



COUN 530.81E
Clinical Mental Health Counseling

Course Syllabus:

Fall 2025

August 25th – December 12th – 2025

Saturdays 9:00am – 11:40am

Dallas

INSTRUCTOR INFORMATION

Instructor: Azadeh Mansour, Ph.D.

Office Locations: Dallas

Office Hours: By Appointment

University Email Address: azadeh.mansour@etamu.edu

Preferred Method of Communication: Email / Schedule An Appointment

Communication Response Time: 24-48 hours, Monday – Friday

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbooks:

American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed, text rev.). <https://doi.org/10.1176/appi.books.9780890425787>

MacCluskie, K.C., & Ingersoll, R.E. (2001). *Becoming a 21st century agency counselor*. Belmont: Wadsworth. (Shredded)

Seligman, L. (2004). *Diagnosis and treatment planning in counseling*. (3rd ed.), (shredded). New York: Kluwer Academic/Plenum Press. (Shredded)

Watson, J.C., & Schmit, M.K. (2020). *Introduction to Clinical Mental Health Counseling*. Los Angeles: SAGE Publications, Inc.

****Note:** This course uses D2L as it Learning Management System

Required Supplementary Readings:

****Other Readings As Assigned**

The syllabus/schedule are subject to change



COURSE DESCRIPTION

Catalogue Description of the Course

COUN 530 - Clinical Mental Health Counseling. Three semester hours.

As the foundation course for those planning to be counselors in mental health settings, this course includes theoretical and applied information regarding mental health counseling services in the context of the larger social services system. A variety of delivery systems, staffing procedures, case management procedures, emergency services, treatment paradigms, and the need for consultation and collaboration among mental health professionals are discussed. Prerequisites: Successful completion of Level 1 Counseling Courses (COUN 501, 510, 516, 528) and Level 1 Examination or consent of instructor.

General Course Information

Clinical mental health counseling is based on the premises that counseling helps clients to identify, develop, and use a variety of resources to achieve goals, and that the desired outcomes of counseling are positive change, personal growth, and the acquisition of coping mechanisms and skills. The course examines the identity, professional standards, professional organizations, and employment settings of the professional counselor. Models of problem definition, administrative structure, and service delivery in clinical mental health settings will be explored.

Student Learning Outcomes

2016 CACREP Standards Addressed in COUN 530

Doctoral Standard	Learning Activity or Assignment	Assessment	Assessment Rubric	Benchmark
5.C.1.a. history and development of clinical mental health counseling	Readings: MacCluskie & Ingersoll (2001) Chapters. 1, 2, 3, & 6; Seligman (2004) Chapters 1, 2 13; Watson & Schmit (2020) Chapters 2	1. Discussion Rubric; 2. Knowledge: Exam 1	1. Discussion rubric 2. n/a	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation 2. $\geq 80\%$ will score $\geq 80\%$ on knowledge exam 1
5.C.2.i. legal and ethical considerations specific to clinical mental health counseling	Readings: Seligman (2004) Chapter 12; Watson & Schmit (2020) Chapters 4,5; 2014 ACA Code of Ethics; LPC Code of Ethics; Current Texas Health and Safety Code & Texas Family Code	1. Discussion Rubric 2. Knowledge Exam 1 3. Project A: Ethics	1. Discussion Rubric 2. n/a 3. Project A: Ethics Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation 2. $\geq 80\%$ will score $\geq 80\%$ on knowledge exam 1

The syllabus/schedule are subject to change

				3. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation for Project A: Ethics
5.C.2.a. roles and settings of clinical mental health counselors	Readings: MacCluskie & Ingersoll (2001) Chap. 1, 2, 3, & 6	1. Discussion	1. Discussion Rubric	1. $\geq 80\%$ of average rubric scores will either
5.C.2.c. mental health service delivery modalities within the continuum of	Seligman (2004) Chap. 1, 2, & 13	2. Knowledge: Exam 1	2. n/a	meet (2) or
care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	Watson & Schmit (2020) Chapter 1			exceed (3) expectation 2. $\geq 80\%$ will score $\geq 80\%$ on knowledge exam 1
5.C.2.k. professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling	Readings: MacCluskie & Ingersoll (2001) Chap. 1, 2, 3, & 6 Selected Professional organizations' website; Seligman (2004) Chap. 1, 2, & 13; Watson & Schmit (2020)	1. Discussion 2. Knowledge: Exam 1	1. Discussion Rubric 1. n/a	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation 2. $\geq 80\%$ will score $\geq 80\%$ on knowledge exam 1
5.C.2.m. record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	Readings: Seligman (2004) Chap. 11; selected SOAP note and practice management platforms websites; MacCluskie & Ingersoll (2001) Chap. 7 & 8 Watson & Schmit (2020) Chap 6&7	1. Discussion 2. Project E: Sicko 3 Project F: Professional Interviews	1. Discussion Rubric 2. Project E: Sicko Rubric 3. Project F: Professional Interviews Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation 2. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation on Project E Sicko rubrics 3. $\geq 80\%$ of average

The syllabus/schedule are subject to change



				<p>rubric scores will either meet</p> <p>(2) or exceed (3) expectation on Project F: Professional Interviews rubric</p>
<p>5.C.2.i. legislation and government policy relevant to clinical mental health counseling</p>	<p>MacCluskie & Ingersoll (2001) Chap. 2, 3, & 6; Watson & Schmit (2020) Chap. 4; Selected websites (TCA public policy; ACA public policy); NAMI and other advocacy groups mentioned in lecture notes</p>	<p>1. Discussion: Advocacy</p> <p>2. Knowledge: Exam 1</p>	<p>1. Discussion Rubric</p> <p>2. n/a</p>	<p>1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation on advocacy prompt</p> <p>2. $\geq 80\%$ will score $\geq 80\%$ on knowledge exam 1</p>
<p>5.C.1.b. theories and models related to clinical mental health counseling</p>	<p>MacCluskie & Ingersoll (2001) Chap. 2, 3, & 6; Watson & Schmit (2020), Chap 3, 14</p>	<p>1. Discussion</p> <p>2. Knowledge; Exam 2</p>	<p>1. Discussion Rubric</p> <p>2. n/a</p>	<p>1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation</p> <p>2. $\geq 80\%$ will score $\geq 80\%$ on knowledge exam 2</p>
<p>5.C.2.c. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks</p>	<p>MacCluskie & Ingersoll (2001) Chap. 2, 3, & 6; Watson & Schmit (2020) Chap 3, 14 Project D assignment</p>	<p>1. Discussion</p> <p>2. Project D: Intervention</p> <p>3. Knowledge Exam 2</p>	<p>1. Discussion Rubric</p> <p>2. Project D: Intervention Rubrics</p> <p>2. n/a</p>	<p>1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation</p> <p>2. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation on Project D: Intervention rubrics</p> <p>3. $\geq 80\%$ will score $\geq 80\%$ on knowledge exam 2</p>

The syllabus/schedule are subject to change

2.F.5.i. development of measurable outcomes for clients	Lecture and selected online sites MacCluskie & Ingersoll (2001) Chap. 5; Seligman (2004), Chap. 4 & 5 minus dated DSM material; Watson & Schmit (2020) Chap 14	1. Discussion 2. Project B: Diagnosis Conceptualization 3. Project C: Treatment Plan 4. Knowledge: Exam 2	1. Discussion Rubric 2. Project B: Diagnosis Rubric 3. Project C: Treatment Plan Rubric 4. n/a	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation 2. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation on Project B: Diagnosis 3. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation on Project C: Treatment Planning 4. 3. $\geq 80\%$ will score $\geq 80\%$ on knowledge exam 2
2.F.5.k. strategies to promote client understanding of and access to a variety of community-based resources	Selected websites on community-based resources; DSM-5 Appendix; Seligman (2004) Chap. 3	1. Discussion	1. Discussion Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
5.C.2.j. cultural factors relevant to clinical mental health counseling	Selected websites DSM-5 Appendix; Seligman (2004) Chap. 3; Watson & Schmit (2020), Chap 15	1. Discussion	1. Discussion Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation
2.F.5.j. evidence-based counseling strategies and techniques for prevention and intervention	MacCluskie & Ingersoll (2001) Chap. 5; Seligman Chap 3,4 & 5; DSM-5 Appendix; Watson & Schmit. (2020) Chap 3, 14	1. Discussion on Assessment	1. Discussion on Assessment Rubric	1. $\geq 80\%$ of average rubric scores will either meet (2) or exceed (3) expectation on Assessment rubric

The syllabus/schedule are subject to change

Content Areas include, but are not limited to, the following:

- I. The role(s), functions, and professional identity of counselors in a variety of clinical mental health practice settings.
- II. The structures and operations of professional organizations, preparation/accreditation's boards, and credentialing bodies related to clinical mental health counseling.
- III. Pertinent developments in historical, philosophical, societal, cultural, economic, and political contributions to the mental health movement.
- IV. Appropriate behavior with regard to ethical and legal issues in the practice of clinical mental health counseling. Demonstration of such behavior may also be required.
- V. Implications of professional issues unique to clinical mental health counseling including but not limited to recognition, reimbursement, and right to practice.
- VI. Implications of diversity issues relevant to clinical mental health counseling.
- VII. The clinical mental health counselor's relationship to other professionals in various settings.
- VIII. Organizational, administrative, fiscal, and legal dimensions of clinical mental health practice settings and institutions.
- IX. Theories and techniques of needs assessment in designing, implementing, and evaluating clinical mental health counseling interventions, programs and systems.
- X. Linkages with other entities with regard to consultation, education, and outreach.
- XI. The need for and process of creating and developing human services programs and networks, public, private, and volunteer, in local communities.
- XII. Characteristics of individuals seeking clinical mental health counseling services, including but not limited to the effects of socioeconomic status, unemployment, aging, gender, culture, race, ethnicity, chronic illness, developmental transitions, and interpersonal, family, and community violence.
- XIII. Principles of program development and service delivery for a clinical mental health practitioner's clientele, including but not limited to prevention, implementation of support groups, peer facilitation training, parent education, career information and counseling, and encouragement of self-help.

Students will identify, describe, explain, and/or demonstrate:

- XIV. Effective strategies to promote client understanding of and access to community resources.
- XV. Principles and models of biopsychosocial assessment, including techniques, and/or methods for conducting an intake interview, case-conceptualization, theories of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate treatment plans with regard to planning counseling interventions and tracking client progress
- XVI. Knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current edition of the Diagnostic and Statistical Manual.
- XVII. Appropriate and effective strategies for client advocacy in public policy and governmental relations.
- XVIII. Application of appropriate treatment modalities for initiating, maintaining, and terminating counseling, including the use of crisis intervention, brief, intermediate, and long-term approaches.

The syllabus/schedule are subject to change



COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class, you will utilize the Learning Management System (LMS) entitled D2L for portions of instructional and learning methods, submitting assignments, and completing exams. You will need to utilize other technologies such as Microsoft Word, PowerPoint, etc. If you have issues with this system, it is your responsibility to contact the help desk immediately.

Instructional Methods

This course consists of lecture and didactic learning methods, small group discussions, and in- class assignments, coupled with experiential learning and practical application. When we are not meeting face-to-face, you will be expected to participate and complete all online tasks via D2L. In addition to this, small lecture, discussion, activities, and workshops may be utilized during this course.

Student Responsibilities or Tips for Success in the Course

As a student in this course, you are responsible for the active learning process. Expectations of this course include the following:

1. You are expected to display professionalism at all times. Be respectful to your professor and peers. Be open to feedback, as you will receive this throughout the program.
2. Prepare for classes. Complete any and all readings prior to class time.
3. Complete all assignments by the deadline.
4. Adhere to the university student code of conduct.
5. Participate. During face-to-face classes, you are expected to actively participate in all activities and discussion. In the online format, you are expected to participate in all online discussions/activities. This is crucial to your learning.
6. All writing assignments must be done according to APA 7th edition.
7. Regularly check your University email. My suggestion is to check it at least once a day as your instructors and others from the department and University may contact you.
8. Begin your readings ASAP. Sometimes it may take more than one attempt to digest the material.
9. Deadlines are the last possible moment something is due—not the first moment to start. Work ahead. I realize this may not always be possible; however, when you can do so.
10. Be open to the process. This degree takes time, work, effort, and growth.

The syllabus/schedule are subject to change

Assignments/Assessments

***Note. Assignments are to be submitted as noted in D2L

1. **Class Attendance & Participation (30 points)** - Due to the nature of this class, attendance and participation are essential. Students are expected to demonstrate regular consistent attendance in this face-to-face course. Attendance will be noted during the in-person class. Attendance is defined as being present at the start of class, being in class during class time, and staying until the end of class. Participation is credited to all activities related to this course. Please be aware that being consistently late to class can also constitute as an absence, particularly when a pattern of lateness emerges without justification.

Regular class attendance and participation may include various activities such as reviewing case studies, and participation in various in-class small learning/discussion groups and educational activities aimed at enhancing the outlined weekly learning course objectives. Students will demonstrate knowledge and understanding of key concepts through class discussions and in-class activities. Students are expected to actively participate in and contribute to their learning experience. Active participation includes completing course readings and activity assignments and offering thoughtful contributions to discussion. Do not expect/rely on class lecture for your learning. This class requires you to be an active and critical thinker, to share your thoughts respectfully, to engage with material honestly and openly, and to participation in-class discussions. If you are instructed to do any additional written/paper activity, it will be collected at the end of the class, these papers will be used to grade the class participation points at the end of the semester. Students must participate in discussions such that their preparation for class is evident. **Note.** Active participation and professional courtesy are expected. Participation includes the ability of the student to interact with the professor and peers in a professional and respectful manner. Failure to do so will result in points being deducted from your final grade.

The following criteria will be used to determine attendance & participation points:

Class Participation Rubric

	1 – Does Not Meet Expectation (0 to 25 points)	2 – Meets Expectation (24 to 26 point)	3 – Exceeds Expectations (27 to 30 points)
Discussion Qualities	Passive participation: present, awake, alert, attentive, but not actively involved or invested; Or Uninvolved: absent, present but not attentive, sleeping, texting/surfing, irrelevant contributions. Absence or lateness for class attendance - Two or more absences/pattern of lateness evident.	Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion/personal self-disclosure rather than study, contemplation, synthesis, and evaluation. Full class attendance - No more than one absence/no evident pattern of lateness.	Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or self-disclosure inappropriate to the circumstances. Full class attendance - No absence/no evident pattern of lateness.

The syllabus/schedule are subject to change

2. **Exam I and Exam II (200 points total; 100 points each exam):** Two multiple-choice exams (~50 questions each.), with a section of application questions (~2). Students will demonstrate knowledge of content areas on exams. The exams will be multiple choice and short essay/application **over material in assigned readings and activity assignments** in units. Exams will be administered on D2L; applicable exam instructions will also be accordingly posted on D2L.

Exam I & Exam II Rubric

Exams	1 – Does Not Meet Expectation <80	2 – Meets Expectation 80-89	3 – Exceeds Expectation >89
Graded average (based on 100 total points)	Less than 80% correct on exam	Between 80% and 89% correct on exam	Greater than 89% correct on exam

3. **Activities/Project Assignments.** (graded based on rubric below):

- a. **Assignment A: Ethical Case Opinion (20 points).** Based on presented ethical case example scenario/s students will complete an opinion statement for the ethical case example/s discussed. The assignment is due as noted on course syllabus and D2L. Students will be graded according to the level of thought put into the opinion and the accuracy of the content of their reflected opinion. Please cite source for reference.

Project A: Ethics Opinion Rubrics

	1 – Does Not Meet Expectation (0 to 15.8 points)	2 – Meets Expectation (15.9 to 17.9 points)	3 – Exceeds Expectations (18 to 20 points)
Ethical Case Example	Did not completed the assignment OR assignment is not complete, not written in a clear manner OR opinion is missing critical components (relevant ethical standards) for the case; is discussed in an illogical/inconsistent manner. Several grammatical/ APA errors; not consistent with graduate level work.	Assignment completed presents most elements (relevant standards) of the case discussed OR all elements (standards) discussed in a brief manner. Evident of graduate level work with some grammatical/APA errors.	Assignment completed presents all elements (relevant standards) of the case discussed thoroughly and clearly. Evident of graduate level work with few to no grammatical/ APA errors.

3. **Activities/Project Assignments.** (graded based on rubric below):

- b. **Assignment B: Diagnostic Conceptualization (20 points).** Case study will be provided with an example as to how to approach a diagnostic assessment. The assignment is due as noted on course syllabus and D2L. Students will be graded according to the level of thought put into the diagnostic conceptualization review and the accuracy of the content of discussed content. Please cite source/s for reference.

Project B: Diagnostic Conceptualization Rubric

	1 – Does Not Meet Expectation (0 to 15.8 points)	2 – Meets Expectation (15.9 to 17.9 points)	3 – Exceeds Expectations (18 to 20 points)
Diagnostic Case	Did not completed the assignment. Assignment is not complete, not written in a clear manner OR opinion is missing critical components (diagnostic criteria) for the cases; is presented in an illogical/inconsistent manner (criteria met not evidenced by case). Assignment has several DSM errors; not consistent with mastery of diagnostic work.	Assignment presents most elements of the diagnostic case guidelines. All elements (DSM criteria for diagnosis) discussed in a brief manner for case. Assignment completed is evident of graduate level diagnostic work.	Assignment presents all elements (relevant DSM criteria for diagnosis) of the cases. Rationale discussed thoroughly and clearly. Assignment completed is evident of mastery of graduate level diagnostic work.

3. Activities/Project Assignments. (graded based on rubric below):

- c. **Assignment C: Treatment Planning (20 points).** Developed from a hypothetical case example. An outline will be provided for this assignment. The assignment is due as noted on course syllabus and D2L. Students will be graded according to the accuracy of the applicable content. Please cite source/s for reference.

Project C: Treatment Planning Rubric

	1 – Does Not Meet Expectation (0 to 15.8 points)	2 – Meets Expectation (15.9 to 17.9 points)	3 – Exceeds Expectations (18 to 20 points)
Treatment Plan	Did not complete the course assignment. Assignment is not complete, not written in a clear, measurable manner OR plan is missing critical components (problem definition, goal, objectives, strategies) for the cases; is presented in an illogical/inconsistent manner.	Assignment completed presents most elements of A workable treatment plan. All elements (problem definition, goal, objectives, strategies) written in objective, measurable terms such that plan could be implemented. Course assignment completed is evident of graduate level work.	Assignment completed presents all elements of a good working treatment plan. Rationale discussed thoroughly and clearly in objective, measurable terms such that plan could be implemented as is. Course assignment completed is evident of graduate level work.

3. **Activities/Project Assignments.** (graded based on rubric below):

- d. **Assignment D: Intervention Program (20 points).** Review an Intervention program available and view the program applicability scope online and via resources and available YouTube channel. After you have viewed a program, please write your review and comments about the program by the due date. The assignment is due as noted on course syllabus and D2L. Please cite source/s for reference.

Project D: Intervention Program Rubric

	1 – Does Not Meet Expectation (0 to 15.8 points)	2 – Meets Expectation (15.9 to 17.9 points)	3 – Exceeds Expectations (18 to 20 points)
Intervention	Did not complete the course assignment. Assignment is not complete; not written in a clear, measurable manner; is presented in an illogical/inconsistent manner; numerous grammatical errors.	Course assignment completed represents an adequate critique of selected Intervention program. Course assignment write up is evident of graduate level work.	Course assignment completed represents a good working critique of the selected Intervention program. Rationale in critique discussed thoroughly and clearly. Course assignment is evident of graduate level work.

3. **Activities/Project Assignments.** (graded based on rubric below):

- e. **Assignment E: “Sicko” (20 points).** View and respond to questions related to “Sicko,” a film documentary directed by Michael Moore. After you have viewed the documentary, please write and relate your responses to the documentary in relation to the issues raised in your readings under Reimbursement and Managed Care. **Relate your responses to these issues.** The assignment is due as noted on course syllabus and D2L. Please cite source/s for reference.

Project E: Sicko Rubric

	1 – Does Not Meet Expectation (0 to 15.8 points)	2 – Meets Expectation (15.9 to 17.9 points)	3 – Exceeds Expectations (18 to 20 points)
“Sicko”	Did not complete the assignment. Assignment is not complete; not written in a clear, measurable manner; is presented in an illogical/inconsistent manner; numerous grammatical errors.	Assignment completed is adequate critique of selected Intervention program. Assignment write up is evident of graduate level work.	Assignment completed represents a good working critique of the selected Intervention program. Rationale in critique discussed thoroughly and clearly. Assignment is evident of graduate level work.

3. **Activities/Project Assignments.** (graded based on rubric below):

- f. **Assignment F: Professional Interviews Rubric (20 points).** Structured Professional Interviews with knowledgeable representatives of **two** community mental health settings, one publicly funded and the other private. Details of how you will do this project, the product of which you will type using a consistent format such as that in the APA's *Publication Manual*, will be outlined in a separate document. The assignment is due as noted on course syllabus and D2L. Please cite source/s for reference.

Project F: Professional Interviews Rubric

	1 – Does Not Meet Expectation (0 to 15.8 points)	2 – Meets Expectation (15.9 to 17.9 points)	3 – Exceeds Expectations (18 to 20 points)
Interviews	Did not complete the course assignment. Assignment is not complete; not written in a clear, measurable manner; did not follow guideline questions; is presented in an illogical/inconsistent manner; numerous grammatical errors.	Course assignment completed is adequate compare/contrast of for profit/non-profit entities and professionals working in such centers. Assignment write up is evident of graduate level work.	Course assignment completed represents a good working compare/contrast of reported for profit and non-profit entities. Professional's role discussed thoroughly and clearly. Assignment is evident of graduate level work.



GRADING

Final grades in this course will be based on the following scale:

90%-100%	A
80%-89%	B
70%-79%	C
60%-69%	D
< 59%	F

Assignment/Assessment	Point Value
Class Attendance & Participation	30
Exam I	100
Exam II	100
Assignments: <i>A, B, C, D, E, F</i> – 20 points each	120
Total Points	350

Total points possible = 350. Your Final Grade is determined adding the point values earned from each assignment and then dividing by 350.

Assignments are due as highlighted on the course syllabus and as noted on D2L. Unless noted otherwise in-class, assignments are due in D2L by 11:59pm on the day noted. Late assignments if and when accepted will have 10% deducted per day late from the final score.

The syllabus/schedule are subject to change

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

The syllabus/schedule are subject to change

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site http://www.java.com/en/download/manual.jsp](http://www.java.com/en/download/manual.jsp)
- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed. JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader https://get.adobe.com/reader/](https://get.adobe.com/reader/)
 - [Adobe Flash Player \(version 17 or later\) https://get.adobe.com/flashplayer/](https://get.adobe.com/flashplayer/)

The syllabus/schedule are subject to change

○ Adobe Shockwave Player <https://get.adobe.com/shockwave/> ○ Apple Quick Time
<http://www.apple.com/quicktime/download/>

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support



If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here” to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

The syllabus/schedule are subject to change



Interaction with Instructor Statement

Communication with your professors is key to your professional growth. I am here to support and guide you along your academic journey. With that being said, I cannot help you if you do not communicate with me. Please reach out and make an appointment if you have any concerns or questions. Because I teach in different locations, please schedule a time to speak with me. I will attempt to answer all emails within 48 hours, Monday-Friday, but at times will need up to 72 hours to do so. When emailing, please use your university email and address me with courtesy and respect. Also, I will be more than happy to meet with you if needed. Please reach out to me so we can set up a convenient time to meet.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Assignments are due as highlighted on the course syllabus and as noted on D2L. Late papers will not be accepted. Unless noted otherwise in-class, assignments are due in D2L by 11:59pm on the day noted. Late assignments will have 10% deducted per day late from the final score if and when accepted with an excuse. In the event of an excused absent and with instructor approval, an alternative approved assignment may then be considered for the in-class class participation activity by the instructor. You must provide your instructor with university approved documentation reflecting the purpose of your absence.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance in-class and noted in D2L.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: Netiquette <http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

The syllabus/schedule are subject to change



Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Graduate Student Academic Dishonesty 13.99.99.R0.10

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

Artificial Intelligence

AI use policy as of May 25, 2023

Texas A&M University-Commerce acknowledges that there are legitimate uses of Artificial Intelligence, ChatBots, or other software that has the capacity to generate text, or suggest replacements for text beyond individual words, as determined by the instructor of the course.

Any use of such software must be documented. Any undocumented use of such software constitutes an instance of academic dishonesty (plagiarism).

Individual instructors may disallow entirely the use of such software for individual assignments or for the entire course. Students should be aware of such requirements and follow their instructors' guidelines. If no instructions are provided the student should assume that the use of such software is disallowed.

In any case, students are fully responsible for the content of any assignment they submit, regardless of whether they used an AI, in any way. This specifically includes cases in which the AI plagiarized another text or misrepresented sources.

13.99.99.R0.03 Undergraduate Academic Dishonesty

13.99.99.R0.10 Graduate Student Academic Dishonesty



ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M- Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

The syllabus/schedule are subject to change



Student Counseling Services

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it.





FLEXIBLE COURSE OUTLINE / CALENDAR

Fall 2025 Semester: August 25th – December 12th, 2025

The schedule/syllabus are subject to change at the discretion of instructor.

Flexible Course Calendar

Date	Topic	CACREP Standard(s)	Readings	Assignments
Week 1 8/30	Introductions, Course Overview and Expectations			Discussion Week 1
Week 2 9/6	History of the mental health movement; Future Directions for Mental Health Counselors	5.C.1.a.	Watson & Schmit (2020) Chapter 2 MacCluskie & Ingersoll (2001) Chapters 1, 2, 3 Seligman (2004) Chapters 1, 2, & 13	Discussion on Professional Issues Week 2
Week 3 9/13	Role of Research; Professional Identity-training, roles, associations, accreditation, and licensure; employment settings	5.C.2.a. 5.C.2.c. 5.C.2.k.	Watson & Schmit (2020) Chapter 1 MacCluskie & Ingersoll (2001) Chapters. 1, 2, 3, & 6 Selected Professional organizations' websites Seligman (2004) Chapters 1, 2, & 13	Discussion Week 3
Week 4 9/20	Right to practice, and Advocacy Self in the role of Counselor	5.C.2.i.	Watson & Schmit (2020) Chapter 4 Selected websites (TCA public policy; ACA public policy); NAMI and other advocacy groups MacCluskie & Ingersoll (2001) Chapters 2, 3, & 6	Discussion Week 4
Week 5 9/27	Ethical and legal issues and professional issues in clinical mental health counseling	5.C.2.l.	Watson & Schmit (2020) Chapter 5, 6, & 9 ACA Code of Ethics; LPC Code; State of Texas Health and Safety Code; State of Texas Family Code Seligman (2004) Chapter 12	Discussion on Ethics and legal Issues - Clinical Settings Week 5
Week 6 10/4	Exam 1		Exam 1	Exam 1
Week 7 10/11	Diagnosis (dx) and application of treatment strategies	2.F5.j. 5.C.1.b.	Watson & Schmit (2020) Chapters 3, 9, & 14 MacCluskie & Ingersoll (2001) Chapters 2, 3, 5, & 6 Seligman (2004) Chapters 3, & 4 DSM-5 Appendix	Discussion Week 7 Assignment A: Ethical Case Opinion Due

The syllabus/schedule are subject to change



Week 8 10/18	Intake, assessment, and primary prevention; Treatment planning (Tx.) application, cultural considerations	2.F5.j. 5.C.2.j.	Watson & Schmit (2020) Chapter 14, & 15 MacCluskie & Ingersoll (2001) Chapter 5 Seligman (2004) Chapters 4, 5, & 6 Seligman (2004) - Families / Groups Chapters 8, & 9 DSM-5 Appendix	Discussion Week 8 Assignment B: Diagnostic Conceptualization Due
Week 9 10/25	Psychopharmacology and case considerations		Watson & Schmit (2020) Chapter 11 Selected website/s	Discussion Week 9 Assignment C: Treatment Planning Due
Week 10 11/1	Reimbursement; Funding, Politics, & role of Managed Care	5.C.2.m.	Watson & Schmit (2020) Chapter 7 Selected websites on community-based resources DSM-5 Appendix Seligman (2004) Chapter 3	Discussion Week 10 Assignment D: Intervention Program Due
Week 11 11/8	Practice policies: Record keeping; Consultation and Supervision; Case management, coordination with other professionals; Referrals	5.C.2.m. 2.F.5.k.	Watson & Schmit (2020) Chapter 6, & 8 MacCluskie & Ingersoll (2001) Chapters 7, & 8 Seligman (2004) Chapter 11 SOAP note & practice management platform websites	Discussion Week 11 Assignment E: "Sicko" Due
Week 12 11/15	Ethical and legal issues & professional issues in clinical mental health counseling <i>revisited</i>		Watson & Schmit (2020) Chapter 5, 6, & 9 ACA Code of Ethics; LPC Code; State of Texas Health and Safety Code; State of Texas Family Code Selected websites Seligman (2004) Chapter 12	Discussion Week 12 Assignment F: Professional Interviews Due
Week 13 11/22	Exam 2	2.F.5.i. 5.C.2.J.	Exam 2	Exam 2
Week 14 11/29	Thanksgiving Holiday Break			Happy Thanksgiving!!
Week 15 12/6	Course Wrap-Up			