



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

**Contact Information**

**Instructor:** Dr. Yolanda Dupre

**Phone Number:** 318-342-1259

**Email Address:** dupre@ulm.edu

**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 on the professional issues in clinical mental health counseling including the history and philosophy of the counseling profession, the professional identity and role of clinical mental health counselors, the public and private practice of mental health counseling as well as crisis intervention and the general framework of consultation.

Students in this class will engage in activities which are intended to prepare mental health counselors for excellence in thinking and service. By precept and example, the course is intended to demonstrate respect for human diversity and the uniqueness of each person.

Clinical Mental health counseling is an area of specialization within the profession of counseling. In 1981 the Council for Accreditation of Counseling and Related Educational Programs (CACREP) was established to accredit counseling programs. CACREP standards for Clinical Mental Health Counseling programs require evidence of student learning in knowledge, skills, and practices in the following domains: foundations; counseling, prevention, and intervention; diversity and advocacy; assessment; research and evaluation; and diagnosis.

**Prerequisites**

NA

Syllabus content and schedule subject to change

## Course Objectives

Objectives	CACREP Standards
<b>This course is designed to enable the student to:</b>	
<b>Students will learn the following CACREP standards:</b>	
	<b>Core 2.F.</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.b
counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	2.F.1.c
the role and process of the professional counselor advocating on behalf of the profession	2.F.1.d
professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	2.F.1.g
current labor market information relevant to opportunities for practice within the counseling profession	2.F.1.h
strategies to promote client understanding of and access to a variety of community-based resources	2.F.5.k
crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	2.F.5.m
	<b>CMHC 5.C.</b>
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
legislation and government policy relevant to clinical mental health counseling	5.C.2.i
professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	5.C.2.k
record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	5.C.2.m
strategies for interfacing with the legal system regarding court-referred clients	5.C.3.c
strategies for interfacing with integrated behavioral health care professionals	5.C.3.d
strategies to advocate for persons with mental health issues	5.C.3.e

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## Course Topics

Professional identity, licensure, advocacy

## Instructional Methods and Activities

**Missed assignments and exams can only be made up if there is a dire medical emergency and the student MUST provide documentation of the emergency.**

**1. Discussion Forums.** Must respond to all parts of question asked and reply to 2 post done by classmates. Additionally, students must cite a reference to receive points. 5 forums @ 3 pts each.....**15 points total. Posts must be a least 300 words and reply posts at least 150. Not adhering to word count minimum will result in a 0 for post.**

**2. Diagram of Key Events in Counseling Profession.** All students will diagram the key events leading to the development of the counseling profession including the specialty of mental health counseling. Be creative with diagram (ex. Flow chart etc.). **Due 1-24th . Worth 15 points.**

**3. Agency Visit.** You are required to select a mental health agency that provide counseling services in the community, contact the agency, and schedule a meeting with someone on staff who can inform you of the types of services provided by their agency. Please plan on visiting the agency in person in order to conduct the interview. **NO PHONE OR EMAIL INTERVIEWS ALLOWED.** You will then prepare a paper, of no less than 4 pages as to what you found. Sections to be included in your report are: description of the agency, location, mission statement, agency goals, target population, staff patterns (who are hired as counselors; what is their credentials and how many on staff), future employment opportunities for counselors, sources of funding, salaries, types of services offered, client demographics (i.e. sex, age, ethnicity), mean number of sessions per client, and how the agency interfaces with other agencies. You may use the attached “Suggestions for Agency Interview” sheet. **Your report must be turned in with a final section which will consist of your personal reaction to the agency (i.e. would you work there? Why or why not?) .** The paper should conform to APA format standards. Please use appropriate headings. Each report should be 4-6 pages long, not counting the title and reference page. The entire project is worth 30 points. Grading will be based on the content, clarity, and thoughtfulness of the paper, as well as adherence to APA format. See attached grading rubric for this assignment. **Due Date: Feb 28<sup>th</sup>. 15 points**

**4. Interview of Counseling Professionals.** Students will interview in person (face-to-face) one mental health professional about their professional role and important issues within the field. (See attached Interview Outline). You may use ZOOM, SKYPE, or, DUO. The

Syllabus content and schedule subject to change

professional must have received his/her training and graduate education as counselors in a program hopefully similar to the Clinical Mental Health Counseling program. **If you have any doubt about the training of the individual you plan to interview, please ask him/her about his/her training PRIOR to your interview or contact me to verify that he/she is appropriate for this assignment.** Also, you may not interview a family member or close friend for this assignment. **Any deviation from using the appropriate professional will result in 0 points for the assignment.**

After conducting the interview, you are to write a reaction paper to the interview, indicating the issues that were of particular interest to you about the counseling profession, The agency where the counselor worked, the training, the role of the counselor, the environment in which a counselor works in, the responsibilities given to the counselor, and the current issues within the field that affect a counselors role/career/job.

Please remember this is a reaction paper to the interview. The paper should reflect your awareness of the profession and role as a counselor as opposed to a summary of the interview. Do not offer a summary of the interview but your REACTION to it. I am looking for your “inner dialogue” of the interview. When you discuss the interview, do so in context of your reaction to the responses. A running account of what was said is not important though it is important to include the items in the “Interview Guideline Questions” sheet attached to this syllabus. Your paper should be 6-8 (body) pages in length. Grading will be based on the content, clarity, and thoughtfulness of the paper, as well as adherence to APA format. See attached grading rubric for this assignment. **Due Date: 3-21 worth 20 points**

- 5. Mental Health Issue Assignment.** Students will complete a written assignment that addresses mental health issues/problems/trends that confront Clinical Mental Health Counselors.

These

topics include but are not limited to: family violence, substance abuse, COVID, adolescent issues, advocacy issues, crisis intervention issues, consultation issues, professional identity, parenting problems, sexual abuse (adult, adolescent, child). You will pick a topic of interest to you, and explore what contributes to the problem, best practice treatments/interventions used, prognosis, and types of training available to prepare oneself to better deal with presenting problem. Assessments used to clarify intensity or severity would also be good to include in your paper if available. Referenced articles are to be taken from a recent (2020 or later than 2010) scholarly journal. The paper should be 5-7 pages in length (body of paper), using Times New Roman, size 12 font, **DOUBLE SPACE ONLY**, Use of APA format is expected for your title page, abstract, body of paper, and your reference page. Plagiarism will result in an automatic failing grade. See attached grading rubric for this assignment. **Due 4-11, worth 15 points. If you do not use APA formatting you will receive a 0 on the paper.**

- 6. Advocacy Project.** As counselors and agents of social change, we impact the community and the profession in a variety of ways. Our voices and knowledge create change for our profession and for our clients. Two avenues to effect such change include contacting

legislative bodies that create laws that effect our profession and clients and/or researching human services for our clients and ourselves. Both opportunities involve education and advocacy. **You are to write a paper related to legislative action.** You will need to explore the ACA and state counseling association websites to become aware of **the need for various legislative actions.** Examples include legislative actions that provide reimbursement for counselors' services, that promote counselors' rights to practice within the limits of their training, that advocate for services for students in schools etc.

To create a thoughtful and well-informed paper, you will need to engage in your own research on the subject and include that information in your paper with correct referencing of resources (you must cite at least three professional references of research in the body of your paper and include a references page). Lastly, in the paper address what you learned about the role of advocate, what you learned about yourself as an advocate, and as a result of this project, what role advocacy will have in the future. The project is **worth 20 points.** Grading will be based on content, clarity, creativity of presentation, ownership, and enthusiasm for the project. See attached grading rubric for this assignment. APA formatting double space only. Incorrect APA formatting will result in an automatic deduction of at least 10 points or more. **Due date: MAY 2nd Noon**

**7. Professional Membership.** An important part of developing and enriching your identity as a professional counselor is by becoming a member of a professional organization in your field. For Clinical Mental Health Counselors this means becoming a member in the American Counseling Association (ACA) or the American Mental Health Counselors Association (AMHCA). Because our program is CACREP-accredited, it is required that all of our students must seek membership in one of the professional organizations mentioned above while they are still students in training.

**A final grade of F given to any student who does not fulfill this requirement. Must be posted no later than May 2nd by NOON--15 POINTS.**

**Note: You must follow formatting instructions for written assignments. The professor reserves the right to not accept the paper earning you a grade of 0, or deduct as many points as deemed appropriate for not adhering to formatting instructions.**

**Total Points Possible:**

Discussion forum.....	15 points (5@ 3points)
Diagram of Key Evens in Counseling History .....	15points
Advocacy Project.....	20 points
Interview.....	20 points
Mental Health Issue Assignment.....	15points
Professional Membership.....	15points

**Total Points: 100 points**

Final letter grades will be assigned according to the following percentages of total possible points.

**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**

Dougherty, A. M. (2014). *Psychological consultation and collaboration in school and community settings* (6<sup>th</sup> ed.). Brooks/Cole.

Gerig, M. S. (2014). *Foundations for mental health and community counseling: An introduction to the profession*. (2<sup>nd</sup> ed.) Pearson Prentice-Hall.

Kanel, K. (2015). *A guide to crisis intervention* (5th ed.). Brooks/Cole.

**Recommended Textbooks**

**TBA**

**Other Materials**

**TBA**

CLASS CALENDAR

DATE	TOPIC	ASSIGNMENT DUE
Week 1 Jan.11-17	Chapter 1: What is a Licensed Mental Health Counselor? (Gerig)  Chapter 1 (Dougherty )  Forum 1-Due 1-17	Chapter 1 (Gerig) Chapter 1 (Dougherty)   Due Sun @ 11:55 pm
Week 2 Jan 18-24	Chapter 2: Historical Perspective (Gerig)  <b>Diagram assignment Due 1-24</b> <b>Forum 2 due 1-24</b>	Chapter 2 (Gerig) Design a diagram showing key events in the development of the Counseling profession. <b>Due 1-24 @ 11:55 pm</b>
Week 3 Jan 25- Jan 31	Chapter 3: Theoretical Foundations for Counselors Chapter 4: Traditional & Contemporary Theories of Counseling (Gerig)	Chapters 3 & 4 (Gerig)
Week 4 Feb 1-7	Chapter 5: Education, Licensure, and Certification Chapter 7: Employment Settings for Counselors (Gerig) <b>Forum 3-Due 2-7</b>	Chapters 5 & 7 (Gerig)
Week 5 Feb 8-24	Chapter 8: Appraisal & Research in the Practice of Counseling Chapter 9: Professional Practice in Multicultural Contexts (Gerig)	Chapters 8 & 9 (Gerig)
Week 6 Feb 15-21	Chapter 6: Ethical and Legal Issues Chapter 10: Managed Care & Third-Party Reimbursement (Gerig)	Chapters 6 & 10 (Gerig)

Syllabus content and schedule subject to change

Week 7 Feb 22- 28	Chapter 11: The Changing Faces of Community Mental Health <b>Forum 4 Due 2-28</b>	Chapter 11 (Gerig) Due 2- 28 <sup>th</sup> @ 11:55 pm
Week 8 Mar 1-7	Chapter 12: The Future for Counseling (Gerig)	Chapter (Gerig)
Week 9 Mar 8-14	Chapter 1: What is a Crisis? Chapter 2: : Ethical & Professional Issues <b>Forum 5: Due 3-14</b>	Chapters 1-2 (Kanel)  Due Mar 14 @ 11:55 pm
Week 10 Mar 15-21	Chapter 3: ABC Model of Crisis Intervention Chapter 4: When Crisis Is a Danger Crises Related to Particular Situations (Kanel) <b>Interview Paper Due</b>	Chapters 5-6 (Kanel)  Due Mar 21 @11:55 pm
Week 11 Mar 22-28	Chapter 6: Crises of Loss Chapter 7: PTSD, Trauma	Chapters 6-7 (Kenel)  Due 11:55 pm
Week 12 Mar 29-Apr 4	Chapters 1-4 in Dougherty text	Mental Health Assignment Chapters 1-4 (Dougherty)  Due @ 11:55 pm
Week 13 Apr 5-11	Chapters 5-6 Dougherty text <b>Mental Health issue assignment due 4-11</b>	<b>Mental Health issue assignment due 4-11</b> @11:55 pm
Week 14 Apr 12-18	<b>Chapters 7-8 Dougherty text</b>	
Week 15 Apr 19-25	<b>Chapter 9 Dougherty text</b>	
Week16 Apr 25-May 2	<b>Advocacy Project Due May 2 NOON</b> Professional Membership Due <b>May 2 NOON</b> End of semester	Advocacy Paper & Membership due at <b>NOON</b>

Syllabus content and schedule subject to change



### **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. It includes but is not limited to the following examples:

#### **Cheating**

1. Copying from others during an examination.
2. Communicating exam answers with other students during an examination.
3. Offering another person's work as one's own.
4. Taking an examination for another student or having someone take an examination for oneself.
5. Sharing answers for a take-home examination or assignment unless specifically authorized by the instructor.
6. Tampering with an examination after it has been corrected, then returning it for more credit.
7. Using unauthorized materials, prepared answers, written notes or information concealed in a blue book or elsewhere during an examination.
8. Allowing others to do the research and writing of an assigned paper (including use of the services of a commercial term-paper company).

#### **Dishonest Conduct**

1. Stealing or attempting to steal an examination or answer key from the instructor.
2. Changing or attempting to change academic records without proper sanction.
3. Submitting substantial portions of the same work for credit in more than one course without consulting all instructors involved.
4. Forging add/drop/change cards and other enrollment documents, or altering such documents after signatures have been obtained.
5. Intentionally disrupting the educational process in any manner.

6. Allowing another student to copy off of one's own work during a test.

### 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:

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.

### **Collusion**

Any student who knowingly or intentionally helps another student perform any of the above acts of cheating or plagiarism is subject to discipline for academic dishonesty.

If I have evidence of student dishonesty, I will first discuss the matter with the student and then take one of the following actions:

1. Issue a reprimand to the student with a letter of explanation to the student's file.
2. Require repetition of the questionable work or examination with a letter of explanation to the student's file.
3. Reduce the grade to an 'F' or zero, if appropriate, on the questionable work or examination with written notification to the student and a letter of explanation to the student's file.
4. Assign the student a failing grade in the course or otherwise lower the grade in the course with a letter of explanation to the student's file.

**Suggestions for Agency Interview**

**Name of Mental Health Agency**

Contact Person

Address

Phone Number

E-mail Address

Website

Mission Statement

Agency Goals

Area Served (Cities, Counties, Organizations, etc)

Target Populations/Types of Clients (Child, Adolescents, Adults, etc)

Client Demographics (sex, age, ethnicity)

Types of Services Offered/Services Provided (Individual, Family, Couples, Groups, etc) & specialized services offered

Staff Patterns/Types of Mental Health Professionals/Credentials (degrees/how many are on staff/who is hired as counselors/what are their credentials, etc)

Fees/Salaries/Funding Received for Services Provided

Procedures to make a referral to the agency:

Are there internship opportunities at the agency for counselor trainees? Who to contact?

How does the agency deal with financial challenges and accountability?

How does the agency deal with crises and disasters? What plans are in place?

How does this agency interface with other agencies and other professionals? How important is this?

## Interview Outline

Please include answers to all of these questions in your paper:

1. How long has the person been a mental health professional?
2. Does the mental health professional have a specialization or clinical focus, if so, what is it?
3. What led him or her to choose a career in the mental health field?
4. What theory(ies) guide(s) the mental health professionals' practice?
5. What is his/her personal theory of how clients change?
6. What therapeutic techniques/counseling skills does he/she use with clients?
7. In what ways does the mental health professional utilize multicultural counseling competencies in his/her work?
8. How does the mental health professional see him/herself as an advocate in the counseling profession?
9. What does he/she see as current issues that the profession is facing?
10. What s/he likes most (and least) about their work?
11. How did his/her training best and least prepare them for the realities of being a mental health professional?
12. Is the mental health professional licensed or holds special certifications? Have them describe the process of obtaining licensure or certification.
13. What advice would they offer you as a beginning counselor-in-training?
14. For the mental health professional that is not a counselor, how does his/her job differ from other the other mental health professionals you interviewed? How is it alike?

**Please also include a discussion of the impressions you had of the office/environment in which you interviewed the professionals. What was it like? How would it feel to be a client?**

When you discuss the interview in the paper, do so in context of your reaction to the responses. A running account of what was said is not important though it is important to include the items in the "Interview Guideline Questions" sheet attached to this syllabus. Also you may use questions of your own in addition to asking these...

### Rubric for Agency Visit

Outstanding 13-15 points	Standard 12-10 Points	Below Standard 9 and below
<ul style="list-style-type: none"><li>*Content in depth &amp; relevant</li><li>*Creative &amp; thorough</li><li>*Covered all material requested &amp; more</li><li>*Paper Superb<ul style="list-style-type: none"><li>-no typos</li><li>-neat/APA style used</li><li>-Superb writing style</li></ul></li><li>-all questions addressed thoroughly</li></ul>	<ul style="list-style-type: none"><li>*Content covered as assigned</li><li>*Covered all material assigned</li><li>*Paper standard<ul style="list-style-type: none"><li>-few typos</li><li>-neat/APA style used</li><li>-acceptable writing style graduate level</li></ul></li></ul>	<ul style="list-style-type: none"><li>*Content poorly covered as assigned</li><li>*Paper poorly written<ul style="list-style-type: none"><li>-excessive typos</li><li>- APA style not used</li></ul></li><li>-poor writing style</li></ul>

### Rubric for Interview Assignment

Outstanding 20-18 points	Excellent 17-16 points	Standard 15-13 points	Below Standard 9 and below
<p>*Content in depth &amp; relevant            *Creative &amp; thorough            *Covered all material requested &amp; more            *Paper Superb              -no typos              -neat/APA style used              -Superb writing style            -all questions addressed thoroughly</p>	<p>Paper            Excellent              No typos              Correct APA format used              Covered all material requested              Good writing style              Correct referencing              Most material covered in depth              Most questions thoroughly</p>	<p>Content covered as assigned            *Covered all material            Assigned could have more detail and depth            *Paper standard              -few typos              - neat/APA style used              - acceptable writing style            graduate level</p>	<p>*Content poorly covered as assigned            *Paper poorly written              -excessive typos              - APA style not used            -poor writing style</p>

### Rubric for Advocacy Project

Outstanding 20-18 points	Excellent 17-16 pts.	Standard 15-13points	Below Standard 12 pts.
<p>*paper                      Superb                      -no typos                      -neat/APA style used                      -Superb writing style                      *correct referencing                      *Content in depth &amp; relevant                      *Creative &amp; thorough                      *Covered all material requested &amp; more</p>	<p>Paper                      Excellent                      -couple typos                      Correct APA format used                      Good writing style                      Correct referencing                      Most material covered</p>	<p>*paper standard                      -few typos                      -neat/APA style used                      -acceptable writing style graduate level                      -thoughtful and well-informed                      -correct referencing                      *Evidence of good researching of topic                      *Content covered as assigned</p>	<p>Paper poorly written                      -excessive typos                      - APA style not used                      -poor writing style                      *Below Standard presentation                      -time limit not respected                      -poor use of technology                      -unprepared                      *Handouts missing                      *Content poorly covered as assigned                      *Question/Answer period handled poorly</p>

### Rubric for Topic in Mental Health Paper

Outstanding 15 pts	Excellent 13 pts	Standard 11 pts	Below Standard 9 pts and below
*Paper Superb -no typos -neat/APA style used -Superb writing style *Material covered superbly *Exciting to read *Outstanding research skills noted *References used impressive	Coupe typos Correct APA formatting used Topic thoroughly covered	*Paper standard -few typos -neat/APA style used -acceptable writing style graduate level *Material covered as assigned *Interesting to read *Good research skills noted *Adequate references used	*Paper poorly written -excessive typos - APA style not used -poor writing style *Poor coverage of information assigned *Hard to follow *Poor research skills noted *References used lacking



## 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/](http://www.ulm.edu/studentssuccess/)), Counseling Center ([www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)), Special Needs ([www.ulm.edu/counselingcenter/special.htm](http://www.ulm.edu/counselingcenter/special.htm)), and Student Health Services, is available at the following Student Services website [www.ulm.edu/studentaffairs/](http://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](http://www.ulm.edu/studentsuccess)

Counseling Center [www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)

Special Needs at [www.ulm.edu/studentaffairs/](http://www.ulm.edu/studentaffairs/)

Library [www.ulm.edu/library/reference.html](http://www.ulm.edu/library/reference.html)

Computing Center Help Desk [www.ulm.edu/computingcenter/helpdesk](http://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/](http://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](http://www.ulm.edu/titleix)

**How to use Moodle:**

Moodle Training Guide (PDF)

[Moodle Training Tutorial](#) (video)

[Moodle Training Manual](#) (PDF)

Moodle Training Guide (PDF)

## 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 CACREP Standards

Assignment Specific	CACREP Standard	Performance Level 1-5
	<b>Core</b>	
	<b>2.F.</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.b	
counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams	2.F.1.c	
the role and process of the professional counselor advocating on behalf of the profession	2.F.1.d	
professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues	2.F.1.g	
current labor market information relevant to opportunities for practice within the counseling profession	2.F.1.h	
strategies to promote client understanding of and access to a variety of community-based resources	2.F.5.k	
crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid	2.F.5.m	
	<b>CMHC</b>	
	<b>5.C.</b>	
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	

legislation and government policy relevant to clinical mental health counseling	5.C.2.i
record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	5.C.2.m
strategies for interfacing with the legal system regarding court-referred clients	5.C.3.c
strategies for interfacing with integrated behavioral health care professionals	5.C.3.d
strategies to advocate for persons with mental health issues	5.C.3.e

**Performance  
Level 1-5**

**Average** (i.e., total scores divided by number of requirements/standards)

**Percentage** (i.e., an average performance level of 3.5 will be  $3.5/5 = 70\%$ )

**Total Points** (i.e., syllabus assigns 30 points to assignment –  $70\% = 21$  points)