



WINEBRENNER
THEOLOGICAL SEMINARY

“Winebrenner equips leaders for service in God’s Kingdom.”

Term:

Course: CC 5000; Introduction to Clinical Mental Health [C]

Instructor:

Phone:

Email:

Office/Contact Hours:

MAACC Syllabus

COURSE DESCRIPTION

This course introduces students to the history of the counseling profession, professional issues and trends, theoretical orientations, practice settings and modalities, the mental health system, and professional identity and advocacy. (3 hours)

COURSE OUTCOMES

This course addresses the following 2024 CACREP Standards for Clinical Mental Health Counseling Programs. At the conclusion of this course, the successful student will successfully meet the following standards:

1. Understand the history and philosophy of the counseling profession and its specialty areas. **(3.A.1)**
 - Assessment occurs through class discussions, professional affiliations assignment and final exam
2. Explain the multiple professional roles and functions of counselors across specialized practice areas. **(3.C.2)**
 - Assessment occurs through class discussions, guest speakers, interview assignment, and final exam.
3. Identify the multiple professional roles and functions of counselors across specialized practice areas. **(3.A.2)**

- Assessment occurs through class lecture and discussion, and professional counselor interview.
4. Understand counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management **(3.A.3)**
 - Assessment occurs through class discussions, guest speakers, professional affiliations assignment, and final exam.
 5. Understand the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success. **(3.A.4)**
 - Assessment occurs through class discussions, professional affiliations assignment, advocacy project, counselor interview, and final exam.
 6. Explain and demonstrate the role and process of the counselor advocating on behalf of the profession. **(3.A.5)**
 - Assessment occurs through class discussions, guest speakers, professional affiliation assignment, advocacy project, and counselor interview.
 7. Examine professional counseling organizations, including membership benefits, activities, services to members, and identify current issues. **(3.A.6)**
 - Assessment occurs through class discussions, professional affiliations assignment and interview assignment.
 8. Compare and contrast professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas. **(3.A.7)**
 - Assessment occurs through class discussions, professional affiliations assignment and interview assignment.
 9. Identify and support legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas. **(3.A.8)**
 - Assessment occurs through advocacy project and final exam.
 10. Interpret the current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession. **(3.A.9)**
 - Assessment occurs through professional affiliations assignment and interview assignment.
 11. Examine the ethical standards of professional counseling organizations and credentialing bodies, and discuss the applications of legal and ethical considerations in professional counseling. **(3.A.10)**
 - Assessment occurs through interview assignment and final exam.

12. Identify self-care, self-awareness, and self-evaluation strategies for ethical and effective practice. **(3.A.11)**
 - Assessment occurs through self-care assignment, interview assignment, and final exam.
13. Understand the purpose of and roles within counseling supervision in the profession **(3.A.12)**
 - Assessment occurs through class discussions, professional affiliations assignment, guest speakers, and final exam
14. Recognize the effects of various socio-cultural influences, including public policies, social movements, and cultural values, on mental and physical health and wellness. **(3.B.6)**
 - Assessment occurs through class discussion, interview assignment, advocacy project, and final exam.
15. Identify the disproportional effects of poverty, income disparities, and health disparities toward people with marginalized identities. **(3.B.7)**
 - Assessment occurs through class discussion, advocacy project, and final exam.
16. Understand principles of independence, inclusion, choice and self-empowerment, and access to services within and outside the counseling relationship. **(3.B.8)**
 - Assessment occurs through class discussion, advocacy project, and final exam.
17. Identify strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination **(3.B.9)**
 - Assessment occurs through class discussion, advocacy project, and final exam.
18. Identify and reflect upon the role of religion and spirituality in clients' and counselors' psychological functioning. **(3.B.11)**
 - Assessment occurs through Written Reflection Assignment and class discussions.
19. Define consultation models and strategies. **(3.E.4)**
 - Assessment occurs through class discussion, interview assignment and final exam.
20. Summarize the application of technology related to counseling. **(3.E.5)**
 - Assessment occurs through class discussion, guest speakers, professional affiliations assignment, and interview assignment.
21. Understand the importance of record-keeping and documentation skills. **(3.E.16)**
 - Assessment occurs through interview assignment, guest speakers, and final exam.
22. Understand basic principles and strategies of caseload management and the referral process to promote independence, optimal wellness, empowerment, and engagement with community resources. **(3.E.17)**
 - Assessment occurs through class discussions, guest speakers, and counselor interview.

23. Recognize suicide prevention models and strategies as well as crisis intervention, trauma-informed, community-based, and disaster mental health strategies. **(3.E.19&20)**
 - Assessment occurs during class discussions and final exam.
24. Identify mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare. **(5.C.2)**
 - Assessment occurs through class discussions, guest speakers, professional affiliation assignment, and counselor interview assignment.
25. Support legislation, government policy, and regulatory processes relevant to clinical mental health counseling. **(5.C.3)**
 - Assessment occurs through class discussions, professional affiliation assignment, advocacy project, and final exam.
26. Identify and demonstrate strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions. **(5.C.8)**
 - Assessment occurs through class discussions, guest speakers, professional affiliations assignment, advocacy project, counselor interview, and final exam.
27. Understand basic information about third-party reimbursement and other practice and management issues in clinical mental health counseling. **(5.C.9)**
 - Assessment occurs through class discussions, guest speakers, and counselor interview.

REQUIRED TEXTBOOKS

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Author. ISBN: 978-1433832154.

Gladding, S. & Newsome, D. (2017). *Clinical mental health counseling in community and agency settings*, (5th ed.). Pearson. ISBN: 978-0134385556.

McMinn, M. (2011). *Psychology, theology, and spirituality in Christian counseling*, (Revised and Updated). Tyndale House. ISBN: 978-0842352529.

Rosenthal, H. (2017). *Encyclopedia of counseling*, (4th ed.). Routledge. ISBN: 978-1138942653.

Additional required reading available on Populi

METHODOLOGY

The course will utilize didactic and experiential learning activities, such as lectures and discussions, small group discussions, multimedia, role plays, panel discussions, and in-class and out-of-class assignments to develop critical thinking skills.

EVALUATION AND GRADE SCALE

Grade Scale

Letter Grade	Percentage
A+	99-100%
A	94-98%
A-	90-93%
B+	87-89%
B	83-86%
B-	80-82%
C+	77-79%
C	73-76%
C-	70-73%
F	Below 70%

A course grade of F will not meet the requirements for degree credit.

Pluses and minuses are regularly assigned. The student's GPA is determined by dividing the total points by the number of trimester hours completed.

Calculation of grade will be based on the following:

Participation	48 pts.
Professional Affiliations Assignment:	25 pts.
Professional Counselor Interview:	15 pts.
Advocacy Project (35 pts. total)	
Resource Guide	10 pts.
Advocacy Activities	15 pts.
Presentation	10 pts.
Reflections on assigned books	30 pts.
Timeline	10 pts.
Self-Care Assignment	15 pts.
Final Exam	50 pts.
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TOTAL =	228 pts.

COURSE REQUIREMENTS

Students must satisfactorily complete each of the course projects. Grades will be calculated on a total of 228 points for the course. Format for projects is double-spaced with appropriate documentation of sources, utilizing the *Publication manual of the American Psychological Association*, 7th edition.

- 1. Participation** – A portion of your grade will depend upon your level of participation during class each week. ***Students who have agreed to be on campus will be on campus for every class session. Non-compliance will be considered an absence.*** Students are expected to arrive to class on time, stay for the duration of class, and remain focused during the allotted class time. Students are also expected to be prepared for class by bringing textbooks, articles, and other course material to class each week. Additionally, reading required materials and viewing required videos prior to class time is essential as students cannot enter class discussions and activities with relevant questions and comments if they are not prepared. Class discussions are powered and enriched by everyone processing and sharing what has been discovered from assigned reading, from personal experiences, and from in-class interactions. Spontaneous assessments may be given to assess student preparedness. As we strive to provide a biblically-based approach to counseling, it is expected that you evaluate all readings and discussions from a Christian perspective and work to integrate biblical truth into your life, thought, and work.
- 2. Professional Affiliations Assignment (KPI 4)** – This assignment will require students to join their state counseling association, locate 3 preferred internship placements, and determine requirements in their state for practicum/internship supervision. Students will also access content from other professional associations such as ACA and CSI to learn about those who support the professional identity of counselors. See handout on Populi for specific questions to address.
- 3. Professional Counselor Interview (KPI 4)** – For this assignment, students will contact a Licensed Clinical Counselor and schedule a 45–60-minute interview to discuss the counselor’s experience in the profession. Students will use the interview guide to conduct the interview, and will provide a summary of the experience, including insightful information gained from the interview during a class discussion. Questions should be completed and turned in. See Populi.
- 4. Self-Care Assignment** – Students will complete a self-care assessment. Additionally, they will meet with a counselor at UF Counseling Center (this is free for WTS students who can travel to the campus) or with a counselor of their choice for at least one individual counseling session and reflect on the experience. See separate sheet for questions on Populi.
- 5. Timeline** – Students will create a timeline of their lives with major dates/events which also coincide with major dates/events in the history of the counseling profession. The top row should include positive/celebratory occasions, and the bottom line should include traumas or losses.
- 6. Written Reflections** – Students will read *Psychology, theology, and spirituality in Christian counseling* by McMinn. Students will complete assigned questions over the readings. Students will turn in their answers to the instructor after sharing them in class with peers. See Populi.

7. Advocacy Project (KPI 4) – Students will work with 1 or 2 students for the following assignment: Based on research of important local, state, and national initiatives and organizations, students will plan an advocacy activity to implement during their time in the MACC program that focuses on their topic/population. Students will choose at least 3 of the following:

- Write letters to local, state, and/or national politicians.
- Create a poster to educate the public about this particular topic.
- Create an awareness campaign such as a YouTube video.
- Write an article on the topic for a local newspaper.
- Write a proposal to present their advocacy project at a professional conference in their state.
- Create a website.

See the instructor if you have questions and/or need guidance on this project. Projects must include a resource guide. Additionally, students are expected to share their results with their peers, see below.

Resource Guide

Students should research their topic and create a short guide (such as a brochure, 2-page descriptive document, or flyer). The resource guide should highlight key concepts using bullet points or short descriptions, and include the following:

- Overview of the topic and definitions of any key terms.
- Important trends/initiatives/legislative issues related to the topic (at local, state, or national level), use a Peer Reviewed journal article within the last 5 years to guide this.
- Key organizations (local, state, and/or national) concerned with this topic, including relevant contacts.
- Related professional associations/supports.
- Ideas on ways to advocate for this population/issue.
- Post these (the article and the resource guide) to Populi under Discussion board section.

Class Discussion

This informal presentation will give students the opportunity to share their resource guides and insights from their experiences with their projects. Students will also be required to upload a devotional on their advocacy topic to the discussion board. Time will be allotted for Q & A.

8. Final Examination – There will be one exam for this course. The final exam will be objective (multiple-choice) and comprehensive. Questions will be taken from texts, articles, class lectures and discussions.

CLASS SCHEDULE *All class meetings will be offered online via Teams meetings.*

Week	Topic	Readings/Assignments
1	Course Overview and Quiz Orientation to MACC Program	MACC Group on Populi Introduction to Dispositions and Student Handbook
2	History of Profession	Ch. 1 Timeline Assignment Due Readings/videos on Populi
3	Professional Identity Clinical Mental Health in a Diverse Society *Discuss Ch. 1 of McMinn	Ch. 3 Professional Affiliations Assignment Due Readings/videos on Populi
4	The Counseling Process Holistic Approaches to Clinical Mental Health *Discuss Ch. 2 of McMinn	Ch. 4 & 6 Readings/videos on Populi
5	Consultation, Advocacy, & Evaluation Sharing of former Advocacy Projects *Discuss Ch. 3 of McMinn	Ch. 7 Readings/videos on Populi
6	Managing Suicide Risk, Crises & Disasters Trauma-Informed Care *Discuss Ch. 4 of McMinn	Ch. 8 Readings on Populi
7	Counselor Self-Care Managing Stress and Burnout *Discuss Ch. 5 of McMinn	
8	Ethical & Legal Aspects of Counseling ASERVIC competencies *Discuss Ch. 6 of McMinn	Ch. 2 Readings/videos on Populi Self-Care Assignment Due
9	College and University Settings Community Agencies, Medical Settings, and Other Specialized Medical Settings *Discuss Ch. 7 of McMinn	Ch. 13 & 14 Readings/videos on Populi Professional Counselor Interview Due
10	Advocacy Project Presentations *Discuss Ch. 8 of McMinn	Resource Guides Due – Post to Populi Advocacy Projects Due
11	Employee Assistance Programs, Private Practice, and Managed Care	Ch. 15 Readings/videos on Populi
12	Advocacy Project Presentations Review	Dispositions Due Reflection Questions Due – McMinn
	Final Exam	on Populi

WEBSITES

American Counseling Association (ACA)

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

American Christian Counseling Association

<http://www.aacc.net/>

Council for Accreditation of Counseling and Related Education Programs (CACREP):

<http://www.cacrep.org>

Purdue Owl APA Writing Assistance

<https://owl.english.purdue.edu>

State of Ohio Counselor, Social Worker, Marriage & Family Therapist Board

<https://www.cswmft.ohio.gov/>

CACREP Standards: Section 3 (Foundational Counseling Curriculum)

<https://www.cacrep.org/section-3-foundational-counseling-curriculum/>

CACREP Standards: Section 5-C (Entry-Level Specialized Practice Areas:

Clinical Mental Health Counseling)

<https://www.cacrep.org/section-5-c-entry-level-specialized-practice-areas-clinical-mental-health-counseling/>

PROFESSIONAL DISPOSITIONS

The Master of Arts in Clinical Counseling Program has adopted a set of dispositions to be demonstrated by all students. These dispositions include:

- **Commitment** – including counselor identity, investment, advocacy, collaboration, and interpersonal competence.
- **Openness to ideas** – including learning, identifying needed changes, giving and receiving feedback to and from others, and engaging in self-development.
- **Respect for self and others** – including honoring diversity, self-care, and wellness.
- **Integrity** – including personal responsibility, maturity, honesty, courage, and congruence.
- **Self-awareness** – including humility, self-reflection, and understanding of place in history.

These dispositions represent the values of the Department of Counselor Education at Winebrenner Theological Seminary. All students should embody these dispositions inside and outside the classroom to the greatest extent possible.

DIGITAL DELIVERY GUIDELINES

(Since all of this course is digitally delivered, the following guidelines will be followed.)

Teams Online Meeting Etiquette

Students attending class via Microsoft Teams should do so in a distraction free environment and a learning posture. Taking class while driving or engaged in other activities that requires direct attention should be avoided. **For class sessions** you will need your computer with camera and microphone and a stable Internet connection. Your instructor recommends using a desktop or laptop that is stationary to avoid making your classmates “seasick” with a moving image of you on the screen. It is optimal that you can look straight into the camera rather than down or to the side to give everyone in the class session a sense that we are all “present” and looking at each other. You can have the session on one side of your screen and take notes or view documents beside it in a split screen.

Except during breaks, all cameras should be turned on, and you must be present; no blank screens or avatars during class session. **Exercising, walking on a treadmill, driving your car, or rocking in a chair can also disrupt the classroom environment; please refrain from engaging in distracting activities during class sessions.** Unless otherwise specified by the instructor, please mute yourself until ready to speak to avoid having the class disrupted by background noise. You may use headphones if background noise is present. **Participation grades do include students’ attentiveness whether in-person or online.**

Secure Environment

An adequate and appropriate learning environment is necessary when working within digital delivery systems. Students enrolled in the MACC digital delivery program must adhere to the following guidelines:

- Students should attend class meetings in a distraction-free environment that is secure from inadvertent breaches of privacy and confidentiality.
- Students should attend class from a webcam equipped computer or tablet with keyboard and use headphones if background noise is present.

Video Submissions

For class assignments requiring submission of a video displaying your skills in working with another individual, guidelines have been created to uphold privacy. Creating secure videos and submitting them for grading involves several key steps to ensure both the integrity of the content and the privacy of the individuals involved. To create secure videos for grading, **follow these guidelines:**

- *Use Secure Recording Tools:* Utilize software that offers encryption to protect your video files from unauthorized access.
- *Ensure Privacy:* Make sure to record in a private, quiet environment to avoid capturing sensitive information or background noise.
- *File Protection:* Save your videos in a secure format and use strong passwords for any file-sharing services.

- *Submission Protocols:* Videos will be submitted through Populi (Winebrenner's Learning Management System). Due to size limitations, links may be submitted. Again, ensure that links are secured with access limited to only the course instructor.
- *Data Backup & Deletion:* Keep a backup of your videos in a secure location to prevent data loss. Upon completion of the assignment and instructor grading, all data should be permanently deleted.

By adhering to these practices, you can ensure that your videos are both secure and ready for grading while protecting the privacy of individuals and confidentiality of the content.

THE SEMINARY POLICIES FOR PAPERS AND LATE WORK

All work is due to the instructor on or before the final day of class, according to the syllabus schedule.

Late Work During the Term

A student who submits assigned written work late during the trimester, when the lateness is not due to a serious illness or death of a family member or extreme life/ministry situations outside his/her control, and reported to the instructor at the time of the late submission, will have his or her grade on such late work reduced a total of 10% for the first week's lateness (from one to seven days). The reduction will be an additional 10% for the second week's lateness (from eight to fourteen days, for a cumulative total of 20% penalty); and another 10% for the third week's lateness, after which the grade on the late work becomes an F. This same policy will also apply to scheduled examinations or tests. Students may petition the instructor in writing for an exception to this policy. When such exceptions last longer than the initial one week, the Chief Academic Officer (CAO) shall be notified by the instructor.

The instructor may have a stricter policy provided they consult with the CAO to make a final determination. It must be clearly stated in the syllabus with corresponding reasons for the exception, such as multiple assignments building on each other.

Coursework extensions are negotiated with the course instructor during the term. Late work may not be submitted after the end of a term without filing a request for a course extension of the course through the CAO no later than one week prior to the end of the term.

DISABILITY INFORMATION

If you are a student with a diagnosed disability, it is your responsibility to notify your instructor and the Chief Academic Officer at least one week prior to beginning of the trimester so that reasonable accommodations can be made. Students with approved ISAPs are responsible for providing each of their instructors with a copy of their ISAP and having a careful conversation with each instructor regarding how the ISAP can best be followed within the specific parameters of the course. See the Graduate Catalog for the full policy.

ACADEMIC INTEGRITY

Academic integrity is the personal responsibility of students to represent as their own work in reports, papers, or examinations only what they are entitled to honestly present. Violations of academic integrity include dishonesty and plagiarism. If a student violates the standard on academic integrity, he or she will be subject to disciplinary action determined by the instructor and CAO.

A growing concern in graduate work is the use of artificial intelligence (AI) to compose or contribute to some or all written work. Please be aware that this is considered plagiarism. Doing respected, scholarly work requires that the work submitted is the learner's own, original work. Something written by AI is not considered the original work of the learner, but the work of the AI. Academic integrity at Winebrenner requires that all learners submit work that is their own.

Using helpful tools or apps to check spelling and grammar are permissible. For example, tools like MS Word autocorrect, spell-check, grammar-check features, or the Grammarly app can scan for errors and may make suggestions for edits. A translation app may help improve the readability of a paper for those whose first language is not English. However, using a translation app to improve another translation app can appear to be plagiarism. These helpful, rule-based, non-generative AI programs are very different from an AI program that composes writing from a few suggestions.

There are some educational benefits of using generative AI, so Winebrenner does not unilaterally prohibit all use of AI. Generative AI may only be used in very specific courses and assignments with the express permission of the instructor of record.

GRADE DISPUTE

When a student wishes to dispute a grade assigned in a course, the student should contact the Chief Academic Officer. This appeal process must be started within three weeks of the grade in dispute being posted. A Committee of Arbitration will be convened, whose decision shall be final. (See the Graduate Catalog for full details.)

INFORMED CONSENT

The MACC faculty members are dedicated to the educational, personal, spiritual, and professional growth and development of Winebrenner students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. All students are cautioned that the MACC courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor knowledge and skills. Should a student disclose information indicating impairment or the potential for harm to themselves, future clients, and/or others (including animals), the faculty member may take

appropriate action in accordance with the state laws and the ACA Code of Ethics (2014). It is each student's responsibility to determine *an appropriate level of self-disclosure balanced with reactions* in experiential learning activities. A more detailed Informed Consent Statement is available from the CAO. It will also be made available to all students. Please contact Dr. Liames if you have any questions or concerns about the Informed Consent Statement.

All students are subject to policies outlined in the Winebrenner Graduate Catalog.

Syllabus revised: 01/01/2026