

**Foundations of Mental Health Counseling  
(COUN 5655)**



**Textbook & readings:**

Gerig, M. S. (2007). *Foundations for mental health and community counseling: An introduction to the profession*. Upper Saddle River, NJ: Prentice Hall, Inc.

The instructor will also assign readings pertaining to mental health related issues which can be accessed from government and other websites.

**Course description:**

This course is intended to offer an introduction to the profession of mental health counseling. Students will be exposed to the historical, philosophical, societal, economic, and political dimensions of mental health counseling. The focus will be on fostering students' knowledge and professional identity by increasing awareness of various roles and duties of professional mental health counselors as well as learning how they interact with professionals from other disciplines within the mental health field.

The course provides an overview of the issues, needs, populations, skills, and models in mental health settings with an emphasis on prevention and wellness. Students will also learn about the organization and administration of mental health services. Finally, students will learn about professional issues that are unique to mental health counseling, including national recognition of the field, reimbursement, core provider status, and access to and practice privileges within managed care systems. The role of ethical and legal issues and racial, ethnic, socioeconomic status, development, gender, and religion in the context of mental health counseling will also be discussed.

**Course objectives:**

As a result of participating in this course, students will demonstrate an understanding of:

1. the historical, philosophical, societal, economic, and political dimensions of the mental health profession;
2. the roles, functions, duties, licensure requirements, and professional identity of professional mental health counselors;
3. the structures and operations of professional counseling organizations, training standards, and credentialing bodies pertaining to mental health counselors;
4. the implications of professional issues unique to mental health counseling including, but not limited to, public policy, recognition, reimbursement, right to practice, core provider status, and access to and practice privileges within managed care systems;

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5. the ethical and legal issues related to the practice of mental health counseling;
6. the implications of sociocultural, demographic, and lifestyle diversity relevant to mental health counseling;
7. the importance of conducting community needs assessments as part of the program development process;
8. community helping resources necessary to make appropriate referrals;
9. the roles and functions of mental health counselors in various practice settings and the importance of relationships between counselors and other professionals in these settings, including interdisciplinary treatment teams;
10. the principles, theories, and practices of mental health service delivery, including programs and facilities for inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services network;
11. the management of mental health services and programs including areas such as administration, finance (e.g., budgeting), procedures used in mental health services for determining outcomes/program evaluation, and accountability;
12. the general principles of mental health prevention, intervention, consultation, education, advocacy, and outreach; and the operation of those programs and networks that promote mental health among culturally diverse populations.

### **Course structure:**

This is a “web-assisted” course meaning that part of the course is spent in direct face-to-face contact with the instructor and your classmates while the other part is spent completing Internet-based and related activities. The class meets in person on the following dates:

- |   |
|---|
| <ul style="list-style-type: none"><li>• <b>Given Date</b></li><li>• <b>Given Date</b></li><li>• <b>Given Date</b></li></ul> |
|---|

When the class meets in person, it will consist of lecture and discussion activities as well as small group exercises. It is important that you participate in discussions when given the opportunity to do so by the instructor as well as be open to discussing issues and working constructively on projects with your classmates. This course is a “microcosm” of the “real world,” which involves learning how to work and deal with other people. Thus, your small group experiences can be productive or counter-productive based on how your particular group deals with issues at hand.

The content of the online portion of the course is presented in “modules” which contain topic-specific material to be covered during a particular time period. For each module, you will read the information contained on the Foundations of Mental Health Counseling website and complete any assigned activities associated with a module. Some of these activities will entail responding to questions pertaining to the module material and/or readings, while other activities will include searching websites that contain information/resources and using discussion boards to spark discussions relating to the material for a particular week. **Make it a goal to complete the module and any**

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**associated discussion board activities or assignments by (or prior to) the date listed on the course outline (which can be found later in this syllabus).** For example, Ethical and Legal Issues in Counseling is the topic listed for 10/10/09. *Read the lecture notes and complete the activities prior to October 10!* (SUGGESTION: Don't procrastinate!).

"Lecture notes" for the online portion of the course will be available by accessing the Foundations of Mental Health Counseling website through D2L (i.e., <https://elearn.mtsu.edu>), MTSU's portal to university-related materials. The instructor will save the lecture notes as Adobe Acrobat (.pdf) files, thus **you will be required to have Adobe Reader installed on your computer in order to view and print the notes.** (NOTE: This program can be downloaded for free by typing the following URL into the address box of your browser: <http://www.adobe.com/>, clicking the "Enter" key on your keyboard, and subsequently clicking on the "Get Adobe Reader" icon once you arrive at the website.)

You will be expected to keep up with the readings and contribute to class discussions on an electronic discussion board. Each module will have specific instructions for readings, outside activities, and directions for class discussion and/or written reactions. Your input and reactions are very important to the instructor and your classmates, so please do not be the "weak link in the chain."

**IT IS VERY IMPORTANT THAT YOU CHECK YOUR UNIVERSITY E-MAIL ACCOUNT WITHIN THE FOUNDATIONS OF MENTAL HEALTH COUNSELING WEBSITE AT LEAST THREE TIMES PER WEEK AS THIS IS THE PRIMARY METHOD OF COMMUNICATION BETWEEN YOU AND THE INSTRUCTOR!** (NOTE: University e-mail addresses have automatically been entered into the course website by the Office of Information Technology and these are the addresses that must be used for the course. The instructor **will not** use any other e-mail address for communication purposes.) If at any time you feel you are having trouble keeping up, contact the instructor immediately so the problem can be addressed expediently.

### **Evaluation of Coursework/Class Participation:**

1. **Attendance.** Given that this class only meets "in person" three times, it is important that you attend all of the campus class meetings. Indeed, small group work and classroom discussions are an important part of this class, thus you are expected to attend class to contribute to its success. Attendance accounts for approximately 10% of your grade. The breakdown of credit for attendance is as follows:

- Attended three complete class sessions – 20 points
- Attended two complete class sessions – 10 points
- Attended one or less complete class sessions – 0 points

If you miss more than one hour of a class on a day the class meets in person, you will not be given any credit for attending that day's class. If you must miss a class for an extenuating circumstance or university-sponsored event (e.g., attending a sporting

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event as a member of an MTSU sports team), you may make up the points by writing six (6) 2-page reviews of journal articles to be selected by the instructor. Reviews must conform to the following guidelines:

- 1 inch margins on all four sides of paper
- Times New Roman font
- 12-point character size
- Double-spaced
- Title and reference pages **do not** count as part of the 2-page requirement!

You must write **ALL 6** article reviews to be eligible to receive make-up points. **You may only earn make-up points once (i.e., for one missed or partially missed class).** Grading will be based on clarity, addressing the questions as outlined in the guidelines (available from the instructor), and quality of analysis & reasoning.

2. **Class participation.** Class participation points are primarily based on the internet-portion of the class. The instructor will be tracking student activities related to assigned class interactions and lesson activities. Personal on-line activities, such as chatting with classmates regarding non-class-related topics, or asking for advice from the instructor, etc. do not count as "participation." You will be minimally required to post a response to a stimulus question and/or activity on the discussion board ***within three days*** of the instructor posting these items (this is why it is important to check your Foundations e-mail at least three times per week as the instructor will notify you in this manner when he has posted something to the discussion board – just remember this as the "Three & Three Rule"). In some cases, you will be required to participate more than the minimal amount in order to properly complete an activity. **The minimum amount of participation is to contribute a detailed, well-reasoned response to the discussion board at least six times throughout the course of the semester.**

*(NOTE: You may also respond to classmates' responses to discussion board questions and receive participation credit).*

Sometimes the instructor will post a question on the discussion board pertaining to material for you to respond to while other times the discussion questions and/or activities associated with modules will be posted within the module itself. You will have the option of either responding directly to the posed question or reading the responses of your classmates and responding to their responses. Responding to the responses of your classmates is a good way to generate a class discussion from a distance!

**In order to receive credit for class participation, YOU WILL NEED TO DEPOSIT COPIES OF YOUR RESPONSES IN THE "DROP BOX" OF THE FOUNDATIONS OF MENTAL HEALTH COUNSELING WEBSITE IN ADDITION TO POSTING YOUR RESPONSES TO THE DISCUSSION BOARD. You must post a response AND e-mail a copy of your response within THREE days of the instructor posting these items. This rule is in place to ensure that students are posting responses that are current and do not pertain to an issue that, say, was**

already covered several weeks previously in the semester.

**Whenever you drop a copy of your response in the drop box, please use this specific format for the title of your file:**

***Chris Quarto (i.e., your name) – Module 1 (or whatever module number the question pertains to that day) discussion board response***

***e.g., Chris Quarto – Module 1 discussion board response***

IMPORTANT: Simply writing a few words or a sentence and posting this to the discussion board does not constitute proper participation (e.g., "I agree with what Ernie said."). If it is apparent to the instructor that you are merely posting a response for the sake of earning participation points, and have not really thought about the issue at hand, you will not receive credit for participation. The instructor is looking for well reasoned thoughts, opinions, positions, and/or arguments pertaining to the question or the responses of your classmates.

Each response that is deemed worthy of credit is worth 5 points and you will be required to post responses a minimum of six times over the course of the semester (you may, and are encouraged, to participate more than the minimal six times). ***You may only accumulate 5 points per discussion topic/activity, although in some cases you may end up posting more than one response to a particular topic/activity/module.***

Class participation via responding to stimulus questions & associated activities will account for approximately 10% of your grade. Class participation points will be assigned as follows:

- 30 points – if you deposit into the drop box 6 copies of discussion board postings within the specified time frame and the instructor deems your postings worthy of credit.
- 25 points – if you deposit into the drop box 5 copies of discussion board postings within the specified time frame and the instructor deems your postings worthy of credit.
- 20 points – if you deposit into the drop box 4 copies of discussion board postings within the specified time frame and the instructor deems your postings worthy of credit
- 15 points – if you deposit into the drop box 3 copies of discussion board postings within the specified time fram and the instructor deems your postings are worthy of credit.
- 10 points – if you deposit into the drop box 2 copies of discussion board postings within the specified time frame and the instructor deems your posting is worthy of credit.

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- 0 points – if you deposit into the drop box 1 or less copies of discussion board postings or if the instructor deems that your postings are not worthy of credit.

3. **Exams.** There will be two (2) 40-point exams which account for approximately 25% of your grade. The exams are typically multiple-choice (but may include some short answer essays) and are non-cumulative. Each exam will cover lecture material and module readings. The exams can be accessed on the Foundations of Mental Health Counseling website and are open-note, open-book. ***Please record your answers to the test questions on a separate sheet so in the event the instructor cannot obtain your score, he can simply request that you send him a copy of the submitted answers.*** (NOTE: Although there is no way the instructor can guarantee test security, you are requested not to share test items with anyone outside of the class as some of the same test items may be used with other students in the future. Regardless, exams with different test items will be used with future students who take the course for at least the next two years as a precautionary measure.)

Exams are typically available to take starting at 6:00 a.m. and must be taken with all answers submitted prior to 11:00 p.m. the following day. You may take the exam any time during this time period. You will have a limited amount of time (100 minutes) to take an exam online. Once the 100 minute time period has elapsed, you will no longer be able to submit answers, thus keep track of how much time you have left as you take the test. In addition, once you start a test you cannot stop half way through and finish it later so plan accordingly. The instructor will e-mail you the days and times exams are available for completion. *Click on "Grades" on the course menu each time you take an exam to ensure your score was properly recorded by D2L.*

The instructor does not schedule special times for individual students to take exams unless there are extenuating circumstances. In addition, students who are unable to take an exam online due to technological difficulties or whose scores do not appear/register properly under "Grades" after taking an exam may submit their answers to the instructor by e-mail, but must do so within 24 hours of the posted ending time for the exam (i.e., 11:00 p.m. on Sunday).

#### **4. Class assignments:**

a. **Community resource assignment** – In order to become more familiar with community agencies and other institutions which could serve as a resource for mental health counselors, you will be asked to obtain information pertaining to **one** agency/institution and to enter this information into a "Community Resource Database." This assignment will account for approximately 5% of your grade (10 points).

b. **Advocacy assignment** – You will read an article pertaining to social justice advocacy and answer a series of questions pertaining to the article. In addition, you will be required to write a 1 – 2 page advocacy letter to an organization in support of some

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issue which affects/impacts clients. This assignment will account for approximately 5% of your grade (10 points).

c. **SAMHSA evidence-based program assignment** – In order to become more familiar with state-of-the-art interventions/programs that have been implemented in mental health agencies across the United States, you will be required to review Substance Abuse and Mental Health Administration (SAMHSA) “evidence-based programs” and develop your own program to address a mental health need in your community. This assignment will account for approximately 10% of your grade. (30 points)

d. **Community-based program proposal** – You and your classmates will work in small groups to develop a comprehensive proposal for a new community-based counseling program. Specifically, you will identify a problem which needs to be addressed in a community (e.g., Murfreesboro, Nashville, McMinnville, Shelbyville) and devise methods of addressing this problem through the development and implementation of a community-based program. Your group will make a formal presentation of your program toward the end of the semester. This assignment will account for approximately 30% of your grade. (100 points)

***Special note regarding community-based program proposal:*** Given that this is a group project there is always a possibility that a group member will not “pull his weight.” Any group member may contact the instructor if she is concerned that a fellow group member is not participating, is procrastinating or otherwise making it difficult for the remaining group members to progress on the proposal. The instructor will contact that group member and express to him the concern of the group. The instructor WILL NOT inform that group member who contacted him and will instead indicate that the group is concerned that he is procrastinating/not pulling his weight/exhibiting behavior which is making it difficult to complete the project in a timely manner. The identified group member MAY NOT confront fellow group members to try and figure out who “snitched” on him. If the instructor finds out this occurred, then the group member may have his portion of the assignment lowered by one letter grade.

e. **Research paper** - You will be required to write a 10 – 12 page research paper on a topic relating to the field of mental health, in general, or counseling/mental health counseling, in particular. Papers must conform to the following guidelines:

- 1 inch margins on all four sides of paper
- Times New Roman font
- 12-point character size
- Double-spaced
- ***Title and reference pages do not count as part of the 10 – 12 pages*** so the actual number of pages will be something like 13 - 14

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This assignment will account for approximately 20% of your grade. (60 points)

**NOTE: One-third of the possible points that could be earned for a given assignment will be deducted each day that an assignment is turned in late.**

**The instructor uses scoring rubrics to evaluate research papers and community-based program proposals (both the oral presentation and written parts). The rubrics can be found on the course website under "Content."**

Grading system:

There are a total of 340 points that can be earned in this course. **There is no opportunity to earn extra credit!** A standard grading scale will be used to calculate students' scores as follows:

312 - 340 (92 - 100%)	=	A
282 - 311 (83 - 91%)	=	B
251 - 281 (74 - 82%)	=	C
221 - 250 (65 - 73%)	=	D
220 and below	=	F

**Counseling Dispositions:**

Graduate students in the Professional Counseling program are required to demonstrate program Dispositions (i.e., being collaborative, ethical, professional, reflective, self-directed, and critical-thinking students) in this class and in all other academic and professional endeavors. Information regarding demonstration of these dispositions may be communicated to program faculty and used as a component of the faculty's continuous evaluation of student progress. (See Professional Counseling Program Handbook for details.)

**Reasonable Accommodations for Students with Disabilities:**

If you have a documented disability as described by Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act (ADA) and would like to request academic and/or physical accommodations, please contact John Harris, Director, Disabled Student Services, KUC 120 (898-2783) as soon as possible. Course requirements will not be waived, but reasonable accommodations may be provided as appropriate.

**Course outline:**

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<b>Course Outline</b>		
<b>Session</b>	<b>Topic</b>	<b>Readings</b>
<b>1 (Meet in person)</b>	<ul style="list-style-type: none"> <li>• Orientation to course</li> <li>• Dyadic encounters and introductions</li> <li>• Science &amp; Research (<b>the instructor 's in-class lecture</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Gerig (Chapter 1 &amp; 2)</li> </ul> <p>(NOTE: Generally speaking, readings that are listed on a particular date should be read <i>prior to</i> that date. Some of the readings can be found on government and other websites and can be accessed by simply clicking on the name of the site (links are <a href="#">blue</a>). Other readings are posted on the Foundations website.)</p> <ul style="list-style-type: none"> <li>• The President's New Freedom Commission on Mental Health</li> <li>• The American Mental Health Counselors Association: Reflection on 30 Historic Years</li> <li>• Listen to "History of Mental Health Counseling" interview with James Messina &amp; answer questions pertaining to the interview (found on website)</li> <li>• Answer questions provided by the instructor pertaining to readings &amp; participate in discussions via website discussion board</li> <li>• Look over <a href="#">American Mental Health Counselors Association</a> website</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• The mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Gerig (Chapter 3)</li> </ul>

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	<p>counselor and the community counseling model (<b>Module #1 – read and complete associated activities by given date</b>)</p>	<ul style="list-style-type: none"> <li>• Report of the Surgeon General’s Conference on Children’s Mental Health: A National Action Agenda</li> <li>• Watch video interview of Brayan Bunyi, Department of Children’s Services</li> <li>• Answer questions provided by the instructor pertaining to readings &amp; participate in discussions via website discussion board</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Outreach to vulnerable populations / crisis counseling (NOTE: Crisis counseling will also be covered in greater detail at the end of the semester) (<b>Module #2 – read and complete associated activities by given date</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Systems of Care: Principles &amp; Practice</li> <li>• Watch video interview of India Rogers, The Domestic Violence Center</li> <li>• Answer questions provided by the instructor pertaining to readings &amp; participate in discussions via website discussion board</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Preventive education</li> <li>• The counseling process (<b>Module #2A – read and complete associated activities by given date</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Systems of Care: Tennessee Model</a></li> <li>• Watch video interview of Lyndsey Godwin, Planned Parenthood</li> <li>• Review SAMHSA’s <a href="#">National Registry of Evidence-based Programs and Practices</a> (review 5 programs that look interesting to you pertaining to children or adults)</li> <li>• Answer questions provided by the instructor pertaining to readings &amp; participate in discussions</li> </ul>
<ul style="list-style-type: none"> <li>• Community resource assignment – <b>Due</b></li> <li>• Small groups should notify the instructor of their chosen topic for the community-based program proposal. In addition, each member of a group should decide which area of the proposal they will complete and the group leader should notify the instructor who has been</li> </ul>		

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<p>assigned to which areas. – <b>Due</b></p>		<p>via website discussion board</p>
<p align="center"><b>5</b></p>	<ul style="list-style-type: none"> <li>• Mental health counselor as social change agent (<b>Module #3 – read and complete associated activities prior to given date</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Gerig (Chapter 8)</li> <li>• Watch video interview of Cindy Sneed, The Next Door (NOTE: There are two videos of Cindy Sneed: CindySneed &amp; CindySneed2; watch CindySneed2 for this module in which she discusses services offered at The Next Door)</li> <li>• <a href="#">Department of HHS Administration for Children &amp; Families</a> (review information pertaining to adoption &amp; foster care, child abuse &amp; neglect, and disabilities)</li> <li>• <a href="#">TennHelp</a> (review types of services offered on the TennHelp website)</li> <li>• Answer questions provided by the instructor pertaining to readings &amp; participate in discussions via website discussion board</li> </ul>
<p align="center"><b>6</b></p> <ul style="list-style-type: none"> <li>• Exam #1 – (Covers MHC: Past, Present &amp; Future; Modules 1, 2, 2A &amp; 3. EXAM IS TAKEN ONLINE, NOT ON CAMPUS!)</li> </ul>		
<p align="center"><b>7</b></p> <ul style="list-style-type: none"> <li>• Small groups should</li> </ul>	<ul style="list-style-type: none"> <li>• Ethical and legal issues in mental health counseling: Part I</li> </ul>	<ul style="list-style-type: none"> <li>• Gerig (Chapters 5 &amp; 9)</li> <li>• Review American Counseling Association</li> </ul>

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<p>continue consulting with one another and start preliminary work on the community-based proposal. This is typically the time when the “weak link” in the group makes his presence known.  <b>DON'T BE THE WEAK LINK IN YOUR GROUP!</b></p> <ul style="list-style-type: none"> <li>• SAMHSA evidence-based programs assignment – <b>Due</b></li> </ul>	<p><b>(Module #4 – read and complete associated activities on pages 1 – 19 of the lecture notes prior to given date)</b></p>	<p>Code of Ethics (2005)</p> <ul style="list-style-type: none"> <li>• Review American Mental Health Counselors Association Code of Ethics (2000)</li> </ul>
<p align="center"><b>8</b></p>	<ul style="list-style-type: none"> <li>• Ethical and legal issues in mental health counseling: Part II  <b>(Module #4 – read and complete associated activities on pages 20 – 38 of the lecture notes prior to given date)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Gerig (Chapters 5 &amp; 9)</li> <li>• Review American Counseling Association Code of Ethics (2005)</li> <li>• Review American Mental Health Counselors Association Code of Ethics (2000)</li> </ul>
<p align="center"><b>9 (Meet in Person)</b></p>	<ul style="list-style-type: none"> <li>• Client advocacy (<b>the instructor in-class lecture on given date</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions provided by the instructor pertaining to readings &amp; participate in discussions via website discussion board</li> <li>• Review <a href="#">American Counseling Association Advocacy Competencies</a></li> </ul>
<p align="center"><b>10</b></p> <ul style="list-style-type: none"> <li>• Small groups will e-mail the instructor a document which demonstrates what</li> </ul>	<ul style="list-style-type: none"> <li>• Managed care (<b>Module #5 – read and complete associated activities prior to given date</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Gerig (Chapter 10)</li> <li>• Review <a href="#">Volunteer State Health Plan (BCBS managed care organization for</a></li> </ul>

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<p>has been completed on the community-based program proposal up to this point in time. The proposal should be half-way done! If members of a group are working separately on their sections of the proposal, then please send your portion to your small group leader who will then send <b>one document</b> to the instructor). – <b>Due</b></p> <ul style="list-style-type: none"> <li>• Advocacy assignment (graduate students only) – <b>Due</b></li> </ul>		<p><a href="#">TennCare</a>) and <a href="#">AmeriChoice (United Healthcare managed care organization for TennCare)</a></p> <ul style="list-style-type: none"> <li>• Watch video interview of Dan Hoyle, Pathfinders Alcohol &amp; Drug Treatment Facility</li> <li>• Monitoring the Future: National Results on Adolescent Drug Use</li> <li>• Answer questions provided by the instructor pertaining to readings &amp; participate in discussions via website discussion board</li> </ul>
<p align="center"><b>11</b></p>	<ul style="list-style-type: none"> <li>• Managing a human services program, community needs assessment &amp; program evaluation (<b>Module #6 – read and complete associated activities prior to given date</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Gerig (Chapter 7)</li> <li>• Watch video of Karen York, Alive Hospice</li> <li>• Answer questions provided by the instructor pertaining to readings &amp; participate in discussions via website discussion board</li> </ul>
<p align="center"><b>12</b></p>	<ul style="list-style-type: none"> <li>• Work environments of mental health counselors (<b>Module #6A</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Gerig (Chapter 6)</li> <li>• Watch video interview of Christopher Hastings, Cedar Grove Residential Treatment Center</li> <li>• Answer questions provided by the instructor pertaining to readings &amp; participate in discussions via website discussion board</li> </ul>
<p align="center"><b>13</b></p>	<ul style="list-style-type: none"> <li>• Community-based</li> </ul>	

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<p><b>(Meet in Person)</b></p> <ul style="list-style-type: none"> <li>• Community-based program proposals – <b>Due</b></li> </ul>	<p>program proposal presentations</p>	
<p align="center"><b>14</b></p> <ul style="list-style-type: none"> <li>• Research paper – <b>Due</b></li> </ul>	<ul style="list-style-type: none"> <li>• Crisis counseling (<b>Module #7</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Review <a href="#">American Association of Suicidology website</a></li> <li>• Review <a href="#">American Red Cross Disaster Services Training</a></li> <li>• Watch video interview of Cindy Sneed, The Next Door (NOTE: Watch CindySneed as opposed to CindySneed2 for this module)</li> </ul>
<p align="center"><b>15</b></p> <ul style="list-style-type: none"> <li>• Exam #2 – <b>Give Date</b> (Covers Client Advocacy; Work Environments of MHCs; Modules 4, 5 &amp; 6. Module 7 information will not be covered on exam. EXAM IS TAKEN ONLINE, NOT ON CAMPUS!)</li> </ul>		