

COUN 502-7901, Online

Introduction to Clinical Mental Health Counseling Fall 2025, Online Chadron State College

CSC Mission Statement

Chadron State College delivers experiences that foster knowledgeable and engaged leaders and citizens to enrich the High Plains region and beyond.

Part 1: Course Information

Instructor Information

Instructor: Jennifer Bays, PhD

Office: Remote Faculty

E-mail: jbays@csc.edu

Office Hours: Online, by appointment

CSC Online Address: <https://chadron.instructure.com/>

Credit Hours

3 credit hours

Course Description

This introduction to clinical mental health counseling addresses professional principles and practices in the context of history, identity, roles, and trends affecting the field and practice of mental health counseling in community and agency settings.

Requirements: Minimum grade of B.

Student Learning Outcomes

Chart for Course learning objectives and how the accreditation learning objectives align as well as the hours for the learning objectives.

COUN 502 Introduction to Clinical Mental Health Counseling	CACREP and CSC Learning Objectives	Assessment
Identify with the roles and functions of a professional counselor through participation in professional counseling organizations and activities that contribute to professional and personal growth.	CSC SLO 2	Professional Counselor Interview
Understand the history and philosophy of the counseling profession and its specialty areas	CACREP II F.1.a	Assignment #1
Understand 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.	CACREP II F.1.b	Professional Counselor Interview
Understand professional counseling organizations, including membership benefits, activities, services to members, and current issues	CACREP II F.1.f	Professional Counselor Interview

		Chapter 1 Quiz
Understand professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	CACREP II F.1.g	Professional Counselor Interview
Understand current labor market information relevant to opportunities for practice within the counseling profession	CACREP II F.1.h	Assignment #13
Explore and practice self-care strategies appropriate to the counselor	CACREP II F.1.i	Professional Counselor Interview
Explore theories, models, and strategies for understanding and practicing consultation.	CACREP II F.5.c.	Chapter 8 quiz
Explore strategies to promote client understanding of and access to a variety of community-based resources.	CACREP II F.5.k	Resource Assignment
Discuss designs used in research and program evaluation	CACREP II F.8.g.	Assignment #7
Discuss statistical methods used in conducting research and program evaluation	CACREP II F.8.h.	Assignment 7
Practice development of outcome-based measures for counseling programs	CACREP II F.8.d.	Assignment #7
Understand the history and development of clinical mental health counseling.	CMHC 1.a	Assignment #1
Understand the roles and settings of clinical mental health counselors.	CMHC 2.a	Professional Counselor Interview
Gain knowledge of 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	CMHC 2.c	Chapter 14 quiz & Assignment #14
Explore strategies for interfacing with integrated behavior health care professionals	CMHC 3.d	Assignment #14
Explore strategies to advocate for persons with mental health issues.	CMHC 3.e	Forum #7
Explore strategies for interfacing with the legal system regarding court-referred clients.	CMHC 3.c	Chapter 2 reading and Quiz

Textbook & Course Materials

Required Text(s):

Newsome, D. W. & Gladding, S. J. (2018) *Clinical mental health counseling in community and agency settings (5th Ed.)* New York: Pearson Publishing. **ISBN: 978-0-13-438555-6**

Skovholt, T.M. (2012). *Becoming a Therapist*. Hoboken, NJ: Wiley Publishers. **ISBN: 978-0-470-40374-7**

Additional assigned readings will be posted in CSC Online.

Method(s) of Instruction

Group and individual activities will facilitate the learning for this course. A combination of exams, readings, forum discussions, and online activities and assignments will be used to meet the outcomes of this course.

Course Requirements

COUN 502 Introduction to Clinical Mental Health Counseling is an online course that explores the requirements of the profession of Mental Health Counseling. Requirements of the course are to maintain an online presence in the class through completion of weekly assignments including reflection assignments, class readings, forum postings, and major paper assignments.

Course Assignments

1. Forum Discussions

A forum discussion is due each week. The purpose of forum discussions is to have a conversation based on the required week's readings. Students will be placed in smaller groups in an effort to make the conversation more manageable. It is expected that students reach through each forum posting in their group but only after posting their initial response. Additionally, students are required to respond to a minimum of one group member by Sunday evening. Initial posting must be 250 words and replies must be a minimum of 150 words.

a. Initial Posting due Wednesday by midnight of assigned week with reply to a minimum of one classmate due Sunday at midnight.

b. Worth up to 10 points each

2. Assignments

An assignment is due each week. The purpose of an assignment is to reflect upon the week's readings. While a forum is a public discussion, an assignment is an individual response that will not be read by their peers. Students should aim for a length of at least 2 pages double spaced, times new roman, 12 point font in order to provide a sufficient reflection that addresses the readings and supplied prompts.

a. Assignments due Sundays at 11:59pm MST to CSC Online.

b. Worth up to 10 points each

3. Quizzes

There are 16 chapter quizzes throughout the duration of this course. Quizzes can be taken 1 time and can be accessed in the weekly module in Canvas. Quizzes are due Sunday at midnight during the weeks they are assigned.

a. Due Sunday at 11:59pm MST during the assigned weeks.

b. Worth up to 20 points each

4. Professional Counselor Interview

Part of being a professional counselor requires collaboration and networking with other mental health professionals. For this assignment, students will select a licensed professional counselor to interview. Note: the interviewee's profession must be that of a professional counselor. Students are encouraged to develop questions based on what they would like to know about the profession. Additionally, students must address 4 additional topics, based on CACREP standards. These include professional counseling organizations and activities, roles and functions of counselors across specialty areas, professional counseling credentialing, and self-care. Students will develop questions specific to the above listed standards in a forum early in the semester. See rubric for specific grading procedures.

a. Due Week 9

b. Worth up to 70 points

c. See Rubric at end of syllabus for specific grading guidelines

5. **Resource pamphlet**

For this assignment, students will create a resource pamphlet for a specific population. Students are encouraged to create a resource pamphlet for the area and the population that they hope to work with in the future as a mental health practitioner. Before creating the pamphlet, students must consider the needs of the population. What resources does this clientele need access to? Students are required to research a variety of community-based resources and incorporate relevant resources into the pamphlet. Additionally, students are encouraged to submit a brief one-page paper that outlines the intended population and rationale for the resources provided.

- a. See Rubric for specific grading guidelines
- b. DUE: Week 16
- c. Worth up to 40 points

Note: ALL Papers must meet most current APA guidelines and standards

Mental Health & Wellbeing

As a student, you will experience stress that may lead to mental health challenges. Signs and symptoms include (but are not limited to) strained relationships, anxiety, depression, feeling overwhelmed, alcohol and/or drug misuse, or loss of motivation or purpose. CSC Counseling & Health Services is available to support students struggling with these issues. The cost of services is covered through student fees and does not require insurance or additional funds. Students seeing a Licensed Student Counselor may benefit from virtual psychiatry services through the University of Nebraska Medical Center. Schedule an appointment by navigating to the Calendly link of a Licensed Student Counselor by visiting <https://www.csc.edu/healthserv/counseling-services/> or by calling (308) 432-6232 or visiting Crites Hall 343. Help is always available.

Referrals

Chadron State College has a robust referral system, Eagles360, that was created to connect students with campus resources in time to provide maximum support. Faculty and staff members may submit Eagles360 referrals for any number of student success concerns (inconsistent class attendance, missing assignments, visible signs of stress or anxiety, passive suicidal ideation, etc.) that may be impacting peak academic performance. Once a faculty or staff referral has been received, students will soon be contacted by a dedicated staff member to discuss personalized next steps and resources. For more information, please email the Student Affairs office at studentaffairs@csc.edu or the Director of Academic Success Services at cmerchen@csc.edu.

Disability Services

Chadron State College works to ensure that all programs, activities, and services, including electronic and remote services, are accessible to people with disabilities. Upon request and with appropriate documentation, CSC will provide reasonable accommodations to ensure that students have equal access to programs, activities, and services. All students, including those who have

received accommodations via an IEP or 504 plan in previous educational settings, are encouraged to contact the Disability Services Coordinator, Ms. Deena Kennell, at 308.432.6467 or by email at dkennell@csc.edu for more information.

Part 2: Grading and Related Academic Policies

Graded Course Activities and Letter Grade Assignment

Assignments	Percentage of Grade
Discussion Forums	27%
Assignments	27%
Quizzes	27%
Interview and Paper	12%
Resource Assignment	7%
Total	100%

Letter Grade	Percentage
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	Less than 60%

Viewing Grades in CSC Online-Canvas

I will update grades in CSC Online each time a grading session has been completed—typically **5** days following the completion of an activity.

CSC Academic Policies

The [Course Syllabus Policies website](https://www.csc.edu/vpaa/course-syllabus-policies) lists academic policies that apply to **all** CSC courses. To review these policies, please click on the link or visit:

<https://www.csc.edu/vpaa/course-syllabus-policies>

You may also search for specific academic policies on CSC's [Policy Website](http://www.csc.edu/policy/).

(<http://www.csc.edu/policy/>)

Course-Specific Policies

Academic Honesty

Students are encouraged and expected, with the assistance of the faculty, to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or

falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined. Violations of these standards may result in course failure, suspension, or dismissal from the college. Students are encouraged to seek the advice of instructors as to the proper procedures to avoid such violations.

The following acts are examples of academic dishonesty:

1. Cheating – intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
2. Fabrication – intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. Facilitating Academic Dishonesty – intentionally or knowingly helping or attempting to help another in an act of academic dishonesty.
4. Generative AI – the use of artificial intelligence platforms and/or content produced by AI assistive software (e.g. ChatGPT, Dall-E 2, CodePilot, etc.) against course use parameters.
5. Plagiarism – appropriating or imitating language, ideas, and thoughts of another author, representing them as one’s own original work. The following acts are examples of plagiarism:
 1. Submitting an assignment that someone else has written and claiming the work as one’s own.
 2. Submitting an assignment that contains sections, paragraphs, sentences or key phrases that someone else has written without appropriately documenting the source(s) for each portion of the assignment not written by the student submitting the assignment.
 3. Submitting an assignment that contains paraphrased ideas from another source, published or unpublished, without appropriately documenting the source for each paraphrase. (Changing around a few words in a sentence from the source is not sufficient to avoid plagiarism.)

Note: “Someone else” in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. If an individual is unsure in how to document sources used within an assignment, they are encouraged to ask their professor or the reference librarian for assistance.

View the [Academic Honesty Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC’s Policy Website.
(<https://app.policyiq.com/ChadronStateCollege/Content/View/3419?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba>)

Late Work Policy

To ensure your success in learning, you are responsible for completing all assigned work as high quality submissions in the time frame allowed for each unit. You are also responsible for prioritizing your time accordingly to ensure timely completion of assigned course work and activities. Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes or late work accepted without a serious and compelling reason and instructor approval.

Class Attendance/Participation Policy

The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is

expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor.

View the [Class Attendance and/or Participation Policy](https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba) on CSC's Policy Website. (https://app.policyiq.com/ChadronStateCollege/Content/View/3432?Key=c320bad9-cae1-4820-bac1-ec7a3b6d69ba)

Personal Emergency & Academic Attendance/Participation

In the event a personal emergency (such as hospitalization, accident, death of an immediate family member, family crisis) requires an absence from courses and on-campus, students need to contact their instructors as soon as possible.

If the emergency should cause an extended absence (3 or more consecutive class days), you may contact the Dean of Student Affairs at studentaffairs@csc.edu for assistance. In the event of an extended absence, it may be possible for students to work with their instructors to complete coursework at a later date.

If the extended absence is near the end of the current term, students are encouraged to talk with their instructors about the Incomplete process. This process is ideal for students who have completed a minimum of 75% of the coursework already. If the instructor agrees, the student and the instructor will agree upon an appropriate timeline for the course to be completed. The instructor will file the appropriate paperwork to be approved by the Dean of Curriculum.

If a student's situation is such they are no longer able to complete the course and an Incomplete is not a viable option, the student may be encouraged to withdraw from their course(s).

If a student's absence pertains to specific academic accommodations, students will be strongly encouraged to request assistance from Disability Services in the Library Learning Commons.

Student athletes who are injured and need accommodations due to their injury/injuries are assessed by CSC Athletic Training staff with any needed assistance from area medical professionals. The Athletic Training staff will communicate the accommodation needs to the Dean of Student Affairs who will communicate this to all instructors and if appropriate, the Disability Services office.

Part 3: Course Topic Schedule/Outline

Week	Topic	Readings	Activities	Due Date
1	History of and professional identity in clinical mental health counseling	<ul style="list-style-type: none"> • <i>Gladding & Newsome</i>- Cpt. 1 • <i>Skovholt</i>- Cpt. 1 	<ul style="list-style-type: none"> • Forum Posting #1 • Assignment #1 • Chapter 1 quiz 	August 24th
2	Ethical and legal aspects of counseling	<ul style="list-style-type: none"> • <i>Gladding & Newsome</i>- Cpt. 2 • <i>Skovholt</i>- Cpt. 2 	<ul style="list-style-type: none"> • Chapter 2 quiz • Forum Posting #2 • Assignment #2 	August 31st
3	Clinical mental health counseling in a diverse society	<ul style="list-style-type: none"> • <i>Gladding & Newsome</i>- Cpt. 3 • <i>Skovholt</i>- Cpt. 3 	<ul style="list-style-type: none"> • Chapter 3 quiz • Forum Posting #3 • Assignment #3 	September 7th
4	The counseling process	<ul style="list-style-type: none"> • <i>Gladding & Newsome</i>- Cpt. 4 • <i>Skovholt</i>- Cpt. 4 	<ul style="list-style-type: none"> • Chapter 4 quiz • Forum Posting #4 • Assignment #4 	September 14th
5	Client assessment and diagnosis	<ul style="list-style-type: none"> • <i>Gladding & Newsome</i>- Cpt. 5 • <i>Skovholt</i>- Cpt. 5 	<ul style="list-style-type: none"> • Chapter 5 quiz • Additional Forum-Develop Interview Questions • Forum Posting #5 • Assignment #5 	September 21st
6	Holistic approaches to clinical mental health counseling	<ul style="list-style-type: none"> • <i>Gladding & Newsome</i>- Cpt. 6 • <i>Skovholt</i>- Cpt. 6 	<ul style="list-style-type: none"> • Chapter 6 quiz • Forum Posting #6 • Assignment #6 	September 28th
7	Consultation, advocacy, and evaluation	<ul style="list-style-type: none"> • <i>Gladding & Newsome</i>- Cpt. 7 • <i>Skovholt</i>- Cpt. 7 	<ul style="list-style-type: none"> • Chapter 7 quiz • Forum Posting #7- • Assignment #7- 	October 5th
8	Dealing with crisis, disasters, and suicide, while managing	<ul style="list-style-type: none"> • <i>Gladding & Newsome</i>- Cpt. 8 • <i>Skovholt</i>- Cpt. 8 	<ul style="list-style-type: none"> • Chapter 8 quiz • Forum Posting #8 • Assignment #8 	October 12th

Week	Topic	Readings	Activities	Due Date
	stress and avoiding burnout			
9	Working with groups	<ul style="list-style-type: none"> • <i>Gladding & Newsome</i>- Cpt. 9 • <i>Skovholt</i>- Cpt. 9 	<ul style="list-style-type: none"> • Chapter 9 quiz • Forum Posting #9 • Assignment #9 • Professional Counselor Interview 	October 19th
10	Couples and family counseling	<ul style="list-style-type: none"> • <i>Gladding & Newsome</i>- Cpt. 10 • <i>Skovholt</i>- Cpt. 10 	<ul style="list-style-type: none"> • Chapter 10 quiz • Forum Posting #10 • Assignment #10 	October 26th
11	Counseling children and adolescents	<ul style="list-style-type: none"> • <i>Gladding & Newsome</i>- Cpt. 11 • <i>Skovholt</i>- Cpt. 11 	<ul style="list-style-type: none"> • Chapter 11 quiz • Forum Posting #11 • Assignment #11 	November 2nd
12	Counseling adults	<ul style="list-style-type: none"> • <i>Gladding & Newsome</i>- Cpt. 12 • <i>Skovholt</i>- Cpt. 12 	<ul style="list-style-type: none"> • Chapter 12 quiz • Forum Posting #12 • Assignment #12 	November 9th
13	College and career counseling	<ul style="list-style-type: none"> • <i>Gladding & Newsome</i>- Cpt. 13 • <i>Skovholt</i>- Cpt. 13 	<ul style="list-style-type: none"> • Chapter 13 quiz • Forum Posting #13 • Assignment #13 	November 16th
14	Community agencies, medical settings, and other specialized clinical settings	<ul style="list-style-type: none"> • <i>Gladding & Newsome</i>- Cpt. 14 • <i>Skovholt</i>- Cpt. 14 	<ul style="list-style-type: none"> • Forum Posting #14 - • Assignment #14 • Chapter 14 quiz 	November 23rd
15	No Assignments and readings due to Thanksgiving Break			
16	Employee assistance programs, private practice,	<ul style="list-style-type: none"> • <i>Gladding & Newsome</i>- Cpt. 15 	<ul style="list-style-type: none"> • Chapter 15 quiz • Forum Posting #15 	December 7th

Week	Topic	Readings	Activities	Due Date
	coaching, and managed care		• Assignment #15	
	<i>Finals Week</i>	<i>None Assigned</i>	Resource Pamphlet	December 14th

Disclaimer

This syllabus and schedule are articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that would result in enhanced or more effective learning. Modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

Rubric for the Professional Counselor Interview

Area	0-1 = Does not meet	2-5 = progressing	6-9 = acceptable	10 = Target
Professional counseling organizations , including membership benefits, activities, services to members, current issues, participation, and activities that contribute to professional and personal growth.	Lacks evidence of understanding CACREP standard.	Basics of CACREP standard explored. Missing depth	Adequate understanding of CACREP standard. Missing depth and application	CACREP standard is sufficiently addressed fully and in detail.
Professional counseling credentialing , including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	Lacks evidence of understanding CACREP standard.	Basics of CACREP standard explored. Missing depth	Adequate understanding of CACREP standard. Missing depth and application	CACREP standard is sufficiently addressed fully and in detail.
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.	Lacks evidence of understanding CACREP standard.	Basics of CACREP standard explored. Missing depth	Adequate understanding of CACREP standard. Missing depth and application	CACREP standard is sufficiently addressed fully and in detail.
Self-care strategies appropriate to the counselor	Lacks evidence of understanding CACREP standard.	Basics of CACREP standard explored. Missing depth	Adequate understanding of CACREP standard. Missing depth and application	CACREP standard is sufficiently addressed fully and in detail.
Additional Topics	Paper only addresses required topics.	One additional topic is addressed	One to two additional topics are addressed.	Two additional and relevant topics are addressed.
Supplemental Research	Paper may be missing supplemental research articles, articles may not be relevant, or research may not be discussed fully.	One relevant, academic peer-reviewed journal article is cited with minimal contributions to the essay	Two or more relevant, academic peer-reviewed journal articles are cited and briefly explored.	Two or more relevant, academic peer-reviewed journal articles are cited and explored in depth.
APA style and Grammar	APA style not followed	Multiple errors throughout paper.	Minimal APA style errors. Two or fewer grammatical mistakes	APA style is followed. Paper is grammatically correct

Rubric for the Client Resource Pamphlet

Prompt	0-1 = Does not meet	2-5 = progressing	6-7 = acceptable	8-10 = Target
Variety of community-based resources.	Five or fewer resources listed.	Minimum of 5 resources are listed	Minimum of 8-9 community based resources are listed	A minimum of 10 diverse community-based resources are listed
Contact information	Resources are briefly listed without contact information	Contact information may be out of date or missing on some resources.	The majority of the resources have relevant contact information listed.	All resources listed have sufficient contact information including available websites, street address, phone numbers, etc.
Organization, ease of access, overall presentation	Pamphlet is unorganized and may be hard to read for some individuals.	Pamphlet is somewhat creative, lacking organization of resources, pamphlet may be hard to read for some individuals	Pamphlet is eye-catching and resources are organized according to general offerings.	Pamphlet is eye-catching and easy to read. Resources are organized according to general offerings
Writing Quality and grammar	Pamphlet may be hard to read and understand.	Pamphlet contains possibly confusing or advanced writing for clientele served.	Pamphlet is written in an easily read and understood format.	Pamphlet exhibits a writing quality for ease of access to all clients served.