

Course Syllabus
COUN 5395
Professional Practice in CMHC
Spring 2020

CLASS INFORMATION

Instructor: Myron D. Jones, Ph.D., LPC-S, LCDC
Time: Fridays 11:00-1:45
Location: DEP 215
Office Hours: Available by Appointment Only.
Phone: 214-298-3376 (best way to reach me)
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REQUIRED TEXT

Wheeler, A. M., & Bertram, B. (2015). *The counselor and the law: A guide to legal and ethical practice* (7th ed.). Alexandria, VA: American Counseling Association.

Texas State Board of Examiners of Professional Counselors. (2016). *LPC rules*. Retrieved from https://www.dshs.state.tx.us/counselor/lpc_rules/

American Counseling Association. (2014). *ACA Code of Ethics*. Retrieved from <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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

COURSE CATALOGUE DESCRIPTION

COUN 5395: Professional Practice in CMHC (3 hours)

This capstone course addresses business, legal and ethical aspects of professional counseling practice, including advanced application of state ethics, detailed coverage of Texas counselor licensure statutes and rules, records management, national credentialing, and third party payer procedures and practices. Prerequisite: Credit in COUN 5393 or PSYC 5393.

COURSE RATIONALE

The Texas State Board of Examiners of Professional Counselors (the LPC Board) recently analyzed trends in complaints from the public. The members made a determination that an additional course covering counseling business, law, and ethics would be a fruitful new requirement for licensure.

PROFICIENCIES FOR COUNSELORS

Proficiencies that counselors-in-training must master are derived from two sources: the State of Texas, including the Texas Administrative Code (TAC) and Texas Education Code (TEC), and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP).

Applicable portions for this course include:

TAC, Title 22, 681.83 *Professional Counselors – Academic Requirements for Licensure – Academic Course Content*

- (c) As of August 1, 2017, the following courses to meet the 60 hour requirement shall include:
- (2) additional course in counselor ethics; to include records management, an overview of business/family law and professional practice and the study of current board rule;

CACREP Common Core Standards II.G. (Please note ONLY students enrolled in the CLINICAL MENTAL HEALTH COUNSELING PROGRAM are in a CACREP-Accredited program)

1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:

- g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
- j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

CACREP Clinical Mental Health Counseling Standards

1. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling. (III.A.2)
2. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems). (III.A.7)
3. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability. (III.A.8)

STUDENT LEARNING OUTCOMES AND ASSESSMENTS

The student learning outcomes from this course are as follows:

Clinical Mental Health Counseling

4.0 Professional Orientation and Ethics: Students will demonstrate an understanding of the counseling profession, counselors' professional identity and roles, and the functions of professional organizations and credentialing bodies. This includes the relationship between and application of national and state ethical and legal standards and the effects of public policy on these issues.

EVALUATION AND GRADING

Cumulative course evaluation is based on a 100-point scale. The total number of points earned will determine the semester grade.

90 - 100 points = A

80 - 89 points = B

70 - 79 points = C

60 - 69 points = D

Below 60 points = F

Points will be awarded for the following activities:

1. Case Studies/ Class Participation and Preparedness (10 Points)

Appropriate participation in evaluations of case studies, supporting your answers with citations from the LPC board rules and the current American Counseling Association Code of Ethics. Additional details will be provided later in the semester

2. Professional Resume (20 Points)

Develop a professional resume highlighting your education and experience.

3. Application Packet (10 Points)

Complete the application packet for Licensed Professional Counselor-Intern Status. This includes signed originals of the hour-verification forms. There should be a separate form for

each site in each class. For professors' signatures, please attend their posted office hours. When requesting signatures, please help the signer be aware that this is for your actual application packet so they can properly verify everything. Additional details will be provided.

4. Professional Disclosure Statement (10 Points)

Create your professional disclosure statement based on the requirements described in the LPC board rules, the American Counseling Association Code of Ethics, your texts, and other resources. Since you will soon be graduating, please write this form from the perspective that you have earned your degree and are working as an LPC-Intern in a group practice with the responsibility of setting your own fees, payment arrangements, etc. Additional details will be provided later in the semester.

5. Advocacy Activity (20 Points)

The ability to advocate for students, clients, and the counseling profession with legislators is an increasingly important professional activity. There are several issues directly pertaining to mental health, education, and other counseling-related issues before the United States' Congress this session.

Choose a proposed bill that appeals to you from the list at

<http://www.govtrack.us/congress/bills/>. Next, go to <http://www.govtrack.us/congress/members> and enter your zip code to find your United States Representative and Senators.

Write a 2 page reflection paper (double spaced) including information about the bill, your representative/senator's name and why you believe this is an important issue. Discuss how this issue relates to counseling and your current/future clients and why you think it is important to advocate for or against this issue.

For additional support, the Texas Counseling Association provides information and official organization positions at www.txca.org under its Public Policy section. The American Counseling Association (counseling.org) provides similar resources in the Government Affairs section. Information for the current legislative session should be available.

6. Theory and Client Population of Choice Presentation/ Job Talk (30 Points)

Identify a theoretical orientation which you plan to use in your future clinical work and a work setting you are interested in seeking immediately after graduation. Develop a **10 minute presentation** in which you outline your theory and preferred work setting. In this presentation discuss:

- Why you chose your theoretical orientation
 - o Be able to speak knowledgeably about your theory and the components of it
- Why you want to work in the identified setting
 - o What kinds of clients you think you will particularly be able to be effective with
- How you have found your theoretical orientation to be beneficial in working in this type of setting
- Be prepared to answer questions from students and myself regarding the strengths you bring to the counseling job market, areas for growth, and other questions related to your readiness to enter the mental health field as a counselor.

This assignment is meant to act as a "prep" for a job interview. Frequently in job interviews supervisors and clinical administrators will inquire as to your theoretical orientation and which populations you believe you work most effectively with. They then want you to be able to tie a link between these two concepts. More information will be provided in class.

TENTATIVE CLASS SCHEDULE

DATE	SCHEDULED TOPIC	DUE TODAY	READING DUE TODAY
1/17	Introduction to the class The Counseling Profession and the Counseling Relationship		Wheeler & Bertram Chapters 1 & 2
1/31	Ethical Decision Making Overview of Law and Ethics The LPC Board		Wheeler & Bertram Chapter 3 TAC Title 22: Subchapter A
2/14	Civil Malpractice Liability Licensure Board Complaints and Criminal Actions Requirements for Licensure	Professional Disclosure Statement Due	Wheeler & Bertram Chapter 4 TAC Title 22: Subchapters B & C
2/28	Confidentiality, Privilege, and HIPAA Privacy Application Procedures and Licensing		Wheeler & Bertram Chapter 5 TAC Title 22: Subchapter D, E, F, G, H
3/13	Duty to Report, Warn, And Protect Suicide and Threats of Harm to Self Informed Consent	Application Packet Due	Wheeler & Bertram Chapter 6 & 8 TAC Title 22: Subchapter J
3/27	Communication, Technology, and Social Media Professional Boundaries Records and Documentation		Wheeler & Bertram Chapters 7, 9, & 10 TAC Title 22: Subchapters K, L M
4/10	Managing Your Counseling Practice Private Practice Work	Advocacy Activity Due	Wheeler & Bertram Chapter 11 Colburn, 2013 Article Cohn & Hastings, 2013 Article
4/24	Counselor Educators and Clinical Supervisors	Professional Resume Due Job Talk Presentations	Wheeler & Bertram Chapter 12

COURSE AND DEPARTMENTAL POLICIES

A. Diversity

Case studies and other examples inherent in this course will approach counseling from a cultural perspective. This course examines many sensitive areas. Because our student population is very diverse, sensitivity to gender/race/age/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

B. Attendance

Regular attendance is expected. You are allotted one absence without penalty, each further absence will negatively impact your grade.

C. Late Work

All assignments are due according to the timeline established by the syllabus unless otherwise noted by the instructor. The maximum number of points awarded will decrease by ten percent for each business day that the assignment is late. Assignments will be accepted up to two days late.

D. Informed Consent Statement for Counseling Courses

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's *personal history*. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *ACA Code of Ethics* (2014).
- Students often experience personal growth as they progress through the program. However, the courses are *not* meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

E. Psychology and Counseling Retention Policy

Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee's knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large.

As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one's own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (<http://www.apa.org/ed/graduate/cctc.html>), approved March 25, 2004. (2012-2014 Graduate Catalog)

Evaluating Student Fitness and Performance

Members of the faculty, using professional judgment, continuously evaluate each student's fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor's observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, and the disciplines' codes of ethics. Students are formally evaluated at least annually by the program faculty. Detailed information about procedures for student evaluations, progress review, retention, and for addressing concerns about student progress are available at the department website:

<http://www.uttyler.edu/psychology/>.

Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term "unsatisfactory progress in the program" refers to an academic judgment made regarding the student's fitness and performance. It is a determination that the student has failed to meet academic and/or professional standards.

F. Other

Students are strongly encouraged to read The University of Texas at Tyler's Graduate Catalog especially regarding issues such as academic grievance, plagiarism and cheating, etc. The policies stipulated in the catalog will be strictly enforced.

Please turn all cell phones, pagers, and other electronic equipment to off, silent, or vibrate during face-to-face and synchronous classes. To create a respectful class environment, please refrain from texting, checking messages, etc. In the case of an emergency, please alert the instructor prior to class.

Papers and presentations are expected to follow APA format. Please see Blackboard course content or the *APA Publication Manual, 6th edition*, for more information. If you do not have a copy of the APA Manual, *purchase one*.

Many assignments for this course will be electronically submitted through a plagiarism checker. It is strongly suggested that students check their papers for plagiarism and grammatical errors and make any necessary adjustments before submitting them. For help writing papers without plagiarism, please consult the APA Manual, 6th edition, or visit the Writing Center.

UNIVERSITY POLICIES

A. UT Tyler Honor Code

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

B. Student Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

C. Campus Carry

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

D. UT Tyler a Tobacco-Free University

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

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

There are several cessation programs available to students looking to quit smoking, including counseling, quit lines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

E. Grade Replacement/Forgiveness and Census Date Policies

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

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade

replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

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

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

F. State-Mandated Course Drop Policy

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

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

G. Student Accessibility and Resources

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA), and the ADA Amendments Act (ADAAA), the University offers accommodations to students with learning, physical, and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to contact the Student Accessibility and Resources (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you but have questions or concerns, please contact the SAR office. For more information or to set up an appointment, please visit the SAR office located in the University Center, Room 3150, or call 903.566.7079. You may also send an email to dstaples@uttyler.edu.

H. Student Absence due to Religious Observance

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

I. Student Absence for University-Sponsored Events and Activities

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

J. Social Security and FERPA Statement:

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

K. Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire Department, or Fire Prevention Services.

L. Student Standards of Academic Conduct

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

a. "Cheating" includes, but is not limited to:

- a. copying from another student's test paper;
- b. using during a test, materials not authorized by the person administering the test;
- c. failure to comply with instructions given by the person administering the test;
- d. possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test; using, buying, stealing, transporting, or soliciting in whole or part the contents of an un-administered test, test key, homework solution, or computer program; using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution or computer program;
- e. collaborating with or seeking aid from another student during a test or other assignment without authority; discussing the contents of an examination with another student who will take the examination;
- f. divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructor has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- g. substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- h. paying or offering money or other valuable thing to or coercing another person to obtain an unadministered test, test key, homework solution, or computer program, or information about an unadministered test, test key, homework solution, or computer program;
- i. falsifying research data, laboratory reports, and/or other academic work offered for credit;
- j. taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler or of another if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- k. misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

b. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

c. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

d. All written work that is submitted will be subject to review by SafeAssign™, available on Blackboard.

M. UT Tyler Resources for Students

1. UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
2. UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
3. The Mathematics Learning Center, RBN 4021. This is the open access computer lab for math students with tutors on duty to assist students who are enrolled in early-career courses.
4. UT Tyler Counseling Center (903.566.7254)

CEP MISSION AND VISION STATEMENTS**Vision**

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, and respect for individual differences as a means of enhancing learning, service, and scholarship.