

# EDPC 5322 - Mental Health Counseling

The University of Texas at El Paso  
College of Education  
Department of Educational Psychology and Special Services  
Clinical Mental Health Counseling

## COURSE SYLLABUS Spring 2023

**Instructor:** Johana Rocha, Ph.D., LPC Associate, NCC  
Spring in-person/virtual office hours (*By appointment*): Mondays 10am-12pm and Tuesdays 10am-12pm  
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Course time/date: Monday 5:00 p.m. – 7:50 p.m. (*Every other Monday starting January 23rd and ending April 24th*)  
Location: Old Main 201

### COURSE DESCRIPTION:

Professional orientation of services and issues related to mental health counseling, including the organization and administration of public and private and counseling programs.

Prerequisites: EDPC 5317 Human Growth & Development; EDPC 5341 Theories of Counseling.

### Required Text and Reading Materials:



Gerig, M. (2018). *Foundations for Clinical Mental Health Counseling, 3<sup>rd</sup> Edition (Paperback)*. Boston: Pearson. ISBN10: 0134384776, ISBN13: 9780134384771.



## CACREP 2016 Standards

### COURSE OBJECTIVES/STUDENT COMPETENCIES:

Goals/Objectives	CACREP Standards /CMHC	TeXeS School Counselor	Learning Activities	Outcome Measures
<b>GOAL A:</b> Understand the profession of counseling, the professional identity of counselors, current professional issues, and advocacy for the profession. (CACREP Standards 2.F.1. a, d, f) (Clinical Mental Health Counseling Standards 5.C.1A, 2A, 2K, 2I, 3E)				
<b>Objective A-1</b> Identify the historical trends that evolved into the counseling profession of today and relevant current issues	2.F.1.a /1A		Reading, lecture and discussion (classroom and/or online environments) about the evolution and current issues of the counseling profession and the specialty area of clinical mental health counseling.	Passing grade on the <b>Professional Orientation Quiz</b>
<b>Objective A-2</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		Reading, lecture and discussion (classroom and/or online environments) about the history and functioning of national and local professional counselor associations.	Passing grade on the <b>Professional Orientation Quiz</b>
<b>Objective A-3</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		<b>a)</b> Reading, lecture, and discussion (classroom and/or online environments) about the significance of advocacy and the process of public advocacy for the profession throughout its development, <b>b)</b> utilize the ACA and AMHCA websites and/or local counseling organization websites to investigate the current federal or state policy environment regarding professional counseling and <b>c)</b> write a letter to a legislator, the regulatory board/office, or the news media advocating on behalf of the profession.	<b>a)</b> passing grade on the <b>Advocacy Quiz</b> and <b>b)</b> Satisfactory score on the <b>Advocacy Letter Scoring Rubric</b>
<b>GOAL B:</b> Understand the process of professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues. (CACREP Standards 2.F.1.g) (Clinical Mental Health Counseling Standards 5.C.2K, 2L)				
<b>Objective B-1</b> Become knowledgeable about how one becomes a National Certified Counselor (NCC)	2.F.1.g /2K		<b>a)</b> Reading, lecture, and discussion (classroom and/or online environments) about National Counselor Certification and <b>b)</b> Review the application and certification procedures on the NBCC website.	<b>a)</b> Satisfactory rating on the <b>Credentialing Plan</b> rubric and <b>b)</b> Passing grade on the <b>Credentialing Quiz</b>
<b>Objective B-2</b> Become familiar with the counselor licensure laws, regulations, and the process to become licensed.	2.F.1.g /2K, 2L		<b>a)</b> Reading, lecture and discussion (classroom and/or online environments) concerning license laws and regulations in the state and/or states in the region; and <b>b)</b> Download and review applications from state license board websites.	<b>a)</b> Satisfactory rating on the <b>Credentialing Plan</b> rubric and <b>b)</b> Passing grade on the <b>Credentialing Quiz</b>

<b>Objective B-3</b> Become knowledgeable about the accreditation standards of CACREP.	<b>2.F.1.g</b> <b>/2K</b>		Reading, lecture and discussion (classroom and/or online environments) concerning the CACREP standards.	<b>a)</b> Satisfactory rating on the <b>Credentialing Plan</b> rubric and <b>b)</b> Passing grade on the <b>Credentialing Quiz</b>
<b>GOAL C:</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. (CACREP Standards 2.F.1.e, 2.b) (Clinical Mental Health Counseling Standards 5.C.2.i, 3.e).				
<b>Objective C-1</b> Examine the levels and types of advocacy	<b>2.F.1.e</b> <b>2.F.2.b</b> <b>/3e</b>		<b>a)</b> Reading, lecture and discussion (classroom and/or online environments) about the ACA Advocacy Competencies, the levels of advocacy, and counselor advocacy roles as they pertain to addressing institutional and social barriers that impede social justice, access, equity and success for clients with cognitive, emotional, and/or physical needs and the counselor's role in; <b>b)</b> Complete and submit the Advocacy Competencies Self-Assessment (ACSA) Survey.	Passing grade on the <b>Advocacy Quiz</b>
<b>Objective C-2</b> Review significant legislation that has impacted and/or will impact social justice, access, equity and success for clients	<b>2.F.1.e</b> <b>2.F.2.b</b> <b>/2i</b>		<b>a)</b> Reading, lecture, discussion (classroom and/or online environments) and research about pertinent legislation that has had a direct impact on social justice, access, equity and success for clients with cognitive, emotional, and/or physical needs; <b>b)</b> Preparation of an advocacy oriented legislative brief that outlines the advocacy need(s) of the population(s) that will be affected by the legislation, the expected impact of the legislation regarding social justice, access, equity, and/or success, and relevant reasons for either voting for or against the legislation.	Satisfactory score on the <b>Legislative Advocacy Project Scoring Rubric</b>
<b>Objective C-3</b> Identify advocacy groups and advocacy strategies that can influence change	<b>2.F.1.e</b> <b>2.F.2.b</b> <b>/2i, 3e</b>		<b>a)</b> Reading, lecture, discussion (classroom and/or online environments) and research about agencies/organizations that advocate for social justice, access, equity and success of clients with cognitive, emotional and/or physical needs; <b>b)</b> Students will prepare an advocacy oriented legislative brief that : i) identifies agencies/organizations that have an advocacy agenda related to significant legislation that has impacted and/or will impact social justice, access, equity and success for clients with cognitive, emotional, and/or physical needs, ii) identifies strategies that have been or are currently being utilized to influence policies at the local, state or national levels, and iii) summarizes the advocacy plan of the agency/organization.	Satisfactory score on the <b>Legislative Advocacy Project Scoring Rubric</b> .
<b>GOAL D:</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. (CACREP Standards 2.F.2.c, 5.b, c, i, j) (Clinical Mental Health Counseling Standards 5.C.1.b, c and 3.d)				

<b>Objective D-1</b> Develop a resource list and identify a comprehensive strategy to address the needs of clients with cognitive, emotional, and/or physical issues	<b>2.F.2.c</b> <b>2.F.5.b, c, i, j</b> <b>/1.b, 1.c, 3.d</b>		<b>a)</b> Reading, lecture, discussion (classroom and/or online environments) regarding the principles of mental health counseling and <b>b)</b> Identification of resources and a comprehensive strategy to address the clinical and advocacy needs of the identified client(s) in a case study.	Satisfactory score on the <b>Mental Health Case Study Scoring Rubric</b>
<b>GOAL E:</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>(CACREP Standards 2.F.1.b, c) (Clinical Mental Health Counseling Standards 5.C.2.a, c, &amp; 3.d)</b>				
<b>Objective E-1</b> Become knowledgeable about what constitutes a clinical mental health counseling setting.	<b>2.F.1.b/</b> <b>2.a, 2.c, 3.d</b>		Reading, lecture, and discussion (classroom and/or online environments) regarding standards for designating a site as “clinical.”	Passing grade on the <b>Mental Health Counseling Practices Quiz.</b>
<b>Objective E-2</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.	<b>2.F.1.b</b> <b>2.F.1.c/</b> <b>2.a, 2.c, 3.d</b>		Reading, lecture and discussion (classroom and/or online environments) of the roles of various mental health care professionals.	Passing grade on <b>Mental Health Counseling Practices Quiz.</b>
<b>Objective E-3</b> Understand how agencies and organizations collaborate in the provision of clinical mental health counseling services.	<b>2.F.1.b</b> <b>2.F.1.c/</b> <b>2.a, 2.c, 3.d</b>		Reading, lecture and discussion (classroom and/or online environments) of the process and vehicles for collaboration in the provision of mental health counseling services.	Passing grade on the <b>Mental Health Counseling Practices Quiz.</b>
<b>GOAL F:</b> Increase awareness of professional issues that affect clinical mental health counselors <b>(Clinical Mental Health Counseling Standards 5.C.2.a, 2.i, 2.l)</b>				
<b>Objective F-1</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.	<b>2.a, 2.i, 2.l</b>		Reading, lecture and discussion (classroom and/or online environments) regarding necessary competencies for core mental health services delivery, expert witness consultation and testimony, and various aspects of practice within managed care systems.	Passing grade on the quizzes and the <b>Mental Health Counseling Practices Quiz</b>
<b>GOAL G:</b> Understand the range and models of mental health service delivery, the clinical mental health network, and the management of mental health services <b>(CACREP Standards 2.F.1.b, 5.c, 8.b, c &amp; d) (Clinical Mental Health Counseling Standards 5.C.2.c, 2.m &amp; 3.b)</b>				
<b>Objective G-1</b> Be knowledgeable about agency management practices, including qualitative and quantitative evaluation of services.	<b>2.F.1.b</b> <b>2.F.8.b, c &amp; d</b> <b>/2.m</b>		<b>a)</b> Reading, lecture and Discussion (classroom and/or online environments) of the management and evaluation of mental health services and programs and <b>b)</b> Written comprehensive review and class presentation of a mental health counseling agency.	<b>Satisfactory rating on the Comprehensive Agency Review Project and Presentation Scoring Rubric.</b>

<b>Objective G-2</b> Understand how agency evaluation processes influence development of agency structure and practices.	<b>2.F.1.b</b> <b>2.F.8.b, c &amp; d</b> <b>/2.m</b>		<b>a)</b> Reading, lecture and discussion (classroom and/or online environments) regarding the role and process of evaluation and its influence in the development of agencies and <b>b)</b> Written comprehensive review and class presentation of a mental health counseling agency.	<b>Satisfactory rating on the Comprehensive Agency Review Project and Presentation Scoring Rubric.</b>
<b>Objective G-3</b> Become knowledgeable about financial practices in agency settings.	<b>2.m</b>		<b>a)</b> Reading, lecture and discussion (classroom and/or online environments) regarding agency financial practices and <b>b)</b> Written comprehensive review and class presentation of a mental health counseling agency.	<b>Satisfactory rating on the Comprehensive Agency Review Project and Presentation Scoring Rubric.</b>
<b>Objective G-4</b> Become knowledgeable about record-keeping standards related to clinical mental health counseling.	<b>2.m</b>		<b>a)</b> Reading, lecture and discussion (classroom and/or online environments) about record keeping procedures and standards related to clinical mental health counseling and <b>b)</b> Written comprehensive review and class presentation of a mental health counseling agency.	<b>Satisfactory rating on the Comprehensive Agency Review Project and Presentation Scoring Rubric.</b>
<b>Objective G-5</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).	<b>2.F.1.b</b> <b>2.F.5.c</b> <b>/2.c, 3.b</b>		<b>a)</b> Reading, lecture and discussion (classroom and/or online environments) about models, methods, and principles of program development and service delivery and <b>b)</b> Written comprehensive review and class presentation of a mental health counseling agency.	<b>Satisfactory rating on the Comprehensive Agency Review Project and Presentation Scoring Rubric.</b>
<b>Objective G-6</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).	<b>2.F.1.b</b> <b>2.F.5.c</b> <b>/2.c</b>		<b>a)</b> Reading, lecture and discussion (classroom and/or online environments) about the range and types of mental health service delivery (i.e. inpatient, outpatient, partial treatment and aftercare and the clinical mental health counseling services network) and <b>b)</b> Written comprehensive review and class presentation of a mental health counseling agency.	<b>Satisfactory rating on the Comprehensive Agency Review Project and Presentation Scoring Rubric.</b>
<b>GOAL H:</b> Recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders ( <b>CACREP Standards 2.F.5.b</b> ) ( <b>Clinical Mental Health Counseling Standards 5.C.2.c, 3.d</b> )				
<b>Objective H-1</b> Understand and recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	<b>2.F.5.b</b> <b>/2.c, 3.d</b>		<b>a)</b> Reading, lecture and discussion (classroom and/or online environments) regarding the importance of family, social networks and community systems in the treatment of mental and emotional disorders and <b>b)</b> Written comprehensive review and class presentation of a mental health counseling agency.	<b>Satisfactory rating on the Comprehensive Agency Review Project and Presentation Scoring Rubric.</b>

\*Council for Accreditation of Counseling and Related Educational Programs [CACREP]. (2016). Alexandria, VA: Author.

## EXPECTATIONS OF STUDENTS

1. **Professionalism is expected at all times.** Professionalism includes, but is not limited to, arriving to class and other meetings with classmates on time; completing assignments on time; working collaboratively and effectively with professors and classmates; apprising your professors of issues with the class or attendance in a timely manner; communicating with professors and fellow students in a courteous respectful, and honest manner; appropriately working out disagreements with professors and classmates; attending all classes unless there is a documented emergency or work conflict that has been excused by your professor; and following the ethical codes that pertain to your profession (e.g. ACA Code of Ethics).

2. **Attendance is required.** As indicated in the Graduate Catalog, attendance is required at all class sessions and is considered crucial to gain maximum benefit from the course. You are expected, as a professional to discuss any absence with the professor and the members of any assigned group exercise either prior to, or immediately after, the absence. Any missed work must be made up in a manner determined by the instructor. **Any unexcused absences will result in a decrease of your final grade. Students cannot miss more than 3 scheduled classes and expect to pass this course, excused absence or not.** An absence will be considered excused at the discretion of the instructor and documentation should be offered and provided if requested for the absence to be considered excused (e.g., a doctor's note, a letter from your employer, etc.). Remember, if you encounter unexpected events in your life during the semester, you can drop the class, stop out, and return during another semester. **You are also expected to be at this class ON TIME. Please use your time management skills properly and be on time and ready to learn at 5:10 p.m. sharp. If you are late to class more than three times, it will result in a decrease of your final grade.** Being late is disruptive to the class and its process. If you have a verified and documented reason to be late to class you may be excused from this requirement. However, documentation from your job, doctor, or another authority figure that can verify your tardiness is beyond your control is required. In addition, you are expected to remain in class for the duration of the class. Unless you have a documented, unavoidable reason for leaving class early, you are expected to say until released by the professor. If you leave early more than twice without approval of the instructor, you will be dropped from the course.

3. **Active class participation is expected.** The course is designed for students to learn by active interaction with each other. You must participate fully in classroom discussions and practice exercises to earn full participation points toward your final grade. Please **demonstrate enthusiasm and a high level of interest** in your classroom experiences.

4. **Personal use of electronic devices is not allowed during class.** Your help and cooperation in ensuring a cell/lap top free zone during class time is greatly appreciated. No electronic devices (e.g., cell phones, computers, pagers, tablets, etc.) are allowed for "personal" use in class without the explicit permission of the instructor unless the student has an accommodation from *Center for Accommodations and Support Services*. **However, laptops and tablets can be used for class projects at specified times during class.** Please notify the professor at the start of class if a family, work, or personal emergency necessitates that a cell phone be left on during class. (If so, it should be in silent or vibrate mode). However, emergency requests should not be a continuing, on-going event. Please avoid being on call for work during class time. (Your priority on the

scheduled dates of class should be class. If this is not possible, you should defer taking the course until another term.) The unauthorized student use of cell phones, laptops or any other electrode device during class (and it is always very obvious when this occurs) may result in a request to leave class as this is a distraction to the professor and the other students around you. This will be counted as an unexcused absence. Refer to point number 2 regarding unexcused absences.

5. **Readings must be completed prior to each class session.** Most classroom presentations will be reviews and discussions of the readings. The more you have read and understood the topics prior to class, the more you will learn during practice sessions.

6. **Quizzes must be completed on time.** Quizzes will be available on Blackboard up until the specified deadline and will not be available after the deadline, which means that a student who misses a quiz deadline will receive a score of zero for that quiz.

7. **Assignments must be submitted on Blackboard by the due dates.** This allows for timelier grading and feedback. A late assignment will lose **20 percent** of the total possible points on the assignment for every 24-hour period for which it is late. Another 20 percent will be lost if the assignment is not submitted within 48 hours after the deadline, another 20 percent will be lost if the assignment is not submitted within 72 hours after the deadline, etc.

## ASSIGNMENTS

Students must complete the 7 assignments listed below and 4 quizzes. All assignments and quizzes will be posted on Blackboard and must be submitted to Blackboard by the specified deadline to be eligible to earn full credit. Assignments will be explained in detail in class and on Blackboard. Two major assignments will be completed by work teams, so please be prepared to collaborate in these group learning assignments. For both group assignments, significant time will be devoted to learning outside of class time. Thus, class times will be shortened when possible to accommodate team meetings and needed activities to complete the assignments.

1. **Professional Organization Review.** Each student will research information about one of the professional organizations relevant to mental health counselors (e.g. ACA, ACA Divisions, AMHCA, ARCA, NRCA, etc.) and write a 2-page review about the organization including a statement regarding how joining the organization could be beneficial to their personal and professional development. **(25 points)**
2. **Professional Advocacy Letter.** Each student will identify a current public policy issue faced by mental health counselors (as defined by a professional organization) and will prepare a 1-page letter to a legislator, the regulatory board/office, or the news media advocating on behalf of the profession regarding that issue. (The letters is not required to be sent.) **(25 points)**
3. **Professional Credentialing Plan.** Each student will prepare a 2-3 page document that outlines a personal plan to become a certified and then licensed professional mental health counselor in the state of Texas or another state in the surrounding region. The document should include all relevant requirements to become credentialed and licensed and a timeline for how the student plans to meet those requirements. **(25 points)**

4. **Advocacy Competencies Self-Assessment Survey.** Each student will complete the ACA Advocacy Competencies Self-Assessment Survey and will write a 2 page reflection upon his/her strengths and weaknesses regarding advocacy and specify ways to further develop those competencies. **(25 points)**
5. **Legislative Advocacy Project (group project).** Students will work in teams to create a 5-6 page document that: **a)** identifies a significant population (e.g. immigrants, disabled veterans, LGBT, children of incarcerated parents, developmentally delayed individuals, etc.) who have issues related to social justice, access, equity and personal success; **b)** outlines the advocacy need(s) of the population, **c)** identifies agencies/organizations that have an advocacy agenda related to significant legislation that has impacted and/or will impact social justice, access, equity and success for such individuals/clients identified in a) above; **d)** identifies strategies/plans that have been or are currently being utilized by the agencies identified in c) above to influence policies at the local, state or national levels, **f)** specifies relevant reasons for voting for and for voting against the legislation, and **g)** presents feasible and relevant strategies the team members could implement to advocate for the identified population and its social justice issues. **(75 points)**
6. **Mental Health Case Study (group project).** Students will work in teams to create a 5-6 page document that identifies existing community resources and a comprehensive mental health counseling strategy to address the clinical and advocacy needs of the identified client(s) in a case study distributed by the instructor. **(75 points)**
7. **Mental Health Agency Review Project (group project).** Students will (1) work in teams to study a mental health agency, (2) create a 14-15 page document in APA style that presents a comprehensive review of the agency, and (3) give a presentation of their review to the class. As a component of this project, the team must shadow mental health counseling professionals at the agency (e.g., a session, writing case notes, completing admin, tasks, etc), interview agency personnel, review agency annual reports/websites, ask how they get funded, how much clients pay per session, etc to gather accurate and relevant information with which to write the comprehensive review. (Note: The “shadowing” experience is related to the “service-learning” model of counselor training which empirical research is validating as an effective method of assisting students in acquiring pre-internship knowledge and information which results in being better prepared for internship.) **(150 points)**
8. **4 Quizzes (i.e. Professional Orientation Quiz, Credentialing Quiz, Advocacy Quiz, Mental Health Counseling Practices Quiz).** Each student will complete 4 quizzes over the material in the textbook, required readings, and classroom lectures/presentations. **(4 quizzes @ 25 points each = 100 points)**

***\*Working with Group Members***

The related interactions in a small group are necessary in this course. Student-led meetings will be at times and days that all your group members agreed. Also, there is a group project that requires small group meetings and classmates’ feedback. Specific timelines related to the assignments/activities will be provided in this syllabus and Blackboard.



Your participation, contributions, accountability, punctuality, and helpful feedback are critical for your classmates' learning. Thus, it is important to communicate with your group members at times.

At the end of this semester, you will receive a short survey asking about your experiences working with your partner/group members. Each of you will have an opportunity to evaluate other group members' participations, contributions, accountability, punctuality, interpersonal skills, and professionalism. The results of short survey on your performance in this course may affect your Participation & Contribution.

## **EVALUATION**

**Grades are earned as follows:**

**A** = 450 – 500 points, **B** = 400 – 449 points, **C** = 350 – 399 points, **F** = < 350 points

**ASSIGNMENT SCORING RUBRICS: (Posted on Blackboard)**

## **MISCELLANEOUS**

### **1. Students with Disabilities**

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to [cass@utep.edu](mailto:cass@utep.edu), or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at [www.sa.utep.edu/cass](http://www.sa.utep.edu/cass). If you have a condition, which may affect your ability to exit safely from the premises in an emergency during class, you are encouraged to discuss this in confidence with the professor and/or the director of CASS.

### **2. Academic Dishonesty**

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](#).

All papers submitted in this course should adhere to the style and formatting guidelines of the APA Publications Manual (7<sup>th</sup> ed). This includes, but is not limited, to headings, citations, page numbering, and grammatical considerations. According to APA guidelines, all written submitted assignments must use Times New Roman 12-point font and be double-spaced.

Your materials should be properly cited and/or quoted; however, you are encouraged to only use quotes minimally where there is no other way to say it better. Your papers may go through *SafeAssign*, a plagiarism detection software, when you upload them to Blackboard. If you still have questions about properly paraphrasing your sources, please see the instructor or visit the writing center for help.

- **Honesty:** “adhering to standards of truthfulness and integrity”
- **Trust:** participating in “an environment of confidence”
- **Fairness:** abiding by the “standards, practices, and procedures” outlined by your instructors and institution
- **Respect:** “encouraging a wide range of opinions and ideas”
- **Responsibility:** assuming personal accountability and accepting sanctions in cases of misconduct.
- Students are responsible for adhering to the above standards in all academic activities and refraining from all forms of academic dishonesty. According to the **UTEP Handbook of Operating Procedures**, academic dishonesty includes committing (or attempting to commit) the following:
  - a. **Plagiarism** – taking credit for work that is not your own (e.g., copying and pasting from the internet, failing to cite sources of information, failing to attribute direct quotes to their original author, or submitting your work from another course without prior permission).
  - b. **Cheating** – This includes copying another student’s work during an exam; using notes, books, or electronic devices during an exam without prior permission; taking an exam for another student; and communicating with or helping another student during an exam.
  - c. **Collusion** – any collaboration with another student without the permission of the instructor.
  - d. **Self-plagiarism:** This term is defined by the Publication Manual of the American Psychological Association (6th ed.) as authors presenting their “previously published work as new scholarship (p. 16).” It is thus unethical for students to use work previously submitted to meet a course requirement (e.g., a course paper for another course). Doing so will result in remediation procedures. Graduate students are advised that self-plagiarism will be treated as plagiarism and that the same disciplinary procedures will be used as those implemented for plagiarism.

### 3. **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:

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

**EDPC 5322 – TENTATIVE SCHEDULE – SPRING 2023**

<u>DATE</u>	<u>TOPIC</u>	<u>READINGS DUE</u>	<u>ASSIGNMENTS DUE</u>
<b><u>Class 1</u></b> 1/23/23	Introductions Syllabus Historical Perspectives Professionalism	Chapters 1-3	
<b><u>Class 2</u></b> 2/6/23	Professional Advocacy/Client Advocacy Credentialing and Licensure Professional Organizations Ethics	Chapter 5-6	1. Professional Orientation Quiz 2. Professional Organization Review
<b><u>Class 3</u></b> 2/20/23	Advocacy Letters Theoretical Paradigms Mental Health Practices Mental Health Case Study work time	Chapters 4,7,8	Credentialing Quiz
<b><u>Class 4</u></b> 3/6/23	Appraisal & Multicultural Counseling Mental Health Case Study work time	Chapters 9-10 Other readings as assigned	1. Professional Credentialing Plan 2. Professional Advocacy Letter 3. Mental Health Practices Quiz
<b><u>Class 5</u></b> 3/20/23	Contemporary Issues Group Legislative Advocacy Project Work Time	Chapters 11-13 Other Readings as assigned	1. Advocacy Quiz 2. Advocacy Competencies Self-Assessment Survey
<b><u>Class 6</u></b> 3/27/23	Contemporary Issues Group Legislative Advocacy Project Work Time	Chapters 11-13 Other Readings as assigned	Mental Health Case Study
<b><u>Class 7</u></b> 4/10/23	Internship II Student Guest Speaker	Other Readings as assigned	Legislative Advocacy Project
<b><u>Class 8</u></b> 4/24/23	Group Agency Presentations		Mental Health Agency Review