

Iowa Mental Health Counselor (MHC)

Application for Education Review

**This application form is interactive.
Download the form to your computer to fill it out.**



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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.

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

The Center for Credentialing & 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 mental health counseling program accredited by the Council for Accreditation of Counseling & Related Educational Programs (CACREP). 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 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 <https://www.legis.iowa.gov/docs/ACO/chapter/645.31.pdf>.

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. Please note that CCE cannot return or duplicate an application. Prior to submitting your application to CCE, please make a copy of it for your records.

If coursework was completed at a school outside the United States, 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 a.m. to 5 p.m. Eastern time; 7:30 a.m. to 4 p.m. Central time (Monday–Friday)
E-mail: cce@cce-global.org
Fax: 336-482-2852

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

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. 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 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. After receiving notification that the appeal has been forwarded to the Iowa board office, an applicant who wishes to attend the appeal review meeting may contact the Iowa board office directly for information about the date and location of the meeting.



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 4)
4. Complete the Payment Voucher with your credit card information or attach a personal check, certified check or money order for \$150 payable to CCE.

1. Name: _____
Please list any other names used on transcripts: _____
2. Mailing Address: _____

3. Home Telephone: _____ Business Telephone: _____
4. E-mail Address: _____
5. Gender: ___ Male ___ Female 6. Last Four Digits of Social Security Number: _____
7. Education (please document additional related degrees on a separate sheet and include with application materials):

| Graduate Degree <small>(e.g. M.A., M.S., Ph.D.)</small> | Name of College/University | Date Degree Conferred | Major Study <small>(e.g., counseling, clinical mental health, addictions counseling)</small> | Number of Credit Hours Received <small>(Indicate semester or quarter hours)</small> |
|---|-----------------------------------|------------------------------|--|---|
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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 & 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: _____

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|----------------------------|---------------|----------------|-------------|
| FOR OFFICE USE ONLY | | | |
| REF.#: _____ | AMOUNT: _____ | BATCH #: _____ | DATE: _____ |



IOWA MHC Education Review

Coursework Requirements Verification

Applicant's Name: _____ Date: _____

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 three 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, 2013, 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 three 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 photocopied from the catalogue for the year in which the courses were taken. Course descriptions typed by the applicant will not be 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, it will review your transcript for other course possibilities.

REQUIRED COURSES (Please refer to pages 6-8 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 |
|---|--------------|---------------|--------------|------------------------------------|
| 1. Professional Orientation Studies that provide an understanding of all aspects of professional functioning, including history, roles, organizational structures, ethics, standards and credentialing. | | | | |
| 2. Social and Cultural Foundations Studies that provide an understanding of issues and trends in a multicultural and diverse society. | | | | |
| 3. Human Growth and Development Studies that provide an understanding of the nature and needs of individuals at all developmental levels. | | | | |
| 4. Career and Lifestyle Development Studies that provide an understanding of career development and the interrelationships among work, family and other life factors. | | | | |

| COURSEWORK CATEGORIES | COURSE TITLE | COURSE NUMBER | CREDIT HOURS | INSTITUTION WHERE COURSE WAS TAKEN |
|--|--------------|---------------|--------------|------------------------------------|
| 5. Helping Relationships Studies that provide an understanding of counseling and consultation processes. | | | | |
| 6. Groups Studies that provide an understanding of group development, dynamics, counseling theories, and group counseling methods and skills. | | | | |
| 7. Diagnosis and Assessment Treatment Procedures Studies that provide an understanding of individual and group approaches to assessment and evaluation. | | | | |
| 8. Research and Program Evaluation Studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research. | | | | |
| 9. Psychopathology Studies that provide an understanding of the description, classification and diagnosis of behavior disorders and dysfunction. | | | | |
| 10. Counseling Theories | | | | |
| Practicum/Internship See required attestation on page 9. | | | | |

DETAILED DESCRIPTIONS OF REQUIRED COURSE CONTENT

1. Professional Orientation

Studies that provide an understanding of all aspects of professional functioning, including history, roles, organizational structures, ethics, standards and credentialing. Studies in this area include but are not limited to the following:

1. History of the helping professions, including significant factors and events;
2. Professional roles and functions, including similarities with and differences from other types of professionals;
3. Professional organizations (primarily ACA, its divisions and its branches), including membership benefits, activities, services to members and current emphases;
4. Ethical standards of ACA and their evolution, legal issues, and applications to various professional activities (e.g., appraisal and group work);
5. Professional preparation standards and their evolution and current applications; and
6. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues.

2. Social and Cultural Foundations

Studies that provide an understanding of issues and trends in a multicultural and diverse society. Studies in this area include but are not limited to the following:

1. Multicultural and pluralistic trends, including characteristics and concerns of diverse groups;
2. Attitudes and behavior based on factors such as age, race, religious preference, physical disability, sexual orientation, ethnicity and culture, gender, socioeconomic status, and intellectual ability; and
3. Individual and group interventions with diverse populations.

3. Human Growth and Development

Studies that provide an understanding of the nature and needs of individuals at all developmental levels. Studies in this area include but are not limited to the following:

1. Theories of human development across the life span;
2. Major theories of personality development; and
3. Human behavior, including an understanding of developmental crises, disability, psychopathology, and cultural factors as they affect both normal and abnormal behavior.

4. Career and Lifestyle Development

Studies that provide an understanding of career development and the interrelationships among work, family and other life factors. Studies in this area include but are not limited to the following:

1. Career development theories and decision-making models;
2. Career, avocational, educational and labor market sources, print media, computer-assisted career guidance, and computer-based career information;
3. Career development program planning;
4. Interrelationships among work, family, and other life factors such as multicultural and gender issues, as related to career development;
5. Career and educational placement, follow-up and evaluation; and
6. Assessment instruments relevant to career planning and decision-making.

5. Helping Relationships

Studies that provide an understanding of counseling and consultation processes. Studies in this area include but are not limited to the following:

1. Helping skills and counseling and consultation theories, including coverage of relevant research and factors considered in applications;

2. Counselor or consultant characteristics and behaviors that influence helping processes, including gender and ethnicity differences, verbal and nonverbal behaviors, and personal characteristics, orientations and skills; and
3. Client or consultee characteristics and behaviors that influence helping processes, including gender and ethnicity differences, verbal and nonverbal behaviors, and personal characteristics, traits, capabilities, life circumstances and developmental levels.

6. Groups

Studies that provide an understanding of group development, dynamics, counseling theories, and group counseling methods and skills. Studies in this area include but are not limited to the following:

1. Principles of group dynamics, including group process components, developmental stage theories, and group members' roles and behaviors;
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; and
4. Group counseling methods, including group counselor orientations and behaviors, ethical considerations, appropriate selection criteria and methods, and methods of evaluation of effectiveness.

7. Diagnosis and Assessment Treatment Procedures

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. Theoretical and historical bases for assessment techniques and methods of interpretation of appraisal data and information;
2. Types of educational and psychological appraisal, as appropriate to the helping process;
3. Validity, including evidence for establishing content, construct and empirical validity;
4. Reliability, including methods of establishing stability and internal and equivalence reliability;
5. Major appraisal methods, including environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;
6. Psychometric statistics, including types of test scores, measures of central tendency, indices of variability, standard errors and correlations; and
7. Gender, ethnicity, language, disability, and cultural factors related to the assessment and evaluation of individuals and groups.

8. Research and Program Evaluation.

Studies that provide an understanding of types of research methods, basic statistics, and ethical and legal considerations in research. Studies in this area include but are not limited to the following:

1. Basic types of research methods, including qualitative, quantitative-descriptive, and quantitative-descriptive-experimental designs;
2. Basic statistics, including both univariate and bivariate hypothesis testing;
3. Uses of computers for data management and analyses; and
4. Ethical and legal considerations in research.

9. Psychopathology.

Studies that provide an understanding of the description, classification and diagnosis of behavior disorders and dysfunction. 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, 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 a program of study prior to July 1, 2013:

Supervised counseling internship must provide 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.

For detailed information regarding the coursework, practicum and internship requirements for applicants entering a program of study July 1, 2013 or after, refer to 645 Iowa Administrative Code, Chapter 31 (154D) (Licensure of Marital and Family Therapists and Mental Health Counselors), available at <https://www.legis.iowa.gov/docs/ACO/chapter/645.31.pdf>.



IOWA MHC Education Review
Practicum and Internship Attestation

Applicant's Name: _____ Date: _____

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 and earned a minimum of six semester hours or nine quarter hours of graduate-level credit.

Signature: _____

Printed Name: _____ Date: _____

