



**COUN 5067 Principles and Administration of Mental Health Counseling
Spring Semester
Three Credit Hours**

Contact Information

Instructor:

Phone Number:

Email Address:

Office Hours: TBA

Preferred mode of communication with instructor: email and Zoom

Please Note: All students are asked to use university provided e-mail accounts when emailing his or her professor. Students' personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails and voicemail messages will receive a response within 48 hours (during university operating hours).

Course Description

A study focusing on the macro-level topics of professional counseling related to clinical mental health counseling. Students will engage in activities intended to prepare them to understand the profession on a larger scale. Most of the activities will be group-centered and discussion oriented.

Prerequisites

NA

Commitment to Diversity and Accommodations

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building and retaining a faculty, staff, and student body that reflects these cultural values and respects the dignity of all persons.

The Counseling Program is committed to building and retaining a faculty, staff, and student body that reflects these cultural values and respects the dignity of all persons. The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodations for persons with documented qualifying disabilities. Students who have a disability and feel they need accommodations in the course must present a letter to the instructor from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. Students who need accommodations because of a known or suspected disability should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found [here](#).

Special circumstances. Students who encounter any unforeseen circumstances during the semester that may affect their performance (e.g., physical, or mental illness, family emergency) must let their instructor know within seven (7) days so possible accommodations can be discussed or alternative arrangements made. Please note that accommodations are not retroactive, so it is important to request them in a timely manner.

Course Content, Objective, CACREP Standards, and KPI

Content Areas

After this course, students will be able to:

- **Recognize the macro-level topics and institutions related to clinical mental health counseling.**
- **Integrate these macro-level topics into their professional identities as clinical mental health counselors**

Objectives

Program Objective related to CACREP Core 3.A. Professional Counseling Orientation and Ethical Practice

Students will develop a professional identity as a counselor related to their concentration that will be measured at two points in time with a success rate at or above 70%.

Program Objective related to CACREP Core 3.E. Counseling Practice and Relationships

Students will learn counseling theoretical approaches related to their concentration that will be measured at two points in time with a success rate at or above 70%.

Program Objective related to CACREP 5.C. CMHC

Students will demonstrate *content* knowledge related to the Clinical Mental Health Counseling concentration that will be measured at two points in time with a success rate of 70% or higher.

CACREP Standards

From the objectives above, students will learn the following CACREP standards and some will be evaluated for the KPI #1 for the Core 3.A and E, and CMHC 5.C.

Standards Core

counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management

3.A.3

the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success

3.A.4

the role and process of the professional counselor advocating on behalf of the profession

3.A.5

professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas	3.A.7
legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas	3.A.8
the purpose of and roles within counseling supervision in the profession	3.A.12
crisis intervention, trauma-informed, community-based, and disaster mental health strategies	3.E.20
Standards CMHC	
mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare	5.C.2
legislation, government policy, and regulatory processes relevant to clinical mental health counseling	5.C.3
strategies for interfacing with integrated behavioral healthcare professionals	5.C.7
strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions	5.C.8
third-party reimbursement and other practice and management issues in clinical mental health counseling	5.C.9

Course Topics

Professional identity, licensure, advocacy

Instructional Methods

The primary methods of instruction for this course comes from an asynchronous format that utilizes weekly recorded lectures, group activities, and assigned readings. Students are required to engage in a discussion board through asynchronous or synchronous formats. Asynchronously, students create recorded video discussion posts in groups using Zoom. Synchronously, students can participate in a live discussion board, where they can interact with the professor and other students over Zoom.

Student Performance Evaluation: Criteria and Procedures

Discussion-Based Activities

The majority of activities for this class will be recorded discussion-based activities over Zoom that addresses the weekly content. Below are activities for the class with specific instructions. Students will be put into groups of three to complete these activities.

Professional Identity Reflection #1 (10pts)

Complete all the readings and watch the lectures for week one, and then reflect upon your current professional identity as a clinical mental health counselor based on the readings and lectures. Create a visual for the dimensions that consist of this identity and be prepared to share it with your group and discuss.

Licensure Research Activity (10pts)

Complete all the readings and watch the lectures for week two, and then go to the state licensure board in which you plan to apply for licensure someday. If you are not certain where you will apply, just pick a random one. The licensure boards for all 50 states can be found on the Counseling Program website or [click here Links to an external site.](#)

When you find the licensure board's website, complete the following: (a) obtain the list for the educational requirements for provisional licensure, and (b) obtain the application for provisional licensure. Review both forms compared to your degree plan at ULM and what additional steps are required to qualify for provisional licensure.

In addition, find the application for full licensure and review the requirements. Be prepared to discuss how your state regulates applying for provisional and full licensure in your group.

Finding a Specialization (10pts)

Complete all the readings and watch the lectures for week three. Go online and find a specialization that you would be interested in pursuing after graduation. Research what the educational requirements are to qualify for the specialization, the training requirements, and if the specialization comes with any additional certifications. Critique how much training/certification is actually needed to meet the ethical standards set forth by ACA. Be ready to share your findings with your group regarding your specialization.

Insurance Panel Applications (10pts)

Complete all the readings and watch the lectures for week four. Go online and research a private healthcare insurance company to determine what the procedure is for clinical mental health counselors to apply to sit on their insurance panels. Download any paperwork they provide that must be completed and bring with you to discuss with your group.

Being an Advocate (10pts)

Complete all the readings and watch the lectures for week six. Choose one topic from the ACA website that you would be interested in advocating for and describe how you might get involved. Also, choose one way you might advocate for your clients. Be prepared to discuss both of these things with your group.

State Rules and Regulations for CMHC Practice (10pts)

Complete all the readings and watch the lectures for week 12. Go onto your state's counselor licensure board and find the rules and regulations clinical practice for clinical mental health counselors. Download the rules and regulations if possible, and look for general and specific practice privileges. Also, look for any practice restrictions for clinical mental health counselors. Be prepared to discuss what you find with your group.

CACREP Assignment (20pts)

Complete all the readings and watch the lectures for week 10. Each group will be assigned a task to research specific CACREP standards. For week 10, meet with your group to discuss the assignment and divide up the work. For week 11, you will discuss what you found from the assignment. The activities for the five groups are [found here](#).

Doctoral Assignment (10pts)

Complete all the readings and watch the lectures for week 15. Go to the CACREP website and choose a CACREP-accredited doctoral program to research. Find the mission, goals, and objectives of the program, the admissions criteria, list of classes, dissertation details, and other general information about the program. Be prepared to discuss your chosen program with your group and what career opportunities might be available with a doctorate.

Professional Identity Reflection #2 (10pts)

Reflect upon all of the content you learned about this semester and how it has influenced your identity as a clinical mental health counselor. Discuss with your group about these reflections.

Final Exam (Key Performance Indicator) (50pts)

The final exam will cover all content over the semester and will consist of multiple choice and true-false questions. The exam will serve as the Key Performance Indicator #1 for the core area of counseling and for the clinical mental health counseling specialty area.

Live Coffee Shop Discussion Board (optional)

Students will have the opportunity to engage with their professor and other students in the live coffee shop discussion board held over Zoom. The dates and times of these discussions will be determined by the professor and posted in each week's banner. The Zoom link for this discussion board will be linked to a banner on the homepage.

Evaluation and Grade Assignment

Grades will be assigned as follows:

A = 100-90%

B = 89 – 80%

C = 79 –70%

D = 69 – 60%

F = 59-0%

Class Policies and Procedures

Required Textbooks

Neukrug, E. (2024). *Foundations of clinical mental health counseling*.

Watson, J. C., & Schmit, M. K. (2017). *Introduction to clinical mental health counseling: Contemporary issues*.

Technology for the Class

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to their myULM account that will give them access to Banner, Canvas, the bookstore, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any class projects that are recorded.

View Canvas regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students are responsible for checking the site each week, for printing any materials necessary for class preparation, and for all content on this website.

CLASS CALENDAR

DATE	TOPIC	CACREP	Reading or Assignment Due
Week 1 Jan.21	What is a Clinical Mental Health Counselor? The past, present, and future...		Neukrug 1, 2, 3 Watson & Schmit 1-2 Professional Identity Reflection #1
Week 2 Jan 27	Licensure and certification research and preparation What does it mean to be licensed?	3.A.7	Neukrug 5 Licensure Research Activity
Week 3 Feb 3	Seeking specializations as a CHMC Go find one...		Watson & Schmit 9 Licensure Research Activity
Week 4 Feb 10	Insurance Panels and the CMHC Third-party reimbursements and practice/management issues Case Management Procedures	5.C.9	Neukrug 10 Watson & Schmit 6-7 Webinars on Medicare Insurance Panel Applications Activity

Syllabus content and schedule subject to change

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Week 5			
Feb 17	Delivery Modalities and the CMHC		
	Outpatient vs. Partial Hospitalization vs. Inpatient vs. Aftercare	5.C.2	Neukrug 4
	Where do we fit?		
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Week 6			About ACA Advocacy
Feb 24	Advocacy and the CMHC		
	For your clients.....		ACA Advocacy Resources
	For the profession.....	3.A.4 3.A.5 5.C.8	Toolkit for Graduate Students
			Being an Advocate
			Choose an issue you want to learn more about
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Week 7			
March 3	Interdisciplinary Collaboration with other Behavioral Healthcare Professionals		
	What do they do? How are they different / similar?	5.C.7	Watson & Schmit 10
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Week 8			
March 10	Consultation and Community Outreach for the CMHC		Neukrug 11 (pp. 208-215)
	Opportunities for this	3.A.3	Watson & Schmit 8
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Week 9	Emergency Interventions and the CMHC:		
Mar 17	Emergency response management and crisis intervention		
	Trauma-informed, community-based, and disaster mental health strategies	3.A.3 3.E.20	Watson & Schmit 13
	Getting out of the office...		

Syllabus content and schedule subject to change

Week 10 Mar 24	CACREP: Part 1		About CACREP
			CACREP Assignment
Week 11 March 31	CACREP: Part 2		CACREP Assignment
Week 12 Apr 7	Legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of CMHC across service delivery modalities	3.A.8 5.C.3	Watson & Schmit 4 State Rules and Regulations for CMHC Practice
Week 13 Apr 14	Supervision and the CMHC Getting supervised...	3.A.12	Neukrug 11 (pp. 215-227)
Week 14 Apr 21	Easter Break		
Week 15 May 3	Moving beyond the CMHC: Ph.D. in Counselor Education and Supervision		Doctoral Assignment
Week 16 May 10			Final Exam

Syllabus content and schedule subject to change

Other Policies and Procedures

Attendance Policy : This is an online class so Moodle assignments are required weekly and students are required to check their ULM e-mails daily.

Make-up Policy: There will be no make-up assignments. No exceptions will be made without proof of an emergency that falls within the university excused absence guidelines (<http://bit.ly/1LbMV0c>)

Academic Integrity: Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed, and it will be reported. All papers will be checked for plagiarism.

Course Evaluation Policy: At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.

Student Services: Information about ULM student services, such as Student Success Center (www.ulm.edu/studentssuccess/), Counseling Center (www.ulm.edu/counselingcenter/), Special Needs (www.ulm.edu/counselingcenter/special.htm), and Student Health Services, is available at the following Student Services website www.ulm.edu/studentaffairs/.

Emergency Procedures: (N/A for online courses.)

Discipline/Course Specific Policies: Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged in this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm. I take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.

Grading and emailing: Instructor will have assignments graded within 7 days after the due date has passed. Instructor will respond to emails within 48 ULM operating business hours. If 48 hours have passed with no respond, respectfully email instructor again.

Late Policy: No assignments will be accepted after the last day of class. Otherwise, late papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day.

Student Services : The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

Information about ULM student services can be found via these links:

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Student Success Center www.ulm.edu/studentsuccess

Counseling Center www.ulm.edu/counselingcenter/

Special Needs at www.ulm.edu/studentaffairs/

Library www.ulm.edu/library/reference.html

Computing Center Help Desk www.ulm.edu/computingcenter/helpdesk

Current college's policies on serving students with disabilities can be obtained on the ULM website :
www.ulm.edu/counselingcenter/

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

Voice phone : 318-342-5220

Fax: 318-342-5228

Walk-In: ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

Mental Wellness on the ULM Campus:

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

The ULM Counseling Center: 318-342-5220

The Marriage & Family Therapy and Counseling Clinic: 318-342-5678

Remember that all services are offered free to students, and all are strictly confidential.

If you have special needs that I need to be made aware of, you should contact me within the first two days of class.

Sexual Harassment or Gender-Based Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program or activity that receives federal funds, including federal loans and grants.

Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at 318-342-1004; you may also file a complaint online, 24 hours a day, at: www.ulm.edu/titleix

Academic Honesty:

Honesty in all academic matters is a vital component of personal integrity. Breaches in academic integrity principles are taken seriously by the University. Acts of academic dishonesty as described in the *University Bulletin* are subject to incremental disciplinary penalties with redemptive intent. Such acts are tracked in the office of the Vice President for Academic Administration. Repeated and/or serious offenses will be referred to the Committee on Academic Integrity for further recommendations on penalties. Academic dishonesty applies equally to electronic media and print, and involves text, images, and ideas.

Plagiarism

Plagiarism is intellectual theft. It means use of the intellectual creations of another without proper attribution. Plagiarism may take two main forms, which are clearly related:

Syllabus content and schedule subject to change

1. To steal or pass off as one's own the ideas or words, images, or other creative works of another.
2. To use a creative production without crediting the source, even if only minimal information is available to identify it for citation.

Credit must be given for every direct quotation, for paraphrasing or summarizing a work (in whole, or in part, in one's own words), and for information which is not common knowledge.

KPI Assessment (Program Proposal Project) COUN 5067 Grading Rubric

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

5 = Advanced: Skills and understanding evident at an exceptional level

4 = Proficient: Strong level of mastery of skills and understanding

3 = Basic: Understanding of concepts/skills evident

2 = Developing: In process of developing understanding of concepts and skills; growth needed

1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

Note: Ratings of 3 or above indicate performing well for student's stage of development.

Assignment Specific Requirements and Professional Identity 2024 CACREP Standards

Assignment Specific	CACREP Standard	Performance Level 1-5
Core		
counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management	3.A.3	
the role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success	3.A.4	
the role and process of the professional counselor advocating on behalf of the profession	3.A.5	
professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas	3.A.7	
legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas	3.A.8	
the purpose of and roles within counseling supervision in the profession	3.A.12	
crisis intervention, trauma-informed, community-based, and disaster mental health strategies	3.E.20	
CMHC		

mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare	5.C.2
legislation, government policy, and regulatory processes relevant to clinical mental health counseling	5.C.3
strategies for interfacing with integrated behavioral healthcare professionals	5.C.7
strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions	5.C.8
third-party reimbursement and other practice and management issues in clinical mental health counseling	5.C.9
