

Course Number and Section(s): COU 600-001

Course Name: Orientation to Clinical Mental Health Counseling

Semester and Year: Fall 2019

Instructor: Joshua Elliott, Ed.D., LPCC-S, NCC

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Office Hours: M/T 1:30-4:30pm and by appointment.

Course Description: A survey of the historical, philosophical, societal, cultural, economic and political dimensions of and current trends in the community mental health movement; a historical perspective of the counseling profession, counselor roles and functions, and professional affiliations.

PREREQ: Admission to program or consent of program director.

Instructional Methods

This course will utilize a mixture of lecture, discussion, interactive/multimedia learning, written work, reading, and experiential learning.

Required Materials

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

American Psychological Association (2009). *Mastering APA style: Student's workbook and training guide* (6th ed.). Washington, DC: Author.

Gerig, M. S. (2018). *Foundations for mental health counseling: An introduction to the profession* (3rd ed.). Upper Saddle River, NJ: Pearson.

Additional readings will be assigned at the discretion of the instructor.

Course Assignments

- 1. Class Attendance and Participation:** Class participation and completion of readings is required. Students are expected to contribute to discussions, participate in activities, ask questions about concepts/processes, respond to instructor questions, and contribute their ideas about the material presented in class. Failing to complete readings and participate actively in class activities (e.g., discussions, experiential group activities) will adversely affect a student's grade. **More than one absence will prevent completion of course requirements.** Students should contact the instructor in advance if they will be absent.
- 2. APA Workbook:** Students will also be required to complete the *Mastering APA style: Student's workbook and training guide*. This assignment is designed to help students become proficient in APA style, which is an expectation of the department. Students are expected to work independently on the workbook throughout the term. This assignment is worth 100 points. **The completed APA workbook is due in class on November 4th.** The instructor will review the workbooks for completion and return to students on November 11th.
- 3. Digital Reflection Journal:** Each student will maintain a digital reflection journal to respond to writing prompts relevant to the course topic and critically reflect upon their personal experiences and reactions to the course material. Some of the writing prompts may require you to carefully think about your own identities, lived experiences, challenges, and aspirations. **Your digital reflection journal will be due by November 25th at 4:30pm.** **Writing prompts and grading rubric can be found in CANVAS.**
- 4. Literature Review:** The purpose of this assignment is to facilitate students' abilities to research a topic of study so they can learn to (1) identify and formulate an inquiry question that defines what they would like to learn, (2) apply their knowledge of readings from class, (3) analyze information found in professional journal articles, and (4) synthesize new knowledge into a well-written literature review. Each student will construct a formal literature review on a mental health counseling-related topic of their choice. The literature review should be 6-8 pages (not including title and reference pages). **Students should also identify, read, and include reference to at least five peer-reviewed journal articles (current within the last 5 years) to support aspects of the paper. The paper must adhere to the American Psychological Association (APA) 6th edition manual** – so include a title page, reference page, and cite all references according to APA ☺. Also please type your paper using size 12 Times New Roman font, double-spaced. The literature review is worth 200 points. **The Literature Review is due on November 18th by 4:30pm.**

Suggested Plan for Completing the Literature Review Assignment:

1. Choose a mental health counseling related topic that you are interested in studying.
2. Formulate an inquiry question that specifically describes what would like to know about your topic.
3. Go to the library to search for and locate journals that include your topic's information.

4. Find articles, read the abstracts and skim the articles to determine if they correspond well to your topic AND inquiry question.

5. Select at least 5 journal articles and save them for your project.

6. Read your articles and begin to sort and classify them *according to their findings*.

7. Organize your articles by sorting and classifying their findings in a meaningful way, always considering your original topic and inquiry question.

8. Write an outline for your small-scale literature review.

9. Write your review.

10. Proof-read and revise your review before submitting it to the instructor.

5. Mini-Presentation of Literature Review: Students will be expected to prepare and deliver an oral presentation to classmates regarding the findings of their respective literature reviews. Presentations should clearly identify the student's topic area and inquiry question, detail a concise summary of findings/conclusions, share remaining concerns/questions related to the topic, and provide classmates with a tangible resource (i.e., PowerPoint presentation, handout, etc.). The tangible resource should include a list of peer-reviewed journal articles (i.e., reference section) that the student utilized for their literature reviews. Presentations should be approximately 5-7 minutes long. *The Mini-Presentation of Literature Review assignment is worth 50 points.* **Students will be randomly assigned (based on topic) to deliver their presentations on either November 25th or December 2nd.**

6. In-Class Examinations: Students will be required to complete two in-class examinations, including a midterm and comprehensive final examination. Exam items will primarily be constructed-response (e.g., short-answer, application, short essay), but I may also include a few forced-choice items (e.g., true-false, multiple choice, matching). Responses to the constructed-response items will be scored using criterion- and norm-referenced grading procedures. Each exam is worth 200 points. **Students will complete the midterm exam on October 7th during class.** The midterm exam will test students' understanding of major concepts/aspects learned from the Gerig textbook (Chapters 1-6, 10) and assigned readings. **Students will complete the final exam on December 9th during class.** The final exam will test students' understanding of major concepts/aspects learned from the Gerig textbook (Chapters 7-9, 11-13), assigned readings, and APA style.

Policy on Missed Exams. A student will be permitted to complete a missed examination only as a result of extraordinary circumstances (severe illness, death in the family, etc.). The student **must** contact the instructor in advance of the exam to explain his or her absence and secure permission to take the exam at a later date. The student may be required to provide official documentation to account for his or her absence. If a student receives permission to complete a make-up examination, it must be completed within one week of the original exam date, and the content of the exam may be different from the exam previously given to the rest of the class.

7. **LPC Interview Paper:** For this experiential assignment, students will interview a licensed professional counselor/mental health counselor licensed in the state where the student anticipates practicing after graduation. Students will be expected to identify and reach out to an LPC/MHC to introduce themselves, detail the assignment, and request to schedule an in-person interview. The interview portion of this assignment should take between 30 and 60 minutes depending on how expansive your interviewee’s responses are. The interview should be audio recorded, as students will need to transcribe their interviews. Please make sure that your interviewee is aware of the recording requirement and consents to the process. In addition to transcribing their completed interview, students will also be required to expound upon reflection questions regarding their experience. More details regarding this assignment will be posted in CANVAS, along with a grading rubric. The paper will be typed, double-spaced, APA-style, consisting of a minimum of eight (8) pages in length (not including title page and references). This assignment is worth 200 points. **The LPC Interview Paper is due on September 30th at 4:30pm.**

Course Grading & Evaluation Criteria

The College of Education and Human Services approaches the construct of professional dispositions as “habits of mind” that render professional conduct more capable and intelligent. Dispositions are, therefore, not a state of possession, but rather a state of performance. In addition to assessing knowledge and clinical performance of counseling students at Northern Kentucky University, the counselor education program is also responsible for promoting and assessing professional dispositions. This course, as with all other counseling courses, will support such habits of mind. As well, students will be assessed on the following *professional performance dispositions*: (a) openness to new ideas, (b) flexibility, (c) cooperativeness with others, (d) willingness to accept and use feedback, (e) ability to give feedback constructively, (f) awareness of own impact on others, (g) ability to deal with conflict, (h) ability to accept personal responsibility, (i) ability to express feelings effectively and appropriately, (j) attention to ethical and legal considerations, and (k) initiative and motivation.

Assessment Breakdown

Attendance & Participation	100 points
APA Workbook	100 points
Digital Reflection Journal	150 points
Literature Review	200 points
Presentation of Lit. Review	50 points
LPC Interview Paper	200 points
Midterm Exam	200 points
Final Exam	200 points
Total	1200 points

The above grading breakdown is subject to change upon notice to the students.

Grading Feedback

Students should expect feedback on assignments within one week of submission except when faculty provides notification via announcement of a different timeline.

Grade Appeal

Please see the Code of Student Rights and Responsibilities Section V: Academic Policies & Processes for any final grade appeal. The specifics of the process are detailed in subsection G: Student Academic Grade Appeal. <https://inside.nku.edu/scra/information/students/rights-responsibilities.html>

Grading Scale

Letter Grade	% Equal to or Greater than	Grade Point
A	93-100	4.00
A-	90-92.99	3.67
B+	87-89.99	3.33
B	83-86.99	3.00
B-	80-82.99	2.67
C+	77-79.99	2.33
C	73-76.99	2.00

Final Exam Information

The final quiz will be available on Canvas during Finals Week.

Student Evaluation of Instructor and Course

Northern Kentucky University takes Instructor and Course Evaluations very seriously as an important means of gathering information for the enhancement of learning opportunities for its students. It is an important responsibility of NKU students as citizens of the University to participate in the instructor and course evaluation process. During the two weeks* prior to the end of each semester classes, you will be asked to reflect upon what you have learned in this course, the extent to which you have invested the necessary effort to maximize your learning, and the role your instructor has played in the learning process. It is very important that you complete the online evaluations with thoughtfully written comments.

Student evaluations of courses and instructors are regarded as strictly confidential. They are not available to the instructor until after final grades are submitted, and extensive precautions are taken to prevent your comments from being identified as coming from you. Students who complete an evaluation for a particular course (or opt out of doing so in the evaluation) will be rewarded for their participation by having access to their course grade as soon as that grade is submitted by the instructor. On the other hand, any student who does not complete the course evaluation (or opt out of doing so in the evaluation) should expect to incur a two-week delay in access to his or her course grade beyond the university's official date for grade availability. To

complete online evaluations, go to <http://eval.nku.edu>. Click on "student login" and use the same USERNAME and PASSWORD as used on campus.

In addition, you should be aware of:

- Evaluations can affect changes in courses. Evaluations without comments are less valuable and less credible than those filled out thoughtfully. Comments that are expressed well are more effective than those that are not.
- Positive feedback is just as important as criticism. Moreover, negative evaluations without any explanation and specifics are not especially useful.
- Once grades are submitted, all evaluations are read not only by the instructor, but also by the instructor's department chairperson.
- Evaluations not only provide feedback to your instructor, but also provide information to the department chair for use in performance evaluations. This information affects reappointments, promotions, salaries, and teaching assignments.
- For more information and to view the instructor and course evaluation schedule, visit the student evaluation home page (<http://eval.nku.edu>).

Course Policies

Your reading assignments are included in the course schedule and are expected to be completed BEFORE the designated class date. In addition to your primary text, you will have supplemental readings that will be included in some week's learning schedule. Lectures, readings, and in-class activities are designed to complement one another but do not necessarily cover identical materials.

Method of Instruction: My goal for this course is to allow you the opportunity for intellectual growth (knowledge), affective growth (awareness), and experiential growth (skills). In order to accomplish these undertakings, we will have didactic instruction, group discussions, and experiential activities that are designed to foster your exploration of course concepts in a safe, respectful, and welcoming environment.

Announcements: The instructor will regularly and frequently make announcements in class regarding course content, assignments, resources, and other course information. In the case of absences, it is the responsibility of each student to check with the instructor and/or classmates to ensure they are up-to-date on all course information. Announcements may also be posted to CANVAS.

Questions for Your Instructor: If you have questions about an assignment or other portion of the course, feel free to email through the Canvas site, through NKU email at elliottj14@nku.edu or schedule a face-to-face meeting.

Submission of Assignments

Most assignments are expected to be turned in during class by the due date and time indicated. Written assignments may be emailed to the instructor should the student need to miss class the day that an assignment is due. Digital Reflection Journals may be submitted via CANVAS or email. **Late Work Policy:** *Work submitted after the due time on the due date is considered late. Late assignments are docked 20% for each day they are late. Late work will not be accepted after the 96 hour (4 day) mark. Students are encouraged to notify the instructor of late work in advance. Please also let me know of any emergencies that may affect your work in the course.*

Non-Attendance Policy

NKU students are expected to attend the first scheduled class session of each course for which they are enrolled. If a student does not attend the first day of class, the instructor may drop the student for non-attendance.

Students who know they will be absent must contact their instructor(s) prior to the first class meeting to explain their absence and request to remain enrolled in the course.

Communication (online):

Students should expect responses to emails within 1-2 business days. Emails may not be returned on weekends.

Classroom Behavior Policies:

The academic classroom, whether live or online, should serve as an environment where diverse, and sometimes controversial ideas can be discussed and evaluated. The classroom will serve as a free-speech zone in which students will not be penalized for their viewpoints or opinions. [NKU's Code of Student Rights and Responsibilities states the following: "The professor has an obligation to encourage free discussion, inquiry, and expression. He/she may not evaluate student performance based on opinions (such as religious belief or political views) or conduct in matters unrelated to academic standards. Should students feel their performance has not been judged on solely academic grounds or that their grade does not reflect the quality of their work, they may appeal the professor's decision using the Academic Appeals Procedure outlined subsequently."]

Students in the class may be very diverse, representing different values, beliefs, and opinions. Some of the topics discussed in this class may be of a sensitive nature or highly controversial (racism, sexism, homophobia, ageism, ableism) and may evoke strong emotions so please be

respectful of others' emotions and be mindful of your own. The instructor will do his best to provide an environment in which everyone is able to hear and respect each other. However, it is critical that each class member show respect for all worldviews expressed in class. Students are expected to listen to and interact with open minds regarding one another's differences. Intentionally malicious racism, sexism, homophobia, classism, ageism, and other forms of bigotry and discrimination are inappropriate to express in class. Please let the instructor know if something has been said or done which is particularly troubling to you. Students unable to abide by this policy should not take this class or may be asked to leave the course.

Student Honor Code

This Student Honor Code [the "Honor Code"] is a commitment by students of Northern Kentucky University, through their matriculation or continued enrollment at the University, to adhere to the highest degree of ethical integrity in academic conduct. It is a commitment individually and collectively that the students of Northern Kentucky University will not lie, cheat, or plagiarize to gain an academic advantage over fellow students or avoid academic requirements.

Students, faculty, staff, and administrators at NKU strive to achieve the highest standards of scholarship and integrity. Any violation of the Student or Graduate Student Honor Codes is a potentially serious offense because it threatens the quality of scholarship and undermines the integrity of the community. All NKU faculty members are asked to report incidents of academic misconduct to the office of Student Conduct Rights and Advocacy. While academic in scope, a violation of the NKU Honor Code may be considered a violation of the NKU Code of Student Rights and Responsibilities and will follow the adjudication processes described therein.

Through the NKU Honor Code, students who are responsible for academic dishonesty may receive sanctions, including, but not limited to, a final grade of "F," or removal from the course in which the violation occurs. Repeated violations of the NKU Honor Code, or when suspension or expulsion from NKU may be a possible outcome of the violation, the incident will be referred to the office of Student Conduct, Rights and Advocacy.

Additional information is available at: <https://inside.nku.edu/scra.html#policies>

Accommodations Due to Disability

The University is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by the University. To this end, Northern Kentucky University will provide reasonable accommodations for persons with documented qualifying disabilities. If you have a disability and feel you need accommodations in this course, you must present a letter to me from the Disability Programs and Services Office (SU 303), indicating the existence of a disability and the suggested accommodations. More information can be found at <http://disability.nku.edu>.

Credit Hour Policy Statement

In accordance with federal policy, NKU defines a credit hour as the amount of work represented in the achievement of student learning outcomes (verified by evidence of student achievement) that reasonably approximates one hour (50 minutes) of classroom instruction and a minimum of two hours of out-of-class student work. For every course credit hour, a typical student should expect to spend at least three hours per week of concentrated attention on course-related work including, but not limited to, class meeting time, reading, reviewing, organizing notes, studying and completing assignments. At least an equivalent amount of time is expected for other academic activities such as online courses, laboratory work, internships, practica, studio work and other academic work leading to the award of credit hours.

Estimates of the time required for a student to complete this course are:

Class Attendance (1.5hrs/wk x 15 wks)	= 22.5 hours
Readings & Exam Review	= 45 hours
APA Workbook	= 20 hours
Digital Reflection Journal	= 15 hours
Literature Review	= 18 hours
Mini-Presentation (Preparation)	= 02 hours
LPC Interview Paper	= 20 hours
Total	= 142.5 hours

Diversity

Diversity describes an inclusive community of people with varied human characteristics, ideas, and world views related, but not limited, to race, ethnicity, sexual orientation, gender, religion, color, creed, national origin, age, disability, socio-economic status, geographical region, or ancestry. Institutions that value diversity provide a supportive environment that respects those human differences. It is our responsibility as citizens of the NKU community to promote and value a campus environment and classroom climate that is safe, fair, respectful, and free from prejudice.

Allied Zone

I am a member of the Allied Zone community network, and I am available to listen and support you in a safe and confidential manner. As an Ally, I can help you connect with resources on campus to address problems you may face that interfere with your academic and social success on campus as it relates to issues surrounding sexual orientation and gender identity. My goal is to help you be successful and to maintain a safe and equitable campus.

Name / Pronoun

My gender pronouns are he, him, his. I will gladly honor your request to address you by an alternate name and/or gender pronouns from what is contained in NKU's student records. Please advise me of these early in the semester so that I may make appropriate changes to my records.

Sexual misconduct

Northern Kentucky University is committed to fostering a safe and inclusive educational and work environment free from sexual misconduct, including sexual assault, non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, sexual harassment, dating and intimate partner violence, relationship and domestic violence, stalking and gender-based bullying. For more information please see: <https://inside.nku.edu/titleix/sexual-misconduct-policy.html>

Observance of Religious Holidays for Class Attendance

NKU values diverse religious perspectives and beliefs and recognizes that religious practice is for many individuals an important element of personal identity, intellectual development and psychological well-being, and, in many cases, is inseparable from cultural identity. As the diversity of our community has increased, additional religious holidays now affect a significant number of students. Consistent with our commitment to creating a diverse and inclusive community, Northern Kentucky University believes that every reasonable effort should be made to allow members of the NKU community to observe their holidays without jeopardizing the fulfillment of their academic obligations. NKU students who are unable to attend classes or participate in any examination, study or work requirement on some particular day(s) because of his or her religious belief must submit a formal request to the instructor within 3 weeks of the beginning of the semester so appropriate arrangements can be made.

Tentative Course Schedule

Date	Topics	Readings Due	Assignments Due
Aug 19 th	Orientation to the Course, Syllabus Review, Introductions		
Aug 26 th	Nature & History of CMHC	Gerig, Chapters 1-2	
Sept 2 nd –	LABOR DAY- NO CLASS	No readings assigned – but please be working on your LPC Interview Paper.	
Sept 9 th	Theoretical Foundations of CMHC	Gerig, Chapters 3-4 Assigned articles	
Sept 16 th	Education, Professional Development, & Licensure of CMHCs and Ethical and Legal Issues	Gerig, Chapter 5-6	

Date	Topics	Readings Due	Assignments Due
Sept 23 rd	Multicultural Issues	Gerig, Chapter 10 Assigned articles	
Sept 30 th	Graduate Research Symposium 5-6pm Faculty Panel (Required) 6-7pm Info Literacy Workshop (Opt)		LPC Interview Paper due at class.
Oct 7 th		Review all assigned readings and Gerig chapters	Midterm Exam
Oct 14 th	FALL BREAK- NO CLASS		
Oct 21 st	The Practice & Context of CMHC	Gerig, Chapter 7-8	
Oct 28 th	Assessment, Diagnostic, & Treatment Issues	Gerig, Chapter 9 Assigned readings	
Nov 4 th	Managed Care & Mental Treatment Health Systems	Gerig, Chapters 11-12	APA Workbook due at class.
Nov 11 th	Present & Future of CMHC	Gerig, Chapter 13 Assigned readings	
Nov 18 th	Panel Discussion with LPCs		Literature Review due at class.
Nov 25 th	Student Presentations		Digital Journal due by 4:30pm Student Presentations
Dec 2 nd	Student Presentations		Student Presentations
Dec 9 th	Final	Review all course material	Final Exam

**The instructor reserves the right to make changes to this syllabus as needed and necessary.

Student Learning Outcomes:

The following competencies will be developed and demonstrated as part of this course. This table illustrates how each CACREP standard is evaluated within the course by student learning outcomes or assessments. Upon completion of this course, students will demonstrate sufficient knowledge and skills associated with:

Knowledge and Skill Outcomes:

CACREP 2016 Standards

Standards evaluated in connection with CACREP Key Objective Assessments are in bold.

Student Learning Outcomes Connected to CACREP 2016 Standards	CACREP¹	Class Assignments	Cross-curricular experiences
Understand the history and philosophy of the counseling profession and its specialty areas	2.F.1.a.	Readings	COU 601 COU 610 COU 630 COU 641 COU 674 COU 602 COU 642 COU 678
Understand the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation	2.F.1.b.	Readings, Exams, LPC Interview Paper	COU 601 COU 630 COU 670 COU 675 COU 674 COU 642
The role and process of the professional counselor advocating on behalf of the profession	2.F.1.d	Readings, LPC Interview Paper, Digital Reflection Journal	COU 601 COU 602 COU 678
Professional counseling organizations, including membership benefits, activities, services to members, and current issues	2.F.1.f	Readings, Exams	COU 601 COU 602
Professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	2.F.1.g	Readings, Exams, LPC Interview Paper	COU 601 COU 602 COU 678
Demonstrate understanding of ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling	2.F.1.i	Readings, Exams, LPC Interview Paper, Digital Reflection Journal	COU 674 COU 601 COU 640 COU 642 COU 650 COU 675 COU 690/3 COU 691/2

Technology's impact on the counseling profession	2.F.1.g	Readings, LPC Interview Paper	COU 601 COU 674 COU 602 COU 690 COU 691 COU 692 COU 693
The role of counseling supervision in the profession	2.F.1.m	Readings, LPC Interview Paper	COU 678 COU 690/3 COU 691/2
Identify theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	2.F.2.b.	Readings, Exams, LPC Interview Paper, Digital Reflection Journal	COU 610 COU 641 COU 675 COU 673
Demonstrate strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	2.F.2.h.	Readings	COU 610 COU 673 COU 621
Identify ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan	2.F.3.i.	Readings, LPC Interview Paper	COU 620 COU 642 COU 621 COU 622 COU 673 COU 630
Understand theories and models of counseling	2.F.5.a.	Readings, Exams, LPC Interview Paper, Digital Reflection Journal	COU 641 COU 674 COU 673 COU 678
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	2.F.5.d.	LPC Interview Paper	COU 640 COU 601 COU 641 COU 650 COU 674 COU 675 COU 621 COU 642 COU 673 COU 678
Counselor characteristics and behaviors that influence the counseling process	2.F.5.f.	Readings, Exams, LPC Interview Paper, Digital Reflection Journal	COU 640 COU 641 COU 650 COU 675 COU 674 COU 622 COU 621 COU 642

			COU 673 COU 678
Theoretical foundations of group counseling and group work	2.F.6.a.	Readings, Exams, LPC Interview Paper, Digital Reflection Journal	COU 650 COU 641
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice	2.F.8.a.	Readings	COU 650 COU 641
History and development of clinical mental health counseling	5.C.1.a	Readings, Exams	COU 601 COU 642
Theories and models related to clinical mental health counseling	5.C.1.b	Readings, Exams, LPC Interview Paper	COU 641 COU 650 COU 674 COU 642 COU 678
Roles and settings of clinical mental health counselors	5.C.2.a	Readings, Exams, LPC Interview Paper, Digital Reflection Journal	COU 630 COU 640 COU 650 COU 678
Identify 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.2.c.	Readings, Exams, LPC Interview Paper,	COU 675
Understand diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	5.C.2.d.	Readings, LPC Interview Paper	COU 675 COU 671 COU 670
Understand legislation and government policy relevant to clinical mental health counseling	5.C.2.i.	Readings	COU 673 COU 678
Identify cultural factors relevant to clinical mental health counseling	5.C.2.j	Readings, LPC Interview Paper, Digital Reflection Journal	COU 610 COU 675

Professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	5.C.2.k	Readings, Exams, LPC Interview Paper	COU 690 COU 691 COU 678
Identify legal and ethical considerations specific to clinical mental health counseling	5.C.2.l	Readings, Exams, LPC Interview Paper	COU 601 COU 640 COU 650 COU 674 COU 675 COU 690 COU 691 COU 678
Recognize strategies for interfacing with the legal system regarding court-referred clients	5.C.3.c.	Readings, Exams, LPC Interview Paper	COU 673
Recognize strategies for interfacing with integrated behavioral health care professionals	5.C.3.d.	Readings, Exams, LPC Interview Paper	COU 673 COU 674
Understand strategies to advocate for persons with mental health issues	5.C.3.e.	Readings, Exams, LPC Interview Paper	COU 673 COU 670 COU 678