



## EDPC 5322 Mental Health Counseling Spring 2022

### Class Information

The University of Texas at El Paso  
College of Education  
Educational Psychology and Special Services  
Education Building Room 202 / Zoom  
Spring 2022; M 5:00 -7:50 pm

### Professor Information

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Office: Education Building 706

### Office Hours

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

- Monday & Tuesdays: 01:00pm - 04:00 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).

### 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.

### Methods of Instruction

This is a hybrid course including 50-85% 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
<b>Objective A-1</b> Identify the historical trends that evolved into the counseling profession of today and relevant current issues	<b>2.F.1.a /1A</b>	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	<b>2.F.1.f /2A, 2K</b>	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	<b>2.F.1.d /2I, 3E</b>	<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> 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 <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>Objective B-1</b> Become knowledgeable about how one becomes a National Certified Counselor (NCC)	<b>2.F.1.g /2K</b>	<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.	<b>2.F.1.g /2K, 2L</b>	<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 /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>Objective C-1</b> Examine the levels and types of advocacy	<b>2.F.1.e /2F.2.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	Passing grade on the <b>Advocacy Quiz</b>

		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.	
<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>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>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	<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> .

Clinical Social Workers, Psychologists, and Psychiatrists.			
<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>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 grades on the quizzes and the <b>Mental Health Counseling Practices Quiz</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 the 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 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 the range of mental health	<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	<b>Satisfactory rating on the Comprehensive</b>

service delivery (i.e. inpatient, outpatient, partial treatment and aftercare and the clinical mental health counseling services network).		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>Agency Review Project and Presentation Scoring Rubric.</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 /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). *Draft #2 of the 2016 CACREP standards*. Alexandria, VA: Author. \*Standards for School Counselor Certification, Texas Administrative Code. Title 19, Part 7, Rule 239.15 (2001 & Amended in 2009).

### 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

Gerig, M. (2014). *Foundations for Clinical Mental Health Counseling 2<sup>nd</sup> Edition (Paperback)*. Boston: Pearson. **ISBN10:** 0-13-293097-8, **ISBN13:** 978-0-13-293097-0.

#### Additional Readings and Materials

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 materials to supplement the text will be provided on Blackboard.

#### Resources

##### Purdue Online Writing Lab (OWL)

[OWL](https://owl.english.purdue.edu/owl/) (<https://owl.english.purdue.edu/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](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.

### **Helpful UTEP Resources**

**UTEP Library** <http://libraryweb.utep.edu/>

**UTEP Library Online Resources** <http://libraryweb.utep.edu/online/>

**UTEP Writing Center** <http://academics.utep.edu/writingcenter>

**UTEP University Counseling Center** <http://sa.utep.edu/counsel/>

### **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 7 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.

<b>Assignments</b>	<b>%</b>	<b>Points</b>
Professional Organization Review	4%	20
Professional Credentialing Plan	5%	25
Advocacy Competencies Self-Assessment Survey	5%	25
Professional Advocacy Letter <u>or</u> Journal Article Review	6%	30
Legislative Advocacy Project	15%	75
Mental Health Case Study	15%	75
Mental Health Agency Review Project	30%	150
4 Quizzes	20%	100
<b>Total Points Possible</b>	<b>100%</b>	<b>500</b>

**ASSIGNMENTS:** Students must complete 7 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”).

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. **(20 points)**
2. **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 **(25 points)**
3. **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 **(25 points)**
4. **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 letter is not required to be sent.) Please see Appendix D-2 for evaluation criteria **(30 points)**

OR

**Journal Article Review**. Each student will find one journal article from the following journals (Journal of Counseling and Development or Journal of Mental Health Counseling) related to the practice of mental health counseling on a topic of interest to them and write a 2-page review of the article in APA style. Please see Appendix D-2 for evaluation criteria **(30 points)**

5. **Legislative Advocacy 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. All members of the team receive the same number of points **(75 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 **(75 points)**

7. **Mental Health Agency Review Project.** Students will work in teams to study a mental health agency, create an 8-10-page document in APA style that presents a comprehensive review of the agency, and 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, 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). All members of the team receive the same points. Please see Appendix G for evaluation criteria **(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)**

### ***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. Quiz Schedule is subject to change according to class progress. The tentative quiz schedule follows:
  - Quiz 1 covers topics of professional orientation (chapters 1-2). It will open at 11:00 pm Monday, 01/24/2022, and close at noon Monday, 02/07/2022.
  - Quiz 2 covers topics of credentialing (chapters 3-8). It will open at 11:00 pm, Monday, 02/07/2022, and close at noon Monday, 02/21/2022.
  - Quiz 3 covers mental health practices (chapters 3,4,10, 11 &12); and it will open at 11:00 pm Monday 02/21/2022, and close at noon Monday, 03/07/2022.
  - Quiz 4 covers topics of advocacy (chapter 9); and it will open at 11:00 pm Monday 03/07/2022 and closes at noon, Monday, 03/21/2022.

### ***Attendance, Preparation, and Participation (75 points)***

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, 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 5:00 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.

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.

### **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 5:00 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.** 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. 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

### **Email**

UTEP e-mail is the official communication mean in this course. Also, UTEP email is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number and your last name in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

### **Online UTEP Blackboard**

You will be automatically signed up for our course webpage on UTEP Blackboard (BB). You can access BB by logging in to [www.my.utep.edu](http://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 the Theories of Counseling class.

- **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 Blackboard announcements frequently for any updates, deadlines, or other important messages.
- **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 we do reserve the right to make changes to address the changing needs of students and the class. The changes will be announced via Blackboard 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. We 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. We recommend that you check it frequently and notify me immediately in case there are any discrepancies. Also, most importantly, we provide my narrative feedback through My Grades. If you have a hard time locating my narrative feedback, please read [How to View Feedback on BB](#). Please note: we have had several recent experiences with Blackboard 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 us to email your grades.
- **Class:** You are responsible for reading assigned text, supplemental readings, video clips, and other resources located under the **Class** tab in Blackboard. 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 Blackboard for updated readings, videos, and activities due each class.

## **Time Commitment**

Graduate students are expected to spend approximately 2 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 6 hours outside of class each week for a total of 9 hours. An official full-time graduate load is 9 credits, or a weekly time commitment of 27 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.

## **Late or Missing Assignments**

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. Late assignments will be penalized by a deduction of 10% per each day late; assignments past due one week are not accepted.

## **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 college-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.
- 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 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.

## **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 one's 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:

- **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 (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.

### **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, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the [CASS portal](#).

## COVID-19 Precautions

Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to [covidaction@utep.edu](mailto:covidaction@utep.edu), so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit [epstrong.org](http://epstrong.org)

## 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 online assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- [RefWorks](#): A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

## Individual Resources

- [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.

## Tentative Course Schedule

<b>WK</b>	<b>DATE</b>	<b>TOPIC</b>	<b>READINGS DUE</b>	<b>ASSIGNMENTS DUE</b>
1	<b><u>Class 1</u></b> 01/24/22	Introductions Syllabus Historical Perspectives Professionalism	Chapters 1-3	
2	<b><u>Class 2</u></b> 02/07/22	Professional Advocacy/Client Advocacy Credentialing and Licensure Professional Organizations Ethics	Chapter 5-6	<b>Professional Orientation Quiz Due on Bb Professional Organization Review Due on Bb</b>
3	<b><u>Class 3</u></b> 02/21/22	Advocacy Letters Theoretical Paradigms Mental Health Practices Mental Health Case Study work time	Chapters 4, 7-8	<b>Credentialing Quiz Due on Bb</b>
4	<b><u>Class 4</u></b> 03/07/22	Appraisal and Multicultural Counseling Mental Health Case Study work time	Chapters 9-10 Other readings as assigned	<b>Credentialing Plan Due on Bb Professional Advocacy Letter Due on Bb Mental Health Practices Quiz Due on Bb</b>
5	<b><u>Class 5</u></b> 03/21/22	Contemporary Issues Group Legislative Advocacy Project Work Time	Chapters 11-13 Other Readings as assigned	<b>Advocacy Quiz Due on Bb Advocacy Competencies Self-Assessment Survey Due on Bb</b>
6	<b><u>Class 6</u></b> 04/04/22	Contemporary Issues Group Legislative Advocacy Project Work Time	Chapters 11-13 Other Readings as assigned	<b>Mental Health Case Study Due on Bb</b>
7	<b><u>Class 7</u></b> 04/18/22	Internship II Student Guest Speaker	Other Readings as assigned	<b>Legislative Advocacy Project Due on Bb</b>
8	<b><u>Class 8</u></b> 5/2/2022			<b>Mental Health Agency Review due on Bb</b>

*\*This course schedule is subject to change.*