PSY 627: ISSUES IN PROFESSIONAL PRACTICE
Spring 2018
TUESDAY 4:00-6:15pm; RM TBD

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Phone: 508-767-7647
Office: Kennedy 134
Office Hours: M: 11-2; TU: 3-4; TH: 2-4; By Appointment

REQUIRED TEXTS

RECOMMENDED TEXT

COURSE DESCRIPTION
This course is designed to introduce the counseling psychology student to the varied facets of professional practice and development. It begins with an in-depth study of the Massachusetts’ law on the Requirements for Licensure as a Mental Health Counselor covering topics from educational to pre- and post- masters supervised practice requirements. Other topics covered include the history and reasons behind professional regulation in the mental health professions, the licensing exam, job searching, specialization of practice, continued education and training, private practice considerations, and licensing laws in other states. A major emphasis is on helping the student explore professional identity issues by asking such questions as “What does it mean to be a mental health counselor?” “What skills do I have and what role do I play as a member of a multidisciplinary treatment team?” “What professional organizations should I belong to?” “Why?” “What is the difference between a profession and a job?”

COURSE OBJECTIVES
- Understand the history of counseling and the mental health profession
- Learn MA requirements for licensure
- Review licensing exam content
- Develop professional identity and awareness of professional organizations
- Practice searching for jobs and create a professional CV and cover letter
- Review legal, ethical, technological, and multicultural considerations
- Self-exploration of CBT and develop a CBT therapist identity
COURSE EXPECTATIONS

**Brightspace and e-mail:** Course announcements, assignments, and updates to the syllabus will be provided on Brightspace. This information will also be provided on my personal website: [http://dradamvolungis.com/](http://dradamvolungis.com/). Additional required readings and handouts will also be available on Brightspace and my personal website. Although I will also inform you of any such information in class, it is expected that you utilize Brightspace and check your e-mail to ensure that you are up to date with all class material and information (especially if you are absent). Lastly, you are strongly encouraged to e-mail me with any questions or concerns. I check my e-mail daily and will often get back to you promptly (i.e., less than 24 hours). However, I ask for at least 24-48 hours to provide a timely reply. I also do my best to reply to emails over the weekend, but please note that some weekends I may not be immediately available to reply until Sunday night or Monday morning (e.g., an e-mail at 6pm Friday might not get a reply until 10am Monday on some weekends).

**Course Readings:** Please refer to the “Projected Course Outline” for the due date and topic of each reading. You are expected to have completed the required textbook and journal readings by the indicated class date. In addition to the readings provided in the course outline, you may be required to read supplemental materials to enhance existing readings.

**Attendance:** Due to the topic of this course being primarily peer presentation and class discussion, it is crucial that you attend class. Much of the value of this course lies in your presence and participation in the classroom. Therefore, your presence is important for the “community within the class.” If you are absent from class, you are still responsible for all information and material covered that day. Also, class will always start and end on time, thus, the expectation is for students to be present for the full duration of class. If you must come late or leave early, please notify me before class.

- Coming late to class is an important issue. Occasionally, events like an accident, flat tire, or similar events can delay your arrival on campus. A pattern of tardiness (even 10 or 15 minutes) is unacceptable, however. You need to allow sufficient time to deal with predictable situations (like finding a parking space on campus, traffic, etc.).
- Even in circumstances where you have an acceptable reason for missing class, you will not receive credit for this class if you are absent for more than 2 classes during the semester. If you do miss more than 2 classes because of personal emergency or similar extenuating circumstances, you may petition the Dean of the Graduate School for an exception to this rule.

IMPORTANT NOTES

**Academic Honesty:** Representing the work of another as your own is a violation of fundamental principles of truthfulness and an offense against the academic community. Academic dishonesty may result in the student failing the course, at the discretion of the instructor. Academic dishonesty includes cheating on examinations, as well as plagiarism (i.e., failure to credit properly the ideas, organization of material or phrasing of another, including the use of term paper or reference paper services). Submitting one’s own work, in part or in whole, to more than one instructor without proper notification is also academically dishonest and subject to appropriate disciplinary action. *I reserve the right to utilize turnitin.com if there are concerns of academic dishonesty.* For more information, please consult Assumption College’s Academic Honesty Police: [http://graduate.assumption.edu/student-resources/graduate-student-policies-handbook](http://graduate.assumption.edu/student-resources/graduate-student-policies-handbook) (p. 13).
Students with Disabilities:  Assumption College is committed to ensuring the full participation of all students in its programs. If you have a disability (or think you have a disability) and, as a result, need a reasonable accommodation participate in this class, complete course requirements, or benefit from the College’s programs or services, then you should speak with me and contact Student Accessibility Services. All information regarding disabilities will be treated with confidentiality. Documentation guidelines are available at: http://www.assumption.edu/academics/resources/disabilityservices. Students with disabilities are encouraged to contact me with any questions.

Smart Phones/Cell Phones/Pagers/MP3 Players and the like:  All of these electronic devices should be powered off while class is in session. You are expected to devote your attention to each class for its full duration. A ringing/vibrating phone, texting, listening to music, etc. is not only a distraction to me, but more importantly, to your peers. Use of such devices may result in being asked to leave for the remainder of class. If you are expecting an emergency phone call, please notify me before class, sit near the door, and leave the room quietly and quickly if you receive a call.

Laptops in Class:  Students are allowed to use laptops in class only if they consult with the class instructor and sign an honesty statement for appropriate class usage. Thereafter, you are welcome to bring and use your laptop in class to follow along with the presentation material and take notes. However, it should only be used to facilitate your learning of the class material. Engaging in other activities that are not related to your learning of course material (e.g., Facebook, e-mail, games) is not only a distraction to me, but more importantly, to your peers. Inappropriate laptop use may result in no longer being able to use your laptop in class.

METHODS of EVALUATION

1. Class Attendance, Participation, & Discussion Blog (10%): This course depends greatly on student preparation and participation. To facilitate preparation, students are urged to read all of the material assigned for a given class prior to the day it is to be discussed, and to come to class with notes about the readings. With the exception of the first class and presentation dates, each student is expected to complete a blog post in response to a question provided by the instructor by the beginning of each class. At least two replies to your peers’ posted responses is also required, no later than two days after the original post due date. The discussion board will be available on my personal website: http://dradamvolungis.com/. These reflections are required in the spirit of assuring each student keeps up with the assigned readings and is prepared to engage in class discussion.

2. Assignment 1 – Jobs in Counseling Search (15%). Each student will be required to complete an online search of jobs that would fit with your current training here in the Counseling Psychology Program at Assumption College. More specifically, you will focus on professional jobs for which students in our program would either be qualified for or at least potentially eligible for (e.g., need to have an LMHC or be “license eligible”). A separate class handout describing this assignment in detail will be provided at least two weeks prior to the due date of 2/20.

3. Assignment 2 – Curriculum Vitae Development (15%). Each student will be required to development their own Curriculum Vitae (CV). A CV represents your professional development and goes beyond a traditional resume. This document can aid you in your
job applications to most professional jobs in mental health. A well developed CV (along with a well written cover letter/personal statement) can significantly improve your chances of obtaining an interview. A separate class handout describing this assignment in detail will be provided at least two weeks prior to the due date of 3/13.

4. **Assignment 3 – Professional Identity Reflection Paper (15%).** Students will be required to complete a 4-6 page paper on their professional identity. More specifically, the goal of this paper is to integrate your own perception of “self” within the context of being a cognitive-behavioral therapist. Having some understanding of your identity and how this influences your approach as a therapist can provide a solid foundation for competent and effective therapy. A separate class handout describing this assignment in detail will be provided at least two weeks prior to the due date of 5/1.

5. **Class Presentation (40%) & Presentation Observation (5%).** Each student will be required to individually present a specific topic related to the mental health field (e.g., LMHC licensing exam, private practice, working with the legal system). Your presentation is expected to cover your topic in great detail (approximately 30-45 minutes) and should be in PowerPoint format (including additional handouts and facilitating class discussion). Additionally, for all presentations, all students will be required to complete a presentation observation form. This exercise focuses more on what each student “got out of” each presentation, rather than a peer evaluation. A separate class handout describing this assignment in detail will be provided at least four weeks prior to the first date of presentations on 3/27 (to 4/24).

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93.0-100</td>
</tr>
<tr>
<td>A-</td>
<td>90.0-92.9</td>
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<tr>
<td>B</td>
<td>82.5-87.4</td>
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<tr>
<td>B-</td>
<td>80.0-82.4</td>
</tr>
<tr>
<td>C</td>
<td>72.5-77.4</td>
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<tr>
<td>C-</td>
<td>70.0-72.4</td>
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<tr>
<td>D</td>
<td>62.5-67.4</td>
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<tr>
<td>D-</td>
<td>60.0-62.4</td>
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<tr>
<td>B+</td>
<td>87.5-89.9</td>
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<tr>
<td>C+</td>
<td>77.5-79.9</td>
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<tr>
<td>D+</td>
<td>67.5-69.9</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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**PROJECTED COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Reading/Assignment*</th>
</tr>
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<tbody>
<tr>
<td>1/23/18</td>
<td><strong>Introduction &amp; Review of Syllabus</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Historical Roots of the Mental Health Profession</strong></td>
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<tr>
<td></td>
<td>*Sample Topics: Psychiatrists, Psychologists, Social Workers, Therapists; Practice vs. Research / Application vs. Science; Models of Training</td>
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<td></td>
<td>(a) Bolles (2017) – Chapter 1: Whole New World for Job Hunters</td>
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<tr>
<td></td>
<td>(b) History and Trends in Counseling (Ch. 1)</td>
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<tr>
<td></td>
<td>ERIC Digest.</td>
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<tr>
<td></td>
<td>(d) Website: <a href="http://www.uniteforsight.org/mental-health/">http://www.uniteforsight.org/mental-health/</a></td>
</tr>
<tr>
<td></td>
<td><em>Review Modules 1-8 (a decent review of mental health history and systemic factors)</em></td>
</tr>
</tbody>
</table>
Regulating Mental Health Service Delivery: Licensure
*Sample Topics: MA Licensing Requirements for LMHC, Certifications, Portability, Scope of Practice
(a) MA Requirements for Licensure As a Mental Health Counselor
*Handouts: Regulating Mental Health Service Delivery; & See http://www.mass.gov/ocabr/licensee/dpl-boards/mh/
(b) MA LMHC Application
(c) Licensure Info – MAMHCA
(d) MA Licensure Examination Registration (NCHMCE)
(e) NCHMCE Candidate Handbook for State Credentialing
(f) License Exam Preparation Workshop (MAMHCA)
(g) NCHMCE Content Description

Regulating Mental Health Service Delivery: Licensure (cont.)
*Sample Topics: NBCC NCMHC Self-Assessment Examination
(a) NCHMCE Practice Simulation Questions

Professional Identity, Continued Development, and Career Paths
*Sample Topics: Counselor Identity, Well-being, Continuing Education, State and National Organizations
(a) Bolles (2017) – Chapter 7 – Understand More Fully Who You Are
(b) Pope & Vasquez (2005) – Chapter 1 – Who Are You and What Is Important to You
(c) Pope & Vasquez (2005) – Chapter 3 – Creating Strategies for Self-Care
(d) Handout: Professional Organizations

Finding a Job: The Search & Application Process
*Sample Topics: Searching Jobs in Counseling, Salaries, Organization of Mental Health Services, Job Interviews, Developing a CV and Cover Letter
(a) Bolles (2017) – Chapter 2 – Google Is Your New Resource
(b) Bolles (2017) – Chapter 3 – Eight Million Vacancies
(c) Bolles (2017) – Chapter 4 – Sixteen Tips about Interviewing for a Job
(d) Bolles (2017) – Chapter 5 – Six Secrets of Salary Negotiation
(e) Bolles (2017) – Chapter 6 – Job Hunting Not Working
(f) Bolles (2017) – Chapter 8 – Choose Where You Work
(g) Handouts: CVs & Cover Letters
*Assignment 1 – Jobs in Counseling Search Due*

Issues in Practice
*Sample Topics: Working Through Weaknesses, Legal Considerations, Liability, Documentation, Multicultural Competency, Technology
(a) Bolles (2017) – Chapter 9 – How to Deal with Any Handicaps You Have
(b) Pope & Vasquez (2005) – Chapter 5 – Finding an Attorney
(c) Pope & Vasquez (2005) – Chapter 6 – Finding Professional Liability Coverage
(d) Pope & Vasquez (2005) – Chapter 11 – Responding to Licensing
(e) Pope & Vasquez (2005) – Appendix D – APA Record Keeping Guidelines
(f) Pope & Vasquez (2005) – Appendix I – APA Guidelines for Providers of Psychological Services to Ethnic, Linguistic, and Culturally Diverse Populations
(g) Pope & Vasquez (2005) – Appendix K – APA Guidelines for Psychotherapy with Lesbian, Gay, & Bisexual Clients 
(h) Pope & Vasquez (2005) – Appendix M – APA Statement on Services by Telephone, Teleconferencing, and Internet

3/6

***SPRING BREAK***

3/13

What Therapists Don’t Talk About

*Sample Topics: Ethical Considerations, Therapy and Uncomfortable “Stuff”
(a) Pope & Vasquez (2005) – Chapter 13 – Avoiding Logical Fallacies
(b) Pope & Vasquez (2005) – Chapter 14 – Avoiding Ethical Rationalizations
(c) Pope et al. (2006) – Chapter 1 – Questioning Myths, Taboos, and Secrets
(d) Pope et al. (2006) – Chapter 4 – Questions We’d Rather Avoid
(e) Pope et al. (2006) – Chapter 5 – Possible Clues to Taboo Topics
(f) Pope et al. (2006) – Chapter 6 – Passages and Scenarios for Exploration
(*select parts*)
(g) Pope et al. (2006) – Appendix – Therapists’ Anger, Hate, Fear, and Sexual Feelings
*Assignment 2 – Curriculum Vitae & Cover Letter Development Due*

3/20

Experiencing CBT: Self-Reflection & CBT Therapist Identity

*Sample Topics: Identifying and Understanding Unhelpful (Old) Ways of Being; Creating and Strengthening New Ways of Being
(a) Bennett-Levy et al. (2015) – Chapter 1 – Introducing Experiencing CBT from the Inside Out
(c) Bennett-Levy et al. (2015) – Chapter 3 – Guidance for SP/SR Participants
(d) Bennett-Levy et al. (2015) – Module 3 – Using Behavioral Activation to Change Patterns of Behavior
(e) Bennett-Levy et al. (2015) – Module 4 – Identifying Unhelpful Thinking and Behavior
(f) Bennett-Levy et al. (2015) – Module 5 – Using Cognitive Techniques to Modify Unhelpful Thinking and Behavior

3/27

Presentations Begin – Day 1
(a) Presentation 1
(b) Presentation 2

4/3

Presentations – Day 2
(a) Presentation 3
(b) Presentation 4

4/10

Presentations – Day 3
(a) Presentation 5
(b) Presentation 6
4/17  
*Presentations – Day 4*
(a) Presentation 7
(b) Presentation 8

4/24  
*Presentations – Day 5*
(a) Presentation 9
(b) Presentation 10

5/1  
--Open Date for any “Catch-Up”
--Review & Synthesis
*Assignment 3 – Professional Identity Reflection Paper Due*

**Right of Revision Statement:** As professor of this course, I reserve the right to make changes to the syllabus as needed. It may be deemed pertinent to modify the syllabus as the class progresses through the semester. You will be informed of any changes as soon as possible, during class or via e-mail and Brightspace.