

**Nova Southeastern University
Center for Psychological Studies
Course Outline**

You must be the change you wish to see in the world....

Mahatma Gandhi

Course # & Title: PSY 511: Introduction to Mental Health Counseling Techniques

Credit Hours: 3

Location/Section: Orlando/OR1

Dates: May 2, 3, 4, 2008
May 16, 17, 18, 2008

Class Meeting Times: Fridays 6:00 pm – 10:00 pm
Saturdays 8:30 am – 6:00 pm
Sundays 8:30 am – 5:30 pm

Instructor: Shannon Ray, Ph.D., LMHC, NCC, CCMHC
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Maltz Psychology Building #2030
NSU, Center for Psychological Studies
Attn: Dr. Shannon Ray
3301 College Avenue
Fort Lauderdale-Davie, FL 33314-7796

Course Description:

This course is an overview of the field of mental health counseling. Students will address professional roles, functions, credentialing, and general ethics of mental health counselors. The major focus will be on the development of fundamental counseling skills, including listening, empathy training, and basic interviewing. Issues regarding the development of the therapeutic relationship, cultural diversity, and mental status assessment will be covered.

Prerequisite: PSY 502

Required Textbook:

Young, M. E. (2005). *Learning the art of helping: Building Blocks and Techniques*. (3rd ed.) Upper Saddle River, NJ: Prentice Hall.

Recommended Textbooks:

Young, M. E. & Chromy, S. (2005). *Exercises in learning the art of helping*. (3rd ed.) Upper Saddle River, NJ: Prentice Hall.

American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders, 4th ed., text revision*. Washington, DC: Author.

Learning Outcomes:

1. Develop and utilize basic communication and helping skills (attending, listening, reflection, rapport building) as well as treatment plans.
2. Implement counseling skills that facilitate self exploration and problem solving.
3. Learn the ingredients of a successfully structured clinical interview including presenting problem, relevant social, psychiatric and medical histories, mental status examination, diagnostic impressions, and treatment recommendations.
4. Write a clinical evaluation including the above key elements.
5. Describe the elements of a therapeutic alliance.
6. Recognize elements of diversity that impact the therapeutic relationship.
7. Conduct a clinical interview utilizing the above counseling skills.

Methodology:

The course will be taught using a combination of lecture, student discussions, and student role playing. Student participation is essential in this course. Videos will be shown as appropriate during the course.

Class Policies:

Plagiarism Policy: Work that is submitted for credit must be the original work of the students. Assignments that are not the original work of the student are considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility. Assignments submitted that are found to have plagiarized information will be granted a failing grade. More information can be found in the NSU Student Manual.

****Please remember to turn all cell phones and personal communication devices off or on vibrate.***

*****Students will not need to use their laptop computers and/or any computers during class times.***

Confidentiality and Ethics:

In this course, you are participating in an experience that involves a fair amount of role-playing and practice interviewing. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important and confidential. It is your duty to maintain confidentiality. When audio or videotaping a session with a role-playing or real client, always be sure you have permission on tape for that interview to proceed. Additionally, you are expected to abide by the ethical code of the American Counseling Association. The 2005 ACA Code of Ethics can be downloaded in its entirety from www.counseling.org.

Course Requirements:

1. Class Attendance and Participation (20%): Students are asked to participate in class, volunteer for demonstrations, and come to class fully prepared. Therefore, attendance is a requirement to earning daily participation points. As this course is highly experiential with practice exercises, **attendance is very important. *Due to the intensive format of the course, attendance at all class meetings is imperative; absence(s) will result in point deductions.***

2. Transcript & Taping (20%): Students will submit one verbatim transcript and tape to the instructor. The transcript is a verbatim record of a counseling interview. You will find the instructions for this transcript at the end of Chapter 6 in *Learning the Art of Helping, Third Edition*. Please do not deviate from this format. The transcript should be typed on a word processor and in tables at least size-12 font. Leave room in the margin for comments. The reason for the tables is that the tables make it much easier to see how your response affects the client's response. The typewritten transcript, tape, and self-assessment should be submitted in an envelope with the tape, which is to be set at the beginning of the portion that you transcribed. The length of the taping will be **15 minutes**.

A session self-assessment should also be submitted for review by the instructor. Included in the self-assessment, should be (1) an identification of the client's presenting concern, and (2) the student's self-assessment of the taped counseling session.

Guide for Writing the Self-Assessment Portion of Your Counseling Session:

The following questions may help you analyze your work that is included in your transcript:

1. What were you thinking or feeling when the client said that?
2. Were you able to respond to the client's content and/or feelings?
3. What alternative response could you have given your client?
4. What were the nonverbal behaviors of your client?
5. How did you demonstrate that you were open to your client?
6. What, if any, verbal's or nonverbals demonstrated your emotions (such as approval, disapproval, relief, anxiety, etc.) at what your client said or did?

3. Techniques Paper (20%): Each individual will write a paper (minimum 8 typed pages) describing a technique; the theory it originates from; its effectiveness through a literature review;

and the populations for whom or settings in which the technique can be most effective or least effective. **APA format and a minimum of 10 references are required (7 references must be journal articles and/or books).**

4. In-Class Presentation (20%): Each student will present the technique described in their techniques paper. The presentation will be approximately 15 minutes and should include a typed handout to be distributed to each class member. Use of PowerPoint is encouraged but not required.

5. Final Videotape and Self-Assessment - Final Project (20%): One final 20-minute videotape demonstrating your grasp and appropriate use of the skills learned during the semester will be completed with analysis. One advanced technique will be required in addition to the basic nonjudgmental listening sequence. This tape and self-assessment will be turned in to the instructor for evaluation by the due date on your syllabus. Please answer the following questions (2-4 pages typed):

1. What issue(s) did the client present in session?
2. What is your hypothesis about the client?
3. What were your strengths and challenging points in the session?
4. What responses would you change if you had it to do all over again (focus on the key responses)?
5. What client issues do you think should be addressed in future sessions?
6. What techniques/interventions would you use to work on these issues?
7. Identify 2 counseling interventions you used in the session and explain your rationale for each one.
8. What questions would you have for your supervisor in working with this client?

Grading:

1. Attendance/Participation-----20 points
2. Transcript/Taping-----20 points
3. Techniques Paper-----20 points
4. Class Presentation-----20 points
5. Final Taping Project-----20 points

***Late assignments subject to a 5% grade reduction per day late.**

A	91-100
B	80-90
C	70-79
F	below 70

Caveat:

The instructor reserves the right to change the schedule, assignments, and/or evaluation criteria throughout the semester. Any changes will be announced to the class with sufficient notice to

prepare for the changes. It is your responsibility to keep informed about discussion topics and assignments. If in doubt, check with your instructor.

Class Schedule:

Friday, May 2nd

Introduction to class;
Review of syllabus and course requirements;
Initial experiential activity

Break

Overview of the Helping Process and Issues You
Will Face in Training (Chapters 1 & 2)

Experiential Exercises

Saturday, May 3rd

Curative Factors: The Therapeutic Relationship and Invitational Skills (Chapters 3 & 4)

Experiential Exercises

Break

Invitational Skills (Chapter 5)

Experiential Exercises

Lunch

Reflecting Skills: Paraphrasing (Chapter 6)

Experiential Exercises

Break

Reflecting Skills: Reflecting Feeling & Meaning (Chapters 7 & 8)

Experiential Exercises

Sunday, May 4th

****Class time for taping/transcription/self-assessment***

*****Please submit completed assignment to the instructor either via mail or at the Orlando SEC by Friday, May 9th***

Lunch

Challenging Skills (Chapter 9)

Experiential Exercises

Break

Assessment & The Initial Interview (Chapter 10)

Experiential Exercises

Friday, May 16th

****Individual meetings with instructor to review tapings***

*****Class time for paper/presentation preparation***

Break

Goal Setting & Solution Skills (Chapters 11 & 12)

Experiential Exercises

Saturday, May 17th

Outcome Evaluation & Termination Skills (Chapter 13)

Experiential Exercises

Break

Curative Factors & Advanced Skills (Chapters 14 & 15)

Experiential Exercises

Lunch

Course Review

*****Class time for final project taping/assessment***

Sunday, May 18th

Techniques presentations

Lunch

Techniques presentations

***Techniques paper due**

****Final project taping due**

Congratulations on completing the course!

Bibliography

Kaplan, B. (Ed.) (1964). *The inner world of mental illness*. New York: Harper & Row.

Kaplan, H. I., & Sadock, B. J. (1998). *Synopsis of psychiatry*. Baltimore, MD: Williams & Wilkins.

Kottler, J. A., & Carlson, J. (2002). *Bad therapy: Master therapists share their worst failures*. USA: Taylor & Francis, Inc.

Kottler, J. A. (2003). *On becoming a therapist* (3RD Ed.). San Francisco: Jossey-Bass Publishers.

Maxmen, J. S., & Ward, N. G. (1995). *Essential psychopathology and its treatment* (2nd Ed.). New York: W. W. Norton.

Turner, S. M., & Hersen, M. (Eds.) (1997). *Adult psychopathology and diagnosis* (3rd ed.). New York: John Wiley & Sons.

Wetzel, J. W. (1984). *Clinical handbook of depression*. New York: Gardner Press.

Key current works

First, M. B., Frances, A., & Pincus, H. A. (1995). *DSM-IV handbook of differential diagnosis*.

Washington, DC: American Psychiatric Press.

Johnson, S. L. (1997). *Therapist's guide to clinical intervention: The 1-2-3's of treatment planning*. San Diego, CA: Academic Press.

Jongsma, A. E., Jr., & Peterson, L. M. (1995). *The complete psychotherapy treatment planner*. New York: Wiley.

Jongsma, A. E., Jr., Peterson, L. M., & McInnis, W. P. (1996). *The child and adolescent psychotherapy treatment planner*. New York: Wiley.

Meyer, R. G., & Deitsch, S. E. (1996). *The clinician's handbook: Integrated diagnostics, assessment, and intervention in adult and adolescent psychopathology*. Boston, MA: Allyn and Bacon.

Millon, T., Blaney, P. H., & Davis, R. D. (Eds.) (1999). *Oxford textbook of psychopathology*. New York: Oxford University Press.

Morrison, J. (1995). *DSM-IV made easy*. New York: Guilford.

Seligman, L. (1996). *Diagnosis and treatment planning in counseling*. New York:

Seligman, L. (1998). *Selecting effective treatments: A comprehensive, systematic guide for treating mental disorders*. San Francisco: Jossey-Bass.

Spitzer, R. L., Gibbon, M., Skodol, A. E., Williams, J. B. W., & First, M. B. (1994). *DSM-IV casebook: A learning companion to the Diagnostic and Statistical Manual of Mental*

Disorders (4th ed.). Washington, DC: American Psychiatric Association.

Wiger, D. E. (1999). *The clinical documentation sourcebook: A comprehensive collection of mental health practice forms, handouts, and records* (2nd ed.). New York: John Wiley & Sons.

Web Destinations

Hundreds of web sites now present information about the diagnosis and treatment of mental disorders both for practitioners, clients and their families. Most web sites contain information for all of these constituencies. Individuals with mental disorders should receive face to face treatment by a licensed mental health professional. We have avoided sites where treatment is offered online or through sales of books and materials. Most information about childhood disorders can be found in the section on children and adolescents.

Mental Health Net

Mental Health Net is one of the most visited sites by practitioners and clients. It is an excellent place to start looking especially for a less common disorder. There are about 20 major mental disorders for which there are chat rooms, support services and resources listed. About 200 other disorders are also listed but in somewhat less detail. For professionals, there are links to assessment, cognitive therapy, neuropsychology, ethics and news events related to mental health. Practitioners should visit the reading room for the quarterly online magazine, chats and interesting updates.

<http://mentalhelp.net/>

Mental Health Matters

This web site describes itself as “mental health and mental illness information and resources for professionals, consumers and families. There is a special section on caregiver support. There are links to more than 20 categories of mental disorders. In addition, there are pages for mental health advocacy, legal/ethical issues, electronic journals in mental health, research and data base sites, recent articles, self-help and toll-free numbers for mental health organizations including suicide lines.

<http://www.mental-health-matters.com/links.html>

Internet Mental Health

This is one of the most important sites on the web for mental health practitioners. It is a ‘free encyclopedia of web information on mental health.’ Started by a Canadian psychiatrist, Mental Health Net contains information about psychotropic medications including dosage and side

effects. It looks at the fifty most common mental disorders and for each gives the following information: Description, Diagnosis Treatment, Research, Booklets, Magazines, Other Web Pages and Links. There is also an online magazine.

<http://www.mentalhealth.com/p.html>

Mental Health Source

<http://www.mhsource.com/>

Mental Health & Psychology Resources Online

Since 1991, Dr. John Grohol has been compiling and updating links to mental health issues for clinicians, clients and family members. The site contains 1,268 links grouped into 16 subcategories from licensure to depression to relationships.

<http://psychcentral.com/resources/>

Baldwin's Trauma Information Pages

David Baldwin is a psychologist who shares clinical and research information on trauma and posttraumatic stress disorder. The site includes information about trauma, links to trauma resources, sources of support, a Trauma Bookstore, Disaster Handouts and links.

<http://trauma-pages.com/>

SleepNet

Visitors will find links to over 100 sleep disorders related sites including sleep apnea, insomnia and narcolepsy. In addition, there are links to professional organizations, a "snoozepaper" with news and tips, research links, support groups and sleep laboratory information.

<http://www.sleepnet.com/>

Key sites for client information

Since there are so many internet sites for mental disorders, a good place to begin are the first four sites in the "Web Sites for Practitioners." These sites have information for clients and client families. Some more specific sites for clients are listed below. Again, be aware that there are links that offer "virtual counseling" over the internet and even group counseling in a chat room. In those situations, verifying the credentials of the counselor is difficult if not impossible. At present, there seems to be no advantage to such counseling other than convenience and significant risks may be involved.

The American Academy of Child and Adolescent Psychiatry (AACAP)

This site is designed to serve both AACAP members, parents and families. Information is provided to aid in the understanding and treatment of the developmental, behavioral, and mental disorders which affect an estimated 7 to 12 million children and adolescents at any given time in

the United States. You will find information on child and adolescent psychiatry, fact sheets for parents and caregivers, current research, practice guidelines, managed care information, and more.

<http://www.aacap.org/>

Alcoholics Anonymous

Alcoholics Anonymous (AA), founded in 1935, has helped more than 2 million people with alcohol abuse/dependence. This website has much of the traditional information from AA including facts about alcoholism, information for families and teens, resources for professionals, a newsletter, and information on meeting places and dates.

<http://www.alcoholics-anonymous.org/>

Alzheimer's Association

Since 1980, the Alzheimer's Association has organized families and caregivers of Alzheimer's clients. The site provides information about causes and treatments and ways to gain access to support.

<http://www.alz.org>

Anxiety Disorders Association of America

This site provides resources for professionals and non-professionals about anxiety disorders. Anxiety Disorders Association of America (ADAA) promotes the prevention and cure of anxiety disorders and works to improve the lives of all people who suffer from them. The site has consumer resources, message boards, and chats.

<http://www.adaa.org/>

The Anxiety-Panic Internet Resource (TAPIR). TAPIR is a grassroots organization composed of volunteers but has no official status as a non-profit. It is designed for individuals, "interested in anxiety disorders such as panic attacks, phobias, shyness, generalized anxiety, obsessive-compulsive behavior and post traumatic stress. There is a comprehensive set of links to anxiety sites but much information can be obtained by searching the vast resources on the site itself.

<http://www.algy.com/anxiety/menu.shtml>

Bipolar Disorders Information Center

This website provides information about Bipolar Disorder and includes chat forums, treatment information and other support. It contains links and information for both professionals and non-professionals.

<http://www.mhsource.com/bipolar/index.html>

Children and Adults with Attention-Deficit/Hyperactivity Disorder (CHADD)

CHADD is a national organization with over 32,000 members and more than 500 chapters nationwide. Its mission is to provide support and information to individuals, families and communities about Attention-Deficit/ Hyperactivity Disorder (ADHD). The website offers fact sheets, news releases, research studies, and links on ADHD.

<http://www.chadd.org/>

Andrew's Depression Page

A depression sufferer named Andrew manages this site. There are useful links for clients and client families as well as frequently asked questions about depression, suicide and medications.

<http://www.blarg.net/~charlatn/Depression.html>

GriefNet

While bereavement is not a mental disorder, grief is a very common mental health problem that can trigger major depression and adjustment disorders. GriefNet connects bereaved people with resources on death and dying as well as those experiencing emotional and physical loss. There is a section for children, a newsletter, a book store and support groups.

<http://www.rivendell.org>

International Society for the Study of Dissociation (ISSD)

The ISSD is a nonprofit professional society that promotes research and training in the identification and treatment of dissociative disorders, provides professional and public education about dissociative states, and serves as a catalyst for international communication and cooperation among clinicians and researchers working in this field. The website contains education, guidelines for treatment, and conference information.

<http://www.issd.org/>

National Institute of Mental Health –Public Information

NIMH disseminates public information about the causes, symptoms and treatment of the major mental disorders. Materials are in Spanish and English and can be copied and downloaded for dissemination.

<http://www.nimh.nih.gov/publicat/index.htm>

The Obsessive-Compulsive Foundation

The Obsessive-Compulsive Foundation (OCF) is an international not-for-profit organization composed of people with obsessive compulsive disorder (OCD) and related disorders, their families, friends, professionals and other concerned individuals. The website has information for

both professionals and the public about OCD, treatment, and medication. This is a good site for clients or other non-professionals.

<http://www.ocfoundation.org/>

Schizophrenia.com

This is a site for people with schizophrenia and their families. There is a free e-mail newsletter, a message board, chats, and information about the diagnosis, medications, success stories, support groups and means for getting financial support. There are links to 200 web sites.

<http://www.schizophrenia.com>

Professional Development

Professional Organizations

American Counseling Association

The American Counseling Association (ACA) is an organization of counseling professionals who work in educational, health care, residential, private practice, community agency, government, and business and industry settings. Its mission is “to enhance human development throughout the life span and to promote the counseling profession.” The website contains links to divisions, conference information, an online newsletter, and information for the public.

American Counseling Association
5999 Stevenson Ave.
Alexandria, VA 22304
Telephone: (800) 347-6647 or (703) 823-9800
FAX: (703) 823-0252
<http://www.counseling.org/>

American Mental Health Counselors Association

American Mental Health Counselors Association (AMHCA) is now a separate organization from the American Counseling Association although some ties still exist. The mission of AMHCA is “to enhance the profession of mental health counseling through licensing, advocacy, education and professional development.” The web site contains links to state chapters, client information and related mental health areas. AMHCA holds an annual convention and publishes *The Journal of Mental Health Counseling* quarterly.

AMHCA Headquarters,
801 N. Fairfax St., Suite 304, Alexandria, VA 22314,
Telephone: (703) 548-6002 or (800) 326-2642,
Fax: (703) 548-4775
E-mail: eburnette@amhca.org.

<http://www.amhca.org/home.html>

Codes of Ethics

In general, the codes of ethics of the major professional organizations do not make distinctions in ethical behavior of clinicians when treating mental disorders versus other kinds of problems.

American Counseling Association – Code of Ethics

The website provides the ACA Code of Ethics and Standards for Practice. There is a new section on internet counseling ethics.

<http://www.counseling.org/resources/codeofethics.htm>

American Mental Health Counselors Association <http://www.amhca.org/home.html>