



## Master of Arts in Counseling Course Syllabus

### Course Information

COUN510 – CLINICAL MENTAL HEALTH: HISTORY AND  
PHILOSOPHY  
Spring 2019  
2 Semester Hours

### Location/Date/Time

Wednesday, 8:30am-10:30am

### INSTRUCTOR'S INFORMATION:

#### Michael Horst, PhD

Email: michael.horst@emu.edu

Office Phone: 540.432.4244

Office Hours: by appointment

### COURSE DESCRIPTION:

This course will outline and examine the historical roots of the formation of the field of clinical mental health counseling, the philosophical foundations and trends that have influenced this formation, and how this has informed clinical practice. The course will utilize specific historical, philosophical, and clinical texts to address this topic.

### COURSE GOALS AND OBJECTIVES (2016 CACREP Standards & Clinical Mental Health Standards):

#### STUDENTS WILL:

1. explore the history and development of clinical mental health counseling (5.C.1.a.)
2. be introduced to theories and models related to clinical mental health counseling (5.C.1.b.)
3. discuss 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 (5.C.1.c.)
4. be introduced to legal and ethical considerations specific to clinical mental health counseling (5.C.2.1.)

### Course Format:

This course will emphasize the process of collaborative elaboration. By approaching the course as an open question, without any assumption that all has been learned about our topic, we will attempt to generate fresh perspectives. Each student, along with the professor, will engage one another during class sessions in the development and the active engagement with the material being explored. Everyone involved in the class is expected to fully engage in this process.

### Syllabus Disclaimer:

This syllabus is not a contract. The instructor reserves the right to alter the course requirements, schedule, and/or assignments based on new materials, class discussions, or other legitimate objectives. Students will be given notice of relevant changes in class or via e-mail.

## TECHNOLOGY:

- Please turn cell phones off and please do not text during class as it is disruptive and takes away from the focus of the class. Inadvertently, we all forget to turn them off and that's okay. If for some reason you need to have your cell phone on, please let me know prior to class.
- The EMU MA in Counseling program, in accordance with a national professional conversation about the use of technology in counselor education, is supporting a return to engagement and paper notebooks. As we are in the profession of presence and attunement, we want to be intentional about how we address this in our classes. Therefore, we will ask that you keep your phone and your computer/iPad in your bag, unless you are required to use it in class. We have been reading and researching about the impact of technology on the brain related to social engagement and learning, in addition to the strong correlation between writing and learning. We wish to promote an embodied learning and discovery experience and can only be successful to do so in a context that minimizes disruption and interruption. We recognize there will be times when access to a phone is necessary and want to encourage advanced planning and communication with faculty.

## REQUIRED TEXTS AND OTHER RESOURCES:

- **Required Reading:**

Buber, M. (1970). *I and thou*. (W. Kaufmann, Trans.) New York, NY: Simon & Schuster. (Original work published 1923)

Frankl, V. (2006). *Man's search for meaning*. Boston, MA: Beacon Press. (Original work published 1946)

Orange, D. M. (2010). *Thinking for clinicians: Philosophical resources for contemporary psychoanalysis and the humanistic psychotherapies*. New York, NY: Routledge.

Additional readings as assigned (distributed in class and/or posted on Moodle)

## GRADING CRITERIA AND OTHER POLICIES:

The Master of Arts in Counseling faculty support students in actively engaging their academic and applied work throughout their training, valuing this as a core professionalism skill. Students should be aware that graduate university policy allows two C grades before being dismissed from the program.

### **Participation in Course Material (5.C.1.a., 5.C.1.b., 5.C.1.c., 5.C.2.1.)**

As was mentioned in the description of the course, each student will be expected to actively engage in the development of this course through participation. This includes participation during class meetings, and in all class activities. Students should make every effort to be as participatory as possible. Students will be expected to arrive to class with three questions prepared from their reading of the material for the class period. **Students will bring 3 questions from assigned readings to each class period where reading was assigned.**

### Movie Reflection Paper (1)

During this class, we will watch 2 movies that highlight developmental, attachment, multicultural, and existential elements of being: *Beasts of the Southern Wild* and *Tree of Life*. Students will write **one** 2-3 page paper on either *Beasts of the Southern Wild* **or** *Tree of Life* discussing themes of the movie and how they relate to their personal experiences and/or understanding of psychotherapy/counseling.

### Final Paper and Presentation (5.C.1.a., 5.C.1.b., 5.C.1.c., 5.C.2.1.):

Students will write a 6-8 page (content pages) paper describing their development as a counselor throughout their clinical training, and give a 15-20 minute presentation. Theory and clinical practice are tightly intertwined, and clinical theoretical orientation often springs forth from personal worldviews.

With this in mind, students should address questions similar to the following:

- What theory is most central to the way I conceptualize clinical cases? How has this changed or evolved throughout my training? How do I apply this/these theory(ies) in my clinical practice?
- What in my worldview (*lebenswelt*) or personal value system contributes to the way understand and apply this/these theoretical orientation(s).
- How do I make sense of human suffering – if at all? What is to be done about it? What about my own experiences of suffering?
- What is my role as a counselor?
- A brief case presentation (deidentified) illustrating the way you work as a counselor

These questions are suggestions offered as a guide. Students may form their reflective papers around different questions discussed with and approved by the instructor.

### Assignment Point Value

|                  |     |
|------------------|-----|
| Participation    | 15  |
| Movie reflection | 25  |
| Final Paper      | 35  |
| Presentation     | 25  |
| <i>Total</i>     | 100 |

### Professional Behavior

**Attendance** This class will abide by program standards for attendance. Students should notify the professor if they are unable to attend a scheduled class. The student is responsible for gathering material that is missed because of an absence. Arrangements may be made with the professor prior to the class that will be missed. More than two absences will lower the overall course grade.

**Disability Statement** If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations.

All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

### **Writing Guidelines:**

*Writing* will be a factor in evaluation: EMU has adopted a set of writing guidelines for graduate programs that include four sets of criteria: content, structure, conventions and style (see below). It is

expected that graduates will be able to write at least a “good” level with 60% writing at an “excellent” level. All written work must conform to APA writing style standards.

### **Academic Integrity Policy (AIP):**

Good academic work must be based on honesty. The attempt of any student to present as his/her own work, that which he or she has not produced, is regarded by the faculty and administration as a serious offense. Students are considered to have cheated, for example, if they copy the work of another, or use unauthorized notes or aides during an examination or turn in their own paper or an assignment written, in whole or in part, by someone else. Students are guilty of plagiarism, intentionally or not, if they copy material from books, magazines, or other sources without identifying and acknowledging those sources or if they paraphrase ideas from such sources without acknowledging them. Students guilty of, or assisting others in cheating or plagiarism on any assignment, quiz, or examination may receive a grade of F for the course involved and a report of this incident will be filed in the dean’s office. Repeated violations will invoke a disciplinary process.

### **Turnitin:**

Students are accountable for the integrity of the work they submit. Thus, you should be familiar with EMU’s Academic Integrity Policy (see above) in order to meet the academic expectations concerning appropriate documentation of sources. In addition, EMU is using Turnitin, a learning tool and plagiarism prevention system. For more information about or to watch a demo of Turnitin, please see: [http://turnitin.com/en\\_us/features/demos](http://turnitin.com/en_us/features/demos).

### **Moodle:**

Moodle is the online learning platform that EMU has chosen to provide to faculty, administrators and students. Students will have access to course information within Moodle for any class they are registered for in a given term. The amount of time a student has access to information before and after the class is somewhat dependent on the access given to students by the individual faculty member. However, please note that courses are not in Moodle permanently – after two years the class is no longer accessible. Please be sure to download resources from Moodle that you wish to have ongoing access to.

### **Academic Support Center:**

If you have a physical, psychological, medical or learning disability that may impact your work in this course, it is your responsibility to contact Office of Academic Access on the third floor of the Hartzler library, 540-432-4233. They will work with you to establish eligibility and to coordinate reasonable accommodations. All information and documentation is treated confidentially. <http://emu.edu/academics/access/>

Please refer to the Student Handbook, which can be found at <http://www.emu.edu/studentlife/student-handbook/> for additional policies, information, and resources available to you.

### **Institutional Review Board:**

All research conducted by or on EMU faculty, staff or students must be reviewed by the Institutional Review Board to assure participant safety: <http://www.emu.edu/irb/>.

The IRB requires all researchers submitting proposals to complete the online researcher training provided by NIH (the website requires the establishment of a no-cost account). This training covers basic concepts, principles, and issues related to the protection of research participants. When training is successfully completed, the researcher will receive a certificate. This certificate should be saved (as an image or pdf file) and kept on file – proof of training is required when submitting an IRB proposal."

**Graduate Writing Center:**

Please take advantage of the free individual tutoring from graduate student tutors (see <http://www.emu.edu/writing-program/> for more information). To make an appointment, please access ASC Tutoring through the myEMU portal: <https://emu.mywconline.com/index.php>. See Academic Program Coordinator for more information about available services and tutoring times.

**Course Extensions and Outstanding Grades:**

For fall and spring semesters, all coursework is due by the end of the semester. If a student will not be able to complete a course on time, the student must submit a request one week before the end of the semester for an extension (up to 6 months), by emailing the instructor, academic advisor and the Academic Program Coordinator. If the request is granted the student will receive an "I (incomplete)" for the course which will later be replaced by a final grade when the work has been turned in on the agreed upon date. If the request for an extension is denied, the student will receive a grade for the work that has been completed up until the time the course was expected to have been completed. If no work has been submitted, the final grade will be an F (or W under unusual circumstances and with permission of the Program Director). Extensions will be given only for legitimate and unusual situations. Extensions are contracted by the student with the program for up to a maximum of 6 months after the deadline for the course work. If the outstanding course work is received within the first 6 weeks of the extension, no grade reduction will be imposed; after 6 weeks any outstanding coursework will be reduced by ½ letter grade. If the extension deadline is not met, the student will receive a final grade based on the work completed.

**Academic Program Policies:**

<http://emu.edu/graduate-and-professional-studies/graduate-student-handbook.pdf>  
<http://www.emu.edu/catalog/graduate/graduate-professional-policies.pdf>

**Title IX:**

The following policy applies to any incidents that occur (on or off campus) while you are a student registered at EMU. It does not apply if you are talking about incidents that happened prior your enrollment at EMU. It is important for you to know that all faculty members are required to report known or alleged incidents of sexual violence (including sexual assault, domestic/relationship violence, stalking). That means that faculty cannot keep information about sexual violence confidential if you share that information with them. For example, if you inform a faculty member of an issue of sexual harassment, sexual assault, or discrimination he/she will keep the information as private as he/she can, but is required to bring it to the attention of the institution's Title IX Coordinator. If you would like to talk to this office directly, Rachel Roth Sawatzky, Title IX Coordinator, can be reached at 540-432-4133 or [rachel.roth.sawatzky@emu.edu](mailto:rachel.roth.sawatzky@emu.edu).

Additionally, you can also report incidents or complaints through our online portal at <http://emu.edu/safecampus/>. You may report, confidentially, incidents of sexual violence if you speak to Counseling Services counselors, Campus Ministries' pastors, and Health Services personnel providing clinical care. These individuals, as well as the Title IX Coordinator can provide you with information on both internal and external support resources.

## SCHEDULE AND TOPICS: Course Schedule

| Date | Subject                                                             | Reading/Assignments Due            |
|------|---------------------------------------------------------------------|------------------------------------|
| 1/16 | Welcome & Introduction<br>Current Trends in Professional Counseling | Syllabus                           |
| 1/23 | Socratic Thinking for Counselors                                    | Orange: Ch. 1                      |
| 1/30 | I and thou; Dialogic We                                             | Orange: Ch. 2 & Buber: First Part  |
| 2/6  | <i>Tree of Life</i>                                                 |                                    |
| 2/13 | Nothing is Hidden                                                   | Orange: Ch. 3 & Buber: Second Part |
| 2/20 | Embodied Intersubjectivity                                          | Orange: Ch. 4                      |
| 2/27 | <i>Beasts of The Southern Wild</i>                                  |                                    |
| 3/6  | Spring Break                                                        | Spring Break                       |
| 3/13 | Trauma and the Face of the Other                                    | Orange: Ch. 5                      |
| 3/20 | Experiences in a Concentration Camp: Hardiness of<br>Meaning        | Frankl: Part I                     |
| 3/27 | Rollo May on Existential Psychotherapy                              | <b>Movie Reflection Due</b>        |
| 4/3  | Undergoing the Situation with the Other                             | Orange: Ch. 6                      |
| 4/10 | Presentations                                                       |                                    |
| 4/17 | Presentations                                                       |                                    |
| 4/24 | Presentations                                                       | <b>Final Paper Due</b>             |
| 5/1  | Capstone day! 😊                                                     | Capstone day                       |

**Please Note:** The above schedule and procedures for this course are subject to change in the event of extenuating circumstances.