to "Right Away" to ensure that you receive all announcements. (Go to Profile>Notifications, find for new announcements and set to Right Away). You can reach me through Canvas, email, phone, and text during the week.

Grading & Feedback:

The instructor will make an effort to provide grades within 7-10 days from the date the assignment was submitted. Assignments will be submitted electronically via Canvas and feedback/grades will be provided using the Speed Grader application. The instructor will inform students during class if she anticipates any delay in providing feedback/grades.

Late Assignments & Make-Up Work:

All assignments must be completed on time and are due on the day indicated. Late assignments cannot receive full credit, with a 10% penalty given for each class day it is late. Turning in assignments late will also result in delayed feedback and could impact grades on subsequent assignments. Students are responsible to contact the instructor to discuss missed assignments. In case of documented illness or crisis arrangements can be made with the instructor to minimize this penalty or obtaining an incomplete in the course.

CEPY Department Student Complaints Policy:

If students have a complaint about a course, they are advised to discuss their concerns directly with the instructor whenever possible. If that does not resolve the problem or if they cannot approach the instructor, students should either access NMSU's online complaint system at <https://dos.nmsu.edu/concerns/> or seek out the Interim Department Head Dr. Elsa Arroyos (earroyos@nmsu.edu) for help resolving the problem. Both of these processes provide opportunities for the department head to know about issues that need attention and for instructors to receive information about student concerns so that they can respond.

Administrative Withdrawals:

In the event that a student has stopped attending class without formally withdrawing, the instructor reserves the right to remove the student from the class by means of administrative withdrawal. Additionally, an administrative withdrawal is initiated for a student who is representing the university at an official out-of-town event becomes effective when the student returns from the event or five class days after the signed drop slip gets to the dean's office.