



EDPC 5322 Mental Health Counseling Spring 2018

Class Information

University of Texas at El Paso
College of Education
Educational Psychology and Special Services
Education Building 303
Spring 2018; W 5:00 PM -7:50 PM

Professor Information

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Office: Education Building 706

Office Hours

Wednesday & Thursday 1:00PM - 5:00 PM and/or by appointment

- To schedule an appointment, send me an email with several blocks of time when you would like to meet.
- To help me keep track of emails from you, please include “EDPC 5322 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 Minors account regularly, please make sure your UTEP account forwards to the account you do use regularly.

Course Description

This course is to provide students with an understanding of 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 on 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) utilize the ACA and AMHCA websites and/or local counseling organization websites to investigate the current federal or state policy environment regarding professional counseling and 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 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.	Passing grade on the Advocacy Quiz
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 Legislative Advocacy Project 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 Legislative Advocacy Project 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 Clinical Social Workers, Psychologists, and Psychiatrists.	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.
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 grade 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 development of agency structure and	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	Satisfactory rating on the Comprehensive Agency Review Project and

practices.		comprehensive review and class presentation of a mental health counseling agency.	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 range of mental health service delivery (i.e. inpatient, outpatient, partial treatment and aftercare and the clinical mental health counseling services network).	2.F.1.b 2.F.5.c /2.c	a) Reading, lecture and discussion (classroom and/or online environments) about the range and types of mental health service delivery (i.e. inpatient, outpatient, partial treatment and aftercare and the clinical mental health counseling services network) and b) 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 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.

*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 2nd 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

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

Texas LPC 2011 Code of Ethics

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 Library Introduction to Research Tutorial (<http://libraryweb.utep.edu/research/>) provides a variety of tutorial Youtube video clips. For example, *Find Full Text Articles* tutorial video clip might be very helpful if you have not searched scholarly journal articles before.

UTEP Writing Center <http://academics.utep.edu/writingcenter> Please see more on page 11 *Writing and Editing*

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.

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
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
Total Points Possible	100%	500

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.

- A. 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)
- B. Professional Credentialing Plan.** Each student will prepare a 2-3page 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)**

- C. 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)**
- D. 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)**

- E. 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)**
- F. 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)**
- G. 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)**.
- H. 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. Tentative quiz schedule follows:
 - Quiz 1 covers topics of professional orientation (chapters 1-2). It will open at 11:00 pm Wednesday, January 17th, and closes at 11:59 pm, Tuesday, January 30th, 2018.
 - Quiz 2 covers topics of credentialing (chapters 3-8). It will open at 11:00 pm, Wednesday, February 14th, and closes at 11:59 pm, Tuesday, February 27th, 2018.
 - Quiz 3 covers topics of advocacy (chapter 9); and it will open at 11:00 pm Wednesday, February 28th, and closes at 11:59 pm, Tuesday, March 20th, 2018.
 - Quiz 4 covers mental health practices (chapters 3,4,10, 11 &12); and it will open at 11:00 pm Wednesday, March 21th, and closes at 11:59 pm Tuesday, April 3rd, 2018.

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 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.

Online UTEP Blackboard

You will be automatically signed up for our course webpage on UTEP Blackboard (BB). All important announcements (e.g., class meeting schedule changes, assignment due date changes, quiz schedule changes, etc.) and course materials will be posted on the course webpage. It is the student's responsibility to check and/or retrieve announcements and course materials.

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 the Theories of Counseling class.

Important note: You should not plan to take the quizzes on your personal laptops while connected to UTEP wireless, because it will kick you out after an hour and you won't be able to get back into the quiz. If you want to take the quizzes at UTEP, you will need to actually log onto a computer on the UTEP LAN network (any computer lab).

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 force 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.

UTEP HELP DESK

Telephone and Walk-in Support available
Monday-Friday 7AM-8PM
Saturdays 9AM-1PM
Sundays 12PM - 4PM

Telephone: On-Campus extension 4357 (Help) Off-Campus 915-747-5257
Email: helpdesk@utep.edu
Location: Library Room 300

If you go to their website at <http://admin.utep.edu/Default.aspx?tabid=63402>, you can do a live chat with them. *If you have a problem with BB, contact UTEP HELP DESK (Blackboard team) and forward your correspondence with them to me. If the problem is with Blackboard, you will get full points for the assignment. If the problem is on your end, you will get the points you earned.*

Syllabus: A copy of the syllabus is accessible on the UTEP Blackboard. If there are any changes to the syllabus during the semester I will send you an announcement of the change through the announcement tab and I will also post a new copy of the syllabus that reflects these changes. Changes are not likely, but I do reserve the right to make changes to address the changing needs of students and the class. You are responsible for using the most recent version of the syllabus. The syllabus includes a timeline of all assignments and quizzes. I strongly recommend that you print it out and refer to it frequently, especially in the event that Blackboard is down.

Announcements: This is where I will send you information during the course, if needed. This tab will have a green asterisk within it if there is a new announcement waiting for you. Click on the tab to receive it.

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. It is also important to monitor your grades so that you can seek help if you are not maintaining at least a B average. Please note: I have had several recent experiences with Blackboard calculating grades inaccurately, so you should keep track of your own grades as the semester progresses, and **contact the instructor if you see discrepancies!** If you have questions or concerns about your grades, you may ask in person. Email is not a secure method of communication for grades.

Late or Missing Assignments

Please plan ahead and use your time management skills. Schedule for submitting each assignment which is 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.

Technology Requirements

The online portion incorporates a variety of resources, quizzes, and assignments provided online through Blackboard. Therefore, you will need to have a computer with a reliable internet connection and access to Microsoft Word and PowerPoint software. You are also encouraged to download the free anti-virus software to ensure your computer and submitted documents are free from malicious viruses or spyware.

Electronic Devices

Generally, the use of electronic devices is not permitted during class. This can be discussed on a case by case basis (i.e., class activities by using the internet), but behaviors such as texting or searching the internet for non-course related content is considered unprofessional.

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.

Flexibility Clause

The requirements, assignments, policies, evaluation procedures, etc. mentioned in this syllabus are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule. For example, in the event that the university cancels classes, such as for severe weather, students will be expected to continue with readings as originally scheduled. Any assignments scheduled during those missed classes, such as an exam or paper, are due as posted on the course website.

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).

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 (6th 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.

Use of Technology in Course

Blackboard will be used for communication, distributing relevant course information, and submitting assignments. All written assignments should be saved with the file name: Course # _last name_ first name initial_assignment name (e.g., "EDPC 5322_Doe_J_Reflection Paper 1"). When e-mailing your professor about something related to this course, please use the following heading in the e-mail subject line: please include "EDPC 5322 your last name" in the subject line of any correspondence sent via email (e.g. EDPC 5322 Doe).

Cell phones must be turned off at the start of class unless there is an emergency situation. Laptops should only be used when making presentations or providing demonstrations. Use of cell phones and laptops is considered discourteous and distracting when other students and the instructor are involved in demonstrations, discussions, or experiential activities.

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, presentations, and diverse opinions. 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.

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 person's as ones' own. And, collusion involves collaborating with another person to commit any academically dishonest act. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions. Please refer to the student affairs website for more information: <http://sa.utep.edu/osccr/academic-integrity/>

The International Center for Academic Integrity, comprised of a consortium of universities worldwide, defines academic integrity as "a commitment to fundamental values: honesty, trust, fairness, respect, and responsibility. From these values flow principles of behavior that enable academic communities to translate ideals into action." As they relate to students, these values can be defined as follows:

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 activity 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.

Students with Disabilities Who Require Accommodations

If a student needs accommodation, the Center for Accommodations and Support Services (CASS) located at UTEP needs to be contacted. If you have a condition which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of CASS. You may call 915-747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you have as a UTEP student with a disability.

Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and Center for Accommodations and Support Services (CASS) at UTEP.

Please understand that it is your responsibility to contact CASS for accommodations and services. The instructor will follow guidelines of CASS to assist with your needs in this class.

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.

Course Schedule

You are responsible for reading assigned text, supplemental readings, and other resources located in Blackboard course website. You will need to read ahead in order to be properly prepared for course assignments, quizzes, and discussion. The list of readings below may change; follow the directions in the Blackboard for updated readings, videos, and activities due each class.

This course meeting schedule and/or assignment deadlines are subject to change. The changes will be announced via Blackboard course website. It is the student’s responsibility to check and/or retrieve announcements and course materials.

Tentative Course Schedule

WK	DATE	TOPIC	READINGS DUE	ASSIGNMENTS DUE
1	01/17/2018	Introductions Syllabus MH Professional Counselor Historical Perspectives	Chapters 1-2	
2	01/24/2018 (Online)	Historical Perspectives <ul style="list-style-type: none"> • Professionalism • Professional Advocacy • Professional Organizations 	Chapters 1-2 & 20/20 Vision on BB	
3	01/31/2018	Theoretical Paradigms <ul style="list-style-type: none"> • Mental Health Case Study 	Chapters 3-4	<ul style="list-style-type: none"> • Quiz 1 (Professional Orientation) • Professional Organization Review
4	02/07/2018 (Online)	Theoretical Paradigms	Chapters 3-4	
5	02/14/2018	Mental Health Practices <ul style="list-style-type: none"> • Credentialing and Licensure 	Chapters 5-8	
6	02/21/2018 (Online)	Mental Health Practices	Chapters 5-8	
7	02/28/2018	Multicultural Contexts <ul style="list-style-type: none"> • Mental Health Case Study 	Chapters 9	<ul style="list-style-type: none"> • Quiz 2 (Credentialing) • Professional Credentialing Plan
8	03/07/2018 (Online)	Multicultural contexts <ul style="list-style-type: none"> • Advocacy Letters 		
9	03/14/2018	Spring Break		
10	03/21/2018	Contemporary Issues and Trends <ul style="list-style-type: none"> • Managed Care 	Chapter 10	<ul style="list-style-type: none"> • Quiz 4 (Advocacy) • Advocacy Competencies Self-Assessment Survey
11	03/28/2018 (Online)	Contemporary Issues and Trends	Chapters 11-12	
12	04/04/2018	Social Justice Legislative Advocacy		<ul style="list-style-type: none"> • Quiz 5 (Mental Health Practices) • Professional Advocacy Letter OR Journal Review
13	04/11/2018 (Online)	Group Legislative Advocacy Project Work Time		
14	04/18/2018	Client Advocacy <ul style="list-style-type: none"> • Mental Health Case Study 		<ul style="list-style-type: none"> • Legislative Advocacy Project
15	04/25/2018 (Online)	Group MH Case Study Project Work Time		
16	05/02/2018	MH Agency Review Presentation		<ul style="list-style-type: none"> • Group MH Case Study Project • MH Agency Review Due

**This course schedule is subject to change.*