

**Department of Psychology and Counseling****COUN 5312-060: Counseling Theories and Applications**

Spring 2021 Online

3 Credit Hours

My belief is that the primary psychological outcome of counselor education should be in increasing cognitive complexity, particularly in person perception. If there is a special kind of psychological development that occurs in counselor education it ought to be in terms of being able to perceive clients in more complete and complex ways. (Donald Blocher)

Along with increasing your person perception, I hope that you also use this class to increase your intrapersonal cognitive complexity, or, as Freud might say, make your unconscious, conscious.

[How to succeed](#)

Instructor: Ramona I. Grad, PhD, LPC, NCC

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Communication: I can be reached via **email**. I will respond to your emails as promptly as possible within 24 hours of receipt Mon-Fri.

Online Office Hours: Wednesdays 8:30AM - 11:30AM. Please let me know if you would like [to set up a meeting](#).

Dr. Grad's Professional Background Statement

Ramona I. Grad, Ph.D. is an Assistant Professor in the Department of Psychology and Counseling at UT Tyler and received her doctoral degree in Counselor Education and Practice from Georgia State University. Dr. Grad teaches courses in the CACREP accredited master's level clinical mental health counseling program. Dr. Grad has an ongoing program of research and scholarship that focuses on experiences of individuals with a history of childhood interpersonal trauma as well as on therapeutic relationship aspects in counseling, counseling training and supervision. Dr. Grad's scholarly work also includes numerous peer reviewed articles and presentations focusing on topics such as post-traumatic growth and diversity issues in counseling process. Dr. Grad has an extended clinical experience, having worked as a counselor and supervisor in Romania and the United States in community mental health clinics, treatment facilities, college counseling centers, and private practice.

Dr. Grad's Teaching Philosophy

My philosophy of teaching is rooted in Individual Psychology, which I have implemented in my role as a counselor, supervisor, researcher, and instructor over many years. Therefore, my focus is on building a **collaborative relationship** with students and an **encouraging climate** that enables them to explore and challenge their own beliefs, to take risks and to grow, to **take ownership of their learning** and develop an understanding of the new material presented, of themselves, and of each other's unique individual and group identities, experiences and perspectives. In the classroom I strive to create a respectful, optimistic, democratic, and growth-oriented atmosphere that emphasizes the unique skills, abilities, resources, and strengths of each student. I am implementing teaching strategies that encourage personal discovery and experiential learning. The natural character of experiential learning allows for greater transferability and application of the lessons to other situations outside of the classroom. Further, the variety of experiences associated with this type of learning tends to meet the needs of diverse learners. Promoting **intellectual and cultural humility** is critical for me as an instructor. I challenge students to share their diverse opinions and experiences with one another, I encourage brainstorming sessions, experiential projects, and group presentations. It is my hope that students leave the course knowing what it means to be a collaborator, and most of all feeling encouraged to work with people who are different than them, who have different opinions than the ones they have. Ultimately, I desire for students I work with to be inspired by the love I have for counseling process. "**We should feel enlarged by the people who are different**" is a key quote that best describes my views on learning and teaching and represents my goal in the roles that I embrace.

Content Area

Course Catalog Description

Overview of theoretical approaches to counseling and psychotherapy, including fundamental concepts, assessment, client and counselor roles, cultural relevance, and intervention strategies/techniques. Includes role-playing practice of fundamental counseling response skills

Course Overview

This course is designed to help students master the key components of the major counseling theories that are used in practice by professional counselors. Theories will be presented as conceptual frames by which professional counselors can understand their clients more completely and deeply. Strategies and techniques from each theory will be presented to show how those methodologies can be used to assist clients in overcoming psychological problems, developmental issues, ecological challenges, adjustment to disability; and reach their personal goals. The theories outlined in this class can also be used to increase student's self-understanding.

Course Prerequisites

None

Course Objectives and Learning Outcomes

Through satisfactory performance on course assignments, and class participation, students in this course will be able to:

Course Objectives and Learning Outcomes	CACREP 2016 Standards (Core)	CACREP 2016 Standards (CMHC)	Learning Activities and Assessments
Identify strategies for personal and professional self-evaluation and implications for practice.	2.F.1.k		Journals
Understand the role of counseling supervision in the profession.	2.F.1.m		Lectures
Describe major theories and models of counseling.	2.F.5.a		Lectures, Paper
Explain a system's approach to conceptualizing clients.	2.F.5.b		Lectures, Paper
Discriminate among theories, models, and strategies for understanding and practicing consultation.	2.F.5.c		Lectures, Journals, Exams
Demonstrate ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.	2.F.5.d		Lectures
Identify counselor characteristics and behaviors that influence the counseling process.	2.F.5.f		Journals
Identify developmentally relevant counseling treatment or intervention plans	2.F.5.h		Lectures, Paper, Exams
Develop evidenced-based counseling strategies and techniques for prevention and intervention.	2.F.5.j		Lectures, Paper
Develop a personal model of counseling.	2.F.5.n		Journals, Paper
Describe theories and models related to clinical mental health counseling.		5.C.1.b	Lectures, Paper
Identify cultural factors relevant to clinical mental health counseling		5.C.2.j	Lectures, Journals, Paper
Identify legal and ethical considerations specific to clinical mental health counseling.		5.C.2.l	Lectures, Paper
Identify techniques and interventions for prevention and treatment of a broad range of mental health issues.		5.C.3.b	Lecture, Paper

Required Text(s)

- Murdock, N. (2017). *Theories of counseling and psychotherapy: A case approach* (4rd. ed.) (3rd ok). Upper Saddle River, NJ: Merrill.

Required readings:

- Boscolo, L., Cecchin, G., Hoffman, L., & Penn, P. (1987). *Milan systemic family therapy*. New York: Basic Books.
- Freud, S. (1966) *Complete introductory lectures on psychoanalysis* (J. Strachey Trans.). New York: W.W. Norton. (Original work published 1933).
- Lambie, G. & Milsom, A. (2010). A narrative approach to supporting students with learning disabilities. *Journal of Counseling and Development*, 196-203.
- Sharf, R. (2008). *Theories of Psychotherapy and Counseling*. (Chapter 3 Jung). Belmont CA: Thomson.
- Yalom, I. (2008). *Staring at the sun*. San Francisco: Jossey-Bass

Additional articles and readings may be placed on 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

Methods of Instruction

Teaching Strategies

This course will be conducted completely online. There are NO mandatory face-to-face meetings with the instructor although online small group work may be required. I will communicate and collaborate using various technologies that will be discussed below. It is critical to your success that you fully engage through each of these modes of interactions. Quality online courses are designed to provide the student with every learning opportunity that face-to-face contact allows and at the same time, foster independent learning of the course material. 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 schedule, discussion boards, links to outside activities and so on. Within each module folder, the activities necessary to successfully complete that module are described in great detail. Take care to examine the module and [get in touch with me immediately](#) 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 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.

Attendance Policy

Students are expected to attend class by checking in online at least once a week to listen to lectures, complete assignments and quizzes, and participate in class discussions. Be aware that participation in this class is much more than simply responding to a discussion question. You will be expected to address thoughtful questions and responses and interact with your classmates.

Class Participation on Zoom Policy

During the synchronous Zoom meetings, students are expected to actively participate in discussions. In order to be considered to receive full participation points for this course, students will need to stay engaged during meeting time and participate in class discussion.

The CMHC program at UT Tyler is a face-to-face program that is temporarily functioning virtually due to the COVID-19 Pandemic. We look forward to being back in the classroom with all of you soon, until then though, we want to make sure we are facilitating a meaningful virtual learning environment for all of you. Part of this meaningful environment involves you, the student. Generally speaking, we have the same expectations for students attending synchronous zoom classes that we would for students attending an in-person class. As such, we (the CMHC faculty) thought it would be helpful to share our expectations of students during synchronous portions of class (e.g., zoom based classes).

- We expect that students will fully attend each class from the start time to the end time of class. Being in attendance for a zoom class means that a student has their camera turned on for the entire duration of class. Being in attendance for class also means that you are not concurrently engaged in other activities while attending online synchronous zoom classes (e.g., driving a car, working, attending an appointment, sitting in a waiting room).
- We expect that students exhibit the same professional behaviors during class time that would be expected in an in-person class. That includes sitting up right (i.e., not laying down), being awake and alert, and participating during class.
- We expect that students are able to find an appropriate environment to participate in class. An appropriate environment is one that is free from distraction and has privacy from other individuals (i.e., friends, family members, children). This is essential in clinical courses and courses with large group discussion components, as confidential information is discussed that is not appropriate for others to hear.

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.uttlyer.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. Assignments will be accepted through email **only** if there are difficulties with Canvas. Word of advice when taking an online course: **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).**

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 matter. 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 (Dear Dr. Grad).
- Use complete sentences and avoid jargon, especially text-type words (e.g. C U). This is especially important when sending messages from mobile devices.
- Be aware that using capital letters to express yourself is considered SHOUTING.
- 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.

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@uttlyer.edu.

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

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.

Student Performance Evaluation Criteria & Procedure

Course Activities/Requirements

- Class Introduction Video** (required, not graded)
 During first week, we will use an easy to use video discussion platform called Flipgrid to do our class introductions. You will be asked to introduce yourself in 3 minutes or less by answering prompts provided to you by your instructor. You will have to watch and comment on your classmate's videos. Use this as a time to get to know one another in this online space. The Class Introduction Video is due Sunday January 17th by 11:59 PM [important].
- Participation Videos** (2.5 points each – 10 points total)
 This assignment has 4 parts. Prior to submitting your videos, you will be asked to watch counseling videos provided to you by your instructor. After watching those videos, you will reflect on and respond to specific prompts provided by your instructor. You will be placed into small groups (no more than 4-5 members) and each of you will record an initial video (3-5 minutes) via Flipgrid and then individually you will respond to each other's post (2-3 minutes). The original poster must respond to each member's comment on their original post. Your response to your group members comments on your original post will be made by responding to your original post, not the group member's comment.
- Journal Assignment** (5 points each – 10 points total)
 You will need to keep a journal during this class. The purpose of this assignment is to assist you to increase your self- knowledge and awareness. In order to help others, professional counselors must have a deep, sophisticated and comprehensive level of self-understanding. There is a VERY strong correlation between self -awareness and success in the clinical aspects of our program (and the quality of your counseling). Use this course, and your journal to help you grow and develop, so that you can be the type of professional counselor most able to help others. After reading each chapter and watching the lectures I want you reflect on what you have learned **ABOUT YOURSELF** for at least **8 theories** over the course of the semester. You will submit your journal twice, each time covering 4 theories. First one is due Sunday February 28th by 11:59 PM; Second one is due Sunday April 25th by 11:59 PM [important].

I will evaluate your journal will be evaluated based upon your ability to thoughtfully and honestly use theoretical concepts from the class to deepen your self- understanding. You are not required to disclose personal information you find embarrassing or too difficult to discuss. However, you do need to demonstrate an openness to understanding your own issues, and an ability to recognize and deal with complex human experiences, feelings and behaviors. **Please note that I am not interested in your opinion about the theory but rather what you learned about yourself.**

- Paper Assignment** (20 points)
 You will be required to write a paper based upon one of the provided case studies (uploaded in Canvas). You are to apply one of the theories listed below to that case study. I will expect you to **demonstrate** how the particular theory helps you to **understand** the client. You then need to develop a **treatment plan** for the client based upon the perspective of the specific theory. You need to discuss the **techniques and approaches** you would use with the client based upon the theory, and the client's possible response to your interventions. Do **NOT** provide a

summary of the theory, just use the concepts to understand and help your client. Be sure to avoid providing a generic response to the case, that is, if your response could be applied to another client with different facts, your paper is too generic. **Be creative. Have fun.** You need to use one of the following theories: Psychoanalysis (Freud) or Object Relations, Adler, Jung, Existentialism, Cognitive Behavioral, Gestalt, Family Systems, Feminist. The Paper Assignment is due Sunday April 18th by 11:59 PM [important].

- **Two Objective Exams** (30 points each – 60 points total)

There will be 2 objective exams in this course: midterm and final. Both will be an online, closed-book exam and will include multiple choice and short answer questions. Content for these exams will be drawn from the PowerPoint presentations, lectures, as well as the assigned readings. The Midterm will take place during week 7 and the Final will take place during week 16. [important]

- **Class Wrap Up Video** (required, not graded)

During last week, we will use Flipgrid to do our class wrap up videos. You will be asked to address prompts provided to you by your instructor in 3 minutes or less. You will have to watch and comment on your classmate's videos. The Class Wrap Up Video is due Sunday April 25th by 11:59 PM [important].

Evaluation/Grading

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 4 days past due date.

Often times 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 expectation.

Since this is graduate level work, it is expected that students will hand in papers that are grammatically correct, have correct spelling, and conform to the [APA 7th](#) edition guidelines. Since APA 7th edition was recently introduced, I will accept papers that follow APA 6th 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 course work 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 prior to 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
1	Class Introduction Video	N/A
5, 6, 8, 11	Participation Videos (4 x 2.5 points each)	10
7, 15	Journal assignment	10
14	Paper Assignment	20

16	Exams (2 exams x 30 points each)			60
7, 16	Class Wrap Up Video			N/A
				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 Disposition 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 and shown on the Final Grade Sheet. 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 students' academic file.

Professional Disposition Assessment						
1.Pertinence and relevance of questions and comments	1	2	3	4	5	NA
2.Respect for ideas and integrity of others	1	2	3	4	5	NA
3.Collaborative professional relationship with peers	1	2	3	4	5	NA
4.Intercation with Faculty	1	2	3	4	5	NA
5.Self-Awareness	1	2	3	4	5	NA
6.Self-confident when working with others/Leadership	1	2	3	4	5	NA
7.Commitment/Dedication/Enthusiasm/Curiosity	1	2	3	4	5	NA
8.Level of engagement in the learning process	1	2	3	4	5	NA
9.Diversity/Cultural Sensitivity- knowledge and application	1	2	3	4	5	NA
10.Responsiveness to feedback/supervision	1	2	3	4	5	NA

Professionalism. The counseling program at UT Tyler lead directly to certification, licensure, and professional practice in the field of counseling. All students are required to know and adhere to their respective professional association (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
Week 1 1/11 – 1/17	Introduction The Role of Theory	Syllabus Murdock: 1
Week 2 1/18 – 1/24	Freud	Murdock: 2 Freud Chapter
Week 3 1/25 – 1/31	Object Relations	Murdock: 3 Makari [Part of an interesting chapter on the development of Freud's thought. Recommended]
Week 4 2/1 – 2/7	Jung Reality/Control Therapy/Glasser	Murdock: 11 Sharf Chapter

Week 5 2/8 – 2/14	Adler	Murdock: 4
Week 6 2/15 – 2/21	Person-Centered/Rogers	Murdock: 5
Week 7 2/22 – 2/28	Midterm	Journal I due Sunday 2/28 Online Midterm Exam: TBD
Week 8 3/1 – 3/7	Rational Emotive/Ellis	Murdock: 9
Week 9 3/8 – 3/14	Spring Break	
Week 10 3/15 – 3/21	Existentialism	Murdock: 6 Yalom chapter
Week 11 3/22 – 3/28	Gestalt	Murdock: 7
Week 12 3/29 – 4/4	Behavior Therapy/Cognitive Dialectic Behavioral Therapy	Murdock: 8, 10, 16 DBT Handbook SAMHSA's evidenced based practices Fact Sheet http://www.nrepp.samhsa.gov/ViewIntervention.aspx?id=36
Week 13 4/5 – 4/11	Feminist/Cultural/Social Justice	Murdock: 12
Week 14 4/12 – 4/18	Family Systems Narrative	Murdock: 13, 15 Boscolo et al. Chapter Lambie & Milson Paper Assignment due Sunday 4/18
Week 15 4/19 – 4/25	Integrative Perspective Process/Outcome, Common Factors	Murdock: 17 Journal 2 Due Sunday 4/25
Week 16 4/26 – 4/30	Final Exam	Online Final Exam: TBD

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 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.

Student 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 (**January 25th, 2021**) 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 purpose of this rule, a dropped course is any course that is dropped after the census (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, 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 <https://www.uttyler.edu/disabilityservices/> the SAR office located in the University Center, # 3150 or call 903.566.7079.

Also, please contact me privately as soon as possible so we can discuss your accommodation. Please note that you will not be required to disclose your disability, only your accommodations. The sooner you let me know your needs, the sooner I can assist you in achieving your learning goals in this course.

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 unadministered 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 unadministered test, test key, homework solution, or computer program or information about an unadministered 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.