

**Spring 2024**  
**EDPC 5322. Mental Health Counseling (CRN: 23350)**

The University of Texas at El Paso  
College of Education  
Department of Counseling, Special Education, and Educational Psychology

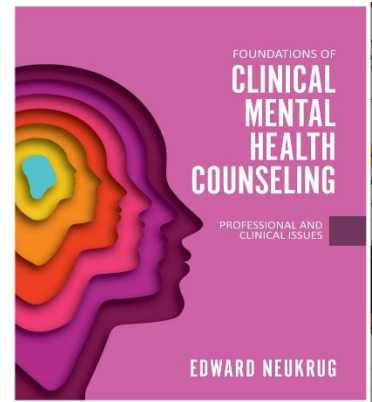
**Instructor:** Eunae Han (*Phonetic Spelling: oo-neh haan*), Ph.D., NCC, LPC Associate  
Assistant Professor of Clinical Mental Health Counseling  
**Office:** EDUC #704  
**Office hours:** T & W, 3:00 pm – 4:00 pm (appointment recommended)  
**E-mail:** [ehan@utep.edu](mailto:ehan@utep.edu)

- ✓ To schedule an appointment, please send me an e-mail with your name, department, course name you are taking from me, several available time options, and a topic for the meeting at least one week ahead of time.
- ✓ I will try my best to respond to your questions and concerns within two business days; if you do not receive a response from me within two days, please send me a friendly reminder 😊

**Class Meeting:** Tuesdays, 5:30 - 8:20 pm @ Psych. 306  
**Restrictions:** Recommended to majors of CNSL

**Required Text and Reading Materials:**

- Neukrug, E. (2024). *Foundations of Clinical Mental Health Counseling* (Paperback). Cognella.  
ISBN-13: 9781793510198



**Suggested Texts:**

- American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: Author.
- ACA 2014 Code of Ethics, [www.counseling.org/resources/aca-code-of-ethics.pdf](http://www.counseling.org/resources/aca-code-of-ethics.pdf)  
Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author.
- Texas LPC 2011 Code of Ethics  
[www.txca.org/images/Resources/lpcethics2011.pdf](http://www.txca.org/images/Resources/lpcethics2011.pdf)
- Additional readings will occasionally be assigned to supplement the textbook readings and to provide updates on current trends and issues on Blackboard.

**Course Description:**

The purpose of the Mental Health Counseling class (EDPC 5322) is to provide professional orientation on mental health counseling, including development of a professional identity, understanding of credentials, professional memberships, accreditation, and exploring the issues and services related to mental health counseling. This course is specifically designed for students pursuing degrees in mental health counseling in a CACREP-accredited program who plan on working as professional counselors in various counseling settings.

**Course Objectives:**

Please see the table on pages 12 to 16 for course objectives aligning with CACREP standards.

**Expectations of Students:**

- The graduate learning experience is benefited by the scholarly discourse of all students enrolled in the class. For this reason, **it is imperative that attendance in class be a priority**. Graduate students typically are very professional in their attendance and punctuality to class sessions. If for some reason you must make a professional decision not to attend class, you must send me an e-mail one day prior to class. **If you are late to class more than three times it may result in a decrease in your final grade.**
  - ✓ Any decision to close or delay open of The University of Texas at El Paso during severe weather will be made after several factors are considered, including current and forecasted weather conditions, street conditions, and any decision made by the major public school districts to cancel classes. The Director of University Communications will notify all local news media. Every effort will be made to notify area television and radio stations no later than 6:00 a.m. if the University is to be closed for all or part of the day. An associated notification will be made to the University by means of the MinerAlert text messaging system. To notify you of changes in class meetings due to inclement weather or any other reasons, Dr. Han will also send a class email and post it on Blackboard as appropriate.
- Tardiness or absences will be discussed in private as a professional conduct issue in alignment with professional personnel requirements. If you have a verified and documented reason to be late to class you may be excused from this requirement. Even after a professional discussion **if you continue to show poor professional judgment in attendance, you will receive a decrease in overall grade for the course.**
- Students are responsible for reading the assignments prior to class as well as punctual delivery of assignments. Students are responsible for notifying the instructor of any difficulties in meeting these expectations. **Late submission of the assignments will be penalized by TWO percentage points per day.** Regarding the **Quizzes, no late work will be accepted** if the reason is not considered excusable.

**Assignments and Student Performance Evaluation Criteria:**

All assignments will be posted on Blackboard and the required documents must be submitted to Blackboard by the deadline to be eligible to earn full credit.

1. Each student is expected to complete readings **prior to** the class meeting for which it is assigned.
2. Each student is expected to attend all sessions and participate in detailed discussions. Failure to do so can result in a lowered course grade, at the discretion of the instructor. Each student is responsible for participating in the application of assessment practices in the classroom, which are assigned points. **The application components count for 10% of your grade, at a total of 10 points.**
3. **Two Quizzes:** Each student is responsible for completing timed quizzes consisting of multiple-choice and/or extended-response questions. **The two quizzes components account for 20% of the final grade, at a total of 20 points (10 points each).**

4. **Two Online Discussions:** Each student is responsible for completing two online discussions. Information from all assigned readings and lectures may be included in the online discussion. The two online discussion components account for 10% of the final grade, at a total of 10 points (5 points each).

5. **Digging into Mental Health Agency in the Community:** Students will work in groups to **learn** about mental health agencies and give a **presentation** about the agency they investigated. Specifically, this assignment provides students with the opportunity to meet practicing counselors within our community.

(a) **Interview:** Students will work in groups to be matched with a practicing counselor in a specific agency, and they will receive the counselor's contact details by Jan. 23<sup>rd</sup>, or possibly earlier. While students are encouraged to brainstorm potential questions for the counselors in the classroom, their post-presentation is required to cover, at a minimum, the specified topics below. Interviews are expected to take place via Zoom, with a duration **not exceeding 45 minutes**. Students are urged **to exhibit the highest level of professionalism throughout the process**, whether scheduling and conducting interviews, using either phone or Zoom based on the interviewee's preference. The interview topics must revolve around areas relevant to counselor roles and identities:

- The interviewee's description/definition of their professional identity
- Professional engagement/affiliation
- "An average day as a counselor/mental health professional"
- Interviewee's mentors (anyone who influenced them in any area including personal growth and professional counseling or leadership)
- One or two seminal growth experiences that impacted professional identity
- Advice for the job search
- Any questions they have for interviewee's mental health agencies

(b) **Presentation:** Students will give a **10-minute group presentation** of what they have learned in preparing for this interview and a specific mental health agency. The presentation summarizing the interviews should encompass the discussed topics and the interviewer's reflections and responses. In addition, students need to cover the information about the specific mental health agencies they are assigned. The topics that should be covered are as follows:

- (1) The purpose/specialty of the center, (2) Population served, (3) Location, (4) Hour of Operation, (5) Contact Information, (6) Website, (7) Interview with a counselor in the center, and (8) Reflection

Students need to individually submit the PPT slide and the **agreed** peer evaluation form to the BB by **Feb. 13<sup>th</sup>**.

The interview component accounts for 10% of the final grade, and the presentation component accounts for 10% of the final grade, at a total of 20 points.

6. A Professional Counselor's Portfolio consists of (a) a curriculum vitae, (b) a counseling statement, and (d) an Individualized Development Plan for various areas such as credentialing, professional organization commitment, and advocacy. The current portfolio aims to integrate students' current identity as a counselor-in-training and identify the areas they want to actively pursue. Although all components are based on the **current students' achievement**, they will be

able to use this document in the future to achieve academic and clinical milestones. Each statement has separate due dates for drafts, and the final portfolio will be evaluated by its quality.

- (a) Curriculum Vitae (CV): Students will work on developing their professional CV for their future job search.
  - A 2-page **draft** of the curriculum vitae will be submitted before **Mar. 5th** (5 points).
- (b) Counseling Statement (CS): Students will incorporate what they learned in this class into their professional counseling statement.
  - 4-to-7-page **draft** of the counseling statement will consist of the following sections:
    - (a) counselor's educational background (half page due on **Jan. 23<sup>rd</sup>**; 2 points),
    - (b) underlying beliefs and values of counseling (1.5 pages due on **Mar. 5<sup>th</sup>**; 3 points),
    - (c) theoretical orientation, and related specific techniques (2 pages due on **Mar. 26<sup>th</sup>**; 5 points).
- (c) Individualized Development Plan (IDP): Since the current course is designed for counselors-in-training who are very new to the field, it is natural that students can identify various areas they want to improve as future counselors. Thus, when students have found the areas they want to achieve and integrated them into their CV and CS, they can establish specific goals to develop those areas.
  - A one-page **draft** of the IDP will be submitted on **April 9th** (5 points), and
- **Final Submission** including all materials: **April 30<sup>th</sup>** (20 points)

The professional counselor's portfolio component accounts for 40% of the final grade; the CV component accounts for 10%, the CS component accounts for 20%, and the IDP component accounts for 10%. Each component has a draft submission which accounts for half of the points.

### Evaluation:

#### Grades are earned as follows:

- A** = 90 – 100 points
- B** = 75 – 89 points
- C** = 60 – 74 points
- D** = 50 – 59 points
- F** = < 49 points

Assignments	Points	Percentage
1&2. In-Class Participation	10 pts (2 points each)	10%
3. Two Quizzes	20 pts (10 points each)	20%
4. Two Online Discussions	10 pts (5 points each)	10%
5. Mental Health Agency Review	20 pts (10 points each below)	20%
- Interview	- 10 points	
- Presentation	- 10 points	
6. Counselors' Portfolio	40 pts	40%
- a. Curriculum Vitae	- 10 points (5 for draft)	
- b. Individualized Development Plan	- 10 points (5 for draft)	
- c. Counseling Statement (CS)	- 20 points (10 for draft)	
Extra Credit	TBD	

You are responsible for your own grade. It is recommended that you keep a running total of the points you have earned throughout the semester. This will tell you where you stand at any given time. ✓Decimal points are **not** rounded at the end of the semester. A score of 89.9 receives a B while a score of 90.0 receives an A.

**Assignments Scoring Rubrics: see the pages 17 & 20**

**Tentative Course Schedule: (See Below)**

<b>Week</b>	<b>DATE</b>	<b>TOPIC</b>	<b>READING/ASSIGNMENTS</b>
<u>1</u>	Jan. 16 <sup>th</sup> In-person Meeting	Introductions Syllabus Defining Clinical Mental Health Counseling	FCMHC Ch. 1
2	Jan. 23 <sup>rd</sup> Asynchronous ONLINE	History and Current Trends in CMHC	FCMHC Ch. 1 & 2 Article – Woo et al., (2014) Burns et al., (2018) • CS - Educational Background Section (6b) Due on Jan. 23 <sup>rd</sup> (2 points)
3	Jan. 30 <sup>st</sup> In-person Meeting	Professional Associations in CMHC and Related Professions <i>*Faculty Candidate Visit</i>	FCMHC Ch. 3 & 4 • Student Attendance and Participation (2 points)
4	Feb. 6 <sup>th</sup> Asynchronous ONLINE	Clinical Mental Health Counselors' Work Settings	• Mental Health Agency Interview (10 points)
5	Feb. 13 <sup>th</sup> In-person Meeting	Mental Health Agency Review Presentation  Credentialing of CMHCs and Related Mental Health Professions	FCMHC Ch. 5 • Student Attendance and Participation (2 points) • Mental Health Agency Presentation (10 points)
6	Feb. 20 <sup>th</sup> Asynchronous ONLINE	Ethics	FCMHC Ch. 6 • Quiz 1 Due on Feb. 20 <sup>th</sup> (10 points) • Online Discussion 1 Due on Feb. 20 <sup>th</sup> (5 points)
7	Feb. 27 <sup>th</sup> In-person Meeting	Counseling Theories and Culturally Competent Counseling  Abnormal (Atypical) Behavior, Diagnosis, and Psychopharmacology	FCMHC Ch. 7 & 8 • Student Attendance and Participation (2 points)
8	Mar. 5 <sup>th</sup> Asynchronous ONLINE		• CS - Underlying Beliefs and Values of Counseling section Draft (6b) Due on Mar. 5 <sup>th</sup> (3 points) • Professional Curriculum Vitae Draft due on Mar. 5 <sup>th</sup> (5 points)

Spring Break from Mar. 11 <sup>th</sup> to 15 <sup>th</sup>			
9	Mar. 19 <sup>th</sup> In-person Meeting	Case Conceptualization & Advocacy <i>*Librarian</i>	FCMHC Ch. 9 <ul style="list-style-type: none"> <li>• Student Attendance and Participation (2 points)</li> </ul>
10	Mar. 26 <sup>th</sup> Asynchronous ONLINE	Evidence-Based Practice in Counseling	Articles <ul style="list-style-type: none"> <li>• CS – Theoretical Orientation &amp; Specific Technique section Draft (6c) Due on Mar. 26<sup>th</sup> (5 points)</li> <li>• Online Discussion 2 Due on Mar. 26<sup>th</sup> (5 points)</li> </ul>
11	Apr. 2 <sup>nd</sup> In-person Meeting	Case Management, Consultation and Supervision	FCMHC Ch. 10 & 11 <ul style="list-style-type: none"> <li>• Student Attendance and Participation (2 points)</li> </ul>
12	Apr. 9 <sup>th</sup> Asynchronous ONLINE	Developing and Evaluating Mental Health Programs	FCMHC Ch. 12 <ul style="list-style-type: none"> <li>• Quiz 2 Due on Apr. 9<sup>th</sup></li> <li>• Individualized Development Plan (6b) Due on Apr. 9<sup>th</sup> (5 points)</li> </ul>
13	Apr. 16 <sup>th</sup> In-person Meeting	Internship II Student Guest Speaker	Articles
14	Apr. 23 <sup>rd</sup> Asynchronous ONLINE	Final Work for Portfolio	Articles
15	Apr. 30 <sup>th</sup> Asynchronous ONLINE		<ul style="list-style-type: none"> <li>• Portfolio Submission Due on Apr. 30<sup>th</sup></li> </ul>

## COURSE POLICIES

### **Course Content and Material**

While there is no sensitive or potentially disturbing information or activities, *students may find themselves challenged* by reading material, critical discourse, and writing assignments which *require self-evaluation* as they develop increased awareness, knowledge, and skills pertaining to counseling and working in various settings.

We also need advanced warnings if sexually explicit material will be presented. During this course, it is possible that class discussion may address material of a sexual nature. Or, we may discuss early traumatic experiences that is prevalent in our society. If you are uncomfortable with these discussions, please inform the instructor. It will be to your benefit, however, to participate in these discussions to the fullest extent possible given the uncertainty of topics that may arise with students with whom you may work in the future.

### **Respect for Diversity**

It is my intent that students from all perspectives and diverse backgrounds be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. Your suggestions about how to improve the value of diversity in this course are encouraged and appreciated. The comprehension assessments have been scheduled to avoid conflicts with major religious holidays. If I have inadvertently scheduled a major deadline or comprehension assessment that creates conflict with your religious observances, please let me know as soon as possible so we can make other arrangements.

### **Accommodations for Disabilities**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the CASS portal.

### **Academic Honesty and Policy on Academic Misconduct**

Failure to follow academic integrity (conduct academic dishonesty) is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn

more, please visit [HOOP: Student Conduct and Discipline](#).

### **Guidance on Artificial Intelligence**

The use of generative AI tools such as Chat GPT is not permitted in this course. Students must cite any borrowed content sources to comply with all applicable citation guidelines, copyright law, and avoid plagiarism. Instances that violate these guidelines will be referred to the Office of Student Conduct and Conflict Resolution.

### **Plagiarism Detecting Software**

Some of your coursework and assessments may be submitted to *SafeAssign*, a plagiarism detecting software. *SafeAssign* is used to review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

### **Copyright Statement for Course Materials**

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

### **Electronic Communication – UTEP email**

You MUST have a working UTEP e-mail for this course in order to access BLACKBOARD. If you have a UTEP e-mail and it is not working properly, it is your responsibility to contact the HELP DESK not the professors. If you do not have a UTEP e-mail, you can get one free by following these directions:

- Log on to [www.utep.edu](http://www.utep.edu)
- Click on my.utep.edu
- Click on [Get your UTEP account here](#)
- Follow prompts to activate your E-mail
- If you experience any problems with Blackboard call the HELP DESK # 4357 on campus; 747-5257 off campus

### **Zoom Sessions**

This class may need that you participate in scheduled Zoom sessions. Students are expected to, at least occasionally, participate in these sessions with a webcam and microphone. Students should not record the sessions and post them to any sites outside of Blackboard. If you are unable to attend a Zoom session, please let me know as soon as possible so that accommodations can be made when appropriate.

### **Netiquette**

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.



- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

### **Making a Suggestion or a Complaint/ Student Grievances**

Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the department chair. Complaints must be made within six months of the incident.

- Speak directly to the person against whom you have a complaint. If not resolved:
- Speak to Dr. Beverly Argus-Calvo, Chair, Department of Educational Psychology and Special Services. She may be reached in Room 701-C or by calling at 915-747-5266. If not resolved:
- File a written statement with the Dr. Tanabe, Dean of the College of Education.
- For more information please see the UTEP's Student Complaint Procedures here: <https://www.utep.edu/extendeduniversity/utepconnect/online-programs/online-regulations/complaint-process.html>

### **Excused Absences and/or Course Drop Policy**

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline." See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. I will provide 24 hours advance notice via email.

**or**

I will not drop you from the course. However, if you feel that you are unable to complete the course successfully, please let me know and then contact the Registrar's Office to initiate the drop process. If you do not, you are at risk of receiving an "F" for the course.

### **Incomplete Grade Policy**

Incomplete grades may be requested only in exceptional circumstances after you have completed at least half of the course requirements. Talk to me immediately if you believe an incomplete is warranted. If granted, we will establish a contract of work to be completed with deadlines.

### **Understanding Sexual Harassment**

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UTEP community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UTEP Handbook of Operating Procedures: <https://www.utep.edu/hoop/section-6/ch-3.html#Sexual%20Misconduct%20Policy>

### **Personal Wellness**

Your personal wellness is a vital factor in being an effective counselor. As you go through the Graduate program, you may encounter medical issues, emotional issue, or family issues that

impact your ability to be positive and effective. The University of Texas at El Paso and El Paso Community have many resources at a variety of costs to assist you and your family. In addition to everyday stress, the stress of graduate school, working with clients who have significant issues, and financial concerns can lead to a sense of becoming overwhelmed. The first step in moving forward is to talk with a faculty member you trust and consult about an academic plan that will work for you in the moment and that will not compound your difficulties. Talking with friends and family and other trusted individuals can be helpful but as a counselor, you run the risk of breaking confidentiality and privacy of others in talking to lay persons. In addition, such a practice tends to lead to burnout of relationships. It is preferable to meet with one of the confidential resources across campus and the community who can listen to you and offer assistance.

**Resources that are easily accessible on campus by phone or website include:**

Technology Resources

- [Help Desk](#): Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

Academic Resources

- [Purdue Online Writing Lab \(OWL\)](#): OWL provides writing resources for free. The homepage links to other resources, including APA style guides. If you are not familiar with APA style writing, please visit this website and learn how to write in APA academic writing style.
- [American Counseling Association \(ACA\)](#): ACA is the world's largest association representing professional counselors. From webinars, publications, and journals to Conference education sessions and legislative action alerts, ACA is where counseling professionals turn for powerful, credible content and support.
- [Chi Sigma Iota \(CSI\)](#): CSI is an international honor society that values academic and professional excellence in counseling. We promote a strong professional identity through members (professional counselors, counselor educators, and students) who contribute to the realization of a healthy society by fostering wellness and human dignity.
- [Registration & Records](#): Maintenance of student records and all registration transactions, including enrollment verifications, transcript requests, graduation applications, and diplomas; and Scheduling classroom assignments.
- [UTEP Library](#): Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
- [University Writing Center \(UWC\)](#): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [Math Tutoring Center \(MaRCS\)](#): Ask a tutor for help and explore other available math resources.
- [History Tutoring Center \(HTC\)](#): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

### Individual Resources

- [Campus Advocacy, Resources and Education \(CARE\)](#): Seeks to empower students who have been impacted by violence\* by providing private advocacy, resources and supportive services.
- [Military Student Success Center](#): Assists personnel in any branch of service to reach their educational goals.
- [Center for Accommodations and Support Services](#): Assists students with ADA-related accommodations for coursework, housing, and internships.
- [Counseling and Psychological Services](#): Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments.
- [Student Health and Wellness Center \(SHWC\)](#): Address health care needs of all UTEP students. Primary care services as well as immunizations are available at the SHWC. Students can also receive counseling, wellness, and nutrition education services at the SHWC
- [Parking and Transportation](#): Provide the basics about how to park and move around campus. However, the way to become completely informed of the campus parking rules is to read the Parking Regulations.
- [International Students](#): The Office of International Programs assists UTEP international students, scholars, and dependent family members to maintain their non-immigrant statuses.

### Community Resources

- [Adult Probation Victim Services](#) – 313-9712 or 546-8120
- [Adult Probation Victim Information & Notification \(VINE\)](#) – (877) 596-8463
- [Adult Protective Services: 24-hour Reporting Volunteer for local events](#) – (800) 252-5400/ 834-5767
- [Advocacy Center for the Children of El Paso](#) – 545-5400
- [Attorney General's Office, Crime Victims Compensation](#) – 834-5815 or 1-800-983-9933
- [Bikers Against Child Abuse](#) – 892-2635
- [CASA \(Court Appointed Special Advocates for Children\)](#) – 546-8146
- [Center Against Family Violence 24-hour Hotline](#) – 593-1000 or 593-7300
- [Child Crisis Center](#) – 562-7955
- [YWCA Transitional Living Center](#) 566-2762

**CACREP 2016 Standards****COURSE OBJECTIVES/STUDENT COMPETENCIES:**

Goals/Objectives	CACREP 2016 Standards	TeXeS School Counselor	Learning Activities	Outcome Measures
<b>Goal 1:</b> Understand the profession of counseling, the professional identity of counselors, current professional issues, and advocacy for the profession. <b>(Clinical Mental Health Counseling Standards 5.C.1A, 2A, 2K, 2I, 3E)</b>				
<b>Objective 1a.</b> Identify the historical trends that evolved into the counseling profession of today and relevant current issues.	2.F.1.a /1A		Reading, lectures, quizzes, and discussion	Passing grade on the <b>Quiz</b>
<b>Objective 1b.</b> Identify professional associations at the national and local levels that promote and support counselors and understand the role of professional organizations in the maintenance, promotion, and evolution of the counseling profession.	2.F.1.f /2A, 2K	I.2	Reading, lectures, quizzes, assignments, and discussion	Passing grade on the <b>Quiz</b> Satisfactory score on the <b>Digging into Mental Health Agency in the Community Assignment</b> Satisfactory score on the <b>Professional Counselor's Portfolio Assignment</b>
<b>Objective 1c.</b> Become knowledgeable about public policy that affects the counseling profession and examine the role and process of the professional counselor in advocating on behalf of the profession of counseling.	2.F.1.d /2I, 3E		Reading, lecture and discussion	Passing grade on the <b>Quiz</b> Satisfactory score on the <b>Online Discussion</b>
<b>Objective 1f.</b> Increase awareness of professional issues that affect clinical mental health counselors.	Clinical Mental Health Counseling Standards 5.C.2.a, 2.i, 2.l		Reading, lectures, quizzes, and discussion	Passing grade on the <b>Quiz</b> Satisfactory score on the <b>Online Discussion</b>

<p><b>Objective 1e.</b> Become knowledgeable about the competencies of clinical mental health counselors to provide core mental health services, act as expert witnesses, and practice within managed care systems.</p>	2.a, 2.i, 2.l	Reading, lectures, quizzes, assignments, and discussion	<p>Passing grade on the <b>Quiz</b> Satisfactory score on the <b>Digging into Mental Health Agency in the Community Assignment</b></p>
<p><b>Objective 1f.</b> Understand the principles of mental health including prevention, intervention, consultation and education and identify resources that are available and are equitable and responsive to the unique needs of clients with cognitive, emotional and/or physical needs.</p>	<p>Clinical Mental Health Counseling Standards 5.C.1.b, c and 3.d</p>	Reading, lectures, quizzes, assignments, and discussion	<p>Passing grade on the <b>Quiz</b> Satisfactory score on the <b>Professional Counselor's Portfolio Assignment</b></p>
<p><b>Objective 1g.</b> Develop a resource list and identify a comprehensive strategy to address the needs of clients with cognitive, emotional, and/or physical issues.</p>	<p>2.F.2.c 2.F.5.b, c, i, j /1.b, 1.c, 3.d</p>	Reading, lectures, quizzes, assignments, and discussion	<p>Passing grade on the <b>Quiz</b> Satisfactory score on the <b>Professional Counselor's Portfolio Assignment</b></p>
<p><b>Goal 2:</b> Understand counselors' roles in promoting social justice through advocacy processes and become knowledgeable about effective advocacy strategies that address institutional and social barriers that impede social justice, access, equity and success for clients. <b>(Clinical Mental Health Counseling Standards 5.C.2.i, 3.e).</b></p>			
<p><b>Objective 2a.</b> Examine the levels and types of advocacy.</p>	<p>2.F.1.e 2.F.2.b /3e</p>	Reading, lectures, quizzes, and discussion	<p>Passing grade on the <b>Quiz</b> Satisfactory score on the <b>Online Discussion</b></p>
<p><b>Objective 2b.</b> Review significant legislation that has impacted and/or will impact social justice, access, equity and success for clients.</p>	<p>2.F.1.e 2.F.2.b /2i</p>	Reading, lectures, quizzes, and discussion	<p>Passing grade on the <b>Quiz</b> Satisfactory score on the <b>Online Discussion</b> Satisfactory score on the <b>Professional Counselor's Portfolio Assignment</b></p>

<b>Objective 2c.</b> Identify advocacy groups and advocacy strategies that can influence change	2.F.1.e 2.F.2.b /2i, 3e	Reading, lectures, quizzes, and discussion	Passing grade on the <b>Quiz</b> Satisfactory score on <b>Individualized Development Plan</b> Satisfactory score on the <b>Professional Counselor's Portfolio Assignment</b>
<b>Goal 3:</b> Understand the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. ( <b>Clinical Mental Health Counseling Standards 5.C.2.a, c, &amp; 3.d</b> )			
<b>Objective 3a.</b> Become knowledgeable about what constitutes a clinical mental health counseling setting.	2.F.1.b/ 2.a, 2.c, 3.d	Reading, lectures, quizzes, assignments, and discussion	Passing grade on the <b>Quiz</b> Satisfactory score on the <b>Digging into Mental Health Agency in the Community Assignment</b>
<b>Objective 3b.</b> Understand the interdisciplinary approach taken in clinical mental health counseling settings and the roles played by various mental health care professionals in those settings, including Clinical Social Workers, Psychologists, and Psychiatrists.	2.F.1.b 2.F.1.c/ 2.a, 2.c, 3.d	Reading, lectures, quizzes, assignments, and discussion	Passing grade on the <b>Quiz</b> Satisfactory score on the <b>Digging into Mental Health Agency in the Community Assignment</b> Satisfactory score on the <b>Professional Counselor's Portfolio Assignment</b>
<b>Objective 3c.</b> Understand how agencies and organizations collaborate in the provision of clinical mental health counseling services.	2.F.1.b 2.F.1.c/ 2.a, 2.c, 3.d	Reading, lectures, quizzes, assignments, and discussion	Passing grade on the <b>Quiz</b> Satisfactory score on the <b>Digging into Mental Health Agency in the Community Assignment</b> Satisfactory score on the <b>Professional Counselor's Portfolio Assignment</b>
<b>Goal 4:</b> Understand the range and models of mental health service delivery, the clinical mental health network, and the management of mental health services.			

<p><b>Objective 4a.</b> Be knowledgeable about agency management practices, including qualitative and quantitative evaluation of services.</p>	<p>2.F.1.b 2.F.8.b, c &amp; d /2.m</p>	<p>Reading, lectures, quizzes, assignments, and discussion</p>	<p>Passing grade on the <b>Quiz</b> Satisfactory score on the <b>Online Discussion</b> Satisfactory score on the <b>Digging into Mental Health Agency in the Community Assignment</b> Satisfactory score on the <b>Professional Counselor's Portfolio Assignment</b></p>
<p><b>Objective 4b.</b> Understand how agency evaluation processes influence development of agency structure and practices.</p>	<p>2.F.1.b 2.F.8.b, c &amp; d /2.m</p>	<p>Reading, lectures, quizzes, assignments, and discussion</p>	<p>Passing grade on the <b>Quiz</b> Satisfactory score on the <b>Digging into Mental Health Agency in the Community Assignment</b></p>
<p><b>Objective 4c.</b> Become knowledgeable about financial practices in agency settings.</p>	<p>2.m</p>	<p>Reading, lectures, quizzes, assignments, and discussion</p>	<p>Passing grade on the <b>Quiz</b> Satisfactory score on the <b>Digging into Mental Health Agency in the Community Assignment</b></p>
<p><b>Objective 4d.</b> Become knowledgeable about record-keeping standards related to clinical mental health counseling.</p>	<p>2.m</p>	<p>Reading, lectures, quizzes, assignments, and discussion</p>	<p>Passing grade on the <b>Quiz</b> Satisfactory score on the <b>Digging into Mental Health Agency in the Community Assignment</b></p>
<p><b>Objective 4e.</b> Become knowledgeable about the models, methods, and principles of program development and service delivery (e.g. support groups, peer facilitation training, parent education, self-help).</p>	<p>2.F.1.b 2.F.5.c /2.c, 3.b</p>	<p>Reading, lectures, quizzes, assignments, and discussion</p>	<p>Passing grade on the <b>Quiz</b> Satisfactory score on the <b>Digging into Mental Health Agency in the Community Assignment</b></p>

<b>Objective 4f.</b> Become knowledgeable about range of mental health service delivery (i.e. inpatient, outpatient, partial treatment and aftercare and the clinical mental health counseling services network).	2.F.1.b 2.F.5.c /2.c	Reading, lectures, quizzes, assignments, and discussion	Passing grade on the <b>Quiz</b> Satisfactory score on the <b>Digging into Mental Health Agency in the Community Assignment</b>
<b>Goal 5:</b> Understand the process of professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. ( <b>Clinical Mental Health Counseling Standards 5.C.2K, 2L</b> )			
<b>Objective 5a.</b> Become knowledgeable about how one becomes a National Certified Counselor (NCC).	2.F.1.g /2K	Reading, lectures, quizzes, assignments, and discussion	Passing grade on the <b>Quiz</b> Satisfactory score on the <b>Professional Counselor's Portfolio Assignment</b>
<b>Objective 5b.</b> Become familiar with the counselor licensure laws, regulations, and the process to become licensed.	2.F.1.g /2K, 2L	Reading, lectures, quizzes, assignments, and discussion	Passing grade on the <b>Quiz</b> Satisfactory score on the <b>Professional Counselor's Portfolio Assignment</b>
<b>Objective 5c.</b> Become knowledgeable about the accreditation standards of CACREP.	2.F.1.g /2K	Reading, lectures, quizzes, assignments, and discussion	Passing grade on the <b>Quiz</b> Satisfactory score on the <b>Professional Counselor's Portfolio Assignment</b>



**Rubric for Professional Interview**

<b>Evaluation Criteria</b>	<b>Satisfaction /Dissatisfaction</b>	<b>Any comments</b>
<p><b><u>E-mail Exchange:</u></b> This criterion focuses on the student's communication skills through email. It includes the clarity, professionalism, and appropriateness of their email exchanges with the assigned interviewee. Satisfaction in this criterion indicates effective and respectful written communication, with attention to detail, proper etiquette, and the ability to convey information clearly and concisely in an email format.</p>	S/D	
<p><b><u>Professional Attitude:</u></b> This criterion assesses the student's demeanor, behavior, and approach toward professional activities. It encompasses aspects such as respect for peers and instructors, adherence to ethical standards, and the ability to maintain professionalism. Satisfaction in this criterion indicates a consistently professional and respectful demeanor in the interview process.</p>	S/D	
<p><b><u>Punctuality:</u></b> Punctuality evaluates the student's ability to adhere to specified timelines for activities. It involves preparing work ahead of time, attending the interview punctually, and being prompt in responding to scheduled events. Satisfaction in this criterion signifies a reliable and responsible approach to time management, reflecting the student's commitment to meeting academic and professional obligations in a timely manner.</p>	S/D	
<p><b><u>Time Management:</u></b> Time management assesses the student's ability to allocate and prioritize time effectively to meet interview demands. It includes planning, organization, and the ability to balance multiple tasks or responsibilities. Satisfaction in this criterion reflects strong time management skills, the ability to complete interviews on time, and a proactive approach to planning and organizing tasks to optimize productivity with respect for other's time.</p>	S/D	
<b>Overall Score of the Interview Experience</b>	S/D	

**Rubric for Student Presentation**

	<b>Superior</b>	<b>Average</b>	<b>Unacceptable</b>
<b>Introduction and Layout</b> ____/2	The introduction presents the overall topic and draws the audience into the presentation with compelling information related to the presentation The layout is visually pleasing and contributes to the overall message with the appropriate use of headings, subheadings and white space.	The introduction shows some structure but does not create a strong sense of what is to follow. It may be overly detailed or incomplete and is somewhat appealing to the audience. The layout shows some structure but appears cluttered and busy or distracting with large gaps of white space or uses a distracting background.	The introduction does not orient the audience to what will follow. The sequencing is unclear and does not appear interesting or relevant to the audience. The layout is cluttered, confusing, and does not use spacing, headings, and subheadings to enhance the readability.
<b>General Content</b> ____/4	The content is written clearly and concisely with a logical progression of ideas and supporting information. The project gives the audience a clear sense of the main idea. Information is accurate, current and comes mainly from scholarly sources. Covers all specific content.	The content is vague in conveying a point of view and does not create a strong sense of purpose. It includes some information with a few facts. Some of the information may not seem to fit. The sources used appear unreliable. Missing specific content.	The content lacks a clear point of view and logical sequence of information. It includes little persuasive information and only one or two facts about the topic. Information is incomplete, out of date, and/or incorrect. The sequencing of ideas is unclear. No adherence to specific content.
	(1) The purpose/specialty of the center, (2) Population served, (3) Location, (4) Hour of Operation, (5) Contact Information, (6) Website (7) Interview with a counselor in the center, and (8) (8) Reflection		
<b>Professionalism</b> ____/2	Dress in a professional manner: clean and casual clothing. It does not have to be a suit or jacket.	Dress in a professional manner: clean and casual clothing. It does not have to be a suit or jacket.	Did not show consideration of a dress code (e.g., wearing a training suit).
<b>Peer Evaluation</b> ____/2	Students demonstrate a professional and cooperative manner in preparing the presentation and successfully completed a task assigned to them.	Students contribute to preparing the presentation and completing a task assigned to them.	Students do not attend group meetings and do not contribute to a presentation.

**Rubric for Final Portfolio**

<b>Criteria</b>	<b>Superior</b>	<b>Average</b>	<b>Unacceptable</b>
<b>Curriculum Vitae</b>  ___/5	The CV is exceptionally well-formatted, easy to read, and organized in a logical manner. Information is presented clearly and concisely, with well-crafted and impactful language. The CV includes all necessary information, such as contact details, educational background, certifications, clinical experiences, and professional memberships.	The CV is adequately formatted and organized, but there is room for improvement in terms of clarity. Information is generally clear but could benefit from some additional conciseness. The CV includes most necessary information but may lack some details or clarity.	The CV is poorly formatted, difficult to read, and lacks proper organization. Language is unclear, and the CV is overly verbose, making it challenging to understand. CV is incomplete, missing essential information, and lacks coherence.
<b>Individualized Development Plan</b>  ___/5	The IDP demonstrates excellence in all SMART criteria. The goals and objectives are, (S) highly specific, clearly defining what needs to be accomplished (M) quantifiable measures, allowing for clear assessment and tracking of progress (A) realistic, feasible, and aligned with the individual's capabilities and resources (R) highly relevant to the individual's professional growth and align with organizational objectives (T) and well-defined timeframes, with specific deadlines for completion.	The IDP is generally satisfactory but has areas that could be improved for better alignment with SMART criteria. (S) somewhat specific, but there is room for improvement in terms of clarity and precision (M) somewhat measurable, but there may be a need for more concrete metrics (A) moderately achievable, but there may be some aspects that could be refined for better feasibility (R) somewhat relevant, but there may be areas that could be better aligned with professional development needs. (T) somewhat time-bound, but there may be a need for more precise timelines.	The IDP falls short of expectations and requires significant improvement in meeting SMART criteria. (S) lack specificity, making it unclear what needs to be achieved. (M) lack measurability, making it challenging to determine progress. (A) unrealistic, overly ambitious, or unattainable given the individual's current situation. (R) lack relevance to the individual's role or do not contribute to overall development. (T) lack clear timeframes, making it challenging to determine when they should be achieved.
<b>Counseling Statement</b>  ___/10	The counseling statement provides a comprehensive and detailed overview of the counselor's educational background, underlying belief of counseling and values, theoretical orientation, and related specific techniques. Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing. Writing follows the APA 7 <sup>th</sup> style.	The counseling statement adequately addressed the counselor's educational background, underlying belief of counseling and values, theoretical orientation, and related specific techniques. Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. There are no more than five spelling, grammar, or syntax errors per page of writing. Writing follows the APA 7 <sup>th</sup> style but includes minor errors.	The counseling statement is unclear or significantly lacking in detail. Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response. Writing does not follow the APA 7 <sup>th</sup> style.

## Peer Evaluation Form

Evaluation Criteria	Member 1 name:	Member 2 name:	Member 3 name:	Member 4 name:	Member 5 name:
1. Is punctual in attending scheduled group sessions and completes group assignment on time (0.5 points).	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
2. Contributes meaningfully to group discussion (0.5 points).	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
3. Prepares work in a quality manner (0.5 points).	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
4. Demonstrates cooperative and supportive attitudes (0.5 points).	Yes / No	Yes / No	Yes / No	Yes / No	Yes / No
<b>Overall to the success of the project</b> (Full score: 2/ Please give me a number with one decimal place)					

We discussed our own performance for the group work together and agreed the above score.

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 Signature

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 Signature

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 Signature

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 Signature

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 Signature

### Individualized Development Plan

Name (Last, First, MI)	Program (#Student Number)	Current Position (Year)	Advisor's Name	Course Instructor's Name
Number	Purpose	SMART Goal	Term	Description

**Syllabus Contract**  
**DUE: Jan. 23rd**

**I have read the syllabus for EDPC:5322 *Mental Health Counseling* and understand the requirements for the class, the assignments and the method of grading.**

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date