

## SYLLABUS

### **Course Information:**

Course Title: COUN 5328 Foundations and Ethics in Clinical Mental Health Counseling

Course Format & Time: Face-to-Face; Thursdays 5:00-7:45

Location: HPR 252

### **Instructor Information:**

Instructor Name: Erin West Ph.D., LPC

Instructor Contact Information: [ewest@uttyler.edu](mailto:ewest@uttyler.edu); HPR 214

Instructor Office Hours: Thursdays 11:00-2:00 and by appointment

### **Course Catalog Description:**

This course provides a survey of the practice of psychology and counseling from an ethical and legal perspective. Consideration is given to such things as the rules of the psychology and counseling boards, ethical case studies, and professional practices.

### **Course Prerequisites:**

There are no prerequisites for this course.

### **CMHC Program Student Learning Objective:**

SLO 1.0 Professional Counseling Orientation & Ethical Practice

Students will demonstrate an understanding of professional counselor identity and utilize counselor ethical codes and ethical decision making skills to practice in an ethical manner.

### **Required Text:**

Erford, B. (2017). *Orientation to the counseling profession: advocacy, ethics, and essential professional foundations* (3rd ed.). Upper Saddle River, NJ: Prentice Hall.

2014 ACA Code of Ethics (<http://www.counseling.org/resources/aca-code-of-ethics.pdf>)

### **Recommended Text:**

American Psychological Association (2019). *Publication Manual of the American Psychological Association* (7<sup>th</sup> ed.). Washington, DC.

*Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer*

### **2016 CACREP Standards Addressed:**

2.F.1.a. Professional Counseling Orientation and Ethical Practice: history and philosophy of the counseling profession and its specialty areas

2.F.2.b. 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.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams

2.F.1.d. the role and process of the professional counselor advocating on behalf of the profession

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- 2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients
- 2.F.1.f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- 2.F.1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- 2.F.1.h. current labor market information relevant to opportunities for practice within the counseling profession
- 2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 2.F.1.j. technology's impact on the counseling profession
- 2.F.1.k. strategies for personal and professional self-evaluation and implications for practice
- 2.F.1.l. self-care strategies appropriate to the counselor role
- 2.F.1.m. the role of counseling supervision in the profession
- 2.F.5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- 5.C.1.a. CMHC: Foundations: history and development of clinical mental health counseling

### Course Policies

**COVID 19:** Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the [UT Tyler COVID-19 Information and Procedures \(Links to an external site.\)](#) website to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu).

**Attendance** – While it is strongly recommended that you do not miss any classes, you are permitted to miss one class (2.5 hours) with no penalty. If you are going to miss a class, it is expected that you will notify the professor ahead of time. With a second absence, you will receive a one-letter grade deduction from your final grade in the course (e.g., A → B) unless you write a letter to the instructor that explains extenuating circumstances for **both** absences. The instructor will then decide if both the first and the second absences are excusable. Each subsequent absence will result in the drop of a letter grade.

**Class Punctuality** - Students are expected to attend classes on time. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in excess of one class will result in a drop of attendance and participation points for each incident.

**Participation**- Participation is an essential component of this class. Students are expected to come to class fully prepared to actively participate in class activities and discussions. During class students will be provided with opportunities for dialogue, questions, and to engage in activities related to course content. In order to receive full participation points for this course, students will need to stay engaged during class time and regularly participate in class discussion and activities.

**Use of Technology** - Cell phones are to be turned off or put in silent mode during class. Cell phones should not be visible during class, so please keep them in your pants, purse, backpack, etc. If you are experiencing an emergency or extenuating circumstance where you need to check your phone during class, please inform me of this before class begins. Please be respectful and **DO NOT TEXT MESSAGE**. Students who chose to use a laptop computer should only do so for taking notes. **Students who use laptop computers are prohibited from (a) surfing the internet, (b) checking email, and (c) working on other assignments during class.** If the instructor becomes aware of a student using their

laptop for any reason other than taking notes, he may ask that student to cease bringing their computer into the classroom.

**Communication Policy** - University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accord with university policy your instructor will respond only to student correspondence sent via Patriot E-mail.

**Diversity, Equity, & Inclusion:** Students are expected to be sensitive to individual and multicultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender/race/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated. The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states: *In order to guarantee that each individual is free to pursue his/her potential, each member of ACA is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.*

### Course Assignments

#### **Ethics Case Study (5 points)**

Students will be presented with a case study in class that is based on assigned readings. Students will work in a group to discuss and process case study. Students will then type up a formal case study presentation that answers several ethical questions. Students should substantiate their responses with the ACA Code of Ethics and/or citations from the assigned readings.

#### **Professional Identity Paper (100 points: Content = 75, APA/Grammar = 25)**

For this assignment take some time and reflect on the following questions (see below). After reflecting, write a thoughtful paper that explains your responses to each question. It is essential for this assignment that you can demonstrate reflectiveness, honesty, and self-awareness in your written response. Your paper should be written in APA format and be 5-7 pages (including a title page) in length.

1. What has brought you to the field of counseling? Why do you want to become a professional counselor?
2. Describe your guiding values, principles, and beliefs.
  - a. Where did your values, principles, and beliefs come from?
  - b. How might they influence your practice as a professional counselor?
3. What areas of personal growth will be important for you to address during your process of becoming a counselor?
4. What professional work setting and/or populations would you like to work with?

#### **Current Issues Project (75 points: Presentation 50 points, APA format references = 25)**

It will be your task to explore a current issue in the field of counseling and report it to your classmates. Effective ways to find out about current issues in professional counseling are to explore current literature, search the web, and to talk with counseling professionals. For a general list of topics see Appendix I.

Once you have identified a specific issue that you would like to explore please have your topic approved

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by the instructor. Once your topic is approved, you will conduct an in-depth literature review and construct a presentation for your classmates. Each presentation should be between 15-20 minutes in length and will provide an overview of the issue. As you will have a relatively short period of time to present, your presentation style should be casual and conversational (i.e., do not use a powerpoint unless it is essential).

You should be prepared to answer questions on your topic by the instructor and your classmates. Each presentation must include an APA formatted reference list of at least five scholarly articles used for the presentation. Scholarly articles are defined as peer reviewed journal articles and books that are relevant to the fields of counseling and psychology.

**\*\*Note:** For group assignments, it is understood that each student whose name is included on the final product has contributed to that product in an appropriate manner, and each member of the group is responsible for the final product as a whole, regardless of their individual contributions.\*\*

### **Plan of Study & CMHC Handbook (10 points)**

Complete a tentative plan of study for your time in this program and submit it to your academic advisor for review. You will also read the CMHC handbook and then should ask your academic advisor any questions you may have.

### **Interview of a Professional Counselor (100 points: Content = 70, APA = 20, Class Presentation 10)**

You will conduct an interview with a counselor from a list provided by the professor. You should contact the counselor and set up a time to conduct an interview. When you contact the counselor, you should inform them that you would like to interview them for your graduate level course Foundations and Ethics in Clinical Mental Health Counseling at UT Tyler. Let them know that you are required to write a paper from your interview. If you would like to audio record your interview you **must** ask your interviewees permission to do so.

In the paper, you should include response to the following items:

1. The person's name, degree, school from which they graduated, the year in which they graduated, the type of license they hold, and the professional associations to which they belong.
2. Their work history, where they are currently employed, their current job title, a description of their current work, and a description of what they enjoy most about their work.
3. What (if any) differences exist between how they see their work as counselors, and co-workers who are from other helping professions (e.g., social workers, psychologists, psychiatrists, etc.).
4. What is/are the most important thing(s) they've learned that have helped them to become an effective counselor?
5. What protocols does their place of employment have for client emergencies and/or crisis response team?
6. A summary of the most meaningful learning(s) you experienced from conducting the interview.

Your paper should be 5-7 pages (i.e., a title page, and at least 4 complete pages of text).

After you have completed your paper you will be asked to briefly present your findings to the class. Your presentation should be brief (approximately 5 minutes in length).

### **Midterm Exam (75 points) & Final Exam (100 points)**

The midterm will be an examination that is based on assigned readings and in-class discussions/activities. The final exam will be an in-class comprehensive exam that is based on assigned readings and in-class discussions/activities.

**Participation & Professionalism (35 points)**

Learning/teaching is a dynamic/social process. In this class, your presence and active engagement are essential. Students are required to read all assigned course materials before class begins, so that they can actively engage with course content during class. Students are expected to regularly participate in class.

Students are expected to attend classes on time. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in excess of one class will result in a drop of attendance and participation points for each incident. Participation in discussion and class activities is an important component of learning. Active, meaningful engagement with your peers is expected. Texting, web surfing, and other activities which preclude the ability to be fully present with the class are strongly discouraged.

Professionalism represents a way of being made up of appearance, manner, communication, interacting, attitudes, approach, skills, and openness to grow. As part of this class, students are expected to demonstrate professionalism during in person and online interactions with their peers and the instructor. You are expected to be fully engaged in the topic of assessment, invested in your own learning and the learning of others, and eager to participate. Concretely, active participation and professionalism means:

- Reading required materials and being prepared to work
- Demonstrating knowledge of reading assignment material
- Actively taking part in class activities
- Interacting well with peers
- Showing respect and courtesy toward peers and instructor
- Exhibiting a professional demeanor
- Actively engaging in learning opportunities
- Demonstrating critical thinking knowledge and skills
- Exhibiting growth in content knowledge and skills
- Contributing to a professional climate

**Grading**

Ethics Case Study	5
Professional Identity Paper	100
Midterm	75
Current Issues Project	75
Interview of a Professional Counselor Paper	100
Final	100
Class Participation	35
Plan of Study	10
<b>Total Points Possible</b>	<b>500</b>

During the semester, you will have opportunities to earn up to 500 points. Grading is on the following scale: 100% - 90% = A; 89% - 80% = B; 79% - 70% = C; 69% or less = F. You must obtain an A or a B to receive credit for passing this course.

**Requirements/Grading**

Grading is on the following scale: 100%-90% = A; 89%-80% = B; 79%-70% = C; 69% or less = F. You must earn a B or better to receive credit for passing this course.

**Tentative Course Schedule***\*Instructor reserves the right to make changes as needed.*

<b>Week</b>	<b>Topic</b>	<b>Assignments/Readings</b>	<b>CACREP Standard</b>
1 1/12	Introduction & Overview Review of Syllabus Orientation to CMHC Program		
2 1/19	Becoming a Professional Counselor Professional Counseling Organizations Licensure, Certification, and Accreditation	Chapters 1 & 2	2.F.1.a; 2.F.1.f.; 2.F.1.g.; 2.F.1.h.; 5.C.1.a.
3 1/26	Ethical & Legal Issues in Counseling ( <i>part 1</i> )	Chapter 3 Barbee (2007) ACA Code of Ethics (make sure to have the code of ethics accessible in class)	2.F.1.i.
4 2/2	Ethical and Legal Issues in Counseling ( <i>part 2</i> )	Hermann & Herlihy (2006)  <b>Ethics Case Study Due</b>	2.F.1.i.
5 2/9	The Counseling Process Technology in Counseling UT Tyler CMHC Program Intro	Chapter 5	2.F.1.j.
6 2/16	Crisis Prevention & Intervention Practicing Self Care	Chapter 7 Skovholt (2012)  <b>Personal Belief Paper Due Proposal for Current Issues Project Due</b>	2.F.2.c.; 2.F.1.k.; 2.F.1.l.; 2.F.1.m.; 2.F.5.m.
7 2/23	MIDTERM EXAM	MIDTERM EXAM	
10 3/2	<b><u>Note: CLASS ONLINE</u></b> <b><u>Complete Module in Canvas.</u></b> Advocating for the Profession and in Counseling  Advocacy Counseling: Being an Effective Agent of Change for Clients	Chapters 14 & 15  <b>Module must be completed by 7:45 PM on March 2</b>	2.F.2.c.; 2.F.1.d.; 2.F.1.e.
8 3/9	Assessment, Case Conceptualization, Diagnosis & Treatment Planning	Chapter 12	
9	Mental Health and	Chapters 8 & 9	2.F.2.b.; 2.F.2.c.; 2.F.1.h.

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3/16	Rehabilitation Counseling School, College, and Career Counseling  Careers in Counseling		
10 3/23	SPRING BREAK	SPRING BREAK	
11 3/30	Human Development Throughout the Life Span Theories of Counseling	Chapters 10 & 4  <b>Current Issues Project Presentations:</b> 1. 2. 3. 4. 5.	
12 4/6	Multicultural Counseling	Chapter 11  <b>Plan of Study Due</b>  <b>Current Issues Project Presentations:</b> 6. 7. 8. 9. 10.	
4/13	Class Presentations  Review for Final Exam	<b>Interview of a Professional Counselor Paper &amp; Class Presentation Due</b>	
15 4/20	<b><u>Note: CLASS ONLINE</u></b> <b><u>Complete Module in Canvas.</u></b> Accountability in Counseling  Outcome Research in Counseling	Chapters 16 & 17  <b>Discussion post must be completed by 7:45 PM on April 20</b>	2.F.1.k.; 2.F.1.m.
16 4/27	FINAL EXAM	FINAL EXAM	

**Program and Departmental Policies**

**Clinical Mental Health Counseling Program Mission Statement:**

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a

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diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.

**UT Tyler Department of Psychology and Counseling Student Code of Conduct:**

<https://www.uttyler.edu/psychology/policies.php>

**UT Tyler Clinical Mental Health Counseling Student Handbook:**

<https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/>

### **University Policies**

#### **UT Tyler Honor Code**

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

#### **Students Rights and Responsibilities**

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

#### **Campus Carry**

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

#### **UT Tyler a Tobacco-Free University**

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit

[www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free).

#### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.



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The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement**

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

### **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in

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the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. “Cheating” includes, but is not limited to:
  - copying from another student’s test paper;
  - using, during a test, materials not authorized by the person giving the test;
  - failure to comply with instructions given by the person administering the test;
  - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
  - using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
  - collaborating with or seeking aid from another student during a test or other assignment without authority;
  - discussing the contents of an examination with another student who will take the examination;
  - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
  - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
  - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
  - falsifying research data, laboratory reports, and/or other academic work offered for credit;
  - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
  - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
- iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

### **UT Tyler Resources for Students**

- [UT Tyler Writing Center](mailto:writingcenter@uttyler.edu) (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](mailto:tutoring@uttyler.edu) (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.

- [UT Tyler Counseling Center](#) (903.566.7254)

#### APPENDIX I: SUGGESTED CURRENT ISSUES TOPICS

- Using Evidence Based Practices
- Licensure
  - Portability Issues
- Managed Care
- Insurance
  - How to get paneled with insurance companies
- Professional Identity of counselors
  - Scope of practice
  - Advocating
- Technology
  - Internet counseling
  - Marketing
  - Social media
- Death with Dignity
- Multicultural/Diversity
- Specific Client Populations
  - Working with children
  - Working with adolescent
  - Working with geriatric populations
  - Working with LGBTQ populations
  - Working with low socioeconomic clients
- Special Therapy Modalities
  - Play therapy
  - Art therapy
  - Animal Assisted therapy
  - Equine Assisted therapy
  - Outdoor/Adventure counseling
- Disaster Response/Crisis Mental Health
- Religion/Spiritual-based Counseling