

# Iowa Mental Health Counselor (MHC) 2010 Application for Education Review

The Center for Credentialing and Education, Inc. (CCE), on behalf of the Iowa Board of Behavioral Science, performs the initial education review for individuals applying for licensure as a Mental Health Counselor (MHC) with a qualifying degree that was completed in any program other than a Council for Accreditation of Counseling and Related Education Programs (CACREP) accredited mental health counseling program. Questions about licensure that do not relate to the education review should be directed to the Iowa Board of Behavioral Science. The Board can be contacted by telephone at (515)281-4422 or by visiting [http://www.idph.state.ia.us/contact\\_us.asp](http://www.idph.state.ia.us/contact_us.asp) and following the e-mail instructions.

CCE's review is based on 645 Iowa Administrative Code, Chapter 31 (154D) (Licensure of Marital and Family Therapists and Mental Health Counselors), available at <http://www.idph.state.ia.us/licensure/laws.asp?board=be>.

Education review applications will be held open for three years from the date of initial receipt by CCE. During this time, applicants will have the opportunity to rectify any deficiencies.

**If coursework was completed at a school outside the U.S., please contact the Iowa Board of Behavioral Science at (515) 281-4422 regarding educational review.**

## HOW TO CONTACT CCE

Telephone (toll-free): 888-817-8283

Telephone Hours: 8:30 AM to 5:00 PM ET; 7:30 AM to 4:00 PM Central Time (Monday - Friday)

E-mail: [cce@cce-global.org](mailto:cce@cce-global.org); Fax: 336-482-2852

Send written correspondence to: CCE • Attn: Iowa Review • 3 Terrace Way • Greensboro, NC 27403-3660

When an education review application arrives in CCE, a postcard is sent to the applicant as notification of receipt. Reviews are conducted in order of receipt and completed within six weeks. Applicants are notified of review results via postal mail.

**Delays result from incomplete applications.** Every applicant's file is reviewed within six weeks of receipt in the CCE Review Department. If the review reveals that additional documentation will be necessary to determine whether the applicant's education meets the requirements, the applicant is sent a letter explaining what is needed to complete the review. When additional documentation arrives, it is added to the applicant's file. The file is then returned to queue to be reviewed. The re-review will occur within six weeks of receipt of the additional documentation.

After receiving written notification of review results, applicants are asked to submit any follow-up questions in writing. This helps provide clear communications. Questions may be sent via e-mail, postal mail, or fax. CCE responds to all questions in the order of receipt.

Applicants for education review have the right to appeal CCE's final decision, which is provided to the applicant in writing after all required documentation has been reviewed. Appeals are sent to CCE and forwarded with the applicant's file to the Iowa Board of Behavioral Science. CCE is a contracted agent for the Iowa Board of Behavioral Science. CCE's review is based on 645 Iowa Administrative Code, Chapter 31 (154D). Requirements, as required by law, stated in the rules, and reflected in this application, must be met in full.



CENTER FOR  
**CREDENTIALING  
& EDUCATION**

3 TERRACE WAY  
GREENSBORO, NORTH CAROLINA 27403-3660 USA  
TEL: +1- 336-482-2856 \* FAX: +1-336-482-2852  
[www.cce-global.org](http://www.cce-global.org) \* [cce@cce-global.org](mailto:cce@cce-global.org)

The Center for Credentialing & Education, Inc. (CCE) values diversity.  
There are no barriers to certification on the basis of gender, race, creed, age, sexual orientation, or national origin.

Recognized by the National Board for Certified Counselors, Inc. and Affiliates (NBCC)

CCE and NBCC are registered trade and service marks of the National Board for Certified Counselors, Inc.

2010 Application/ revised 1.22.10



Review Application

**INSTRUCTIONS AND REQUIRED ITEMS**

1. Type or clearly print all information. Complete all sections.
2. Sealed, official graduate transcripts are required. These must be sent directly from your school to CCE.
3. Course descriptions are required. (See #3 at the top of page 3)
4. Complete the Payment Voucher with your Credit Card information or attach a certified check or money order for \$150.00 made payable to CCE.

**FOR OFFICE USE ONLY**

REF.#: \_\_\_\_\_

AMOUNT: \_\_\_\_\_

BATCH #: \_\_\_\_\_

DATE: \_\_\_\_\_

1. Name: \_\_\_\_\_

Please list any other names used on transcripts: \_\_\_\_\_

2. Mailing Address: \_\_\_\_\_

3. Home Phone: \_\_\_\_\_ Business Phone: \_\_\_\_\_

4. E-mail Address: \_\_\_\_\_

5. Gender: \_\_\_ Male \_\_\_ Female      6. Social Security Number: \_\_\_\_\_

7. Education (please document additional related degrees on a separate sheet and include with application materials):

Graduate Degree (eg. MA, MS, Ph.D.)	Name of College/University	Date Degree Conferred	Major Study (eg., Counseling, Clinical Mental Health, Addictions Counseling)	Number of Credit Hours Received (Indicate semester or quarter hours)

8. Applicant Attestation:

- a. I have read and understand the laws and rules applicable to the education requirements for licensure as a Mental Health Counselor (MHC) through the Iowa Board of Behavioral Science. Although my education program was not accredited in mental health counseling by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), I do meet all education requirements as defined for individuals who did not graduate from a CACREP accredited program or who graduated from a CACREP accredited program in another field.
- b. I understand that my review cannot be completed until all required documents and any requested additional documentation is received by CCE. I also understand that if I disagree with CCE's final decision, I have the right to appeal CCE's decision to the Iowa Board of Behavioral Science.
- c. I, \_\_\_\_\_ am the person described and identified, of good moral character, and the person named in all documents presented in support of this application. I have carefully read the questions in the foregoing application and have answered them completely, without reservations of any kind, and I declare that all statements made by me herein are true and correct. Should I furnish any false or incomplete information in this application, I hereby agree that such act shall constitute the cause for denial or revocation of my license to practice mental health counseling in Iowa.

Applicant's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Original signature must appear on this form. Photocopies will not be accepted.**

## Coursework Requirements Verification

1. This application requires completion of a master's or doctoral degree from a college or university accredited by an agency recognized by the United States Department of Education and at least 60 semester or 90 quarter hours of graduate level coursework including at least 3 semester hours or 4.5 quarter hours of graduate-level credit in each of the coursework areas detailed below. For applicants who entered a program of study prior to July 1, 2010, this application requires completion of a master's or doctoral degree from a college or university accredited by an agency recognized by the United States Department of Education and at least 45 semester hours or 60 quarter hours of graduate level coursework including at least 3 semester hours or equivalent hours of graduate-level credit in each of the coursework areas detailed below.
2. Have an official sealed transcript from all graduate institutions attended (do not include undergraduate) sent directly from the school to CCE.
3. Include coursework descriptions for the 10 core requirements and practicum/internship. Coursework descriptions must be from the catalogue for the year in which the courses were taken (photocopies accepted).
4. This form must be filled out in order for CCE to review your coursework. If CCE determines that a course does not fit in a particular category, they will review your transcript for other course possibilities.

### Required Courses

(Please refer to pages 5-8 for detailed descriptions)

If you have taught a graduate-level course at a college or university accredited by an agency recognized by the United States Department of Education, that class may be accepted to satisfy a coursework area. Applicants wishing to satisfy a requirement in this way must submit a syllabus from the semester the course was taught along with a letter of attestation from the Department Head. The letter must be on university letterhead.

COURSEWORK CATEGORIES	COURSE TITLE	COURSE NUMBER	CREDIT HOURS	INSTITUTION WHERE COURSE WAS TAKEN
<b>1. Professional Identity</b> Studies that provide an understanding of professional roles and functions, professional goals and objectives, professional organizations and associations, professional history and trends, ethical and legal standards, professional preparation standards, and professional credentialing.				
<b>2. Social and Cultural Diversity</b> Studies that provide an understanding of societal changes and trends, human roles, societal subgroups, societal mores and interaction patterns, and differing lifestyles.				
<b>3. Human Growth and Development</b> Studies that provide an understanding of the nature and needs of individuals at all developmental levels; normal and abnormal human behavior; personality theory; learning theory (all) within cultural contexts				
<b>4. Career Development</b> Studies that provide an understanding of career development theories; occupational and educational information sources and systems; career and leisure counseling, guidance and education; lifestyle and career decision making; and career development program planning, resources and evaluation.				

COURSEWORK CATEGORIES	COURSE TITLE	COURSE NUMBER	CREDIT HOURS	INSTITUTION WHERE COURSE WAS TAKEN
<p><b>5. Helping Relationships</b>            Studies that provide an understanding of philosophic bases of helping processes, counseling theories and their applications, helping skills, consultation theories and applications, helper self-understanding and self-development, and facilitation of client or consultee change.</p>				
<p><b>6. Group Work</b>            Studies that provide an understanding of group development, dynamics and counseling theories; group leadership styles; group counseling methods and skills; and other group approaches.</p>				
<p><b>7. Assessment</b>            Studies that provide an understanding of group and individual educational and psychometric theories and approaches to appraisal data and information gathering methods, validity and reliability; psychometric statistics; factors influencing appraisals; and use of appraisal results in helping processes.</p>				
<p><b>8. Research and Program Evaluation</b>            Studies that provide an understanding of types of research, basic statistics, research report development, research implementation, program evaluation, needs assessment, and ethical and legal considerations.</p>				
<p><b>9. Diagnosis and Treatment Planning</b>            Studies that provide an understanding of the diagnostics, assessment, and treatment of psychopathology as detailed in the current Diagnostic Statistical Manual of Mental Disorders.</p>				
<p><b>10. Psychopathology</b>            Studies that provide an understanding of morbidity or pathology of the psyche or mind. These courses focus on psychopathology, abnormal psychology, abnormal behavior, etiology dynamics, and treatment of abnormal behavior.</p>				
<p><b>Practicum/Internship</b>            See required attestation on page 9</p>				

# Detailed Descriptions of Required Course Content

## 1. Professional Identity.

Studies that provide an understanding of all of the following aspects of professional functioning:

1. History and philosophy of the counseling profession, including significant factors and events;
2. Professional roles, functions, and relationships with other human service providers;
3. Technological competence and computer literacy;
4. Professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;
5. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the affects of public policy on these issues;
6. Public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;
7. Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and
8. Ethical standards of ACA and related entities and applications of ethical and legal considerations in professional counseling.

## 2. Social and Cultural Diversity.

Studies that provide an understanding of the cultural context of relationships, issues, and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status, and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

1. Multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
2. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
3. Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups.
4. Counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind or body;
5. Theories of multicultural counseling, theories of identity development, and multicultural competencies; and
6. Ethical and legal considerations.

## 3. Human Growth and Development.

Studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:

1. Theories of individual and family development and transitions across the life-span;
2. Theories of learning and personality development;
3. Human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
4. Strategies for facilitating optimum development over the life-span; and
5. Ethical and legal considerations.

## 4. Career Development

Studies that provide an understanding of career development and related life factors, including all of the following:

1. Career development theories and decision-making models;
2. Career, avocational, educational, occupational and labor market information resources, visual and print media, computer-based career information systems, and other electronic career information systems;
3. Career development program planning, organization, implementation, administration, and evaluation;
4. Interrelationships among and between work, family, and other life roles and factors including the role of diversity and gender in career development;
5. Career and educational planning, placement, follow-up, and evaluation;
6. Assessment instruments and techniques that are relevant to career planning and decision making;
7. Technology-based career development applications and strategies, including computer-assisted career

- guidance and information systems and appropriate world-wide Web site;
8. Career counseling processes, techniques, and resources, including those applicable to specific populations, and
  9. Ethical and legal considerations.

## **5. Helping Relationships.**

Studies that provide an understanding of counseling and consultation processes, including all of the following:

1. Counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;
2. An understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
3. Counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, and exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;
4. A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;
5. A general framework for understanding and practicing. Student experiences should include an examination of the historical development of consultation, and exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;
6. Integration of technological strategies and applications within counseling and consultation processes; and
7. Ethical and legal considerations.

## **6. Group Work.**

Studies that provide both theoretical and experiential understanding of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches, including all of the following:

1. Principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
2. Group leadership styles and approaches, including characteristics of various types of group leaders and leadership styles;
3. Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
4. Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
5. Approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;
6. Professional preparation standards for group leaders; and
7. Ethical and legal considerations.

## **7. Assessment.**

Studies that provide an understanding of individual and group approaches to assessment and evaluation, including the following:

1. Historical perspectives concerning the nature and meaning of assessment;
2. Basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
3. Statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations;
4. Reliability (i.e., theory of measurement error, models of reliability, and the use of reliability information);
5. Validity (i.e., evidence of validity, types of validity, and the relationship between reliability and validity);
6. Age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to the assessment and evaluation of individuals, groups, and specific populations;

7. Strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling;
8. An understanding of general principles and methods of case conceptualization, assessment, and/or diagnoses of mental and emotional status; and
9. Ethical and legal considerations.

## **8. Research and Program Evaluation.**

Studies that provide an understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following:

1. The importance of research and opportunities and difficulties in conducting research in the counseling profession;
2. Research methods such as qualitative, quantitative, single-case designs, action research, and outcome-based research;
3. Use of technology and statistical methods in conducting research and program evaluation, assuming basic computer literacy;
4. Principles, models, and applications of needs assessment, program evaluation, and use of findings to effect program modifications;
5. Use of research to improve counseling effectiveness; and
6. Ethical and legal considerations.

## **9. Diagnosis and Treatment Planning.**

Studies that provide an understanding of individual and group approaches to assessment and evaluation. Studies in this area include, but are not limited to, the following:

1. The principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual;
2. The established diagnostic criteria for mental and/or emotional disorders that describes treatment modalities and placement criteria within the continuum of care;
3. The impact of co-occurring substance use disorders on medical and psychological disorders;
4. The relevance and potential biases of commonly used diagnostic tools as related to multicultural populations;
5. The appropriate use of diagnostic tools, including the current edition of the Diagnostic and Statistical Manual, to describe the symptoms and clinical presentation of clients with mental and/or emotional impairments; and
6. The ability to conceptualize accurate multi-axial diagnoses of disorders presented by clients and how to communicate the differential diagnosis to clients' managed care and insurance companies or other third party payers.

## **10. Psychopathology.**

Studies that provide an understanding of emotional and mental disorders experienced by persons of all ages, characteristic of disorders; common nosologies of emotional and mental disorders utilized within the U.S. health care system for diagnosis and treatment planning. Studies in this area include, but are not limited to, the following:

1. Study of cognitive, behavioral, physiological and interpersonal mechanisms for adapting to change and to stressors;
2. Role of genetic, physiological, cognitive, environmental and interpersonal factors; and their interactions, on development of the form, severity, course and persistence of the various types of disorders and dysfunction;
3. Research methods and findings pertinent to the description, classification, diagnosis, origin, and course of disorders and dysfunction;
4. Theoretical perspectives relevant to the origin, development, and course and outcome for the forms of behavior disorders and dysfunction; and
5. Methods of intervention or prevention used to minimize and modify maladaptive behaviors, disruptive and distressful cognition, or compromised interpersonal functioning associated with various forms of maladaptation.

## **Practicum/Internship Requirement for applicants who entered or will enter a program of study prior to July 1, 2010:**

Supervised counseling internship that provides an opportunity for the trainee to perform under supervision a variety of activities that a regularly employed staff member in a setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the trainee is aspiring. The internship follows a supervised practicum experience. A three-semester-hour internship includes the following:

1. A minimum of 120 hours of direct service with clientele appropriate to the program of study;
2. A minimum of one hour per week of individual supervision, throughout the internship, usually performed by the on-site supervisor;
3. A minimum of one and one-half hours per week of group supervision, throughout the internship, usually performed by a program faculty member supervisor.

## **Practicum/Internship Requirement for applicants who enter a program of study July 1, 2010 or after:**

### **Practicum.**

A graduate-level clinical supervised counseling practicum in which students must complete supervised practicum experiences that total a minimum of 100 clock hours prior to getting the master's degree. The practicum provides for the development of counseling skills under supervision. The student's practicum includes all of the following:

1. Forty hours of direct service with clients, including experience in individual counseling and group work;
2. Weekly interaction with an average of one hour per week of individual and triadic supervision which occurs regularly over a minimum of one academic term by a program faculty member or a supervisor working under the supervision of a program faculty member;
3. An average of one and one-half hours per week of group supervision that is provided on a regular schedule over the course of the student's practicum by a program faculty member or a supervisor under the supervision of a program faculty member; and
4. Evaluation of the student's performance throughout the practicum including a formal evaluation after the student completes the practicum.

### **Internship.**

A graduate-level clinical supervised counseling internship that requires students to complete a supervised internship of 600 clock hours that is begun after successful completion of the student's practicum and prior to getting the master's degree. The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. The student's internship includes all of the following:

1. A minimum of 240 hours of direct service with clientele appropriate to the program of study;
2. A minimum of one hour per week of individual supervision and triadic supervision, throughout the internship, usually performed by the on-site supervisor;
3. A minimum of one and one-half hours per week of group supervision, throughout the internship, usually performed by a program faculty member supervisor;
4. The opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings);
5. The opportunity for the student to develop program-appropriate audiotapes or videotapes, or a combination of both, of the student's interactions with clients for use in supervision;
6. The opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and nonprint media, professional literature, and research; and
7. A formal evaluation of the student's performance during the internship by a program faculty member in consultation with the site supervisor.

**Practicum and Internship Attestation**

By signing below, I attest that the practicum and/or internship courses indicated on the Coursework Requirements Verification form of this application provided the required hours of supervised counseling field experience as defined in the detailed description of required course content, earned a minimum of 6 semester hours or 9 quarter hours of graduate level credit and included the following:

The required hours of direct service with clients, including individual and group work

Weekly interaction with an average of 1 hour per week of individual and/or triadic supervision by a program faculty member or supervisor working under the supervision of a program faculty member throughout the practicum and a minimum of 1 hour per week of individual supervision and triadic supervision throughout the internship, usually performed by the on-site supervisor.

An average of 1.5 hours per week of group supervision that was provided on a regular schedule throughout the practicum by a faculty member or supervisor under the supervision of a program faculty member and a minimum of 1.5 hours per week of group supervision throughout the internship, usually performed by a program faculty member supervisor.

A formal evaluation of my performance throughout the practicum and internship by a program faculty member in consultation with the site supervisor

The opportunity to develop program-appropriate audio and/or videotapes of client interactions for use in supervision

The opportunity to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non print media, professional literature and research

The opportunity to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, in-service and staff meetings)

Printed Name: \_\_\_\_\_

Signature: \_\_\_\_\_  
*(An original signature must appear on this form. Photocopies will not be accepted.)*

Date: \_\_\_\_\_



Payment Voucher

- All fees must be paid in US dollars.
- All fees are non-refundable and non-transferable.
- Your application packet will be reviewed within 6 weeks of receipt.
- You will be notified in writing of your status and informed if further information is needed.
- Please make checks or money orders payable to CCE.

**Mail application packet and payment to:**  
 CCE  
 Attn: Iowa Review  
 PO Box 77759  
 Greensboro, North Carolina 27417-7759

Method of Payment for the  
Iowa MHC Education Review Application Fee

PLEASE PRINT CLEARLY

Applicant's Name \_\_\_\_\_

Telephone DAY \_\_\_\_\_ EVENING \_\_\_\_\_

Enclosed is a check or money order - payable to CCE - in the amount of \$150.00.

Please charge the credit card as listed below in the amount of \$150.00.

Card Type:  VISA  MasterCard  American Express

Name on card: \_\_\_\_\_

Acct. #:                 Exp. Date:   /

Card Security Code\* (from Back of Card):

Cardholder Signature: \_\_\_\_\_ Date (mm/dd/yyyy): \_\_\_\_\_

**\* How to find your card Verification Code Numbers:**  
On a Visa or MasterCard: Turn your card over and look in the signature strip. You will find either the entire 16-digit string of your card number OR just the last 4-digits, followed by a space, followed by a 3-digit number. The 3-digit number is your card security code (CID).  
On an American Express Card: the CID number is a 4-digit number that appears above the end of your card number. Please leave the designated space blank if your card does not have a code.