

PSYCH 5345-002: GROUP COUNSELING AND THERAPY

DEPARTMENT OF PSYCHOLOGY AND COUNSELING

UNIVERSITY OF TEXAS AT TYLER

COURSE SYLLABUS: FALL 2019

THURSDAYS 5:30 – 8:15 PM ROOM BEP 215

CRN#81770

3 CREDITS

RAMONA I. GRAD, PH.D., NCC

HPR Bldg., Room 239

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COURSE CATALOG DESCRIPTION:

PSYCH 5345 is an introductory course to familiarize students with group design, leadership, functions, ethics, diversity, and counseling. It is a course designed to introduce students to the principles of group dynamics and enable students to be effective group workers in a variety of professional settings.

REQUIRED TEXTS:

Gladding, S. T. (2019). *Groups: A counseling specialty* (8th ed.). Pearson

Jacobs, E. E., Schimmel, C.J., Masson, R. L., & Harvill, R. L. (2015). *Group counseling: Strategies and skills* (8th Ed.). Pacific Grove, CA: Brooks/Cole.

RECOMMENDED TEXTS*:

DeLucia-Waack, J. L., & Donigian, J. (2004). *The practice of multicultural group work: Visions and perspectives from the field*. Pacific Grove, CA: Brooks/Cole.

Hulse-Killacky, D., Killacky, J., & Donigian, J. (2001) *Making task groups work in your world*. Upper saddle River, NJ: Merrill/Prentice Hall.

Yalom, I. D. & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books.

Yalom, I. D. (2005). *The Schopenhauer Cure*. New York: Harper Collins.

**Additional readings may be recommended or required throughout the semester in response to students' needs or requests.*

RESOURCES:

- **Association for Specialists in Group Work (ASGW)** – www.asgw.org
- **American Counseling Association Code of Ethics** – <http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources>
- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN-13: 978-1433805615

STUDENT LEARNING OUTCOMES:

As a result of this course, students will be able to identify and express:

- Theoretical foundations of group counseling and group work (CACREP Section 2.F.6.a)
- Dynamics associated with group process and development (CACREP Section 2.F.6.b)
- Therapeutic factors and how they contribute to group effectiveness (CACREP Section 2.F.6.c)
- Characteristics and functions of effective group leaders (CACREP Section 2.F.6.d)
- Approaches to group formation, including recruiting, screening, and selecting members (CACREP Section 2.F.6.e)
- Types of groups and other considerations that affect conducting groups in varied settings (CACREP Section 2.F.6.f)
- Ethical and culturally relevant strategies for designing and facilitating groups (CACREP Section 2.F.6.g)
- Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term (CACREP Section 2.F.6.h)

***Note:** Items in parenthesis indicate CACREP standards for group counseling coursework met by each outcome. Only the Clinical Mental Health Counseling program at UT Tyler is CACREP-Accredited. Please look into your long term licensure plans to make sure you are in a program which will enable you to be licensed as a practitioner.*

TEACHING STRATEGIES

The course format reflects the diverse and dynamic natures of group work and personal learning styles. Information about group work will be delivered through didactic presentations, group discussions, demonstrations, and structured experiential activities. Students will have the opportunities to participate as group members, group leaders and process observers over the course of this semester.

RELATED FIELD EXPERIENCE: This experiential class requires participation in a counseling group. Group participation aligns with “best practices” of the Association for Specialists in Group Work and it meets CACREP standards.

LEARNING OPPORTUNITIES/ACTIVITIES

DISCUSSION QUESTIONS RESPONSES (5 POINTS EACH - 15 POINTS TOTAL): Each time we do not meet as a class, I will post on Canvas discussion questions related to the chapters of the text or other relevant course material assigned for that specific week. You are responsible for responding to each of the questions. Your thoughtful responses should be a minimum of 1-2 paragraphs per question. In addition to responding to the discussion questions I post, you should also respond to 2 of your peer’s responses. These responses should be respectful. The intent of these responses should be to further discourse about the topic. You can agree or disagree but your responses should be framed within the course content and theoretical perspectives.

GROWTH GROUP EXPERIENCE (REQUIRED AND NOT GRADED): To lead groups well, one has to know what is like to be a group member. This is so important that CACREP has required at least 10 hours of experience in a group. These growth groups are not therapy groups: they focus on growth goals related to personal and professional development as a counselor, openly describing one’s experience as a group member, and providing greater understanding of normative group stages, dynamics, and member roles. Attendance is required and not graded.

GROWTH GROUP REFLECTION LOGS (20 POINTS): Growth Group reflection logs are a component of the growth group experience that is included in this course. The logs are brief and informal reflections on the student's experience in-group sessions. They are focused on what each student is learning about the group process they do not reflect upon the content of group sessions. These reflection papers are intended to be personal reflections and should be written in a personal style. Each reflection paper should be typed, using 12point font and double spacing, and be 1-2 pages in length (2 page maximum). The use and requirements of reflection logs will be further explained when the growth group experience commences.

GROUP OBSERVATION (10 POINTS): Groups are everywhere, and this assignment takes advantage of that. Students will spend time observing a group and write a short paper (2-3 pages) analyzing the group. You can be *creative in choosing a group to observe; try to expand your current experience*. Groups may be real (e.g., psycho educational, self-help, therapeutic) or fictional (e.g., from a movie). If real, you must obtain permission to observe from the group facilitator and group, must not interfere with the functioning of the group, and must omit any identifying information about the group or its members. *NOTE: Instructor pre-approval of group is required.*

Spend at least 45 minutes observing the group and noting your internal reactions. In your paper, discuss (A) such factors as group membership and makeup, member roles, group leadership style, group norms, theory and any events you believe affected group process—including cultural, age, or gender variables. Discuss (B) your own reactions as you observed. (C) Outline the approach you would take if you were to step in as group leader at the next group meeting.

ARTICLE REVIEW & RESEARCH-BASED INTERVENTION (15 POINTS): Students will select one empirical article related to group work with a special population from a refereed, professional journal (e.g., *Journal of Specialists in Group Work*, *Journal of Counseling and Development*, *Journal of Counseling Psychology*, *Journal of Multicultural Counseling and Development*). Please select an article to read and critique that has been published within the past 4 years. The article should be relevant to your professional interests.

- The article review should be written in APA Style and be no more than five (5) pages. The review will address four areas, with the following headings:
 - *Summary:* An overview of the research question/s, methods, and outcome of the study.
 - *Critique:* A discussion of the article's strengths and shortcomings.
 - *Relevance:* A discussion of the article's relevance to group work (especially address group theory, process dynamics, efficacy, special populations, research contribution).
 - *Intervention:* Justification for your intervention (see below) based that references findings from this study.

Title, abstract and reference pages are not necessary; submit a copy of the article with the review. Attach a copy of your intervention. Be prepared to present/discuss your work in class. Articles from this collection may be selected as additional reading.

- The research-based intervention will consist of a student-generated exercise or activity, based on the research findings from this article, for use in a group context. Students are asked to create an intervention to be used in a group for any one of the many types of groups and group populations. This intervention should be written up in text, diagram, images, or other format as appropriate, with instructions for application. Cite the article in APA format at the end of the instructions page. Please submit your intervention on a separate page(s) from the article review.

IN CLASS GROUP LEADERSHIP: (20 POINTS): Each student will have the opportunity to plan and co-lead an in class group. Co-leading teams will be responsible for planning and executing 45 minutes group meeting. Following the group leadership experience, co-leaders will be expected to write a critical reflection paper that addresses their learning points as co-leaders.

The topic for the in-class group will be chosen collectively by the group members and should address a topic that all members are comfortable sharing in the larger class. When not participating as a group leader, you will be expected to provide feedback to the group leaders. This leadership experience will include multiple performances. Primary to your grade will be your performances of planning, leading, and reflecting on the learning as co-leaders of an in-class group experience. Additional considerations for the full 20 points will be your participation as a member in the in-class groups, and submitting the critical reflection paper.

FINAL EXAM (20 POINTS): This exam will be an in-class, closed-book exam including multiple choice and essay questions. The final will cover group development theories, ethical issues, and multicultural group counseling issues. Content for final exam will be drawn from the in-class PowerPoint presentations as well as the assigned readings and is meant to prepare students for the CPCE and NCE.

EVALUATION AND GRADING

Discussion Questions Responses	15 points
Growth Group Experience	Attendance required, no grade
Growth Group Reflection Logs	20 points
Group Observation	10 points
Article Review & Activity	15 points
In-class Group Leadership	20 points
Final Exam	20 points
Total	100 points

A = 90-100 B = 80-89 C = 70-79 D = 69 and <
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Final grades will be available on or after the date designated by the University. Please do not send grade inquiries to the professor before this date. Any assignments or exams kept by the instructor will be retained until the last day of classes in the following semester, after which they will be shredded.

SUBMITTING WRITTEN WORK

All written assignments will be submitted in APA format and are due when class begins. Assignments submitted late will receive a 10% (one letter grade) reduction for each day it is late. No credit will be awarded for assignments submitted more than four days late.

Please submit assignments as Word Documents in the following format:

Group Reflection#_Last Name;
Group Observation_Last Name;
Article Review&Activity_Last Name

COURSE SCHEDULE ♣

♣ This syllabus is a guide and outline for the progression of the class. Changes may be made for due dates, assignments, and other items. All changes are the prerogative of the instructor.

Warm-up Phase

August 29 – October 3

Date	Topic	Readings/Activities	Assignment Due ♣ *Must be submitted prior to the start of class
8/29/19	Introduction and Orientation; Brief Course Overview		
9/5/19* No Class Career Success	Group Work as a Counseling Specialty – History, Types, General Characteristics; Balancing Process and Content	Gladding: Ch. 1 Jacobs: Ch. 1	Discussion responses due by 5pm 9/12
9/12/19* No Class AARC Conference	Therapeutic Factors & Forces; Groups; Group Dynamics	Gladding: Ch. 2 Jacobs: Ch. 2	Discussion responses due by 5pm 9/19
9/19/19	Models, Stages and Group Development; Leadership Skills Overview I	Gladding: Ch. 4 Jacobs: Ch. 3&4 Growth Group #1	
9/26/19	Planning, Promoting, and Preparation; Leadership Skills Overview II	Gladding: Ch. 4&5 Jacobs: Ch. 5&12 Growth Group #2	Growth Group Reflection 1

Action Phase

October 3 – November 14

10/3/19	Leadership Skills Overview III Leadership Challenges/ <i>Planning and preparation in class groups</i>	Gladding: Ch. 6, 7&9 Jacobs: Ch. 15, 6&8 Growth Group #3	Growth Group Reflection 2 <i>IG-1 leaders meet after class for planning</i>
10/10/19* No class ACES Conference	Ethical, Legal, and Multicultural Issues; Group Work with Specific Populations	Gladding: 8, 10, 11&14 (skim)/Jacobs: Ch. 17 (skim) Growth Group #4	Discussion responses due by 5pm 9/17 Growth Group Reflection 3
10/17/19	In-class Group Leadership I (IG-1)	Growth Group #5	Growth Group Reflection 4 <i>IG-2 leaders meet after class for planning</i>

10/24/19	In-class Group Leadership II (IG-2)	Growth Group #6	Group Observation Growth Group Reflection 5 <i>IG-3 leaders meet after class for planning</i>
10/31/19	In-class Group Leadership 3 (IG-3)	Growth Group #7	Growth Group Reflection 6 <i>IG-4 leaders meet after class for planning</i>
11/7/19	In-class Group Leadership 4 (IG-4)	Growth Group #8	Growth Group Reflection 7 <i>IG-5 leaders meet after class for planning</i>
11/14/19 * No growth group today	In-class Group Leadership 5 (IG-5)	No Growth Group	Article Review & Intervention <i>IG-6 leaders meet after class for planning</i>

Closure Phase

November 21 – December 12

11/21/19	In-class Group Leadership 6 (IG-6)	Growth Group #9	Growth Group Reflection 8
11/28/19	<i>Thanksgiving Break – No Group Today</i>	Practice your group facilitation skills with your family at the dinner table	
12/5/19	Termination	Gladding: 6&8 Jacobs: 13&15 Growth Group #10	Growth Group Reflection 9
12/12/19	<i>Final Exam</i>	<i>Final Exam</i>	Critical Reflection (Co-leader Experience) Growth Group Reflection 10

COURSE POLICIES AND REQUIREMENTS

ATTENDANCE POLICY

Attendance is required for all class sessions and attendance is required for all group sessions. It is important that you not enroll in this course unless you can commit to attending all group sessions. Contact the instructor **in advance** in order to have an absence from class excused. **Students may have no more than one excused absence from the didactic portion of the course.** Unexcused absences and/or excessive tardiness to class meetings may automatically result in a grade reduction, and the student may be required retake this course to meet their degree requirements.

CELL PHONE/LAPTOP USE

There is a zero tolerance policy for texting/cell phone use in class. Cell phones may be left on vibrate for emergency notification purposes only. If you expect an important phone call or you are an emergency contact for someone, please inform me before class and quietly excuse yourself if contacted. You are free to use your cellphone during breaks. For every instance of texting/cell phone usage that the instructor observes during class time, **10 points** may be deducted from your overall grade. Laptops are allowed to be used **ONLY** for taking notes during class. If other things are done with the laptop during class (internet, social media, games, etc.) then **10 points** may be deducted from your overall grade in the course. Your repeated or excessive inappropriate use of technology in the classroom environment may result in your removal from class and an overall failing grade for the course. **Please ensure that all cellular phones and beepers are turned off during class time.**

PROFESSIONALISM

The counseling program at University of Texas at Tyler prepares students for certification, licensure, and professional practice in the field of counseling. For this reason, should the instructor note any impairment in judgment, interpersonal attributes, or intellectual functioning, this will be brought to the attention of the student and measures may be required for remediation. To graduate from the program, the student must be willing and able to fully endorse the ethical standards of the American Counseling Association.

PATRIOT E-MAIL

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account **ONLY**. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accord with university policy your instructor will respond **ONLY** to student correspondence sent via Patriot E-mail. Please do not contact the instructor via the Canvas messaging system. My email address is **rgrad@uttyler.edu**.

****Note: make sure that you do not send emails to rgrad@patriots.uttyler.edu, as I will not receive these messages.****

INFORMED CONSENT STATEMENT

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's *personal history*. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *ACA Code of Ethics* (2014).
- Students often experience personal growth as they progress through the program. **However, the courses are *not* meant to be a means of personal therapy.** The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

DIVERSITY STATEMENT

Students are expected to be sensitive to individual and multicultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender/race/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated. The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states: In order to guarantee that each individual is free to pursue his/her potential, each member of ACA is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

COURSE FEEDBACK AND EVALUATION

Your constructive assessment of this course plays an indispensable role in shaping education at University of Texas at Tyler. Upon completing the course, please take time to fill out the online course evaluation.

UNIVERSITY POLICIES

UT TYLER HONOR

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

STUDENTS RIGHTS AND RESPONSIBILITIES

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link: <http://www.uttyler.edu/wellness/rightsresponsibilities.php>

CAMPUS CARRY

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT TYLER A TOBACCO-FREE UNIVERSITY

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

GRADE REPLACEMENT/FORGIVENESS AND CENSUS DATE POLICIES

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (Sept. 12th) is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through.

FINANCIAL AID STATE-MANDATED COURSE DROP POLICY

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

STUDENT ABSENCE DUE TO RELIGIOUS OBSERVANCE

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

ABSENCE FOR UNIVERSITY-SPONSORED EVENTS AND ACTIVITIES

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

SOCIAL SECURITY AND FERPA STATEMENT

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

EMERGENCY EXITS AND EVACUATION

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

STUDENT STANDARDS OF ACADEMIC CONDUCT

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - Copying from another student's test paper;
 - Using, during a test, materials not authorized by the person giving the test;
 - Failure to comply with instructions given by the person administering the test;
 - Possession during a test of materials which are not authorized by the person giving the test such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
 - Using, buying, stealing, transporting, or soliciting in whole or part the contents of an un-administered test, test key, homework solution, or computer program;
 - Collaborating with or seeking aid from another student during a test or other assignment without authority;
 - Discussing the contents of an examination with another student who will take the examination;
 - Divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - Paying or offering money or other valuable thing to, or coercing another person to obtain an un-administered test, test key, homework solution, or computer program or information about an un-administered test, test key, home solution or computer program;
 - Falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - Taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - Misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.
- iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
- iv. All written work that is submitted will be subject to review by plagiarism software.

UT TYLER RESOURCES FOR STUDENTS

- [UT Tyler Writing Center](mailto:writingcenter@uttyler.edu) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](mailto:tutoring@uttyler.edu) (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- [UT Tyler Counseling Center](mailto:903.566.7254) (903.566.7254)

COLLEGE OF EDUCATION AND PSYCHOLOGY MISSION STATEMENT

VISION. The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

MISSION. The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry, organizes knowledge for application, understanding and communication, and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, social justice, ethical practice and respect for individual differences as a means of enhancing learning, service, leadership and scholarship.

CLINICAL MENTAL HEALTH COUNSELING PROGRAM MISSION STATEMENT

The Master of Arts in Clinical Mental Health Counseling (CMHC) is intended to prepare students to counsel persons experiencing psychological disturbance due to developmental, educational, career, cognitive, emotional, behavioral, cultural, relational, or environmental issues. Students develop competencies in diagnosis and assessment, evidence-based counseling/psychotherapy techniques, group processes, human development, cultural diversity, and career counseling. Students who complete their degrees and meet state certification or licensing requirements may be employed in a variety of mental health settings.

Appendix A
PSYCH 5345: In-class Group Leadership Feedback Form

What worked for me as a member of this group...

As a group member I felt...

What did not work for me as I experienced this group was...

I believe the leader did the following effectively:

I believe the leader missed the following opportunities:

Leader's name_____

Date _____