

## ***Erratum to the AY 2017-2018 CIIS Academic Catalog (2/9/2018)***

### **Community Mental Health**

#### **MA in Counseling Psychology with a concentration in Community Mental Health**

##### **Program Chair**

Elizabeth Markle, PhD

##### **Core Faculty**

Fernando Castrillon, PsyD

Steven Tierney, EdD, LPCC

##### **Adjunct Faculty**

Julie Barr, LMFT

Doris Bersing, PhD

Marjorie Chaset, LMFT

Karim Dajani, PsyD

Clifton Hicks, PhD

Thomas Marchevsky, PhD

Seth Pardo, PhD

Deborah Yarock, LMFT

##### **About the Community Mental Health Concentration**

The Community Mental Health program is based on two core beliefs: First, according to our social justice and community psychology foundations, therapy is a partnership between the therapist and the individual or family engaged in care. Second, therapy delivered in community settings must be based on excellent clinical skills and sound theory. This program prepares therapists to work from this foundation in either community programs or private practice. A strong commitment to diversity, inclusion, and equity guides our recruitment, teaching, learning, and professional practice.

##### **The Community Mental Health program has four key foundational principles:**

1. Social justice: Our work in the community is clinically strong and built on a platform of liberation, critical, and community psychologies. When you graduate from this program, you will be able to deliver psychotherapy that is excellent, evidence based, and created in partnership with your clients.
2. The Recovery and Resiliency Model is stressed throughout our curriculum. Recovery-oriented care begins with the assertion that it is possible to recover from mental illness or co-occurring disorders, even when severe. The recovery model is based on the idea that each person is the agent of his or her own recovery. Recovery-oriented care includes prevention, early intervention, and excellent and effective psychotherapy.
3. This program builds the strong core clinical skills that engender successful psychotherapy. These skills include assessment, diagnosis, prognosis, treatment planning, and evaluation, identified as core clinical skills by the Board of Behavioral Science.
4. The program stresses an integrative model of psychotherapy and introduces students to a range of therapeutic theories and models. CMH emphasizes training in and an option for specialization in the following: family systems therapy, psychodynamic therapies, and/or humanistic and mindfulness therapies.

CIIS developed this program in partnership with public and nonprofit mental health agencies in the San Francisco Bay Area. The result: a program that makes strong links between the classroom and clinical education. Hands-on, experiential learning begins in the first semester and supports and encourages your professional development. Through continued work in community settings, the faculty in the CMH program help ensure that the program design continues to meet the needs of community agencies and helps strengthen the ties that CIIS has to organizations that are the potential employers of our graduates.

Many professionals were consulted during the planning and development stages of this community mental health initiative. They were asked for their input regarding the need for a community mental health program and the training it would require. Clinics and treatment programs are now seeing clients who have severe psychopathology, dual and triple diagnoses, and substance abuse; many who belong to the Asian and Latino communities and have a first language other than English; and clients who may be impoverished and homeless. Therefore, directors and clinicians who were interviewed expressed unanimous support for the new program based on their experience of the level and type of therapy now required to serve an increasingly diverse community of

clients. Directors and clinicians indicated that they look forward to working with CIIS graduates who will intern at their clinics or be hired as new staff. Having already received core course training in areas such as cultural competence and case management, the graduates will eliminate the need for clinic staff to spend valuable time training them in essential areas of client need. They will also enter the field with a greater level of expertise and be able to offer quality treatment to clients. CMH students have excelled in trainee and intern sites across the Bay Area, and ranked among highest in pass rate on licensing exams.

### **Program Format**

Students attend classes year round over a 2.5-year period, with 15-week Fall and Spring semesters and a 10-week Summer semester. Students enter the program as members of a cohort and can take elective courses in outside departments with students from other programs, allowing for exposure to a wider range of treatment modalities. Each semester, students take one online course and two evening classes a week. Evening classes are held weekly in the classrooms on the same day and at the same time across the program to accommodate working students, and many have online components.

### **Learning Activities**

As an integral part of their counseling psychology education, students are introduced to the fundamentals of intensive and supplemental case management and the provision of public sector therapeutic services in order to prepare them to work effectively in collaborative, multidisciplinary teams with other mental health and primary care providers. Coursework is closely integrated with three semesters of advanced practicum work beginning their second year. Training occurs in community agencies, where students are observed and counseled in their work with clients of diverse cultures and with complex and often severe mental health issues.

It is recommended that students enroll full-time for seven semesters; however, a part-time option is available pending chair approval. The degree program consists of a 60-semester-unit program of core and concentration courses. The curriculum incorporates courses and clinical practicum training that fulfills all of the educational requirements of California's Marriage and Family Therapy (LMFT) license. Students also have the option to pursue the Licensed Professional Clinical Counselor License. The LPCC license requires additional coursework. California defines professional clinical counseling as the application of counseling interventions and psychotherapeutic techniques to identify and remediate cognitive, mental, and emotional issues, including personal growth, adjustment to disability, crisis intervention, and psychosocial and environmental problems. Students will make the decision about which license to pursue by the end of the first semester. The student and the academic advisor will work closely on this decision process.

### **Direct Service Experience**

The Board of Behavioral Sciences requires successful completion of 6 units of supervised clinical practicum at a site approved by CIIS. In their second year, students will enter a clinical practicum (CMH 7602) ready to practice and enhance their knowledge and advanced psychotherapeutic skills. Community Mental Health faculty evaluate student readiness for entering or continuing in practicum at the end of each semester. Students will receive direct feedback from their academic advisor and/or the department chair.

### **Program Learning Outcomes**

1. (Foundational) Students will demonstrate a breadth of knowledge of the responsibilities of licensed psychotherapists in California evidenced by the Group Practicum Case Write-Up and the Trainee Clinical Evaluations.
  - 1.1 Assessment, diagnosis, prognosis.
  - 1.2 Treatment planning.
  - 1.3 Treatment and evaluation grounded in psychotherapeutic theory.
  
2. (Mastery) Students will demonstrate breadth of knowledge in the requirements of the Mental Health Services Act for professional practice in California (CMH Focus) evidenced by the Group Practicum Case Write-Up and the Trainee Clinical Evaluations.
  - 2.1 Principles of mental health recovery-oriented care and methods of service delivery in recovery-oriented practice environments.
  - 2.2 Case management, systems of care for the severely mentally ill.
  - 2.3 Public and private services for the severely mentally ill.
  - 2.4 Community resources for victims of abuse, disaster, and trauma response.
  - 2.5 Advocacy for the severely mentally ill, and collaborative treatment.
  
3. (Clinical Effectiveness) Students will demonstrate depth and breadth of understanding in areas including, but not limited to:
  - 3.1 Psychotherapy theory.
  - 3.2 Ethics.
  - 3.3 Research methods.
  - 3.4 Cultural diversity.
  - 3.5 Psychopharmacology.

- 3.6 Issues relevant to adult and child clinical populations (including the recognition of and reporting of abuse).
- 3.7 Students will be able to apply this knowledge to clinical cases.
4. (Foundational) Students will experience significant personal growth in the context of the Master of Arts in Counseling Psychology program and will actively bridge their inner experience and development as people with their preparation to work as professional psychotherapists.
- 4.1 (Mastery) Students will develop the capacity for effective professional interactions with clients, their advocates and family members, and professional colleagues and peers.
- 4.2 (Clinical Effectiveness) Students will demonstrate a capacity to take supervision, guidance, and direction in the conduct of their coursework.
5. (Foundational) Students will actively engage in an exploration of their own filters and biases, seek to understand those who are different, and develop competencies in applying diversity sensitivity to their clinical practice.
6. (Clinical Effectiveness) Students will demonstrate a breadth of understanding of the multicultural communities and individuals with whom they work.
- 6.1 Multicultural competency shall include the ability to work with individuals, families, and communities with diverse racial, ethnic, and cultural heritage; socioeconomic status; age; gender; sexual orientation; and religious and spiritual beliefs; as well as physical, emotional, and mental abilities.
7. (Foundational) Students will demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation sufficient to comprehend and integrate current literature in the field psychotherapy and related disciplines.
8. (Mastery) Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature.
9. (Mastery) Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences.

## **Personal Psychotherapy**

Fifty hours of individual, group, family, or couples therapy are required to be completed during a student's tenure in this program and before graduation can be approved. The therapy must be provided by a therapist fully licensed by the State of California and approved, in advance, by the chair of the program or his or her designee. The BBS has specific rules regarding the application of personal psychotherapy toward hours required for licensure. Please familiarize yourself with those rules and consult your academic advisor.

## **Admissions Requirements**

Applicants must meet the general admissions requirements of the University. These include academic transcripts, an autobiographical statement, a statement of goals, two letters of recommendation, and a current résumé. This program has been designed for those with experience in the public and community mental health environments. In selecting candidates for admission, the program considers the following factors to be desirable: a background, interest, and demonstrated commitment to public and community mental health; and evidence of a commitment to achieving positive health outcomes in these settings. Experience in community planning, community organizing, and/or social justice in a paid or volunteer position will be helpful. The candidate should have sufficient personal stability and energy to become an effective clinician, and should have present interests and past academic records that indicate probable success in completing graduate studies. The statement of professional goals and objectives submitted with the application form should address these issues. In addition to the above considerations, the program seeks individuals who exhibit the interpersonal communication skills and personal insight required of psychotherapists. These include a congruence of feelings and action, an ability to listen and attend, a willingness to be self-reflective, and openness to evaluating and changing behaviors and attitudes.

## **Curriculum**

### **MA in Counseling Psychology with a concentration in Community Mental Health Marriage and Family Track—60 units**

#### **I. Common Core Courses—13 units**

MCPC 5108 Psychopathology and Psychological Assessment (3 units)

MCPC 5613 Therapeutic Communication (3 units)

MCPC 5632 Group Facilitation and Group Therapy (3 units)

MCPC 6101 Human Sexuality (1 unit)

CMH 6613 Multicultural Foundations of Family Therapy (3 units)

**II. Counseling Courses with an emphasis in Community Mental Health—(21 units including 6 units of Supervised Clinical Practicum)**

These courses have equivalencies in the Drama Therapy, Expressive Arts Therapy, Integral Counseling Psychology, and Somatic Psychology concentrations. These equivalent courses cover the same content, but from the perspective of their own concentrations.

MCPC 5111 Professional Ethics and Family Law (3 units)

MCPC 5201 Human Development Across the Lifespan (3 units)

MCPC 5501 Psychodynamic Foundations for Clinical Practice (3 units)

MCPC 5620 Advanced Therapeutic Skills: The Clinical Relationship (3 units)

MCPC 6401 Research Methods (3 units)

**Supervised Clinical Practicum: (6 units total)**

MCPC 7601 Supervised Clinical Practicum: Individual (2 units x 2 semesters = 4 units) AND

MCPC 7602 Supervised Clinical Practicum: Group (2 units)

OR

MCPC 7604 Supervised Clinical Practicum: Individual–School Setting (3 units) AND

MCPC 7606 Supervised Clinical Practicum: Group (School Setting) (3 units)

**III. Community Mental Health Concentration Courses—24 units**

These courses do not have equivalencies in the other concentrations.

CMH 5029 Theories and Practices in Community Mental Health (3 units)

CMH 5031 Trauma, Crisis, and Recovery-Oriented Practice (3 units)

CMH 5033 Diagnosis and Treatment of Co-occurring Disorders and Addiction (3 units)

CMH 5035 Child & Adolescent Multisystemic Therapies (3 units)

CMH 5042 Humanistic Mindfulness-Based Therapies with Families (3 units)

CMH 5045 Multisystemic Family Systems Therapy (3 units)

CMH 6001 CMH Practice: Severe Illness and Early Psychosis (3 units)

CMH 7701 Integrative Seminar: Final Project (3 units)

**IV: Electives (2 units)**

Note: The MA programs in Counseling Psychology require that one year of practicum training be taken at CIIS. Practicum and fieldwork training units will not be accepted in transfer.

**Licensed Professional Clinical Counselor Track—67 units**

The courses designated in I, II, and III above and the following:

MCP 5105 Psychopharmacology

MCP 5646 Career Counseling Theory and Practice

PSY 6331 Psychological Assessment: Psychometric Theory