



UT Tyler COLLEGE OF EDUCATION & PSYCHOLOGY

Department of Psychology and Counseling

COUN 5384-060: Advanced Theories and Evidenced Based Practice (3 credits)

Fall 2025 Syllabus

Course Time: Wednesday 2:00 PM-4:45 PM

Location: BEP 00213

Instructor: Keren Acuña LPC-S, RPT-S, PhD Candidate

Office Hours: Wednesdays 12pm-2pm by appointment only. Other times available upon request.

Email: kacuna@uttyler.edu (preferred method of contact)

Office Phone: 903-565-6514

COURSE CATALOG DESCRIPTION

This course is designed to provide students with a greater depth of theoretical understanding of evidenced-based practices (i.e., Motivational Interviewing, CBT, DBT) and a major counselor theory covered in the COUN 5312 Counseling Theories course.

COURSE PREREQUISITES

COUN 5312 and COUN 5392

COURSE OBJECTIVES AND LEARNING OUTCOMES

Course Objectives and Learning Outcomes	CACREP 2016 Standards (core)	CACREP 2016 Standards (CMHC)	Learning Activities and Assessments
Demonstrate understanding of theories and models of clinical mental health counseling.	2.F.5.a.	5.C.1.b	Case Conceptualization Presentation
Describe a systems approach to conceptualizing clients.	2.F.5.b.		Case Conceptualization Presentation
Describe developmentally relevant counseling treatment or intervention plans for a broad range of mental health issues.	2.F.5.h.	5.C.3.b.	Case Conceptualization Presentation
Identify evidenced-based counseling approaches	2.F.5.j.		Lectures, Evidenced Based Practice Reflection
Develop a personal model of counseling.	2.F.5.n.		Theory of Change Paper

UPON SUCCESSFUL COMPLETION OF THIS COURSE, STUDENTS WILL:

1. Articulate theories and theoretical assumptions associated with evidence-based practices (i.e., Motivational Interviewing, CBT, DBT), and a major counseling theory.
2. Apply evidence-based practices and personal theory to conceptualize sample therapy cases, from hypotheses for treatment based on available initial data, and understand and describe evidence-based practices and a major counseling theories adaptations to a variety of psychological problems.
3. Develop initial skills in applying evidence-based practices and strategies from a major counseling theory.

Learning outcomes will be assessed with written assignments, role-play, class discussions and participation.

REQUIRED TEXTBOOKS AND MATERIALS

Readings for this class will be provided by the instructor, additionally, students will identify a theory they wish to explore further and will obtain a book from the list in this syllabus that pertains to the theory.

Book Options for Class:

- **Cognitive Behavioral Therapy:**
 - Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond*. 2nd Ed. The Guilford Press.
 - Wright, J. H., Brown, G. K., Thase, M. E., & Ramirez Basco, M. (2017). *Learning cognitive behavior therapy: An illustrated guide*. 2nd Ed. American Psychiatric Association Publishing.
- **Reality Therapy/Choice Theory:**
 - Wubbolding, R. E. (2013). *Reality therapy for the 21st century*. Routledge.
- **Gestalt Therapy**
 - Korb, M. P., Gorrell, J., & De Reit, V. V. *Gestalt Therapy: Practice and Theory* Second Edition
- **Solution Focused Theory**
 - Interviewing for Solutions 4th Edition by Peter De Jong & Insoo Kim Berg
- **Narrative Therapy**
 - Parry, A., & Doan, R. E. (1994). *Story re-visions: Narrative therapy in the postmodern world*. The Guilford Press.
 - Combs, G. & Freedman, J. (1996). *Narrative therapy: The social constructions of preferred realities*. WW Norton & Company.
- **Person-Centered Therapy:**
 - Rogers, C., (1995). *A way of being*. Houghton Mifflin Company.
 - Rogers, C. (1995). *On becoming a person*. Houghton Mifflin Company.
- **Existential Therapy:**
 - Fabry, J. B. (1988). *Guideposts to meaning: Discovering what really matters*. New Harbinger Pubns Inc
- **Individual Psychology/Adlerain**
 - Carlson, J., Watts, R. E., & Maniaci, M. (2006). *Adlerian therapy: Theory and practice*. American Psychological Association.
 - Oberst, U. E., & Stewart. A. E. (2003). *Adlerian psychotherapy: An advanced approach to individual psychology*. Routledge.
- **Feminist Therapy:**
 - Evans, K. M., Kincade, E. A., & Seem, S. R. (2011). *Introduction to feminist therapy: Strategies for social and individual change*. Sage.

Recommended Text:

APA 7th Edition Publication Manual

*** Additional readings and resources will be posted in Canvas.**

****Note:** A student at UT-Tyler is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer

TEACHING STRATEGIES

This is a face-to-face course. There are weekly mandatory class meetings with the instructor, and you are expected to attend all classes as outlined in the course schedule. Traditional face-to-face instruction allows for approximately 42 hours of in-class time and an equal amount of time for homework, readings, and assignments. Therefore, the course is designed to require approximately 84 hours of clock time to complete.

The course is set up in 14 weekly learning units that equate to approximately 6 hours of classwork (lectures, activities, homework, readings) per week.

Canvas (<https://www.uttyler.edu/canvas/>)

Canvas will serve as the overall structure and launching pad for all our activities in this course. In Canvas, you will find announcements, assignments, course schedules, links to outside activities, and so on. Within each module folder, the activities necessary to successfully complete that module are described in detail. Take care to examine the module and get in touch with me if you are not clear about the requirements.

COURSE POLICIES AND REQUIREMENTS

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 instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both 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 counselors to 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, the 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 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.

ATTENDANCE POLICY

Student attendance in this class is critical. It is expected that students will attend all classes. If there is an extenuating circumstance or emergency that will require you to miss a class, you should notify the professor ahead of time. You may then be asked to write a letter, and/or provide documentation that substantiates the extenuating circumstances which prevented you from coming to class. The instructor will then decide if the absence is excusable. In case of missed class students will lose participation and professionalism points. After the first excused missed class, along with missing participation and professionalism points, for each missed class students will lose an additional 10 points from their overall grade. All absences must be discussed with the instructor prior to the class missed. Missing more than one class may result in an "IP" or "NC" for the class unless otherwise determined by the instructor.

ZOOM PROFESSIONAL BEHAVIORS:

Students should attend online zoom synchronous classes in the same manner that they would attend in-person classes. Students should be professionally dressed and sitting in an appropriate position for learning. Students must keep their video cameras on for the entirety of class. Students are not permitted to be engaging in other activities while attending class (e.g., driving a car, working a job, attending an appointment, etc.) Students will need to find a quiet and private location in which to attend class. It is also essential that students are able to secure good internet connection.

CLASS PUNCTUALITY

Students are expected to attend classes on time. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in more than one class will result in a drop in attendance and participation points for each incident.

TECHNOLOGY REQUIREMENTS

All students taking this course should have access to a computer with an internet connection that can support the use of Canvas. If you are having trouble logging onto Canvas or uploading assignments, please contact the **Canvas helpdesk at (903)566-7439** or email them at **itsupport@patriots.utt Tyler.edu**. You can also receive help by using the **Help tab located on the left side of your Canvas screen**, using the Canvas guides, or contacting **Canvas help at (844)214-6949**. If you are having technical difficulties, please alert the professor as soon as possible.

All submissions for this course will be online via Canvas. **Do not wait until the last minute to submit your assignments** as this is a sure way to ensure you will have technical difficulties (remember Murphy's law).

Cell phones are to be turned off or put in silent mode during class. Cell phones should not be visible during class, so please keep them in your purse, backpack, etc. Students who choose to use a laptop computer should only do so for taking notes. **Students who use laptop computers are prohibited from (a) surfing the internet, (b) checking email, and (c) working on other assignments during class.**

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 kacuna@utt Tyler.edu

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

ONLINE COMMUNICATION

All written communication that takes place within this course must adhere to the rules of written etiquette. Please remember that you are in a graduate program and are earning a professional degree, therefore please respond to your instructor and your colleagues in a professional manner. Please refrain from using texting language (i.e. lol, btw, omg) and/or emoticons (i.e. :- / , :-) in your discussion responses and in communication with your instructor and colleagues. Other things to keep in mind:

- Open your email with a salutation (e.g., Hi, Hello, Dear Dr. or Ms. X) and finish with a closing (e.g., Best, Regards, Thank you, your name). Introductory emails should address your instructor more formally.
- Use complete sentences and avoid jargon, especially text-type words (e.g., C U). This is especially important when sending messages from mobile devices.
- Maintain a professional tone.
- Avoid sending email in anger or frustration. Walk away from the computer and wait at least 24 hours.
- Whether in writing or in person, derogatory or prejudiced remarks are still considered bad manners and discussion that contains such comments will be addressed by the instructor.
- Please refrain from sending junk mail, forwards, or advertisements to the class via Canvas.

ARTIFICIAL INTELLIGENCE:

The use of AI related tools is strictly prohibited in this course. Use of AI related tools constitutes academic dishonesty and may result in referral to the student remediation committee for review of potential ethical and/or legal violations.

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 their 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.

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 member 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-disclosure 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 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 students' 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.

COVID-19 RELATED ISSUES

The University of Texas at Tyler strongly encourages our campus community to take the necessary preventative measures to ensure health and safety. In addition to wearing a mask when appropriate, social distancing when possible, covering coughs and sneezes, and practicing good hand hygiene, the COVID-19 vaccine is a protective measure to prevent severe illness due to COVID-19. You can contact your healthcare provider or local pharmacy to schedule a COVID-19 vaccine.

Stay home and contact your professors or supervisors if you do not feel well or have symptoms so that you do not risk exposing others. As a student, you are responsible for informing your faculty of absences due to COVID-19. Regardless of your vaccination status, stay home and follow the [CDC guidelines](#)

COURSE FEEDBACK AND EVALUATION

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

COURSE ASSIGNMENTS

- **Participation/Professionalism** (25 points possible)
Active class participation is vital. Learning/teaching is a dynamic/social process. In this class, your presence and active engagement are essential. Students are required to read all assigned course materials before class begins, so that they can actively engage with course content during class. Students are expected to attend and participate fully in class discussions, and activities. The following descriptions are provided to give an idea of how participation and professionalism will be evaluated:
 - **Excellent (20-25pts):** Proactive participation; leading, originating, informing, and challenging contributions that reflect in-depth understanding and analysis of subject matter; a demonstrated ability to listen to and build upon the ideas of others; ability to raise questions that reflect critical thinking skills.
 - **Satisfactory (15-20pts):** Reactive participation; supportive, follow-up contributions that are relevant and valuable, but rely on the leadership of others; contributions that reflect opinion rather than in-depth study and contemplation of subject matter.
 - **Minimally Satisfactory (10-15pts):** Passive participation; present and alert, but not actively involved.
 - **Unsatisfactory (0-10pts):** Uninvolved; tardy, present physically but disengaged from class discussions.

- **Evidenced-based practice reflection** (25 points)

For this assignment, you will write a minimum three-page (double-spaced, APA formatted) reflection paper. This means three pages of content (the title and reference page do not count as pages of content). In this paper, please reflect on the following questions IN YOUR OWN WORDS:

1. What is evidence-based practice (i.e., how do we determine if a counseling approach is evidence-based)?
2. Why is evidence-based practice important?
3. What are some limitations of the “traditional” view of evidence-based practice?
4. What specific efforts do you plan to continually engage in throughout your career to ensure you remain knowledgeable about evidence-based practices and are utilizing effective counseling approaches?

The assignment due date is posted on Canvas. This assignment assesses CACREP standard 2.F.5.j.

- **Theory of Change Paper** (75 points)

In a minimum of five content pages (APA format, double spaced, title and reference pages do not count towards the five-page number) discuss your beliefs about how people change and how this relates to your chosen theory. In the first half of the paper focus on your beliefs about how people change, how problems can develop for people, and assumptions you hold about human beings and the therapeutic process. Some questions for reflection are:

- What are some of the core assumptions that inform your therapy approach?
- How do you believe people change?
- How do people become stuck/how do problems develop?
- How does the change process work?
- What hinders change from occurring?

In the second half of the paper focus on theory and how your theory fits in with the beliefs you outlined.

- Theory – what is your theory, how does it fit with your beliefs about change?
- For this section, please reflect on and reference the book you read for this class. You are also welcomed to reference other credible sources. Remember to use APA citations if you are referencing someone else’s work. A rubric is provided at the end of this syllabus.

CHECK CANVAS FOR THE ASSIGNMENT DUE DATE. This assignment assesses CACREP standard 2.F.5.n.

- **Case Conceptualization Presentation** (75 points)

You may choose to do the case conceptualization presentation alone or with a group. You will be provided with a comprehensive client case. With your theoretical presentation, you will work to cover the following areas in a 20-minute presentation:

- What were your initial impressions when reviewing the case.
- Conceptualize this client from your theoretical orientation. For example, 1. How did the presenting concern develop?
- How is the presenting concern able to continue causing problems?
- What is contributing to this person’s ability (or lack of ability) to function?
- How is counseling going to help this person change?
- What is the counselor going to do to help this person change?
- How would you first begin your work with this client from your theory?
- What are some strengths that your theory offers in working with this client, and what are some limitations.

Everything reviewed in this must be consistent with your theory. You may not borrow approaches, techniques, or interventions from another theory. This means I should be hearing language, core concepts, and philosophical underpinnings from your theory in how you are making sense of this client and their presenting concern. All members of your group must have speaking roles during this presentation, a rubric is provided at the end of this syllabus.

This assignment assesses CACREP standards 2.F.5.a., 2.F.5.b., 2.F.5.h., 5.C.1.b., 5.C.3.b.

LATE ASSIGNMENT POLICY

The due dates for all assignments are listed in the Syllabus and on Canvas and **must be completed by the date and time listed**. You should plan to work on your assignments around your life and submit them earlier in the week if need be. All assignments coming in any time after their due date/time will be reduced by 10% per day they are late. **NO** assignment will be accepted if submitted more than 3 days past the due date. It is the student’s responsibility to communicate with the instructor to re-open the assignment for a late submission. **CANVAS is the only method assignments are accepted (Email and hard copy are not**

accepted).

Oftentimes students wonder what constitutes a particular grade in the courses I teach. From my perspective, if a student has completed standard, average work on an assignment, then the work will receive a “B”. A grade of “A” denotes exceptional work beyond the basic and/or minimal expectations.

Since this is graduate-level work, it is expected that students will hand in grammatically correct papers, have the correct spelling, and conform to the [APA 7th](#) edition guidelines. Do not, repeat, do not write papers as if talking to me, using common figures of speech. Writing is NOT talking, and it takes practice, patience, and intentionality to break this habit. On each written assignment I will deduct points from the final score based on writing and composition skills, and APA formatting. If you believe there are weak areas for you, please utilize the [University Writing Center](#) as they are more than prepared to help you with writing, composition, and research skills.

A grade of I (incomplete) is discouraged and is assigned at the discretion of the instructor, when illness, death in the immediate family, or other unusual and unforeseeable circumstances not encountered by the other students in the class prevent completion of the course requirements by the end of the semester (per UT Tyler Graduate School Guidelines). Under these circumstances, a grade of I may be assigned when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student.

Week	Assignment			Points
Ongoing	Class participation			25
6	Evidenced Based Practice Reflection			25
13	Theory of Change Paper			75
15, 16	Case Conceptualization Presentation			75
				Total: 100
A ® 100-90	B ® 89-80	*C ® 79-70	*D ® 69-60	*F ® 59-0 points

*A grade of “C” or lower will require that you retake the course.

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.

PROFESSIONAL DISPOSITIONS ASSESSMENT

Professional disposition is an integral component of the course. The **systematic assessment** of students is required by CACREP (2016) Section 4.G.; 4.H. and ACA Code of Ethics (2014) Section F.9: F.9.a; F.9.b. The assessment is completed by the instructor based on the criteria in the table below. The Professional Dispositions component **is not calculated in the final grade**; however, the assessment is (1) part of the CMHC Committee’s systematic student review and (2) will be included in the student’s academic file.

Professional Dispositions Indicators	Unacceptable	Acceptable	Optimal
1. Openness to new ideas.	1	2	3
2. Flexibility and adaptability.	1	2	3
3. Cooperativeness with others.	1	2	3
4. Willingness to accept and use feedback.	1	2	3
5. Awareness of own impact on others.	1	2	3
6. Ability to deal with conflict.	1	2	3
7. Ability to deal with personal responsibility.	1	2	3
8. Effective and appropriate expression of feelings.	1	2	3
9. Attention to ethical and legal considerations.	1	2	3
10. Initiative and motivation.	1	2	3
11. Orientation to multiculturalism and social justice advocacy.	1	2	3

12. Professional wellness and self-care.	1	2	3
13. Humility.	1	2	3
14. Professionalism.	1	2	3
15. Willingness to seek help.	1	2	3

Professionalism. The counseling program at UT Tyler leads directly to certification, licensure, and professional practice in the field of counseling. All students are required to know and adhere to their respective professional associations (i.e., ACA Code of Ethics, 2014). Ethical violations may result in failure of the course and possibly dismissal from the program.

TENTATIVE 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.

Dates	Topic	Readings/Assignments	CACREP Standard
Week 1 8/27	Introduction and Syllabus Overview The role of theories and models of counseling	Syllabus	
Week 2 9/3	Introduction to Evidenced-Based Counseling Cognitive Behavioral Therapy	Baker (2012) Parrow et al., (2019)	2.F.5.j.
Week 3 9/10	Discuss (1) theories and models of counseling, and (2) treatment or intervention plans as related to Guest Speaker: Brittany Gayetsky LCSW-S	Miller & Rollnick (2009)	2.F.5.a; 2.F.5.h., 5.C.1.b, 5.C.3.b.
Week 4 9/17	Discuss (1) theories and models of counseling, and (2) treatment or intervention plans as related to Motivational Interviewing	Miller & Rollnick (2009) Okamoto et al., 2019	2.F.5.a; 2.F.5.h., 5.C.1.b, 5.C.3.b.
Week 5 9/24	Discuss (1) theories and models of counseling, and (2) treatment or intervention plans as related to Solution-Focused Brief Therapy		2.F.5.a; 2.F.5.h., 5.C.1.b, 5.C.3.b.
Week 6 10/1 ZOOM	Discuss (1) theories and models of counseling, and (2) treatment or intervention plans as related to ACT/DBT Guest Speaker: Angel Manjarrez Assess the ability to identify evidence-based counseling approaches	Evidenced Based Practice Reflection Paper due	2.F.5.a; 2.F.5.h., 5.C.1.b, 5.C.3.b. 2.F.5.j.
Week 7 10/8	Note: We will not meet synchronously for class this week. Online discussion.	Theory of Choice Book Online Discussion	2.F.5.b.
Week 8 10/15 ZOOM	Case conceptualization and treatment planning	Theory of Choice Book	
Week 9 10/22	Narrative Therapy	Theory of Choice Book	
Week 10 10/29	Case Conceptualization	Theory of Choice Book	
Week 11 11/5	Existentialism and IFS	Theory of Choice Book	

Week 12 11/12	Feminist Therapy/ Expressive Arts	Theory of Choice Book	
Week 13 11/19	Assess the ability to identify a personal model of counseling	Presentations Theory of Change Paper due	2.F.5.n.
Week 14 11/26	No Class Today Thanksgiving Break		
Week 15 12/3	Assess the ability to conceptualize the client and develop a treatment plan consistent with the theory of choice	Case Conceptualization Presentations	2.F.5.b, 2.F.5.h.
Week 16 12/10	Finals Week Assess the ability to conceptualize the client and develop a treatment plan consistent with the theory of choice	Case Conceptualization Presentations	2.F.5.b, 2.F.5.h.

PROGRAM AND DEPARTMENTAL POLICIES

CLINICAL MENTAL HEALTH COUNSELING PROGRAM MISSION STATEMENT

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able to pursue impactful mental health careers within the community.

UT Tyler Department of Psychology and Counseling Student Code of Conduct:

<https://www.uttyler.edu/psychology/policies.php>

UT Tyler Clinical Mental Health Counseling Student Handbook:

<https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/>

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 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 DISABILITY

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, or 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 from 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 an 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 testpaper.
 - 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 that 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 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 instructor 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 another 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 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, 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)

APPENDIX A**Theory of Change Paper Rubric (75 points)**

APA Formatting15 points possible

(Adherence to APA formatting for title page, citations, formatting)

Grammar/Writing.....15 points possible

(Graduate-level use of grammar and writing, paper is minimum 5 pages of content)

Personal Beliefs.....20 points possible

(Meaningful reflection on personal beliefs regarding change and core assumptions about people)

Application of Theory..... 25 points possible

(Accurate description of theory and application to personal beliefs. Thorough reflection on how beliefs and theory fit with one another)

APPENDIX B**Case Conceptualization Presentation Rubric (50 Points)**

Presentation Content (Theoretical Understanding).....	15 points possible
Presentation Content (Clinical Understanding of Client).....	10 points possible
Presentation Content (Application of Theory to Client).....	15 points possible
Presentation Style (Professionalism, Preparedness, Organization).....	10 points possible
Presentation Powerpoint (Organization, layout, spelling, citations).....	10 points possible