



EDPC 5322 Mental Health Counseling Spring 2024

Class Information

The University of Texas at El Paso
College of Education
Educational Psychology and Special Services
Education Building Room 202
Spring 2024; W 5:30 – 8:20 pm

Professor Information

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Office Hours

My office hours will be held on Zoom or in-person during the following times:

- Wednesday & Thursday: 02:00pm - 05:00 pm (Mountain Time) and/or appointment.
- To schedule an appointment, send me an email with several blocks of time when you would like to meet virtually. I will send you a link for a virtual meeting.
- To help me keep track of emails from you, please put the course number and your last name in the subject line of any correspondence sent via email (e.g., EDPC 5322 Doe).
- I have created a listserv using your UTEP email address. If you do not use your UTEP Miners account regularly, please make sure your UTEP account forwards to the account you do use regularly.

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.

Methods of Instruction

This is a Min Tech course including 49% or less online instructional method. Graduate courses and graduate studies rely heavily on self-motivated learning. Students are encouraged to preview and review assigned course materials and be willing to study current research articles and extra-curriculum materials related to course contents. The course format will be a combination of lectures, discussions, group works, presentations, exams, and experiential learning. We will closely follow the text in this class but will allow for other learning experiences as well. Physical attendance is required and necessary; however, there may be designated periods of class time assigned for out-of-classroom activities (such as but not limited to, group meetings, experimental work, assessment, clinical work, take-home exam, etc.). Please refer to the course schedule and in-class announcements for directions.

Course & Learning Objectives

This course is designed to achieve learning outcomes consistent with the following 2016 Council for Accreditation of Counseling and Related Educational Programs (CACREP) Accreditation Standards and the standards for school counselor certification specified in the Texas Administrative Code. Title 19, Part 7, Rule 239.15 (2001 & Amended in 2009). In support of these standards, students should be able to understand and appropriately apply the knowledge, activities, and assessments related to each. Course and learning objectives are provided in the following table:

Goals/Objectives	CACREP Standards /CMHC	Learning Activities	Outcome Measures
Objective A-1 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 Professional Orientation Quiz
Objective A-2 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 Professional Orientation Quiz
Objective A-3 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	a) 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) utilizing the ACA and AMHCA websites and/or local counseling organization websites to investigate the current federal or state policy environment regarding professional counseling and c) write a letter to a legislator, the regulatory board/office, or the news media advocating on behalf of the profession.	a) passing grade on the Advocacy Quiz and b) Satisfactory score on the Advocacy Letter Scoring Rubric
Objective B-1 Become knowledgeable about how one becomes a National Certified Counselor (NCC)	2.F.1.g /2K	a) Reading, lecture, and discussion (classroom and/or online environments) about National Counselor Certification and b) Review the application and certification procedures on the NBCC website.	a) Satisfactory rating on the Credentialing Plan rubric and b) Passing grade on the Credentialing Quiz
Objective B-2 Become familiar with the counselor licensure laws, regulations, and the process to become licensed.	2.F.1.g /2K, 2L	a) 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) Download and review applications from state license board websites.	a) Satisfactory rating on the Credentialing Plan rubric and b) Passing grade on the Credentialing Quiz
Objective B-3 Become knowledgeable about the accreditation standards of CACREP.	2.F.1.g /2K	Reading, lecture, and discussion (classroom and/or online environments) concerning the CACREP standards.	a) Satisfactory rating on the Credentialing Plan rubric and b) Passing grade on the Credentialing Quiz
Objective C-1 Examine the levels and types of advocacy	2.F.1.e /2.F.2.b /3e	a) 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	Passing grade on the Advocacy Quiz

		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) Complete and submit the Advocacy Competencies Self-Assessment (ACSA) Survey.	
Objective C-2 Review significant legislation that has impacted and/or will impact social justice, access, equity, and success for clients	2.F.1.e 2.F.2.b /2i	a) 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) 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 Mental Health Case Study Scoring Rubric
Objective C-3 Identify advocacy groups and advocacy strategies that can influence change	2.F.1.e 2.F.2.b /2i, 3e	a) 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) 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 Mental Health Case Study Scoring Rubric .
Objective D-1 Develop a resource list and identify a comprehensive strategy to address the needs of clients with cognitive, emotional, and/or physical issues	2.F.2.c 2.F.5.b, c, i, j /1.b, 1.c, 3.d	a) Reading, lecture, discussion (classroom and/or online environments) regarding the principles of mental health counseling, and 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 Mental Health Case Study Scoring Rubric
Objective E-1 Become knowledgeable about what constitutes a clinical mental health counseling setting.	2.F.1.b/ 2.a, 2.c, 3.d	Reading, lecture, and discussion (classroom and/or online environments) regarding standards for designating a site as "clinical.	Passing grade on the Mental Health Counseling Practices Quiz .
Objective E-2 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	2.F.1.b 2.F.1.c/ 2.a, 2.c, 3.d	Reading, lecture, and discussion (classroom and/ or online environments) of the roles of various mental health care professionals.	Passing grade on Mental Health Counseling Practices Quiz .

Clinical Social Workers, Psychologists, and Psychiatrists.			
Objective E-3 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, 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 Mental Health Counseling Practices Quiz .
Objective F-1 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.	2.a, 2.i, 2.l	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 grades on the quizzes and the Mental Health Counseling Practices Quiz
Objective G-1 Be knowledgeable about agency management practices, including qualitative and quantitative evaluation of services.	2.F.1.b 2.F.8.b, c & d /2.m	a) Reading, lecture, and Discussion (classroom and/or online environments) of the management and evaluation of mental health services and programs and b) Written comprehensive review and class presentation of a mental health counseling agency.	Satisfactory rating on the Comprehensive Agency Review Project and Presentation Scoring Rubric.
Objective G-2 Understand how agency evaluation processes influence the development of agency structure and practices.	2.F.1.b 2.F.8.b, c & d /2.m	a) 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) Written comprehensive review and class presentation of a mental health counseling agency.	Satisfactory rating on the Comprehensive Agency Review Project and Presentation Scoring Rubric.
Objective G-3 Become knowledgeable about financial practices in agency settings.	2.m	a) Reading, lecture, and discussion (classroom and/or online environments) regarding agency financial practices and b) Written comprehensive review and class presentation of a mental health counseling agency.	Satisfactory rating on the Comprehensive Agency Review Project and Presentation Scoring Rubric.
Objective G-4 Become knowledgeable about record-keeping standards related to clinical mental health counseling.	2.m	a) Reading, lecture, and discussion (classroom and/or online environments) about record keeping procedures and standards related to clinical mental health counseling and b) Written comprehensive review and class presentation of a mental health counseling agency.	Satisfactory rating on the Comprehensive Agency Review Project and Presentation Scoring Rubric.
Objective G-5 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).	2.F.1.b; 2.F.5.c /2.c, 3.b	a) Reading, lecture, and discussion (classroom and/or online environments) about models, methods, and principles of program development and service delivery and b) Written comprehensive review and class presentation of a mental health counseling agency.	Satisfactory rating on the Comprehensive Agency Review Project and Presentation Scoring Rubric.
Objective G-6 Become knowledgeable about the range of mental health service delivery (i.e.	2.F.1.b 2.F.5.c /2.c	a) Reading, lecture, and discussion (classroom and/or online environments) about the range and types of mental health service delivery (i.e. inpatient, outpatient,	Satisfactory rating on the Comprehensive Agency Review

inpatient, outpatient, partial treatment and aftercare and the clinical mental health counseling services network).		partial treatment and aftercare and the clinical mental health counseling services network and b) Written comprehensive review and class presentation of a mental health counseling agency.	Project and Presentation Scoring Rubric.
Objective H-1 Understand and recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	2.F.5.b /2.c, 3.d	a) 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) Written comprehensive review and class presentation of a mental health counseling agency.	Satisfactory rating on the Comprehensive Agency Review Project and Presentation Scoring Rubric.

Required and Recommended Course Readings

You are expected to complete all required reading for each class session. Consequently, you are encouraged to read the recommended readings and take notes on text chapters, articles, related documents (e.g., PowerPoint Slides), and websites noted on the schedule, so you are prepared for the given class discussion. See the course schedule noted at the end of the syllabus. Additional materials may be placed on Blackboard within each class as well.

Required Text

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

Additional Readings and Materials

ACA 2014 Code of Ethics

www.counseling.org/resources/aca-code-of-ethics.pdf

Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author.

ACA Advocacy Competencies

www.counseling.org/docs/default-source/competencies/aca-advocacy-competencies-updated-may-2020.pdf

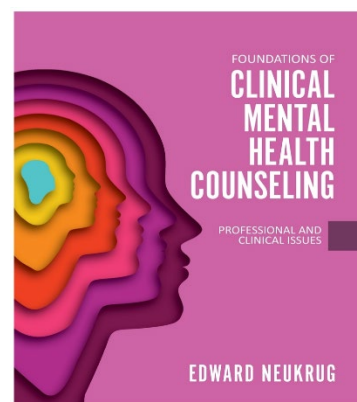
Toporek, R. L., & Daniels, J. (2018). American counseling association advocacy competencies: Updated. *American Counseling Association*.

Texas LPC 2011 Code of Ethics

www.txca.org/images/Resources/lpcethics2011.pdf

American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: Author.

Additional materials to supplement the text will be provided on Blackboard (BB).



Resources

American Counseling Association (ACA)

[ACA](https://www.counseling.org/) (<https://www.counseling.org/>) 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](https://www.csi-net.org/) (<https://www.csi-net.org/>) 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.

Student Evaluation Criteria and Procedures:

Rubrics for the assignments are noted at the end of the syllabus. Grades for the course are determined from a percentage of the total points as follows:

Letter Grade	%	Points
A	90-100%	450-500
B	80- 89%	400-449
C	70-79%	350-399
F	0-69%	0-349

Course Requirements

Students must complete 6 assignments from those 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 and cooperate 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.

When submitting assignments, written documents must be in MS Word file format (.doc/.docx). Presentations must be in MS PowerPoint format (.ppt/.pptx). All written assignments should be saved with the file name: Course # _last name_ first name initial_assignment name (e.g., "EDPC 5322_Shin_S_Professional Organization Review").

Assignments	%	Points
1. Attendance & Participation	10%	50
2. Professional Advocacy Letter	10%	50
3. Professional Organization Review	6%	30
4. Professional Credentialing Plan	10%	50
5. Advocacy Competencies Self-Assessment Survey & reflection	4%	20
6. Mental Health Case Study	20%	100
7. Mental Health Agency Review Project	20%	100
8. 4 Quizzes (25 each)	20%	100
Total Points Possible	100%	500

1. Attendance & Participation (50 points)

Attendance, punctuality, active participation, helpful feedback, and thoughtful contributions are essential to a meaningful learning experience with deeper comprehension of the course materials. Your participation in the course is important not only for your learning and success but also to create a community of learners. Therefore, you are expected to contribute consistently and conscientiously to the class and/or group discussions.

Each class the instructor grades your preparation, active participations, and thoughtful contributions; and she will provide your total point at the end of semester. You can earn up to 50 points for

attendance. For each in-person class meeting, you will earn 5 points. Attendance is required at all in-person class meetings. Any unexcused absences will result in a decrease of your final grade. Students cannot miss more than 7.5 hours of the scheduled classes and pass this course, excused absence or not. Our one class meeting is 3 hours. Thus, if you miss two class meetings and 1.5 hours; you may be subject to not passing this course.

Please use your time management skills properly and be on time and ready to learn at 5:30 pm sharp. You are expected to remain in class for the duration of the class. Each time you come to class, find an attendance sheet and sign in. It is your responsibility to make sure you sign in every class. No signature means that you a 3-hour class meeting.

Participation is determined by completion of the following activities:

- 1) Be on time and ready to learn at 5:30 pm sharp. You are expected to remain in class for the duration of the class.
- 2) Students are expected to complete reading assignments prior to coming to the class meeting.
- 3) Students are encouraged to actively contribute to class discussions by demonstrating their understanding and knowledge of course materials.
- 4) Working with Group Members-Let's practice professionalism!
 - a. The related interactions in a small group are necessary for 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 (BB).
 - b. 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.
 - c. 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' participation, contributions, accountability, punctuality, interpersonal skills, and professionalism. The results of the short survey on your performance in this course may affect your Participation & Contribution.

Illness Precautions

Please stay home if you have symptoms of a communicable illness. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodation.

Excused Absences and/or Course Drop Policy

According to UTEP Catalog, "At the discretion of the instructor, a student can be dropped from a course because of excessive absences or lack of effort. A grade of "W" will be assigned before the course drop deadline and a grade of "F" after the course drop deadline." See Policies and 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.

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. This assignment is not in APA style, but in a professional letter format (The letter is not required to be sent.) Please see Appendix D for evaluation criteria **(50 points)**

3. **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. Please see Appendix A for evaluation criteria **(30 points)**
4. **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. Please see Appendix B for evaluation criteria **(50 points)**
5. **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. Please see Appendix C for evaluation criteria **(20 points)**
6. **Mental Health Case Study.** 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. All members of the team receive the same number of points. Please see Appendix E for evaluation criteria **(100 points)**.
7. **Mental Health Agency Review Project.** Students will work in teams to study a mental health agency, create a poster to present a comprehensive review of the agency, and give a poster presentation of their review to the class. As a component of this project, the team must “shadow” mental health counseling professionals at the agency, *interview agency personnel*, review agency annual reports/websites, 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).

1) **Paper**

Please see Appendix G for the outline for your paper.

2) **Poster Preparing Guideline**

30-Minute Project/Research Poster Sessions are designed to convey research findings and/or novel approaches to issues in a poster format. Through an “Interactive Style” attendees will be encouraged to “stop by” and visit with as many of the presenters of the sessions as they want and engage in interactive dialogue. Some participants may stay for only a few minutes and then move on to another presentation, while others will want to stay longer and go more in-depth on your mental health agency.

The basic content of a Poster Session should include, although not be limited to, the following:

1. A title that appropriately describes your agency.
2. An outline of your agency review.
3. If appropriate, statistical data should be titled and summarized in a clear, concise format.
4. A clear, concise conclusion.

All Poster Sessions will be posted on the wall of the classroom. You will be provided with an **8' X 4' wall** and a **supply of tapes**. A desk will be placed to the side of your wall, for handouts and additional materials. No audiovisual equipment will be provided. You are responsible for setting up your poster session and removing it immediately following your presentation.

Your Poster Session must have a professional appearance. **Please remember to use large enough print, graphs, charts or designs to be easily viewed from a distance of not less than 8-10 feet.** We suggest using bullet or outline format. All type should be a minimum of 24-font size (1/4 inch). Posting of a small print paper/report is not professional or acceptable. During the session time, presenters will remain with their posters to discuss their agency review with attendees.

3) **A handout** (2 pages in Word file format): handouts should be professionally developed (2 pages in Word file format, including the reference list). In-text citations and a (selected) reference list are required. For your reference, please see the sample(s) provided on BB.

A copy of paper, handout (both in Word format), and poster (in PDF format) should be submitted to BB by the deadline. All members of the team receive the same points. Please see Appendix G for evaluation criteria **(100 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)**

Class Quizzes

Up to 25 points will be awarded for each class quiz (total 100 points). Your test will auto-submit when your time has expired so you are strongly encouraged to read the material before attempting to take this quiz. You may NOT collaborate or share the information with others, but you may consult your text and resources if necessary.

- a. There will be four quizzes, 25 questions each. Each quiz is 25 points or 1 point per question.
- b. The formats of quizzes include multiple-choice, true/false, short answer, and essay questions, which cover the required readings, class discussions, and class activities.
- c. You will have 50 minutes to complete the quiz through Blackboard. Once you begin the quiz you cannot stop the clock so plan to complete the exam in one sitting. Make sure you have a 50-minutes of uninterrupted time to commit to the quiz.
- d. It is an open book/open note exam, but students who study diligently for the quizzes are much more likely to do well on them.
- e. **You have two attempts to complete each quiz and the highest score will be graded.**
- f. Quiz Schedule is subject to change according to class progress. The tentative quiz schedule follows:
 - Quiz 1 covers topics of professional orientation (chapters 1-3). It will open at 11:00 pm 01/31/2024, and close at 11:59PM, 02/06/2024.
 - Quiz 2 covers topics of credentialing (chapters 4-5). It will open at 11:00 pm, 02/21/2024, and close at 11:59PM, 02/27/2024.
 - Quiz 3 covers advocacy (chapters 6-9); and it will open at 11:00 pm Monday 03/27/2024, and close at 11:59PM, 04/02/2024.
 - Quiz 4 covers topics of mental health counseling practice (chapter 8-12); and it will open at 11:00 pm Monday 04/25/2024 and close at 11:59PM, 04/30/2024.

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 in order 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 7.5 hours of the scheduled classes and 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., doctor's note, a letter from your employer, etc.). Remember, if you encounter unexpected events in your life during the course of 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 5:30 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 stay until released by the professor. If you leave early more than twice without the 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/laptop 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 accommodation from **the 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 understand 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.** Please plan ahead and use your time management skills. Schedule for submitting each assignment is suggested and provided in the Course Schedule. Course assignments are due on the date indicated in the syllabus unless other arrangements are made with the course instructor prior to the due date. 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. There is a grace period of 8 hours after the deadline time, after which the assignment loses 20 percent. 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.

Technology Requirements

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, a webcam, a microphone, a printer, and a scanner. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

Technical Problems

Do not wait until the last minute to submit an assignment or take an exam in case you run into technical difficulties. If you wait until the last minute and then experience technical difficulties, your work will not be submitted on time and you will not get credit.

Some students may encounter unexpected technical problems (e.g. cannot access Blackboard, experience unexpected Blackboard maintenance, being forced to shut down during tests, cannot submit assignments, etc.). You will not be given any opportunity to make up the credits that you lost unexpectedly.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with the technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

If you have a technical issue on BB, contact UTEP HELP DESK (Blackboard team) and forward your correspondence with them to me. If your problem stems from BB's technical issue, you will get full points for the assignment. If the problem is on your end (such as not using suggested internet browsers and/or weak internet connection), you will get the points you earned.

Course Communication: How we will stay in contact with each other

Here are the ways we can keep the communication channels open:

- **Office Hours:** I will have office hours for your questions and comments about the course. My office hours are in-person, however, you can request a virtual meeting and I will send you a Zoom link. Please see the days and times at the top of this syllabus.
- **Email:** UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail in 48 hours of receipt. When e-mailing me, be sure to email from your UTEP student e-mail account and please put the course number, title, and your last name in the subject line. In the body of your e-mail, clearly state your question.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

Online UTEP Blackboard

You will be automatically signed up for our course webpage on UTEP BB. You can access BB by logging in to www.my.utep.edu. It is recommended that you access BB from Firefox or Chrome. Using Internet Explorer creates numerous problems in BB, such as getting kicked out during quizzes and exams, so **DO NOT USE INTERNET EXPLORER**. Once you log in on the home page, click on the BB link and look for my course.

- **Announcement:** All important announcements (e.g., class meeting schedule changes, assignment due date changes, quiz schedule changes, etc.) will be posted on BB Announcement. It is the student's responsibility to check and/or retrieve announcements and course materials. Check the BB announcements frequently for any updates, deadlines, or other important messages.
- **Discussion Boards:** There are several discussion boards inside of this BB course. These discussion boards are to post assignments and to respond to other students' posts.
- **Syllabus & More:** A copy of the syllabus & course schedule are accessible on BB. If there are any changes to the syllabus & course schedule during the semester, I will post an announcement of the change through the announcement tab and I will also post a new copy of the syllabus & course schedule that reflects these changes under the **Syllabus & More** tab. This course's meeting schedule and/or assignment deadlines are subject to change. Changes are not likely, but I do reserve the right to make changes to address the changing needs of students and the class. The changes will be announced via BB Announcement. You are responsible for using the most recent version of the syllabus & course schedule. The syllabus includes a timeline of all assignments and quizzes. I strongly recommend that you save it and refer to it frequently, especially in the event that BB is down.
- **My Grades:** This is where you can keep track of your grades. I recommend that you check it frequently and notify me immediately in case there are any discrepancies. Also, most importantly, I provide my narrative feedback through My Grades. Please note: I have had several recent experiences with BB calculating grades inaccurately, so you should keep track of your grades as the semester progresses, and **contact the instructor if you see discrepancies!** Email is not a secure method of communication for grades. You need to provide written permission (via email) for me to email your grades.
- **Class Modules:** You are responsible for reading assigned text, supplemental readings, video clips, and other resources located under the **Class** tab in BB. You will need to read ahead in order to be properly prepared for course meetings, assignments, exams, and discussions. The list of readings below may change; follow the directions in BB for updated readings, videos, and activities due each class.

Accommodation Policy

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 an 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, email them at cass@utep.edu, or apply for accommodations online via the CASS portal.

Time Commitment

Graduate students are expected to spend approximately 3 hours each week outside of the class for each credit they are taking. For example, a typical 3-credit course would require about 3 hours in class and 9 hours outside of class each week for a total of 12 hours. An official full-time graduate load is 9 credits, or a weekly time commitment of 36 hours, just as a full-time job would require 40 hours. There is a lot of material covered in this course; therefore, you are encouraged to manage your time wisely and plan ahead for some of the larger assignments to ensure you can work within these time requirements.

Commitment to Professionalism

You are expected to follow all codes of conduct, ethical and legal guidelines, and proper procedures addressed in your student handbook, and by professional associations and societal rules. You are expected to express

and maintain professional attitudes and proper manners in regard to the classroom discussions and presentations. Should you have any questions or difficulties, please do not hesitate to discuss them with me. Difficulties preventing your participation in class activities should be brought to the instructor's attention either by verbal or written format. Because you are now "counselors in training", it is important to view your conduct in a professional role.

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 the audience. This is a graduate-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and 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.
- BB 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 the professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

Academic Performance

As graduate students and professionals-in-training, graduate studies should be viewed from the perspective of professional development. Graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance.

Writing and Editing

UTEP has a writing center (<http://uwc.utep.edu/>) dedicated to develop writing skills including help with grammar and mechanics, paper organization, style, and argument. They also have a variety of online resources for writers to help improve your writing style. A writing partner may also help in the writing process; the peer review process is important in professional writing and ensures that your arguments are clear to the reader.

All papers submitted in this course should adhere to the style and formatting guidelines of the APA Publications Manual (7th 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 double space.

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.

Academic Integrity and Plagiarism

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](#).

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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 BB. 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:

- **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).
- **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.
- **Collusion** – any collaboration with another student without the permission of the instructor.
- **Self-plagiarism:** This term is defined by the Publication Manual of the American Psychological Association (7th 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.

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.

Other Course Resources

UTEP provides a variety of student services and support:

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

- [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.
- [The Miner Learning Center](#): Join peer-led study sessions in person or online to review content and discover study strategies in core curriculum courses.
- [UTEP Edge](#): UTEP's cross-campus framework for student success and empowerment – develops students' assets through high-impact experiences made possible by the expertise and dedication of faculty, staff, alumni, and community partners.

Individual Resources

- [Student Success Help Desk \(SSHD\)](#): Students experiencing challenges or obstacles to academic success including registration, financial, food, housing, and transportation resources may submit a ticket request assistance to studentsuccess@utep.edu
- [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.
- [UTEP Food Pantry](#): Non-perishable food items are available to students who are currently enrolled in classes. Bring a Miner Gold Card to Memorial Gym, Room 105, Monday through Friday, 10 a.m. to 2 p.m.

Emergency Plan and Inclement Weather

Please refer to available resources, for example: emergency management plan at UTEP Police Department (<http://www.utep.edu/documents/police/emergencyplan.pdf>), your student handbook, and university policies. You should monitor potential emergency and weather conditions via university-provided alert system Minor Alert (<https://mineralert.utep.edu/index.php?CCheck=1>) and the local news channels. Please contact the University Police Department at 747-5611 (or 911) for emergency/crisis conditions, and emergency notification services (such as www.mobilecampus.com & others).

Course Schedule

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