

VANDERBILT UNIVERSITY
 PEABODY COLLEGE OF EDUCATION
 Department of Human and Organizational Development
 Human Development Counseling Program
HDC 6400: Foundations of Clinical Mental Health Counseling
 [Term] [Day & Time] [Room]

Instructor [Instructor Name]
Phone [Office]
Fax [Fax]
Office [Office Number]
Office Hours [Office Hours]
Email [Instructor Email]
Website [Human Development Counseling](#)

Department of Human & Organizational Development Mission Statement

The Department of Human and Organizational Development is committed to promoting individual, relational, and collective well-being by enhancing the development of individuals, organizations, communities, and societies. We strive to achieve these aims by creating and disseminating knowledge about how people, groups, and systems influence one another.

Human Development Counseling Program Mission Statement

The HDC program recognizes the dynamic relationship between individuals, environments, and human systems. In order to meet the counseling needs of diverse populations, our students learn to integrate current research with sensitivity to social contexts and individual goals. HDC students employ counseling skills to maximize human potential and the development of individuals, groups, and organizations. They are uniquely qualified to appreciate the life-long nature of human development.

Course Description

This course provides a foundational understanding of the dynamic profession of clinical mental health counseling. Students explore historic, philosophical, and sociocultural trends in mental health counseling. Topics include: professional roles, functions, specialties, employment trends, preparation standards, credentialing, and ethical standards.

Required Texts and Materials

1. Gladding, S. T., & Newsome, D. W. (2017). *Clinical mental health counseling in community and agency settings* (5th ed.). Upper Saddle River, NJ: Pearson.
2. Articles as assigned
3. American Counseling Association. (2014). *ACA code of ethics*. Alexandria, VA: Author.
4. American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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Recommended Resources and Readings

1. Gladding, S. T. (2008). *Becoming a Counselor: The Light, the Bright, and the Serious* (2nd ed.). American Counseling Association.
2. Kottler, J. (2017). *On Being a Therapist* (5th ed.). Oxford University Press.
3. Kottler, J. A. (Ed.). (2001). *Counselors Finding Their Way*. American Counseling Association.
4. Yalom, I. (2017). *The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients*. Harper Perennial.

Method of Instruction

Instruction will include a combination of lecture, group discussion, experiential activities, and student presentations. Student active engagement is a critical aspect of learning and growth and will be expected as part of class.

Technical Resources and Competencies

Students in the Human Development Counseling program are expected to have a home computer or laptop, Internet access, and basic Microsoft Office software (Microsoft Word, PowerPoint, and Excel). In addition, students should develop competencies in the following areas. These competencies are based on the Association for Counselor Education and Supervision (ACES) Technical Competencies.

1. Be able to use productivity software to develop group presentations, letters, and reports.
2. Be able to use such audiovisual equipment as video recorders, audio recorders, projection equipment, video conferencing equipment, and playback units.
3. Be able to use email.
4. Be able to help clients search for various types of counseling-related information via the internet, including information about careers, employment opportunities, educational & training opportunities, financial assistance/scholarships, treatment procedures, and social and personal information.
5. Be able to subscribe, participate in, and sign off counseling related listservs.
6. Be able to access and use counseling related CD-ROM and online databases.
7. Be knowledgeable of the legal and ethical codes which relate to counseling services via the Internet.
8. Be knowledgeable of the strengths and weaknesses of counseling services provided via the Internet.
9. Be able to use the Internet for finding and using continuing education opportunities in counseling.
10. Be able to evaluate the quality of Internet information.

These competencies meet or exceed the recommendations of both the American Counseling Association and the Council of Standards in Human Services Education.

Knowledge and Skill Outcomes

(NOTE: CACREP standards are coded below and are assessed via midterm exam [M], final exam [F], Insurance Benefits Project [I], Advocacy Project [A], Professional Development Plan [P], Emerging Issues Group Project [E], Class Exercises [C])

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At the conclusion of the course, students will be able to:

1. Describe the identity of the professional counselor, including their roles, processes, and advocacy responsibilities for the profession (2.F.1.a, 2.F.1.b, 2.F.1.d, 2.F.1.e, 5.C.2.c [M, A, P, C]);
2. Promote optimal human development, wellness, and mental health through prevention, education, and advocacy activities (2.F.1.b, 2.F.1.c, 2.F.1.e, 5.C.1.b, 5.C.2.c, 5.C.2.i [I, A, P, E]);
3. Discuss ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (2.F.1.i [M, P]).
4. Understand the history, philosophy, and trends in community and mental health counseling (2.F.1.a, 2.F.1.b, 5.C.2.a [M, P, E, F]);
5. Understand the management of mental health services and programs, including areas such as administration, finance, and accountability (2.F.1.b, 2.F.1.h, 5.C.2.c [M, I]);
6. Understand the roles and functions of mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including the value of multidisciplinary sources of knowledge, and interdisciplinary teamwork (2.F.1.b, 2.F.1.c, 5.C.2.a [M, P, F, C]);
7. Understand self-care strategies appropriate to the counselor role and professional functioning (2.F.1.i [P, C]).
8. Summarize preparation standards and professional credentialing, including certification, licensure, accreditation practices and standards, and the effects of public policy on these issues (2.F.1.g, 5.C.2.k [M, P, C]);
9. Identify professional counseling organizations including membership benefits, activities, service to members, and current issues (2.F.1.f, 5.C.2.k [P, C]);
10. Describe the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society (2.F.1.a, 2.F.1.c, 2.F.1.d, 2.F.1.e, 5.C.2.a, 5.C.2.c [M, F, I, A, P]);
11. Understand a variety of models related to community and mental health counseling, including the models, methods, and principles of program development and service delivery [(i.e., support groups, peer facilitation training, parent education, self-help)(2.F.1.b, 2.F.1.h, 5.C.2.c [M])];
12. Apply effective strategies to promote client understanding of, and access to, a variety of community resources (2.F.1.e [A, P])
13. Recognize the importance of family, social networks, and community systems in the work of community and mental health counselors (2.F.1.e [A, P]).

CURRICULUM STANDARDS ADDRESSED:

2016 CACREP Core Standards

Standard		How measured in HDC 6400
2.F.1.a	history and philosophy of the counseling profession and its specialty areas	Midterm Exam, Advocacy Project, Emerging Issues Project, Class Exercise
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	Midterm Exam, Insurance Benefits Project, Advocacy Project, Professional Development Plan, Emerging Issues Project, Final Exam
2.F.1.c	counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	Midterm Exam, Insurance Benefits Project, Advocacy Project, Professional Development Plan

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2.F.1.d	the role and process of the professional counselor advocating on behalf of the profession	Midterm Exam, Professional Development Plan, Class Exercise
2.F.1.e	advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients	Midterm Exam, Advocacy Project, Professional Development Plan
2.F.1.f	professional counseling organizations, including membership benefits, activities, services to members, and current issues	Midterm Exam, Class Exercise
2.F.1.g	professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	Midterm Exam, Professional Development Plan, Class Exercise
2.F.1.h	current labor market information relevant to opportunities for practice within the counseling profession	Professional Development Plan, Class Exercise
2.F.1.i	ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	Midterm Exam, Advocacy Project, Professional Development Plan, Class Exercise
2.F.1.j	technology's impact on the counseling profession	Emerging Issues Project, Final Exam
2.F.1.k	strategies for personal and professional self-evaluation and implications for practice	Professional Development Plan, Final Exam
2.F.1.l	self-care strategies appropriate to the counselor role	Professional Development Plan, Final Exam
2.F.1.m	the role of counseling supervision in the profession	Professional Development Plan

2016 CACREP Clinical Mental Health Counseling Standards

Standard		How measured in HDC 6400
5.C.1.a	history and development of clinical mental health counseling	Midterm Exam, Class Exercise
5.C.1.b	theories and models related to clinical mental health counseling	Midterm Exam, Class Exercise
5.C.2.a	roles and settings of clinical mental health counselors	Midterm Exam, Advocacy Project, Professional Development Plan, Class Exercise
5.C.2.c	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	Midterm Exam, Insurance Benefits Project, Professional Development Plan
5.C.2.i	legislation and government policy relevant to clinical mental health counseling	Midterm Exam, Advocacy Project
5.C.2.k	professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	Midterm Exam, Class Exercise

Course Assignments

Assignment	Description	Percentage/Poi nts	Due Date
Proof of ACA Membership	Become a student member of the American Counseling Association and deliver printout of membership card with name, ID number, and date.	0% but will not receive a final grade without having this.	
Insurance Benefits Project	You will contact your insurance provider to learn about your mental health policy and write a brief reflection paper on your experience.	10	

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Midterm Exam	Exam covering class and reading material for the first half of the semester	15	
Advocacy Project	You will send a letter to a local, state, or national official regarding a current legislative issue and will write a research paper about that issue.	20	
Professional Development Plan	You will complete the Professional Development Plan Worksheet.	20	
Emerging/Current Issues Group Presentation	You will research a current issue related to the field of counseling and present your findings. This will be a group project.	20	
Final Exam	Exam covering class and reading content for second half of the semester	15	

Unless otherwise specified, all written work should be submitted in APA format.

Grading Scale

Grade	Percentage
A	95 - 100
A-	90-94
B+	88-89
B	85-87
B-	80-84
C+	78-79
C	75 - 77
C-	70 - 74

Tentative Course Schedule

This syllabus is subject to revision at the professor's discretion. Revisions will only be made on a need basis and will be communicated to each student.

Week 1 -		
Time	Topic	Assignments
4:10	<ul style="list-style-type: none"> • Introductions • Introduction to the course/content • Review of the syllabus • Some technological tools 	
Readings	<ul style="list-style-type: none"> • Soranno, P. A. (2010). Improving student discussions in graduate and undergraduate courses: Transforming the discussion leader. <i>Journal of Natural Resources & Life Sciences Education</i>, 39, 84-91. • Adams, A. S. (2006). Does CACREP accreditation make a difference? A look at NCE results and answers. <i>Journal of Professional Counseling: Practice, Theory, & Research</i>, 33(2), 60-76. • Rollins, J. (2010). Making definitive progress: 20/20 delegates reach consensus on definition of counseling. <i>Counseling Today</i>, 36-38. • Urofsky, R. I., Bobby, C. L., & Ritchie, M. (2013). CACREP- 30 years of quality assurance in counselor education- Introduction to the special section. <i>Journal of</i> 	

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	<i>Counseling & Development, 91, 3-5.</i>
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Week 2 -		
Date	Topic	Assignments
4:10	<ul style="list-style-type: none"> Historical Origins and Philosophical Roots Professional Identity 	
Readings	<ul style="list-style-type: none"> Gladding Chapter 1 Ginter, E. J. (2002). Journal of Counseling & Development (JCD) and counseling's interwoven nature: Achieving a more complete understanding of the present through "Historization." <i>Journal of Counseling & Development, 80</i>, 219-222. Mellin, E. A., Hunt, B., & Nichols, L. M. (2011). Counselor professional identity: Findings and implications for counseling and interprofessional collaboration. <i>Journal of Counseling & Development, 89</i>, 140-147. Okech, J. E., & Geroski, A. M. (2016). Interdisciplinary training: preparing counselors for collaborative practice. <i>The Professional Counselor, 5</i>(4), 458-472. 	

Week 3 -		
Time	Learning Experiences	Assignments
4:10	<ul style="list-style-type: none"> Professional Ethics Professional Identity (cont) 	ACA Proof of Membership
Readings	<ul style="list-style-type: none"> Gladding Chapter 2 (up until page 59) American Counseling Association. (2014). 2014 ACA Code of Ethics. Retrieved December 1, 2017, from https://www.counseling.org/resources/aca-code-of-ethics.pdf (Preamble) Schmidt (2012). Court upholds Georgia counseling program's requirement that students accept gay clients. Retrieved December 7, 2017, from https://www.chronicle.com/article/Court-Upholds-Georgia/132637 Schmidt, P. (2010). Federal judge upholds dismissal of counseling student who balked at treating gay clients. Retrieved December 7, 2017, from https://www.chronicle.com/article/Judge-Upholds-Dismissal-of/123704 	

Week 4 -		
Date	Learning Experiences	Assignments
4:10	<ul style="list-style-type: none"> Professional Associations Licensure, credentialing, certifications Guest Speaker: Susan Hammonds-White, Ed.D. - LPC Board President (4:20) 	
Readings	<ul style="list-style-type: none"> Counseling Today Staff (2017). ACA continues push forward for licensure portability. Retrieved December 27, 2017 from https://ct.counseling.org/2017/06/aca-continues-push-forward-licensure-portability/ Bayne, H. B., & Doyle, K. (2019). Licensure portability through an ethical lens: Considering multiple stakeholders. <i>Journal of Mental Health Counseling, 41</i>(2), 	

	<p>97–111. https://doi.org/10.17744/mehc.41.2.01</p> <ul style="list-style-type: none"> Field, T. A. (2017). Clinical mental health counseling: A 40-year retrospective. <i>Journal of Mental Health Counseling</i>, 39(1), 1–11. https://doi.org/10.17744/mehc.39.1.01 Connelly, A. R. (2008). <i>Conference participation boosts career success</i>. Retrieved December 2, 2017, from http://ct.counseling.org/2008/01/your-counseling-career-conference-participation-boosts-career-success/ TN Rules for Professional Counselors (2015)
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Week 5 -		
Time	Learning Experiences	Assignments
4:10	<ul style="list-style-type: none"> Advocacy for the profession/professional issues Mental health services at various levels of administration Guest Speaker: Bob Vero, Ed.D - CEO Centerstone TN (4:30) Midterm exam review 	Insurance Benefits Project
Readings	<ul style="list-style-type: none"> Gladding Chapter 7 p. 178-187; Chapter 14 & 15 Bracy-Amoon, P., Makhija, N., Dixit, V., & Dator, J. (2012). Social justice: Pushing past boundaries in graduate training. <i>Journal for Social Action in Counseling and Psychology</i>, 4(2), 85-98. American Counseling Association. (2015). ACA podcast transcript: Mental health billing and ICD 10. Retrieved December 8, 2017, from https://www.counseling.org/docs/default-source/library-archives/podcast-transcripts/ht075---mental-health-billing-and-icd-10.pdf?sfvrsn=9e72432c_8 	

Week 6 -		
Time	Learning Experiences	Assignments
4:10	<ul style="list-style-type: none"> Mental health service delivery DSM 5 diagnosis 	
Readings	<ul style="list-style-type: none"> Gladding Chapter 4 & 5 (p. 138-150) American Psychiatric Association. (2013). <i>Diagnostic and statistical manual of mental disorders</i> (5th ed.). Arlington, VA: American Psychiatric Publishing. (Intro) Regier, D. A., Kuhl, E. A., & Kupfer, D. J. (2013). The DSM-5- classification and criteria changes. <i>World Psychiatry</i>, 12(2), 92-98. Stein, D. J., Phillips, K. A., Bolton, D., Fulford, K., Sadler, J., & Kendler, K. (2010). What is a mental/psychiatric disorder? From DSM-IV to DSM-V. <i>Psychological Medicine</i>, 40(11), 1759-1765 	

Week 7 -		
Time	Learning Experiences	Assignments
4:10	<ul style="list-style-type: none"> Wellness, stress management research, 	

	mindfulness, health promotion <ul style="list-style-type: none"> Wellness activity Guest Speaker: Natalie Campo, MD 	
Readings	<ul style="list-style-type: none"> Gladding Chapter 6 Coaston, S. C. (2017). Self-care through self-compassion: A balm for burnout. <i>The Professional Counselor</i>, 7(3), 285-297. Smith, H., Robinson, M., & Young, M. (2007). The relationship among wellness, psychological distress, and social desirability of entering masters level counselor trainees. <i>Counselor Education & Supervision</i>, 47, 96-109. Norcross, A. (2010). A case for personal therapy in counselor education. <i>Counseling Today</i>. Retrieved December 2, 2017, from http://ct.counseling.org/2010/08/reader-viewpoint/ 	

Week 8 - Midterm Exam

Week 9 -		
Time	Learning Experiences	Assignments
4:10	<ul style="list-style-type: none"> Assessment and Research in Counseling Evidence Based Practice Guest Speaker: Jeff Binder, Ph.D., ABPP, Nashville Psychotherapy Consultants (6:30) 	
Readings	<ul style="list-style-type: none"> Gladding Chapter 5 (p 127-137) APA Presidential Task Force (2006). Evidenced-based practice in psychology. <i>American Psychologist</i>, 61(4), 271-285. Hoskins, W. J., & Thompson, H. C. (2009). Promoting international counseling identity: The role of collaboration, research, and training. Retrieved December 3, 2017, from https://www.counseling.org/resources/library/VISTAS/2009-V-Online/Hoskins-Thompson.pdf Jorgensen, M. F., & Duncan, K. (2015). A phenomenological investigation of master's-level counselor research identity development stages. <i>The Professional Counselor</i>, 5(3), 327-340. 	

Week 10 -		
Time	Learning Experiences	Assignments
4:10	Emerging Issues: Multicultural/Diversity	Emerging Issues Group Presentation
Readings	<ul style="list-style-type: none"> Gladding Chapter 3 Avent, J. R., Cashwell, C. S. (2015). The black church: Theology and implications for counseling African Americans. <i>The Professional Counselor</i>, 5(1), 81-90. Farmer, L. B. (2017). An examination of counselors' religiosity, spirituality, 	

	and lesbian-, gay-, and bisexual- affirmative counselor competence. <i>The Professional Counselor</i> , 7(2), 114-128.
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Week 11 -		
Time	Learning Experiences	Assignments
4:10	Emerging Issues: Globalization of Counseling	<ul style="list-style-type: none"> ● Emerging Issues Group Presentation ● Advocacy Project Due
Readings	<ul style="list-style-type: none"> ● Hohenshil, T. H., Amundson, N. E., & Niles, S. G. (2015). Introduction to global counseling. In T. H. Hohenshil, N. E. Amundson, & S. G. Niles (Eds.), <i>Counseling Around the World</i> (Vol. 88, pp. 1–8). https://doi.org/10.1002/9781119222736.ch1 ● Shallcross, L. (2013, June 1). Global influence - Counseling Today. Retrieved July 15, 2019, from Counseling Today website: https://ct.counseling.org/2013/06/global-influence/ ● Paredes, D. M., Choi, K. M., Dipal, M., Edwards-Joseph, A. R. A. C., Ermakov, N., Gouveia, A. T., ... Benschhoff, J. M. (2008). Globalization: A brief primer for counselors. <i>International Journal for the Advancement of Counselling</i>, 30(3), 155–166. https://doi.org/10.1007/s10447-008-9053-1 ● Pester, D., Lenz, A. S., Watson, J. C., Dell’Aquila, J., & Nkyi, A. (2018). Evidence for use of a psychometric inventory of new college student adjustment with Ghanaian students: Implications for the professional globalization of counseling. <i>The Professional Counselor</i>, 8(1), 11–20. https://doi.org/10.15241/dp.8.1.11 	

Week 12 -		
Time	Learning Experiences	Assignments
4:10	<ul style="list-style-type: none"> ● Emerging Issues: Technology ● Professional Use of Technology 	Emerging Issues Group Presentation
Readings	<ul style="list-style-type: none"> ● ACA Code of Ethics Section H ● NBCC Policy Regarding the Provision of Distance Professional Services. Retrieved from https://www.nbcc.org/Assets/Ethics/NBCCPolicyRegardingPracticeofDistanceCounselingBoard.pdf ● American Counseling Association. (2015). ACA podcast series: Ethics and social media. Retrieved December 2, 2017, from https://www.counseling.org/docs/default-source/library-archives/podcast-transcripts/ethicssocialmedia.pdf?sfvrsn=10 ● Ostrowski, J., & Collins, T. P. (2016). A comparison of telemental health terminology used across mental health state licensure boards. <i>The Professional Counselor</i>, 6(4), 387-396. ● Kaplan, D. (2006). Ethical use of technology in counseling. <i>Counseling Today</i>. Retrieved December 2, 2017, from http://ct.counseling.org/2006/12/ct-online-ethics-update-4/ 	

Week 13 -		
Time	Learning Experiences	Assignments
4:10	Emerging Issues: Neurocounseling	<ul style="list-style-type: none"> • Emerging Issues Group Presentation • Professional Development Plan
Readings	<ul style="list-style-type: none"> • Goss, D. (2016). Integrating neuroscience into counseling psychology: A systematic review of current literature. <i>The Counseling Psychologist</i>, 44(6), 895-920. • Miller, R. (2016). Neuroeducation: Integrating Brain-Based Psychoeducation into Clinical Practice. <i>Journal of Mental Health Counseling</i>, 38(2), 103–115. https://doi.org/10.17744/mehc.38.2.02 • Montes, S. (2013, November 25). <i>The birth of the neuro-counselor?</i> Retrieved December 19, 2018, from https://ct.counseling.org/2013/11/the-birth-of-the-neuro-counselor/ • Russell-Chapin, L. (2015, February 3). Neurocounseling: Bringing the Brain into Clinical Practice. Retrieved December 19, 2018, from http://factbasedhealth.com/neurocounseling-bringing-brain-clinical-practice/ • Russell-Chapin, L. A. (2016). Integrating neurocounseling into the counseling profession: An introduction. <i>Journal of Mental Health Counseling</i>, 38(2), 93–102. https://doi.org/10.17744/mehc.38.2.01 	

Week 14 -		
Time	Learning Experiences	Assignments
4:10	Wrap-up, review	
Readings	<ul style="list-style-type: none"> • Lawson, G., & Venart, B. (n.d.). Preventing counselor impairment: Vulnerability, wellness, and resilience. Retrieved from December 3, 2017, from http://www.creating-joy.com/taskforce/PDF/ACA_taskforce_vista.pdf • Ettekal, A., & Mahoney, J. L. (2017). <i>Ecological Systems Theory</i>. Thousand Oaks, CA: SAGE Publications, Inc. 	

Week 15 -		
Final Exam - Readings and information since midterm exam		

Course Assignment Descriptions

Insurance Benefits Project (10%)

The purpose of this assignment is to understand access to mental health care using insurance benefits (as a client) and steps involved to become a mental health care services provider. Using your own health insurance policy (if you do not have insurance or prefer not to use your insurance company, pick another health insurance company and explore their mental health benefits package) determine if the policy covers mental health and/or substance abuse coverage. Some methods for doing this include using their websites to gather information or/and calling the (800) phone number for customer service. A 3-5 page reflection paper is to be written (please see Guidelines for Paper – Insurance Benefits Project in

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Brightspace).

Midterm Exam (15%)

A guide for studying will be provided closer to the exam date.

Advocacy Project: Counselor Advocacy through Legislative Influence (20%)

You will write a letter or email related to legislative action at the local, state, or national level. You will need to explore the American Counseling Association, National Board for Certified Counselors, American Association of State Counseling Boards, Council for Accreditation of Counseling and Related Educational Programs, and/or Chi Sigma Iota Professional Counseling Honor Society International, and local organizations' websites to become aware of various legislative or policy actions with the potential to impact counselors and their clients. Examples include legislative actions that provide reimbursement for counselors' services, counselors' rights to practice within the limits of their training (e.g., counselors' rights to use assessment instruments), services for students in schools (suicide prevention, LGBT education), etc. To create a thoughtful and well-informed letter/email, you will need to delve into your own research on the subject and include that information in your letter/email with correct referencing of resources (you must cite at least two professional references of research/statistics in the body of your letter and include full APA-style references). You may not use a standard letter that an organization has prepared, rather this letter/email must be in your own words. However, you may use template letters to inform your own. You have a right to hold any viewpoint you wish, whether it is in agreement with, or in opposition of, advocacy statements/efforts made on the part of professional associations. NO PART of your grade will be based on your viewpoint, RATHER, evidence of the effort that you put into your project. Finally, a copy of the letter or email is to be provided to the professor with some evidence that your letter or email was sent or received (e.g., if an email is sent, you can take a screenshot of the email confirmation and attach that to the letter you submit to the professor; if a senator, representative, or other local official responds, you may submit a copy of the response). A 10-page research paper is to be written and included in addition to your letter/email and proof of submission/response (please see *Guidelines for Paper – Advocacy Project* in Brightspace).

Professional Development Plan (10%)

The purpose of this assignment is to help you think critically about your career and educational aspirations and to assist you with taking the necessary steps to achieving your goals. You will complete the Professional Development Plan (located in BrightSpace) and will adapt it as necessary to fit your needs. To create a thoughtful and well-informed professional development plan, you will need to delve into your own research on various subjects and include that information in your plan. Your grade will not be based on your goals or ambitions, but rather the evidence of effort that you put into the assignment. A final copy should be submitted through Brightspace on the due date.

Emerging/Current Issues Group Presentation (20%)

During the second class meeting, students will choose an emerging/current issue in clinical mental health counseling and work with 3-5 other students to prepare a 20 minute presentation about the topic (definitions, prevalence/incidence statistics, what you hope to accomplish during your facilitation) followed by facilitating class dialogue around one of your reference articles (due to the professor the week before so the class can read it). You may choose a different topic than those

listed if pre-approved by the professor. Additionally, each student will complete a peer evaluation assessing each group member's participation.

Emerging/current issues are:

- **Technology:** Internet addiction/abuse, impact of pornography/cyber-affairs in couples and marriage counseling, cyberbullying, online counseling/distance counseling
- **Globalization:** counseling international clients, counseling in other countries, research collaboration between counselors in different countries, what we can learn from practices in other countries.
- **Marginalized Populations:** working with racially/ethnically/culturally diverse clients, working with LGBTQI clients, working with elderly clients, childhood and adolescent counseling/ethical issues, working with the clients involved with the justice system
- **Neurocounseling:** impact of neuroscience on counseling practice, interpersonal neurobiology, affective neuroscience, behavioral biology.
- **Other:** With professor's permission.

Final Exam (15%)

A guide for studying will be provided closer to the exam date.

Policies and Procedures

The complete set of program policies can be found in the [HDC Student Handbook](#). Students are responsible for familiarity and compliance with these policies (including attendance policies, student grievance processes, grade appeals policies, etc...) and are encouraged to process any questions regarding policy with their instructors.

Classroom Technology Policy

In classroom settings, technology is a double-edged sword: It can improve efficiency and create new learning opportunities, but it can just as easily distract from substance and dialogue. Empirical studies show that the use of laptops and related electronics in classrooms hinders even the best learner's ability to synthesize complex material and stay engaged (Hembrooke and Gay 2003; Mueller and Oppenheimer 2014). This does not necessarily mean that all electronic should be banned from the classroom, but it does mean we all need to be vigilant to ensure our technology is working *for* our learning process, not *against* it.

As a policy, **laptops and tablets are permitted in this class, but exclusively for educational purposes.** If you are using these devices for note taking, I ask that you close your web browsers and disable Wi-Fi during our time together. If you must use the internet for a rare research related purpose, please be respectful to your colleagues and use it strictly for this task, and as quickly as possible. Because they are difficult to do substantial academic work on, **cell phones are not permitted to be used in class without specific request and reasoning.** Of course, you may have them on your person so long as they are put away—everyone has emergencies and responsibilities outside of class.

Academic Integrity

Having academic integrity means taking ownership of the labor required for true learning and research. This certainly means producing your own work rather than copying that of someone else, but it also means taking intentional responsibility for your own learning. As graduate students, you are moving into an academic realm where you will be expected to pursue knowledge and learning through your own

initiative, rather than having it laid out for you by the faculty. This not only improves your retention, but allows you to develop as an autonomous professional and thinker with the ability to engage fully in your chosen course of study.

Academic Honesty/Honor Code Violations

Vanderbilt University places a high priority on and strives to uphold the highest standards of academic integrity while protecting the rights of students and faculty. Should the instructor find evidence of cheating, plagiarism, other inappropriate assistance in work presented by a student, or any other violation of the honor the code, the student will receive no points on the assignment/exam, and will be referred to the Honor Council for further disciplinary action. A list of honor code violations is included below.

Violations of the Honor Code are cause for disciplinary actions imposed by the appropriate honor council. The following are included as violations:

- **Falsifying or cheating** on a report, paper, exercise, problem, test or examination, tape, film, or computer program submitted by a student to meet course requirements. Cheating includes the use of unauthorized aids (such as crib sheets, discarded computer programs, the aid of another person on a take-home exam, etc.); copying from another student's work; soliciting, giving, and/or receiving unauthorized aid orally or in writing; or similar action contrary to the principles of academic honesty.
- **Plagiarism** on an assigned paper, theme, report, or other material submitted to meet course requirements. Plagiarism is defined as incorporating into one's own work the work of another without properly indicating that source. A full description of plagiarism is given in the section below.
- **Failure to report** a known or suspected violation of the Code in the manner prescribed.
- **Any action designed to deceive** a member of the faculty, a staff member, or a fellow student regarding principles contained in the Honor Code, such as securing an answer to a problem for one course from a faculty member in another course when such assistance has not been authorized.
- **Submission of work prepared for another course** without specific prior authorization of the instructors in both courses.
- **Use of texts or papers prepared by commercial or noncommercial agents** and submitted as a student's own work.
- **Falsification of results** of study and research.

The Honor Code Applied to Preparation of Papers

- Papers are to express the original thoughts of the student. If a topic for a paper has been discussed fully among students prior to an assignment, then the students should consult the instructor about writing on that particular topic.
- Failure to indicate the source of ideas, expressions, phrases, or sentences constitutes plagiarism.
- A student may not submit papers substantially the same in content for credit in more than one course, without specific and prior permission of all instructors concerned.

General Paper Grading Guidelines

All papers are expected to be completed utilizing APA format as found in the APA publication manual, 6th edition.

A: A superior paper, well organized and comprehensive, focusing in depth on the central and relevant topics. It is written with correct grammar and spelling and flowing sentence and paragraph structure. It is

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clear, and concise, avoiding vague generalities... The argumentation is convincing and logical. Controversial issues and the positions of others are accurately represented; factual errors are absent. Rather than merely summarizing, describing, or expressing unsupported opinions or conclusions, it critically analyzes the material, appropriately applying course concepts. With originality and creativity, it goes beyond the basic requirements, demonstrating intellectual struggle and hard work.

B: A good paper, containing no factual errors and substantially meeting the requirements of the assignment as expected of upper-level college students. Although the paper may be better than average, it lacks one or more of the qualities of the A paper described above.

C: A competent paper. It develops certain arguments quite well and meets the minimal requirements of the assignment, but shows definite weaknesses in one or more of the following: organization; proofreading; precision in reporting factual data; convincing, clear, and critical argumentation; careful researching of the topic; proper use of English.

F: A poor paper that shows little comprehension of the subject matter or little organization. It appears to have been written by someone who did not understand the material or the purpose or requirements of the assignment.

Late Policy

Assignments will receive a 10% grade deduction (e.g. A to B, C to D) for each day they are late, the first day beginning immediately following the deadline of the assignment and continuing for the 24 hours following. Each additional day late will incur an additional 10% grade deduction. For example, an assignment with an 12:00 am Tuesday deadline will receive a 10% grade deduction if submitted between 12:01am Tuesday and 12:00am Wednesday, and so on. Assignments that are not submitted within one week after the stated deadline will not be considered for grading and will receive a zero.

No extensions will be granted for assignments without advanced written notice by email. A conflict of schedule with other academic, professional, or personal commitments will not be granted as justification for extension; like any profession, success as a student involves looking ahead and planning. In rare circumstances, a short extension may be granted for unforeseeable crises.

Policy on Instructional Modification

Students who have a disability or condition where additional accommodations may be needed to be successful in this course or the HDC program are to follow the procedures of the Equal Opportunity, Affirmative Action, and Disability Services Department (EAD) at Vanderbilt University. Their website is <https://www.vanderbilt.edu/ead/> and phone number is (615) 322-4705.

Policy on Mandatory Reporting

All faculty (including TAs) must report allegations of sexual misconduct and intimate partner violence to the Title IX Coordinator. Vanderbilt has several programs designated as limited confidential resources, meaning that they will generally not reveal personally identifying information about the incident to others in the University barring situations where failure to report that information could potentially result in further harm to others. These are:

Project Safe: 304 West Side Row:	615-875-0660
U.C.C. (University Counseling Center): 2015 Terrace Place:	615-322-2571
Office of University Chaplain & Religious Life: 401 24th Ave. S:	615-343-2288

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Inclusivity Statement

As we all grow and develop as people and professionals, we constantly strive to improve ourselves in numerous areas of our lives. We value the diversity of our learning community and consider peoples' varied identities and differences as strengths and resources upon which to build community and facilitate human development. HDC students and faculty welcome your informal and formal suggestions for improvement of our classroom, program and university climate and culture, as well as course materials and content.

Trigger Warning

At times this semester, we will be discussing topics that may be disturbing and even traumatizing to some students. If you ever feel the need to step outside during one of these discussions, either for a short time or for the rest of the class session, you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you ever wish to discuss your personal reactions to this material, either with the class or with me, I would welcome such a conversation as an appropriate part of your professional development. Learning to manage personal reactions to potentially disturbing material that our clients present is a critical part of preparing to be a counselor.