



# UT Tyler COLLEGE OF EDUCATION & PSYCHOLOGY

## Department of Psychology and Counseling

**COUN 5395-501: Professional Practice in CMHC (3 credits)**

**Spring 2026 Syllabus**

**Course Time: Monday 5pm to 7:45pm**

**Location: BEP 215**

**Instructor:** Diane Smedley PhD, LPC-S, LMFT-S

**Office Location:** HPR 208

**Office Hours:** Tuesdays from 3:30 to 4:45, Wednesdays virtually from noon to 2:00, or by appointment

**Email:** [dsmedley@uttyler.edu](mailto:dsmedley@uttyler.edu) (preferred method of contact)

**Office Phone:** 903-565-5677

### COURSE CATALOG DESCRIPTION

This capstone course addresses business, legal and ethical aspects of professional counseling practice, including advanced application of state ethics, detailed coverage of Texas counselor licensure statutes and rules, records management, national credentialing, and third party payer procedures and practices

### COURSE CO/PREREQUISITES

Concurrently taking or credit in COUN 5393

### COURSE OBJECTIVES AND LEARNING OUTCOMES

Course Objectives and Learning Outcomes	CACREP 2024 Standards	Learning Activities and Assessments
The multiple professional roles and functions of counselors across specialized practice areas	3.A.2	Activities, assignments, & discussion boards
Counselors' roles, responsibilities, and relationships as members of specialized practice and interprofessional teams, including (a) collaboration and consultation, (b) community outreach, and (c) emergency response management	3.A.3	Activities, assignments, & discussion boards
The role and process of the professional counselor advocating on behalf of the profession	3.A.5	Activities, assignments, & discussion boards
Professional counseling organizations, including membership benefits, activities, services to members, and current issues	3.A.6	Activities, assignments, & discussion boards
Professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas	3.A.7	Activities, assignments, & discussion boards
Legislation, regulatory processes, and government/public policy relevant to and impact on service delivery of professional counseling across service delivery modalities and specialized practice areas	3.A.8	Activities, assignments, & discussion boards
Current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession	3.A.9	Activities, assignments, & discussion boards

Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling across service delivery modalities and specialized practice areas	3.A.10	Activities, assignments, & discussion boards
The purpose of and roles within counseling supervision in the profession	3.A.12	Activities, assignments, & discussion boards
Application of technology related to counseling	3.E.5	Activities, assignments, & discussion boards
Legislation, government policy, and regulatory processes relevant to clinical mental health counseling	5.C.3	Activities, assignments, & discussion boards
Strategies for interfacing with integrated behavioral healthcare professionals	5.C.7	Activities, assignments, & discussion boards
Strategies to advocate for people with mental, behavioral, and neurodevelopmental conditions	5.C.8	Activities, assignments, & discussion boards

This course meets TAC Title 22 Chapter 681.C. Rule 681.83 (d)(2) academic requirement for Texas LPC licensure: “an additional course in counselor ethics; to include records management, an overview of business/family law and professional practice, and the study of current Council rules”.

#### **Required Text:**

*Texas BHEC and TSBEPSC Consolidated Rulebook for Professional Counseling*. Obtain the most recent edition from this link: <https://bhec.texas.gov/statutes-and-rules/>

American Counseling Association. (2014). *ACA Code of Ethics*. Retrieved from <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>

Readings as assigned on Canvas

#### **TEACHING STRATEGIES**

This is a face-to face course and in this course, we will utilize lecture, discussion, reading and writing assignments, and experiential activities. Self-reflection, self-evaluation, and offering and receiving feedback are also important instructional methods in this course.

**Canvas** (<https://www.utt Tyler.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. It is students’ responsibility to examine each module and get in touch with the instructor immediately if they are not clear about the requirements prior to assignment due dates.

As part of this course, students will be placed into Learning Communities (LCs) designed to reflect the collaborative dynamics often encountered in professional counseling settings. Each LC will include a diverse mix of experiences and backgrounds, and students may not be grouped with peers they have worked with frequently in the past. This intentional grouping is meant to simulate post-graduation realities, where counselors often work alongside colleagues from varied settings and perspectives. The goal is to enhance students’ adaptability, communication, and teamwork skills as they prepare to transition into the field.

### **COURSE POLICIES AND REQUIREMENTS**

#### **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 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.

### **CLASS PUNCTUALITY**

Students are expected to approach punctuality in the classroom as they would with a client in a counseling session. Essentially, students should be on time, including being seated and ready to engage in learning in a non-disruptive manner at the time class begins. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in excess of one class will result in a drop of attendance and participation points for each incident.

### **LATE POLICY**

Assignments are expected to be turned into Canvas by the assigned due date. Technology failures will not be accepted as a reason for missed assignment due dates. Therefore, do not leave anything to the last minute. Back up files frequently and in various locations so work is not lost. Assignments turned in after the due date/time, up to two (2) calendar days, will be accepted with automatic deductions as follows:

- 24 hours or less late: automatic reduction in grade for assignment by 10%
- More than 24 hours late, but less than 48 hours late: automatic reduction in grade for assignment by 20%
- More than 48 hours late: automatic reduction in grade to 0 points.

### **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 a good internet connection.

### **USE OF TECHNOLOGY**

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 pants, purse, backpack, etc. If you are experiencing an emergency or extenuating circumstance where you need to check your phone during class, please inform me of this before class begins. Please be respectful and do not send or read text messages during class. 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. If the instructor becomes aware of a student using their laptop for any reason other than taking notes, they may ask that student to cease bringing their computer into the classroom.

Given the potential for discussion of sensitive content during class, recording of class is strictly prohibited except where accommodations are arranged through SAR. Additionally, students are strictly prohibited from going "live" on social media platforms such as TikTok during class. The ability to uphold confidentiality is a core tenet of professional counseling as supported by the ACA Code of Ethics. As a counselor-in-training, you are expected to demonstrate the ability to honor confidentiality.

## **COMMUNICATION POLICY**

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accordance 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 dsmedley@uttyler.edu. Do not send emails to any other email address, as I will not receive them.

## **ONLINE COMMUNICATION**

Part of your preparation as a professional counselor is the ability to communicate with future colleagues and clients clearly and professionally. All written communication (e.g., emails, discussion board postings, etc.) 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 (e.g., Dear Dr. Smedley:).
- 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. Threats or attacks towards faculty or peers, even via written communication, will not be tolerated.
- 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.

## **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.

### **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.

### **COURSE ASSIGNMENTS**

#### **MICROLEARNING ACTIVITIES – 165 POINTS – DUE EACH WEEK AT NOON ON FRIDAY**

Students will complete 11 microassignments each worth 15 points. Students will be given a prompt or task to complete that requires them to put into action a piece of knowledge developed from the course readings/discussions/activities. Students will submit evidence of completion of the task in the Canvas assignment submission. These microassignments can be completed individually or in your learning community. However, EACH student must turn in an assignment for themselves, regardless of how the assignment was completed. *This assignment assesses CACREP standards: 3.A.2.; 3.A.3.; 3.A.5.; 3.A.6.; 3.A.7.; 3.A.8.; 3.A.9.; 3.A.10; 3.A.12.; 3.E.5.; 5.C.3.; 5.C.7.; and 5.C.8.*

#### **PROFESSIONAL DISCLOSURE & INFORMED CONSENT – 40 POINTS – Due on 04/03/2026 at noon**

Students will develop their own professional disclosure (PD) and informed consent (IC) that includes specific introduction components and the regulatory requirements as set by BHEC & TSBEPC during the semester the course is taken. Students should write their PD and IC to accurately reflect their status as a student intern. Both the PD and IC should be one fluid document. Additional details on specific components of the PD and IC will be presented during the lecture on this topic.

#### **LEARNING COMMUNITY (LC) ASSIGNMENT: ETHICS CASE STUDY – 120 POINTS – Due on 04/17/2026 at noon**

As an LC, your group will collaboratively identify one real-world ethical dilemma experienced by a member at their current or recent clinical site. As a group, decide which dilemma to use for this assignment. Drawing on your collective insights, you will work through the ethical dilemma using Forrester-Miller & Davis's model, the ACA *Code of Ethics*, BHEC/TSBEPC regulations, and any additional relevant professional guidelines or resources.

Your group will produce a formal manuscript that details each step of the ethical decision-making model used, providing a clear rationale for your final decision. The paper should demonstrate thoughtful engagement with ethical standards, cultural considerations, and professional responsibilities. Each claim or step in your decision-making process should be substantiated with appropriate citations from the ACA *Code of Ethics*, BHEC/TSBEPC regulations, and any scholarly literature that informed your group's reasoning. The manuscript must adhere to APA 7th edition style and be no more than 10 pages in length, excluding the title page and reference list. See Appendix A for the grading rubric. Your group will designate one person to turn in the final manuscript. Make sure all group members' names are on the title page.

#### **END-OF-PROGRAM PORTFOLIO – 45 POINTS – Due on 04/29/2026 at noon**

Students will create a folder in their UT Tyler OneDrive and share the folder with Dr. Smedley. The folder should be labeled "LPC Licensure Documentation" and must contain the following items:

- Email confirmation signing up for LPC Board updates (Do not use your UT Tyler email)

- List of questions to ask during supervisor interviews
- Checklist of Application Materials
- CPCE Scores
- NCE Scores
- Practicum Documentation Form
- Human Trafficking Training Completion Certificate
- Texas Jurisprudence Exam Completion Certificate (if applying for licensure within 6 months)

It is expected that you will not have all of these items fully completed. For items that you do not have completed, you have some options. You can use a blank or partially completed document (e.g., Practicum Documentation Form and Application Materials Checklist) or you can type up an explanation of how you plan to complete the item (e.g., explanation regarding NCE, CPCE, Jurisprudence, etc.). Additionally, this assignment assumes you plan to obtain licensure in Texas. If you do not plan to obtain licensure in Texas, please contact me early in the semester to discuss how you can complete this assignment.

### **PARTICIPATION & PROFESSIONALISM – 30 POINTS**

Learning 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. Students are expected to regularly participate in class. Participation in discussion and class activities is an important component of learning. Active, meaningful engagement with your peers is expected.

Students are expected to attend classes on time, ready to engage in learning at the time class begins. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Being on time means arriving at class at least 10 minutes before the scheduled class time and being in your seat and ready for class to begin. Furthermore, the Assessment of Professional Counseling Dispositions (APCD) is used as a guideline to assess and score professionalism in this course and throughout the CMHC program. A score below 2 in ANY single domain of the APCD could result in the loss of all participation and professionalism points for the semester. Students should refer to this document for a clearer understanding of professionalism expectations in this course and eventually as a professional counselor. Professionalism represents a way of being made up of appearance, manner, communication, interacting, attitudes, approach, skills, and openness to grow. As part of this class, students are expected to demonstrate professionalism during in person, clinic, and online interactions with their peers and the instructor. You are expected to be fully engaged in the course, invested in your own learning and the learning of others, and eager to participate. Concretely, active participation and professionalism means but is NOT limited to:

- Reading required materials and being prepared to work
- Demonstrating knowledge of reading assignment material
- Actively taking part in class activities
- Interacting well with peers
- Showing respect and courtesy toward peers and instructor
- Exhibiting a professional demeanor
- Actively engaging in learning opportunities
- Demonstrating critical thinking knowledge and skills
- Exhibiting growth in content knowledge and skills
- Contributing to a professional climate

### **GRADING:**

Microassignments (11 x 15pts)	165
LC Assignment: Ethics Case Study	120
Professional Disclosure & Informed Consent	40

End-of-Program Portfolio	45
Participation & Professionalism	30
Total Possible Points	400

Grading is on the following scale: 100%-90% = A; 89%-80% = B; 79%-70% = C; 69% or less = F.

### **PROFESSIONAL DISPOSITIONS**

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). 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. In this course and throughout the CMHC program, we use the Assessment of Professional Counseling Dispositions (APCD) to assess and score professional dispositions. A score below 2 in ANY single domain of the APCD may result in the loss of all professionalism and participation points, failure of the course, and possibly dismissal from the program. Students should refer to this document for a clearer understanding of professionalism expectations in this course and eventually as a professional counselor.

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 STATEMENT**

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

*\*Instructor reserves the right to make changes as needed.*

Week	Scheduled Topics	Assignments	2024 CACREP Standards
<b>1</b> <b>(1/12)</b> <b>In Person</b>	Syllabus & Introductions	<b>CLASS PREP:</b> Be familiar with syllabus, Come to class with questions  <b>LECTURE:</b> Syllabus discussion, class introductions, & (potential) LC meeting	
<b>2</b> <b>(1/19)</b>	<b>MLK Day – University Holiday – No Class</b>		
<b>3</b> <b>(1/26)</b> <b>In Person</b>	Counselor Ethics, Ethical Decision-Making Model, & Impact of Cultural Bias in Ethical Decision-Making	<b>CLASS PREP:</b> ACA <i>Code of Ethics</i> ; TAC 681.B; Forester-Miller & Davis (2016)  <b>LECTURE:</b> Ethical decision making & the Case of Andrea; Discuss Ethics Case Study Assignment  <b>MICROASSIGNMENT:</b> Ethical Issues Scavenger Hunt	3.A.10.
<b>4</b> <b>(2/2)</b> <b>Online</b>	Variation in LPC Roles & Employment Considerations – Employment Options, Records & Insurance, Integrated Behavioral Health Teams; & Telehealth & Technology	<b>CLASS PREP:</b> Read ACA <i>Code of Ethics</i> Section H; TSBEPC Guidelines for Using Social Media; MacMullin et al (2020)  <b>LECTURE:</b> Watch videos in module  <b>MICROASSIGNMENT:</b> Checklist of Tasks/Resources for Teletherapy	3.A.2.; 3.A.3.; 3.A.9.; 3.E.5.; 5.C.2.; 5.C.7.
<b>5</b> <b>(2/9)</b> <b>In Person</b>	CPCE/NCE Prep – Panel, Study Prep, & Goal Setting	<b>CLASS PREP:</b> Bring questions for CPCE/NCE panel  <b>LECTURE:</b> CPCE/NCE Panel; Study Prep & Goal Setting  <b>MICROASSIGNMENT:</b> Study plan for CPCE/NCE	
<b>6</b> <b>(2/16)</b> <b>Online</b>	LC Meeting	<b>No class meeting</b>  <b>Meet with your LC to work on Ethics Case Study</b>  <b>MICROASSIGNMENT:</b> LC meeting minutes	
<b>7</b> <b>(2/23)</b> <b>In Person</b>	Licensure & Credentialing Process, Understanding Legislation and Regulatory Boards, & General BHEC/LPC Overview	<b>CLASS PREP:</b> BHEC/LPC website; BHEC/LPC Consolidated Rulebook  <b>LECTURE:</b> Licensing & Credentialing Process; Getting to Know BHEC/LPC boards and rulebook  <b>MICROASSIGNMENT:</b> Checklist of Application Materials	3.A.7.; 3.A.8.; 5.C.3.

<b>8 (3/2)</b>	<b>Mid semester break to catch up on assignments and clinical hours, as needed</b>		
<b>9 (3/9)</b>	<b>Spring Break – University Closed – No Class</b>		
<b>10 (3/16) In Person</b>	Professional Disclosure, Informed Consent, & Confidentiality	<b>CLASS PREP:</b> TAC 681.45; TAC 681.35-37; Additional readings in module  <b>LECTURE:</b> Creating your own professional disclosure & informed consent; confidentiality  <b>ASSIGNMENT:</b> Professional Disclosure & Informed Consent	3.A.8.; 3.A.10.;
<b>11 (3/23) Online</b>	LC Meeting	<b>No class meeting</b>  <b>Meet with your LC to work on Ethics Case Study</b>  <b>MICROASSIGNMENT:</b> LC meeting minutes	
<b>12 (3/30) In Person</b>	Malpractice; License Violations; and Complaints, Sanctions, & Enforcement	<b>CLASS PREP:</b> BHEC Complaints and Enforcement TAC 884.1 – 884.65; LPC Schedule of Sanctions TAC 681.D; LPC Board meeting video  <b>LECTURE:</b> Malpractice, Self-care, Violations, & Sanctions  <b>MICROASSIGNMENT:</b> Post Grad Self-Care Plan	3.A.8.; 3.A.10.;
<b>13 (4/6) In Person</b>	The Role of Supervision	<b>CLASS PREP:</b> BHEC  <b>LECTURE:</b> Supervision Process & How to be an informed supervisee  <b>MICROASSIGNMENT:</b> Interview Questions for LPC-Supervisor	3.A.12.
<b>14 (4/13) Online</b>	LC Meeting	<b>No class meeting</b>  <b>Meet with your LC to work on Ethics Case Study</b>  <b>MICROASSIGNMENT:</b> LC meeting minutes	
<b>15 (4/20) In Person</b>	AI in Counseling	<b>CLASS PREP:</b> Read articles in Canvas module  <b>LECTURE:</b> AI modality, ethics, and implications of cultural bias  <b>MICROASSIGNMENT:</b> TBD	
<b>16 (4/27)</b>	Final Week – No Class Meeting	<b>ASSIGNMENT:</b> End-of-Program Portfolio	

## **Program and Departmental Policies**

### **COVID-19**

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature should stay at home and notify their faculty. Students are also encouraged to use the UT Tyler COVID-19 Information and Procedures website. This website also provides information about our Vaccination Mobile Clinic. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu).

### **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 Code**

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 <http://www.utt Tyler.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. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.utt Tyler.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.

### **Disability/Accessibility Services**

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.utt Tyler.edu/disability-services>, 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.

### **Student 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.

**UT Tyler Resources for Students**

- UT Tyler Writing Center (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto: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 (903.566.7254)

## Appendix A

### Ethics Case Study Rubric

Criteria	Excellent (20)	Above Average (15)	Satisfactory (10)	Needs Improvement (5)	Unsatisfactory (0)
<b>Understanding of Ethical Principles</b>	Exceptional understanding of ethical principles and their application in the case study. Demonstrates a sophisticated grasp of ethical concepts and their relevance to counseling practice.	Solid understanding of ethical principles and their application in the case study. Demonstrates a clear comprehension of ethical concepts and their relevance to counseling practice.	Adequate understanding of ethical principles and their application in the case study. Demonstrates a basic comprehension of ethical concepts and their relevance to counseling practice.	Limited understanding of ethical principles and their application in the case study. Demonstrates minimal comprehension of ethical concepts and their relevance to counseling practice.	Fails to demonstrate an understanding of ethical principles and their application in the case study.
<b>Identification of Ethical Dilemma</b>	Skillfully identifies and articulates the ethical dilemma presented in the case study, considering multiple perspectives and potential consequences.	Clearly identifies and articulates the ethical dilemma presented in the case study, considering various perspectives and potential consequences.	Identifies the ethical dilemma presented in the case study but may overlook certain perspectives or consequences.	Presents a vague or incomplete identification of the ethical dilemma in the case study, missing key perspectives and consequences.	Fails to identify the ethical dilemma in the case study.
<b>Application of Ethical Codes</b>	Demonstrates a deep and comprehensive application of relevant ethical codes, guidelines, and professional standards to address the ethical dilemma in the case study.	Applies relevant ethical codes, guidelines, and professional standards effectively to address the ethical dilemma in the case study.	Applies some relevant ethical codes, guidelines, and professional standards to address the ethical dilemma in the case study but may miss key considerations.	Attempts to apply ethical codes, guidelines, and professional standards but often fails to address the ethical dilemma adequately.	Does not apply ethical codes, guidelines, or professional standards to address the ethical dilemma in the case study.
<b>Diversity and Cultural Considerations in Ethical Decision Making</b>	Thoughtfully and consistently integrates diversity, cultural, and contextual factors into the ethical decision-making process. Demonstrates high cultural humility and a deep understanding of	Effectively incorporates diversity and cultural considerations into the ethical decision-making process. Demonstrates cultural awareness and understanding of identity-related factors influencing the case.	Includes some cultural and diversity considerations in ethical decision making, though analysis may be superficial or limited in depth.	Minimally incorporates cultural or diversity-related factors, with limited understanding of their relevance to the ethical decision-making process.	Fails to acknowledge or consider diversity and cultural issues in ethical decision making.

Criteria	Excellent (20)	Above Average (15)	Satisfactory (10)	Needs Improvement (5)	Unsatisfactory (0)
	how identity, power, and systemic issues impact ethical practice.				
<b>Ethical Decision-Making Process</b>	Clearly identifies and incorporates an ethical decision-making model. Demonstrates a well-structured, systematic, and thoughtful process, considering all relevant factors and potential courses of action.	Identifies and mostly incorporates an ethical decision-making model. Follows a structured and thoughtful process, considering most relevant factors and potential courses of action.	Somewhat identifies and incorporates an ethical decision-making model. Follows a basic process but may overlook some relevant factors or potential courses of action.	Vaguely identifies and incorporates an ethical decision-making. Demonstrates an inconsistent or incomplete process, missing key factors or potential courses of action.	Fails to identify and/or incorporate an ethical decision-making model. Demonstrates an unstructured process that ignores key factors or potential courses of action.
<b>Clarity of Communication and Adherence to APA Style 7<sup>th</sup> Edition</b>	Communication is exceptionally clear, organized, and well-structured. Ideas are presented logically. Exceptional adherence to the APA 7 <sup>th</sup> ed. style guide.	Communication is clear and organized. Ideas are presented logically. Solid adherence to the APA 7 <sup>th</sup> ed. style guide.	Communication is generally clear, but some organizational issues or language choices may hinder understanding. Moderate adherence to the APA 7 <sup>th</sup> ed. style guide.	Communication is often unclear or disorganized, making it difficult to follow the argument. Language and terminology may be problematic. Minimal adherence to the APA 7 <sup>th</sup> ed. style guide.	Communication is extremely unclear, disorganized, and incoherent. Language and terminology are a barrier to understanding. Little to no adherence to APA 7 <sup>th</sup> ed. style guide.