

Clinical Mental Health Counseling  
Department of Psychology, Professional Counseling, & Neuroscience  
University of Wisconsin-Parkside

**Foundations of Clinical Mental Health Counseling**  
CMHC 740

## General Course Information

**Instructor:** Jenais Y. Means, PhD, LPC/S (SC), LCMHC (NC), QS (NC), NCC, BC-TMH

**Meeting Time:** Online Asynchronous

**Prerequisites/Co-requisites:** Admission to MS in Clinical Mental Health Counseling program; CMHC 700 Professional Counseling Orientation and Ethics

**Course Website or Online Platform:** Canvas Course

**Course description from Academic Catalog:** Provides an orientation to clinical mental health counseling, roles of clinical mental health counselors in employment settings, and functions of counselors in professional settings. Introduces crisis intervention models and the role of advocacy and social justice in the field.

## Contacting Dr. Means (she/her/hers)

**Email:** means@uwp.edu

**Student Conversation Hours:** Office hours are scheduled via Calendly and are available throughout the course term. Appointments may only be scheduled on weekdays. Use the following link to set the type (1:1 or small group) and the duration (15 or 30 minutes) for the appointment: <https://calendly.com/means-uwp>

**Office:** I do not have a physical office on the UWP campus. I use Microsoft Teams and Zoom to meet with students.

### Contact Preferences:

Email is my preferred form of contact. I typically answer emails within 24 hours of receiving them on weekdays. There will be periods when I am occupied with course development, participating in meetings, or connecting with students and colleagues and therefore will not be able to respond right away. If you email me on a Friday after 5pm EST, please expect a response on Monday. If it's been 48 hours or more and you have not received an email response, please send another message as I have missed the initial email.

I offer 1:1 and small group office hours to support your learning and professional growth. You may use this time to discuss course content, clarify assignment instructions, review feedback on previously graded work, or explore academic and career questions. Office hours are best for conversations that would be more effective in real time rather than through email.

Note that I do not review or provide feedback on assignments prior to submission. If you have questions about an assignment before it is due, bring the instructions or rubric so we may clarify expectations together. Please consider whether your question is best handled via email or meeting:

- **Best for Email:** Quick clarifications, deadline questions, simple yes/no questions, or links to missing resources
- **Best for a Meeting:** Detailed feedback discussion on graded work, conceptual or skill-based questions, guidance on multifaceted course topics, academic or professional advising, or conversations that may require screen-sharing or discussion beyond a few sentences

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## Teaching Philosophy

My essential goal as a counselor educator is to transition students thoughtfully and methodically from laypersons to competent counselors. I support this growth by developing thorough and research-based courses that balance varied instructional methods with collaborative and experiential learning. I work to cultivate a safe and supportive environment by setting clear expectations, providing feedback, and approaching remediation with compassion. Multicultural competencies are integrated throughout my teaching to help students examine worldviews, build self-awareness, knowledge, and skills, as well as take action. I aim for every interaction to contribute to students' development as ethical, skilled, and compassionate counselors.

## Land Acknowledgement

We the Community of the University of Wisconsin-Parkside acknowledge with gratitude and humility the First Nations People of Wisconsin, whose original homelands lie within the state. We especially wish to recognize the Ho-Chunk, Miami, and Potawatomi Nations for their significant historical and spiritual connections with the Parkside area. Our footsteps do not replace theirs, but rest alongside them.

## Learning Objectives

**CACREP 2024 Standards  
Section 3 Foundational Counseling Curriculum**

	<b><u>Course Outcomes</u></b> <i>By the end of this course, students will be able to:</i>	<b><u>Course Topic</u></b>	<b><u>Assessment Method</u></b>
1	Identify ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (3.A.)	Policies, Laws, Regulatory Issues	Discussion Board: Advocacy Spotlight Unit I Exam
2	Understand 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 (3.A.)	Becoming a Clinical Mental Health Counselor  Behavioral Medicine: A Holistic Look at Health and Illness	Initial Professional Identity Mapping (Project)  Discussion Board: Then & Now (Digital Counseling App Review)  Discussion Board: Mini Simulation: Communicating in Integrated Care  Unit I Exam  Unit II Exam
3	Understand counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (3.A.)	Managed Care	Professional Private Practice Counselor Interview Paper  Unit II Exam

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	<b><u>Course Outcomes</u></b> <i>By the end of this course, students will be able to:</i>	<b><u>Course Topic</u></b>	<b><u>Assessment Method</u></b>
4	Identify the role and process of the professional counselor advocating on behalf of the profession (3.A.)	Working with Specific Client Populations  ACA Advocacy Competencies	Discussion Board: Cultural Counseling in Action  Advocacy Paper  Unit III Exam
5	Apply advocacy processes needed to address institutional and social barriers that impede access, equality, and success for clients (3.A.)	Working with Specific Client Populations  ACA Advocacy Competencies	Discussion Board: Cultural Counseling in Action  Advocacy Paper  Unit III Exam
6	Conceptualize processes for aiding students in developing a personal model of counseling (3.A.)	Evolution of CMHC	Discussion Board: Then & Now (Counseling's Legacy in a Digital Age)  Unit I Exam

**Specialty Area: Clinical Mental Health Counseling**

	<b><u>Course Objectives</u></b> <i>By the end of this course, students will be able to:</i>	<b><u>Course Topic</u></b>	<b><u>Assessment Method</u></b>
1	Understand the history and development of clinical mental health counseling (5.C.1.a)	Evolution of CMHC	Discussion Board: Then & Now (Counseling's Legacy in a Digital Age)  Unit I Exam
2	Understand the roles and settings of clinical mental health counselors (5.C.2.a)	Becoming a Clinical Mental Health Counselor  Behavioral Medicine: A Holistic Look at Health and Illness	Professional Identity Mapping  Discussion Board: Then & Now (Digital Counseling App Review)  Mini Simulation: Communicating in Integrated Care (Discussion Board)  Unit I Exam  Unit II Exam
3	Identify mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and	Managed Care	Professional Private Practice Counselor Interview Paper  Unit II Exam

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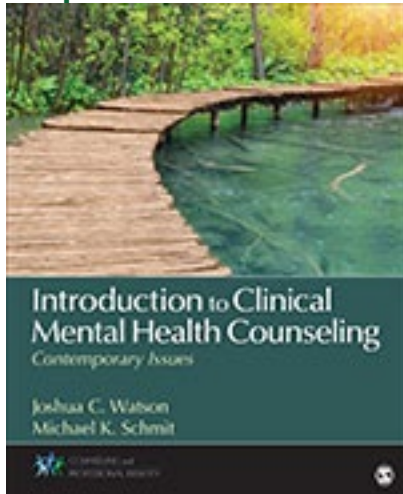
	<b><u>Course Objectives</u></b> <i>By the end of this course, students will be able to:</i>	<b><u>Course Topic</u></b>	<b><u>Assessment Method</u></b>
	the mental health counseling services networks (5.C.2.c)		
4	Understand legislation and government policy relevant to clinical mental health counseling (5.C.2.i)	Policies, Laws, Regulatory Issues Managed Care	Discussion Board: Advocacy Spotlight  Professional Private Practice Counselor Interview Paper  Unit I Exam  Unit II Exam
5	Identify professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling (5.C.2.k)	Evolution of CMHC Becoming a Clinical Mental Health Counselor	Initial Professional Identity Mapping (Project)  Discussion Board: Then & Now (Counseling's Legacy in a Digital Age)  Unit I Exam

**Key Performance Indicator for assessing student understanding and implementation of the course standards**

<b>Program Objective(s)</b>	<b>Key Performance Assessment Method (KPAM)</b>	<b>CACREP 2024 Core Content Area</b>	<b>Key Performance Indicator (KPI)</b>
Graduates implement evidence-based counseling interventions and treatment planning strategies that are trauma-informed, and grounded in multicultural and social justice competencies.	Advocacy intervention research paper	CACREP Clinical Mental Health Counseling Specialty Area	90% of students will receive a B or higher on the Advocacy intervention research paper in CMHC 740

## Learning Environment

### Required Course Materials



#### Textbook

Watson, J.C. & Schmit, M.K. (2020). *Introduction to clinical mental health counseling*. Sage Publications

#### Additional Required Resources

Students are required to read empirical and conceptual articles that are aligned with each lesson. Appendix A includes the full list of published articles used in the course. These articles are also available in Canvas. Students are also required to view online videos that are aligned with each lesson. Appendix B includes the full list of online videos, which are also available in canvas

### Credit Hours and Expected Time Commitment

This 3-credit course meets the expectation of a total of 135 hours of student engagement with course learning activities (at least 45 hours per credit), which includes viewing online lecture videos and online videos, reading articles, writing notes, completing assessments and quizzes, and participating in discussion boards.

### Regular and Substantive Interaction

This course is designed to provide ongoing engagement between the instructor and students that is consistent with the Department of Education's requirement for regular and substantive interaction in online learning. Interaction will occur through multiple channels to ensure a high-quality and interactive learning experience:

- **Instructor Guidance and Feedback:** The instructor will provide timely feedback on major assignments, discussion board contributions, and other submitted work. Feedback will focus on helping students apply course concepts to their professional development.
- **Weekly Announcements and Check-ins:** Regular announcements will highlight key themes, clarify expectations, and connect course content to current issues in the counseling field.
- **Interactive Discussions:** Students will participate in weekly discussion boards that encourage critical thinking, application of concepts, and peer-to-peer engagement. The instructor will be active in these spaces to expand learning and guide dialogue.
- **Office Hours and Individual Support:** Virtual office hours will be available for small groups and one-on-one meetings to address student questions, provide mentoring, and foster professional growth.
- **Structured Learning Activities:** Weekly activities, such as case applications, quizzes, or interactive exercises, are designed to provide opportunities for meaningful engagement with both the content and the instructor.

### Attendance/Participation

Attendance and participation are graded via lesson assessment completion. Lesson assessments are a combination of discussion boards and quizzes. Cumulative assessments have a greater alignment scope, they

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cover information across lessons and units. Note that you will not have lesson assessment and course assignment due simultaneously. Please review the table at the end of the Course Assessment Section.

This class promotes open discussion on counseling and the therapeutic relationship with regard to personal and interpersonal skills, preferences, strengths, and values.

- Students are expected to participate in class discussions and experiential activities.
- On occasion, there may be discussions relating to sensitive matters. Students are expected to respect colleagues by keeping confidential, personal information that may be revealed during class or lab time.
- Many may have predefined opinions and values. Although it is not expected to agree with your cohort or peers, participation in this course indicates your willingness to remain respectful and open to all students. Values of this course include willingness and ability to adhere to the American Counseling Associations code of ethics and actively promoting respect for human dignity and diversity.

### Technology Requirements and Support

To participate in course learning activities and complete assignments, you will need:

- Access to a working computer that has a current operating system with updates installed, plus speakers or headphones and a microphone for participation in discussions and viewing recorded content (transcripts provided)
- Reliable internet access and a UWP email account
- An internet browser that is compatible with Canvas (Chrome, Firefox, Edge, and Safari are all compatible with Canvas)
- Recent copies of the following software: [List software required, e.g. Microsoft Word/Excel/Adobe InDesign/etc.]
- Reliable data storage for your work, such as a USB drive or Office 365 OneDrive cloud storage

All UWP students have free access to Office 365, which includes Word, PowerPoint, Excel, and other software along with cloud storage via OneDrive. You can use the software online or download up to 5 copies onto your personal computers. Visit the Tech Bar for help installing this and other software, and remember that campus computer labs and the library provide computers and additional software for student use.

If you have problems with your computer or accessing course materials, please use the following resources:

- Contact Campus Technology Services (CTS) at 262-595-2444 or [servicedesk@uwp.edu](mailto:servicedesk@uwp.edu)
- The UWP Tech Bar offers convenient walk-up technology services, located on the main campus concourse just across from the library, Wyllie L101.
- Canvas support is available 24/7 by chat, email, and phone. Click on the Help icon in Canvas to access chat or email options or call 833-820-4070.

### Course Content

The texts (books, articles, videos, and images) used in this class will cover a variety of topics from a wide range of viewpoints in order to enhance the process and experience of learning. Course materials are selected for their historical and/or cultural relevance, or as an example of stylistic and/or rhetorical strategies and techniques. They are meant to be examined in the context of open-minded, intellectual inquiry of the sort encountered at the university level.



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Despite painstaking work to be respectful of all viewpoints in the class, as a result of the broad scope of materials, students may be asked to interact with concepts that make them feel uncomfortable or offend them. This is certainly not my intention, but the impact of what happens in our course is very important to me. When this occurs, we have several ways to alleviate some of the discomfort or hurt you experience:

1. Discuss the situation privately with me. I am always open to listening about your experiences and want to work with you to find an acceptable way through the issue.
2. Discuss the situation with the class. Chances are, there is at least one other person in the class who had a similar response to the material as you did. Discussion enhances the ability for us all to have a fuller understanding of context and impact of course material.
3. Notify me of the issue through another source such as your academic advisor, a trusted faculty member, or a friend. If for any reason you do not feel comfortable discussing the issue directly with me, I encourage you to seek out another avenue to address the issue to me.

## Course Organization

This course is organized into three units, each focusing on a core dimension of the clinical mental health counseling profession. Within each unit, you will engage with 3 to 5 lessons that include assigned readings, discussion boards, and applied projects. Each unit concludes with a cumulative exam that assesses your integration of key concepts. In addition, you will complete signature or major assessments such as the Initial Professional Identity Mapping project, the Professional Private Practice Counselor Interview paper, and the Advocacy Paper. These assessments are designed to help you connect course content with counseling practice. By the end of the course, you will have developed a more clear understanding of the history, roles, and responsibilities of clinical mental health counselors, strengthened your professional identity, and reflected on the skills and advocacy processes essential to your future work as a counselor.

## Course Assessments

There are three types of assessments in this course: Discussion Boards, Exams, and Projects/Papers.

### Discussion Boards

The discussion boards are designed to simulate the applied tasks of clinical mental health counselors. You will step into the professional role through activities such as evaluating digital counseling tools, communicating in integrated care systems, creating advocacy messages, applying neuroscience-informed interventions, and examining cultural responsiveness. Each discussion board requires three components:

1. **Application Task:** Apply lesson content to a structured scenario, simulation, or professional issue. Posts must demonstrate accurate use of course resources and integration of evidence-based or practice-based knowledge.
2. **Professional Reflection:** Connect the task to professional identity, ethics, advocacy, or cultural considerations. This is your opportunity to think critically about what it means for you as a developing clinical mental health counselor.
3. **Colleague Collaboration:** Respond to at least two colleagues in a professional, constructive, and respectful manner. Replies should extend the conversation by offering new insights, applications, or resources.

The following technical requirements are the same for each discussion board.

- **Following Instructions**

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- Posts must include the Application Task, the Professional Reflection, and responses to at least two colleagues. If the prompt specifies a product, such as an infographic, a sample provider message, or a brief client-friendly explanation of neuroscience, include those elements as described in the instructions. Use at least one required course resource when the prompt calls for evidence and follow any formatting notes given in the assignment.
- **Word Count**
  - All word counts apply to the body of your posts. Word counts do not include references.
  - Application and Reflection: **300-400 words**
  - Responses to Colleagues: **150-250 words each**
  - Going significantly over or under the word count will be reflected in the rubric. Remember that concise writing mirrors the communication style needed for responsible counseling notes and multidisciplinary team exchanges.
- **Depth of Post Content**
  - Posts must go beyond surface-level responses. Strong posts demonstrate critical thinking, connect to course resources, and integrate scholarly or practice-based evidence where appropriate. Depth shows you are analyzing, applying, and evaluating instead of just recalling information.

Before submitting your posts, be sure to review the rubric. Understanding and using the grading expectations as a guide will help you achieve your grade goals. Please also review the Discussion Board FAQs in your Canvas Module.

### Unit Exams

The unit exams assess your understanding and integration of core CMHC content. Each exam covers the lessons within its unit and emphasizes applied knowledge, professional reasoning, as well as ethical, cultural, and systems awareness. There are three unit exams in this course.

#### Overview of the Exams

- There is one exam associated with each of our three units
- Exams are timed. The timer begins when you start and cannot be paused.
- You may use your textbook, assigned learning resources, and personal notes. Collaboration is **NOT** allowed as exams are individual work.
- Exams are available in Canvas during the posted exam window and close at 11:59 p.m. on the final day of that window.
- Items are drawn from a question bank, so each student will receive a unique set of questions.
- Questions are drawn directly from the unit's lessons and required resources and are intended to prepare you for applied work in counseling practice.

#### Instructions

- Complete each exam by the posted Canvas deadline.
- You may consult course materials but **NOT** consult your colleagues or outside individuals.
- Manage your time wisely. Once you begin, the timer continues until the exam is submitted.
- Submit your answers before time runs out. Late submissions are not accepted once the exam window closes.



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**Projects and Papers**

These cumulative assessments help you apply and integrate what you are learning across the course. They emphasize analysis, reflection, advocacy, and professional communication that mirrors the work of clinical mental health counselors. The following are submission standards for all projects and papers:

- APA 7 student paper format, double-spaced, 12-point standard font, one-inch margins
- Professional tone, person-first language, clear organization with headings
- Use required course resources and additional scholarly sources as appropriate
- Follow assignment directions exactly, including any artifact requirements
- See Canvas for additional information.

**Professional Identity Map (Mini Project)**

Create a professional identity map that reflects your current career development goals and ideas as a counselor in training. The purpose of this assessment is to help you continue forming a clear and confident professional identity as a clinical mental health counselor. You will map core elements of your developing career, such as your educational path(s), current and desired credentials, potential work roles and settings, advocacy interests, and values. Submissions may be visual or written. Canva, Google Slides, PowerPoint, or art supplies are all acceptable.

**Instructions**

- Include branches for the following areas, with two to three bullets or items under each branch.
  - Education
  - Credentialing or Certifications
  - Roles
  - Workplace Settings
  - Professional Identity Characteristics
  - Advocacy, such as current or planned involvement in specific advocacy efforts or social justice goals
- Include symbols, bullet points, and color coding for clarity.
- Pro Tip: Think of this map as a living document. It is acceptable if you are continuing to figure things out. Use this as an opportunity to reflect honestly, explore your curiosities, and think like a counselor.

**Case Analysis (Mini Project)**

We will learn about the purpose, tasks, and tools of clinical supervision. This assessment is used to evaluate how you connect supervision theory to supervisory behavior, tone, and technique. You will select an approach, apply it to the case, and explore how supervision tools can support the supervisee's development. You will also reflect on your own learning preferences and supervision expectations.

**Case Vignette**

Samira Khan is a counseling intern working with her first few clients at a nonprofit community center. Samira struggles to manage silence in sessions and often avoids difficult topics. In supervision with Dr. Ana Rivera, LPCS, Samira is hesitant to review session recordings and is nervous about being evaluated. Dr. Rivera notices that Samira frequently says, "I do not want to do it wrong," and deflects feedback with humor.

**Instructions**

Respond to the following prompts in 200-400 words:

- Which supervision approach would you choose with Samira, and why

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- How might the supervisor using this approach respond to Samira's nervousness and defensiveness, describe tone, focus, and goals
- What tools or techniques might be helpful in this approach, for example role play, encouragement, goal setting, reviewing clips together, journaling
- How might this approach help Samira grow as a counselor
- Would this approach match your own learning preferences, and why or why not
- Pro Tip: Before you write, imagine yourself in roles of both supervisor and supervisee. Consider the fit between supervision style and counselor needs, including your own.

### **Insurance/Managed Care Activity (Project)**

The purpose of this assignment is to have some personal experience with trying to understand and access insurance coverage for mental health issues. Using your own health insurance policy\*\* (if you do not have insurance, pick a managed care company then explore their mental health benefits package) and determine if the policy covers mental health and/or substance abuse coverage. Call the 800 number on the card and obtain the following information:

- Type of coverage available for (a) inpatient, (b) outpatient, and (c) partial hospitalization for (1) mental health (MH) and (2) substance abuse (SA).
- Determine the fees, deductibles, and co-pays for the above three modalities, for both coverage areas (MH and SA).
- Ask if they will pay for out-of-network providers (i.e. professionals or programs of your choice that are not on their plan), and at what rates or percentages.
- Determine eligibility for services and whether pre-existing conditions are covered.
- Ask about reimbursement rates if treatment is not deemed 'medically necessary'.
- Find out if you would need a referral by a primary physician for counseling or if there is any ongoing pre-approval needed to access coverage.

Throughout your information gathering, keep notes on two areas:

1. Information provided (or not) in response to your questions.
2. Thoughts and feelings that come up for you throughout the process.

Once you have completed your investigation of benefits, you are to write an integrative summary of this information and process. Your summary should contain the following:

1. A summary of information obtained in response to your questions. (1 page)
2. A summary of your thoughts and feelings in going through the inquiry process (1 page)
3. A discussion of the implications this process or the information gathered might have for a potential client, and for you as a counselor. (1-2 pages)

### **Professional Private Practice Counselor Interview (Project)**

As developing counselors, we learn both by first-hand experiences and from the viewpoints of others. The purpose of this assignment is to help you become familiar with various experiences of being a Licensed Professional Counselor (LPC) through the perspectives of a professional in private practice. The assignment will expose you to the work setting, activity, benefits and challenges inherent in clinical mental health employment models and will allow you to increase your knowledge of the business of mental health counseling.

Based on the course content that you are learning and on your own individual interests and curiosity about the counseling profession, design an interview that you will conduct with a licensed professional counselor in

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private practice. The proposed content and variety of questions in the interview is up to you—you may want to ask about experiences, challenges, satisfaction, joys, downfalls, etc. of starting and maintaining a private practice. You may also ask about billing, insurance paneling, location decisions, scheduling, caseload, etc. Plan to spend about 30 minutes to an hour with the counselor. If you run into availability or scheduling problems, meeting virtually is allowed via Teams or Zoom. However, **completing the interview via email is not permissible.**

**You must interview someone in private practice with a professional identity of Professional Counselor (LPC, LCPC).**

*Do not interview a counselor with whom you are receiving or have received personal counseling.*

**You are expected to conduct your interview in a respectful and professional demeanor.** Remember: This individual is taking time away from their practice to allow you to interview her/him/them. Also, this LPC may be your future internship supervisor, employer, or referral source! It is recommended that you audiotape the interview if it is acceptable to the interviewee.

After completing the interview, provide a copy of the questions you asked and write an APA formatted paper providing an overview of the interview content and process, highlight any information that was new or surprising, and include a section on how this information will inform your future decision making about private practice (e.g. is this something of interest to you, why or why not, do you feel you could be successful with a private practice, why or why not), based on the information provided what would you need to begin a private practice of your own?. It is appropriate to use first person in this paper because you are writing about your experience of the interview. *This paper should not be a transcript of the interview*, rather a summary of the important points and responses to your questions, accompanied by your learning or reflections on the information you gather.

### **Advocacy Paper**

Students are to research and identify 2-3 legislative and/or governmental policies impacting clinical mental health counselors (e.g. parity laws, CACREP requirements, billing, etc.). The paper should include the previous state of clinical mental health counselors (prior to the legislation or policy), as well as a thorough review of what the legislative and/or governmental policies are. The paper should outline how these policies have changed or will change, either the role or opportunities for counselors, and the impact on current or potential clients.

Next, you will select one of the legislative or governmental policies for which you may want to tackle as an advocacy project. Using the ACA Advocacy Competencies, you will need to identify the level of intervention your policy will require, outline some specific steps on how you would advocate either for or against your chosen policy, what you would need to support you with this advocacy, and any local, regional, or national agencies that you can partner with in this intervention. Outline the current efforts being taken to address this policy or legislation, as well as some realistic goals you would expect after the completion of your intervention. The advocacy paper must be written in APA style with appropriate in text citations and references.

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## Evaluation and Grading Policy

### Learning Assessments

ACTIVITY TYPE	PERCENTAGE OF TOTAL GRADE	TOTAL POINTS
Professional Identity Map	3%	10
Case Analysis	3%	10
Insurance/Managed Care Activity	15.3%	50
Advocacy Paper	15.3%	50
6 Discussion Boards (10 points each)	18.4%	60
Professional Private Practice Counselor Interview	31%	100
3 Exams (15 points each)	14%	45
<b>Total Points Possible:</b>	<b>100%</b>	<b>325</b>

### Final Grade Scale

In determining the final course grade, the following scale is used:

PERCENTAGE EARNED	FINAL GRADE
95-100%	A
90-94%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
65-69%	D
<65%	F

### Late or Missing Work

All assignments posted to Canvas are due by 11:59 PM on the listed due date unless otherwise specified. If you anticipate a conflict, you must request approval for an extension 24 hours before the assignment is due. Extensions requested in advance will be granted. Without prior approval, late assignments will be accepted with a 5% deduction for each day late, up to one week. Assignments more than one week late without prior

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communication will receive a grade of zero. Communicating early helps me support your success in this course and helps you practice the professional skill of proactive communication.

### Course Incompletes

If you are in good class standing, but due to an end of the course emergency find that you are unable to complete the final course requirements, you may be eligible to request an incomplete grade. For additional information, please refer to UWP's catalog [policies](#) section. If you believe your situation makes you eligible for an incomplete and would like to lean more, please contact me and I'll be happy to discuss it with you.

### Rubrics

**Discussion Board Rubric**

Criteria	Ratings			
	Excellent	Proficient	Developing	No Marks
<b>Part 1</b> Application of Lesson	<b>4 points</b> Fully completes task, integrates lesson content and scholarly/professional resources, demonstrates accurate application to counseling roles.	<b>3.5 points</b> Responds clearly to task with mostly accurate application, uses some lesson content/resources.	<b>2 points</b> Responds superficially or with limited use of content/resources.	<b>0 pts</b> No post or off-topic.
<b>Part 2</b> Personal Reflection	<b>3 points</b> Offers thoughtful, in-depth reflection on professional identity, ethics, advocacy, or cultural considerations. Strong connections to counseling practice.	<b>2.5 points</b> Provides relevant reflection with some depth. Links to counseling practice are present but less developed.	<b>2 points</b> Minimal or superficial reflection, weak or unclear connection to professional practice.	<b>0 points</b> No post or off-topic.
<b>Part 3</b> Responses to Colleagues	<b>2 points</b> Responds to at least 2 peers with professional, respectful, and substantive replies (150–250 words each) that extend discussion with new insights, resources, or perspectives.	<b>1.5 points</b> Responds to 2 peers with relevant but less developed replies. Meets word count.	<b>1 point</b> Responds to only 1 colleague, or responses are superficial (“I agree”) or brief.	<b>0 points</b> No response
<b>Technical Requirements</b>	<b>1 point</b> Meets all technical requirements (word count, formatting, APA where needed, deadlines). Clear,	<b>0.5 points</b> Meets most requirements, minor issues in clarity, APA, or formatting.	<b>0.25 points</b> Meets some requirements, several issues with word count or depth.	<b>0 pts</b> No submission

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Criteria	Ratings			
	Excellent	Proficient	Developing	No Marks
	professional writing throughout.			

### Exam Rubric

Exams are automatically graded in Canvas

- Grades are released after the exam closes.
- You will be able to review your exam results once the exam closes. Because of this, missing a deadline means forfeiting the exam. **There are no make-ups or extensions.**
- I will review each exam and adjust points only if technical errors occur in Canvas or if other unforeseen circumstances with the exam or its questions and answers arise.

### Cumulative Assessment Rubric

Criteria	Ratings				
	Excellent	Proficient	Developing	Needs Improvement	No Marks
<b>Guidelines</b>  Following the instructions	<b>20 points</b>  All directions followed precisely, required elements complete and clearly labeled, product matches the assigned format, submitted on time.	<b>17 points</b>  Minor omissions, all major elements present.	<b>14 points</b>  One to two required elements unclear or incomplete.	<b>10 points</b>  Several required elements missing or off format.	<b>0 pts</b>  No submission or off topic.
<b>Writing Quality &amp; APA 7</b>	<b>20 points</b>  Clear organization and flow, professional tone, precise grammar and mechanics, APA 7 citations and references accurate and complete.	<b>17 points</b>  Generally clear and professional, minor grammatical or APA issues that do not impede clarity.	<b>14 points</b>  Several grammatical or APA errors that sometimes affect clarity.	<b>10 points</b>  Frequent errors that impede clarity, informal tone, or disorganized structure.	<b>0 pts</b>  No submission or off topic.
<b>Content &amp; Evidence</b>	<b>30 points</b>  Accurate, specific coverage of the topic, concepts explained clearly, assertions supported with course	<b>27 points</b>  Mostly accurate coverage with adequate support from course resources, minor	<b>24 points</b>  Basic understanding, uneven concepts,	<b>20 points</b>  Limited understanding, minimal or no evidence.	<b>0 pts</b>  No submission or off topic.



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Criteria	Ratings				
	Excellent	Proficient	Developing	Needs Improvement	No Marks
	resources and scholarly evidence, sources integrated smoothly.	gaps, or generalities.	limited evidence.		
<b>Application &amp; Critical Thinking</b>  This is the “so what”	<b>30 points</b>  Consistent application to CMHC practice, strong professional reasoning, explicit ethical and cultural responsiveness, clear implications for roles, systems, or advocacy.	<b>27 points</b>  Appropriate application with some critical insight and attention to ethics or culture.	<b>24 points</b>  Limited application, mostly descriptive, minimal analysis.	<b>20 points</b>  Little to no application to practice, lacks analysis or professional reasoning.	<b>0 pts</b>  No submission or off topic.

#### Additional information on two of the grading criteria

##### Content & Evidence

- Did you understand and explain the concepts?
- Did you use the right terms, theories, or ideas from the text/class?
- Did you support your answers with evidence (examples, references, resources)?
- Is your writing clear, accurate, and thorough in covering the assignment topic?

##### Application & Critical Thinking or the “So What”

- Did you go beyond summarizing to actually connect ideas to real-world counseling practice?
- Did you analyze, evaluate, or apply theories to situations, case examples, or professional identity?
- Did you show originality (not just repeating the book, but making it relevant and insightful)?

## Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link. You will also be required to complete a group and self-assessment to evaluate your and your classmate’s contributions.

## Artificial Intelligence (AI) Usage

The University of Wisconsin-Parkside is currently developing a university wide artificial intelligence (AI) policy. Once that policy is developed, the Clinical Mental Health Counseling Program will use that policy as a baseline for developing a program wide AI policy that reflects the legal, ethical, and professional standards and responsibilities of mental health professionals. Until then, **each of your faculty members may have different AI Usage policies. Be sure to review each of your syllabi to determine the boundaries regarding use of AI in your classes.** The official Clinical Mental Health Counseling Program AI Usage policy will be shared with you as soon as possible.

The following AI Usage policy is specific to courses with Dr. Jenais Y. Means:

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Artificial intelligence (AI) tools may be a helpful resource for refining your academic work. In this course, you may use AI to do the following:

- Review APA formatting,
- Proofread your writing for clarity and connection to the content requirements, and
- Check grammar or style.

These uses are similar to having a writing tutor review your draft and are permitted as long as the core ideas and writing remain your own. This means you **MUST** prompt AI **NOT** to re-write your work, and to only highlight the areas that need attention. Staying within these boundaries is more readily accomplished when AI is prompted to develop a list or table of suggestions. Without this prompt, AI will rewrite your work. AI can make mistakes. Although you are permitted to use AI for the aforementioned proofing, **you are responsible for ensuring any changes made based on AI suggestions are factually accurate and appropriate.**

**You may not enter any identifying information about clients, classmates, faculty, or supervisors into AI tools. Doing so would violate confidentiality and ethical standards in counseling.** This means you **MUST** remove any of this information prior to submitting your work to an AI tool.

Your course assessments are designed to evaluate your knowledge, critical thinking, and professional growth. Therefore, AI may **NOT** be used to do the following:

- Complete assessments,
- Generate responses to assessment prompts,
- Create original work on your behalf, and
- Produce any partial or full body of work that will be submitted for evaluation by the instructor.

Relying on AI to complete these tasks prevents an accurate measure of your learning and violates academic integrity. Cumulative assessments will be submitted through Turnitin to ensure originality and academic honesty. Responsible uses of AI such as proofreading or APA checks will not trigger concerns with Turnitin.

It is also important to remember that when counseling persons, you will not have access to AI tools or internet searches. You will need to share your own thoughts, respond in real time, and exercise the “thinking muscles” you are building in this program. Developing these skills now prepares you to act and speak with confidence and professionalism in clinical practice.

### Documentation of AI Use

If you choose to use AI in the approved ways, you must copy and paste your AI conversation, specifically your prompts and the AI responses, then submit the conversation with your assessments. This requirement is to help reinforce the use of AI as a support tool instead of a substitute for your own ideas and writing. Providing this documentation also gives me insight into how you are interacting with AI, which supports my role in guiding you toward professional and ethical practices for its use.

### Final Note

There are many stipulations to using AI in this course. Improper use of AI, including submitting AI-generated writing as your own, will be considered academic misconduct and addressed according to university policy and the Clinical Mental Health Counseling Program disposition process. Prior to engaging with AI, consider the time and energy it takes to remain within these boundaries of use. If you have any questions about the use of AI in this class, please set up office hours so we may discuss your questions, concerns, or curiosities.

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## Course Policies

### Professionalism and Dispositions

The CMHC program maintains expectations for professional behavior and dispositions throughout all coursework and clinical practice. This policy includes the attendance and engagement in the classroom environment and the ability to uphold the American Counseling Association Code of Ethics (2014). Please see the CMHC Handbook for more detail.

Students will be evaluated throughout the CMHC program based upon these general dispositions through formal (e.g. dispositional evaluation) and informal methods (e.g. individual faculty meetings, private discussions after class). The dispositions assessed include:

### *Professional Behavior, Ethics, and Identity*

- Expectation for students to demonstrate professional, ethical, and legal behavior.
  - Recognizing and fulfilling professional responsibilities and demonstrating thoughtful and effective communication.
- Expectation for students to demonstrate openness, initiative, and motivation in their role as counselor-in-training.
  - Commitment to working collaboratively with peers and colleagues and respecting cultural contexts in response to peers and the classroom

### *Self-Awareness and Growth*

Expectation for students to demonstrate reflection towards their own progress, identify their strengths and weaknesses, and act meaningfully on feedback. Demonstrates and ability to maintain emotional stability and self-control and personal wellness. Dispositional self-evaluations are completed at program orientation and prior to practicum enrollment. In addition, self-evaluation of dispositions is completed through the practicum and internship coursework.

Formal program evaluation of dispositions are completed by the faculty in student progress reviews. These reviews occur after completion of the first semester of coursework (e.g., 9 credits) and prior to the clinical orientation in preparation for practicum. Dispositional review can be utilized by the faculty at any point over the program should the student be demonstrating behavior that does not uphold professional dispositions outlined in this document. Program faculty will meet individually with each student to provide an overview of the student progress review including feedback from dispositions evaluation.

### *Reflective Practice*

As a counselor-in-training, it is expected that you actively engage in critical self-reflection as a means to understand your own values, assumptions, and bias. Reflection is vital for your development as a professional counselor. Please see student handbook for more information on expectations for reflective practice.

Discussions are a large component of many of the courses. Students are not expected to self-disclose beyond their comfort and are encouraged to reflect on the relevance and purpose of the self-disclosure. As students and instructor may share personal information, confidentiality is highly valued, though cannot be guaranteed

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among students. Please be respectful of each other's choice to discuss personal information as it relates to course content.

### **Inclusivity, Respect, and Ability/Disability Expectations**

UW-Parkside is committed to fostering and maintaining a safe, inclusive learning and working environment for all students, faculty, and staff. Because we value our diverse campus community, all forms of discrimination and harassment are prohibited at our institution. If you have experienced or witnessed such behavior, you may contact your instructor, the [Dean of Students](#) at 262-595-2598, or the [Office of Equity, Diversity, and Inclusion](#) at 262-595-2090 to file a complaint.

UW-Parkside seeks to uphold standards that promote respect and human dignity in an environment that fosters academic excellence and professionalism. Gender-based discrimination, pregnancy discrimination, relationship violence, and sexual misconduct, which includes harassment, assault, exploitation, and stalking, violate the university's core values and policies and may also violate state and federal law. University faculty and staff are considered "Mandated Reporters" and must report incidents of sexual misconduct and relationship violence for the safety of the individuals involved and the wider community. If you or someone you know has been impacted by sexual misconduct, relationship violence, gender-based discrimination, or needs support as a pregnant student, please visit the [Title IX Office](#) for a variety of [resources](#), support, and reporting options, which includes options for confidentiality and anonymity.

UW-Parkside recognizes that all persons, regardless of ability, are an integral part of our community and is committed to creating a learning environment that meets the needs of its diverse student body. If you anticipate or experience any barriers to learning in this course, please feel welcome to discuss your concerns with me. If you have a disability, or think you may have a disability, you are also welcome to meet with the [Student Accessibility Services](#) office. The SAS office works with students with disabilities and instructors to identify reasonable accommodations and remove barriers. You can find the SAS office [online](#), visit them in Wyllie D1, or contact them at [sas@uwp.edu](mailto:sas@uwp.edu) or 262-595-2372.

### **Academic Integrity**

*The purpose of this course is for you to further develop your critical thinking, analysis, and writing skills. When grading I look for growth and individual progress, not perfection. Please familiarize yourself with UW-Parkside's [academic misconduct policy](#) to better understand what constitutes cheating and the possible penalties involved. For some portions of this course I'll encourage sharing and collaboration with your peers but your work on your essay assignments should be your own. Each assignment will make clear what is permitted, including the possible use of AI software like ChatGPT.*

*Please be careful not to plagiarize. The Plagiarism Tutorial should help you to understand how to avoid plagiarism, and you can always ask me, the [librarians](#), or the writing tutors in the PARC for more help. We'll spend some class time exploring plagiarism and academic integrity more generally. If your life is falling apart and you are tempted to plagiarize to save time or get a good grade, please talk to me instead. I understand that sometimes things go off the rails and I would rather grant you an extension than send you to the Dean of Students' office for plagiarism.*

**What happens if I am caught cheating?** Our policy in [department] is to send all cases of suspected Academic Integrity violations to the Dean of Students office as described in the university's [academic misconduct policy](#) in the Student Handbook. This is not negotiable.

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**What are the penalties for Academic Integrity violations?** Depending on the severity of the misconduct, penalties can include repeating the assignment, a lower or failing grade on the assignment or in the course, a notation indicating an academic integrity infraction in your academic record, or probation or suspension from the university. These are serious consequences and I want to help you avoid incurring them. Yes, we take this very seriously.

**What procedures are used to detect cheating in this course?** All exams will be conducted online using Honorlock to give help you get used to the procedures required for your state licensure exam at the end of your degree. No materials such as a smartphone are allowed to be used during an exam. Any use of a smartphone during an exam (for any reason) is considered a violation.

### Academic Calendar

Please refer to the Registrar's [webpage](#) for the details of the Academic Calendar, especially important deadlines for dropping a course, withdrawing, university breaks, and other key dates and deadlines.

### Class Conduct/Netiquette

*In order to learn, we must be open to the views of people different from ourselves. In this time we share together over the semester, please honor the uniqueness of your fellow classmates and appreciate the opportunity we have to learn from one another. Please respect each others' opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature that are discussed in class.*

In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging, high-stakes issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need respect for others. Thus, an important second aim of our course necessarily will be for us to increase our facility with the sometimes difficult conversations that arise inside issues of social justice as we deepen our understandings of multiple perspectives – whatever our backgrounds, experiences, or positions.

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community. You can learn more about the University's expectations in the Discrimination, Harassment, and Retaliation policy (policy 29) in the [Student Handbook](#).

### Recordings and Student Privacy

*Video and audio recordings of class lectures will be part of the classroom activity. The video and audio recordings are used for educational use/purposes and only may be made available to all students presently enrolled in the class. For purposes where the recordings will be used in future class sessions/lectures, any type of identifying information will be adequately removed.*

To protect the privacy of your fellow students and adhere to FERPA guidelines, students are not allowed to record class sessions without permission.



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### Students' Rights and Responsibilities

*Academic freedom is a cornerstone of higher education and applies to students as well as instructors. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.*

If you have any concerns about the class or course grading, please talk with me first. Occasionally, a student will encounter a concern/problem on campus that they do not know how to resolve. Student complaint procedures (informal and formal) have been developed and posted on the [Dean of Students](#) webpage to guide the student through the process in an effort to resolve the issue as quickly and fairly as possible. The Student Complaint policy can be viewed here:

<https://www.uwp.edu/explore/offices/governance/policy51.cfm>

### Students' Support Resources

#### Tutoring and Writing Center

The Parkside Academic Resource Center ([PARC](#)) is available to support all Parkside students free of charge. Free tutoring is also available online via NetTutor, which is linked in Canvas. Please take advantage of these excellent resources, especially the writing tutors who may be able to help you with your essays and written assignments.

#### Student Health and Wellbeing

Being a student can be stressful, particularly given the current state of the world. Mental health issues, including significant stress, mood changes, excessive worry, or problems eating or sleeping can interfere with reaching your academic goals. If you think that some of your symptoms might be related to your coursework in this class, please contact me. However, these symptoms can also be the consequence of personal struggle, loss, or crisis, which can also affect your well-being in the classroom. UW-Parkside provides counseling resources to support students, faculty, and staff. Some of your options include approaching the Student Health and Counseling Center, Academic Advisors and Success Coaches, the Dean of Students office, and the Title IX office. You can contact the Counseling Center at 262-595-2366 during business hours or contact these [partners](#) for urgent after hours needs. Additionally, students can schedule [free telecounseling appointments](#) at any time with our Mantra Health counseling partners.

The [Student Health and Counseling Center](#) is open to all enrolled students and provides low- or no-cost basic medical assistance and mental health support services. All appointments with the health professionals are conducted via a private and confidential sessions. When acute medical or psychiatric care is needed, a referral will be made. Book an [appointment](#) online or call 262-595-2366.

#### Basic Needs Security

We learn as whole people. To learn effectively you must have basic security: a roof over your head, a safe place to sleep, enough [food](#) to eat. If you're having trouble with any of those things, please talk with me or with the Dean of Students. Together we can work to make sure those needs are met



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It can be challenging to do your best in class if you have trouble meeting basic needs like safe shelter, sleep, and nutrition. If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, I urge you to contact the Dean of Students and/or me. We are here to help.

## Schedule of Weekly Readings and Assignments

**Please Note:** I reserve the right to revise this portion of the syllabus at any point during the semester. I will try to keep this to an absolute minimum and will give you as much notice as possible of any changes.

**Assignments are due by 11:59 PM on the date they are listed in Canvas.**

Weeks 5, 10, and 14 are reserved for cumulative review. No new content is presented. Please use that time to complete your unit exams and cumulative assessments. The specific published articles and online videos associated with each lesson are posted in Canvas.

Unit	Lesson	Topics and Chapter Readings	Assessments			CACREP Standards
			Discussion Boards	Exams	Projects/Papers	
Foundations of the Counseling Profession	1	Becoming a Clinical Mental Health Counselor  Watson & Schmit (2020) Chapter 1	---	---	Professional Identity Mapping  (Mini Project)	5.C.1.a History and development of clinical mental health counseling. 5.C.1.b Theories and models of clinical mental health counseling. 5.C.2.a Roles and settings of clinical mental health counselors. 5.C.2.k Strategies for professional identity and development.
	2	Evolution of CMHC  Watson & Schmit (2020) Chapter 2	Then & Now: Counseling's Legacy in a Digital Age	---	---	5.C.1.a History and development of clinical mental health counseling. 5.C.1.b Theories and models of clinical mental health counseling.
	3	Policies, Laws, Regulatory Issues	Advocacy Spotlight	---	---	5.C.2.i

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Unit	Lesson	Topics and Chapter Readings	Assessments			CACREP Standards
			Discussion Boards	Exams	Projects/Papers	
		Watson & Schmit (2020) Chapter 4				Legislation and government policy relevant to clinical mental health counseling. 5.C.2.l Legal and ethical considerations in clinical mental health counseling. 5.C.3.d Strategies for interfacing with integrated behavioral health care professionals. 5.C.3.e Strategies for advocating for persons with mental health issues.
	4	Models of Clinical Supervision  Watson & Schmit (2020) Chapter 8	---	---	Case Analysis  (Mini Project)	2.F.1.m Roles and processes of clinical supervision. 2.F.1.j Evidence-based counseling strategies and practices.
	5	Cumulative Review	---	Unit I Exam	---	CACREP Standards from Lessons 1–4
Records & Relationships	6	Documentation and Record Keeping in Clinical Settings  Watson & Schmit (2020) Chapter 6	Case Note	---	---	5.C.1.c Foundations, skills, and practices of clinical mental health counseling. 5.C.1.a History and development of clinical mental health counseling. 5.C.3.a Intake interview, mental status exam, biopsychosocial

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Unit	Lesson	Topics and Chapter Readings	Assessments			CACREP Standards
			Discussion Boards	Exams	Projects/Papers	
						history, mental health history. 5.C.2.l Legal and ethical considerations in clinical mental health counseling. 5.C.2.m Record keeping, third-party reimbursement, and practice management.
	7	Managed Care  Watson & Schmit (2020) Chapter 7	---	---	Professional Private Practice Counselor Interview  (Project)	5.C.2.i Legislation and government policy relevant to clinical mental health counseling. 5.C.2.m Record keeping, third-party reimbursement, and practice management.
	8	Behavioral Medicine: A Holistic Look at Health and Illness  Watson & Schmit (2020) Chapter 10	Mini Simulation: Communicating in Integrated Care	---	---	5.C.1.b Theories and models of clinical mental health counseling. 5.C.2.g Impact of crisis and trauma on mental health. 5.C.3.d Strategies for interfacing with integrated behavioral health care professionals. 5.C.3.a Intake interview, mental status exam, biopsychosocial history, mental health history. 5.C.2.a

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Unit	Lesson	Topics and Chapter Readings	Assessments			CACREP Standards
			Discussion Boards	Exams	Projects/Papers	
						Roles and settings of clinical mental health counselors.
	9	Neuroscience and the brain: What mental health counselors need to know  Watson & Schmit (2020) Chapter 12	Mini-Simulation: Neurocounseling in Action	---	---	5.C.2.g Impact of crisis and trauma on mental health. 5.C.3.b Techniques and interventions for prevention and treatment.
	10	Cumulative Review	---	Unit II Exam	---	CACREP Standards from Lessons 6–9
Integrating Systems and Science in Mental Health Counseling	11	Evidence-Based Practice  Watson & Schmit (2020) Chapter 9	---	---	Insurance/Managed Care Activity (Project)	5.C.2.m Record keeping, third-party reimbursement, and practice management. 5.C.2.c Mental health care systems and the counselor's role across settings. 5.C.3.b Techniques and interventions for prevention and treatment.
	12	Working with Specific Client Populations  Watson & Schmit (2020) Chapter 15	Cultural Counseling in Action	---	---	5.C.2.j Cultural factors relevant to treatment of specific populations. 5.C.3.b Techniques and interventions for prevention and treatment.
	13	Psychopharmacology for the non-medical mental health professional	Please use your typical Lesson Assessment time to complete your Advocacy Paper, which is due during Lesson 14.			5.C.1.d Neurobiological and medical foundation and etiology of addiction

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Unit	Lesson	Topics and Chapter Readings	Assessments			CACREP Standards
			Discussion Boards	Exams	Projects/Papers	
		Watson & Schmit (2020) Chapter 11				and co-occurring disorders. 5.C.2.h Classifications, indications, and contraindications of psychopharmacological medications for referral and consultation. 5.C.3.d Strategies for interfacing with integrated behavioral health care professionals.
	14	Cumulative Review	---	Unit III Exam	Advocacy Paper	CACREP Standards from Lessons 11–13

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**Appendix A**

List of Required Readings

- American Counseling Association. (2020, June). Professional advocacy: A call to the profession. *Counseling Today*. <https://www.counseling.org/publications/counseling-today-magazine/article-archive/article/legacy/professional-advocacy-a-call-to-the-profession>
- American Counseling Association. (n.d.). Values & statements. Retrieved July 2025, from <https://www.counseling.org/about/values-statements>
- American Psychological Association. (2023). Evidence-based practice in psychology. <https://www.apa.org/practice/guidelines/evidence-based-statement>
- Arslan, Ü. (2018). The historical development of professional counseling and an overview of vocational standards in the United States. *International Journal of Eurasia Social Sciences*, 9(34), 2524–2533. <https://files.eric.ed.gov/fulltext/ED604104.pdf>
- Borders, L. D. (2014). Best practices in clinical supervision: Evolution of a counseling specialty. *The Clinical Supervisor*, 33(1), 26–44. <https://doi.org/10.1080/07325223.2014.905225>
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- Ellis, M. V., et al. (2014). Inadequate and harmful clinical supervision: A review. *The Counseling Psychologist*, 42(4), 434–472. <https://doi.org/10.1177/0011000013508656>
- Field, T. A. (2014). Integrating left-brain and right-brain: The neuroscience of effective counseling. *The Professional Counselor*, 4(1), 19–27. <https://doi.org/10.15241/taf.4.1.19>
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- GoodTherapy. (n.d.). Empirically supported treatments. <https://www.goodtherapy.org/learn-about-therapy/types/empirically-supported-treatment>
- Hilert, A. J., & Haskins, N. (2022). Teaching mindfulness in prison settings: A grounded theory of strategies to promote engagement and empowerment. *Journal of Offender Rehabilitation*, 61(1), 1–19. <https://doi.org/10.1080/10509674.2021.2017384>
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- Kaut, K. P., & Dickinson, J. A. (2007). The mental health practitioner and psychopharmacology. *Journal of Mental Health Counseling*, 29(3), 204–225. <https://doi.org/10.17744/mehc.29.3.t670636302771120>
- Kress, V. E., & Paylo, M. J. (2020). The evolving role of the clinical mental health counselor in integrated care. *Journal of Mental Health Counseling*, 42(3), 250–263. <https://doi.org/10.17744/mehc.42.3.07>
- Leitão, J., Pereira, A., & Silva, M. (2023). The evolving field of digital mental health: Current evidence and future directions. *Digital Health*, 9. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC12079407>
- Leitão et al. (2023). The evolving field of digital mental health: Current evidence and future directions. *Digital Health*, 9. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC12079407>
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**Appendix B**

List of Required Videos

- McCaffrey, M. (2024, March 12). *How to write SOAP notes for counseling: Quickest training ever!* [Video]. YouTube. <https://youtu.be/ihvaqTImp48>
- Neuroscience for Teachers. (2016). *Introduction to educational neuroscience* [Video]. YouTube. <https://www.youtube.com/watch?v=VQjuDqc7YdQ>
- SAMHSA. (2025). *Ethical considerations in digital mental health* [Video]. YouTube. <https://www.youtube.com/watch?v=f1iJ47lgfZU>
- Social Science Explainer. (2025). *Biopsychosocial model: Definition & examples (easy explanation)* [Video]. YouTube. [https://www.youtube.com/watch?v=HM9T\\_E04SAM](https://www.youtube.com/watch?v=HM9T_E04SAM)
- The Council of State Governments. (2022, October 20). *Introduction to the counseling compact* [Video]. YouTube. [https://youtu.be/845kxute\\_CQ?si=a8-JatfYf2JoJCAV](https://youtu.be/845kxute_CQ?si=a8-JatfYf2JoJCAV)
- Zur Institute. (2021). *Managed care and mental health: What clinicians need to know* [Video]. YouTube. <https://www.youtube.com/watch?v=KZzFZzZKxgl>