UTTyler PSYCHOLOGY & COUNSELING

COUN 5328-001: Foundations and Ethics in Clinical Mental Health Counseling (3 credits)

Fall 2026 Syllabus
Course Time: Tuesday 5:00-7:45 pm
Location: BEP 218

Instructor: Ceselie Tobin, MS, LPC-S
Office Location: HPR 208
Office Hours: Wednesdays 9:00-10:00 AM or by appointment
Email: ctobin@uttyler.edu (preferred method of contact)

COURSE CATALOG DESCRIPTION

This course provides a survey of the practice of psychology and counseling from an ethical and legal perspective. Consideration is given to such things as the rules of the psychology and counseling boards, ethical case studies, and professional practices.

COURSE PREREQUISITES

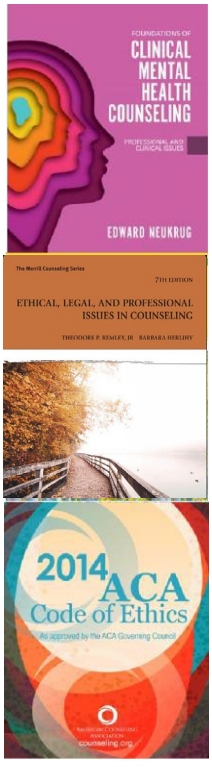
There are no prerequisites for this course.

COURSE OBJECTIVES AND LEARNING OUTCOMES

Course Objectives and Learning Outcomes	CACREP 2024 Standards	Learning Activities and Assessments
History and philosophy of the counseling profession and its specialized practice areas	3.A.1.	Lectures, small group activities; exam
The multiple professional roles and functions of counselors across specialized practice areas	3.A.2.	Lectures, small group activities; interview assignment; exam
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.	Lectures, small group activities; exam
The role and process of the professional counselor advocating on behalf of and with individuals receiving counseling services to address systemic, institutional, architectural, attitudinal, disability, and social barriers that impede access, equity, and success	3.A.4.	Lectures; exam
The role and process of the professional counselor advocating on behalf of the profession	3.A.5.	Lectures; exam
Professional counseling organizations, including membership benefits, activities, services to members, and current issues	3.A.6.	Lectures; Presentation; exam
Professional counseling credentialing across service delivery modalities, including certification, licensure, and accreditation practices and standards for all specialized practice areas	3.A.7.	Lectures; exam

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.	Lectures; small group activities; exam
Current labor market information and occupational outlook relevant to opportunities for practice within the counseling profession	3.A.9	Lectures; small groups activities; interview assignment; exam
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	Lectures; small group activities; ethics case study; exam
Self-care, self-awareness, and self-evaluation strategies for ethical and effective practice	3.A.11	Lectures; small group activities; self-reflection assignments; exam
The purpose of and roles within counseling supervision in the profession	3.A.12.	Lectures; small group activities; exam
Crisis intervention, trauma-informed, community-based, and disaster mental health strategies	3.E.20.	Lectures; exam
Mental health service delivery modalities and networks within the continuum of care, such as primary care, outpatient, partial treatment, inpatient, integrated behavioral healthcare, and aftercare	5.C.2.	Lectures; small group activities; exam
Legislation, government policy, and regulatory processes relevant to clinical mental health counseling	5.C.3.	Lectures; exam

Required Materials:



Neukrug, E. (2024). *Foundations of clinical mental health counseling: Professional and clinical issues*. Cognella.

Remley, T. P., Jr. & Herlihy, B. (2025). *Ethical, legal, and professional issues in counseling* (7th ed.). Pearson.

American Counseling Association. (2014). *2014 ACA code of ethics*. https://www.counseling.org/resources/ethics

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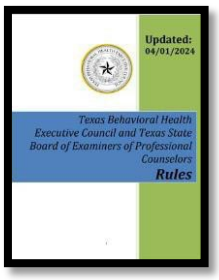
BHEC Consolidated Rulebook for Professional Counseling.
https://bhec.texas.gov/statues-and-rules/



Recommended Text:
American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). APA.

Please note: UT Tyler library now offers the APA 7 Manual online. You can access the manual on campus or via the virtual desktop at the following website: https://stylemanual.apa.org/dashboard

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 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.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. 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.

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 the case of a 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.

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 excess of one class will result in a drop of attendance and participation points for each incident.

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LATE POLICY

Assignments submitted after the established time due in the syllabus and/or Canvas will be considered late. Late assignments will be reduced by 10% (one letter grade) for each day the assignment is submitted late. After three days past the due date, late assignments will no longer be accepted, and the student will receive a zero for the assignment.

ZOOM PROFESSIONALBEHAVIORS

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 ctobin@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.

- 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 consideredSHOUTING.
- 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 betolerated.
- 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 theinstructor.
- Please refrain from sending junk mail, forwards, or advertisements to theclass.

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 effectivetherapist.
- 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

PROFESSIONAL IDENTITY PAPER – 95 POINTS – 09/22/2026 at noon

For this assignment take some time and reflect on the questions below. After reflecting, write a thoughtful paper that explains your responses to each question. It is essential for this assignment that you demonstrate self-evaluation

through reflectiveness, honesty, and self-awareness in your written response. Your paper must be written in APA format and be 5-7 pages (including a title page) in length. It is highly recommended that you access resources from the UT Tyler Writing Center regarding APA 7th edition style. *This assignment assesses 2024 CACREP standard: 3.A.11.*

1. What has brought you to the profession of counseling? What led you to choose professional counseling over other related mental health professionals?
2. What impact do you hope to have on clients? On professional counseling?
3. Describe your guiding values, principles, and beliefs.
4. Where did your values, principles, and beliefs come from?
5. How might your values, principles, and beliefs influence your practice as a professional counselor?
6. What areas of personal growth will be important for you to address during your process of becoming a counselor?
7. What professional work setting and/or populations would you like to work with?

PLAN OF STUDY & CMHC HANDBOOK – 10 POINTS – Due 10/06/2026 at noon

Complete a tentative plan of study for your time in this program and submit it to your academic advisor for review. You will also read the CMHC handbook and then should ask your academic advisor any questions you may have. For the assignment, you will turn in your **APPROVED** degree plan signed by both you ***and*** your advisor.

INTERVIEW OF A PROFESSIONAL COUNSELOR – 95 POINTS – Due 10/13/2026 at noon

You will conduct an interview with a counselor from a list provided by the professor. You should contact the counselor and set up a time to conduct an interview. When you contact the counselor, you should inform them that you would like to interview them for your graduate level course Foundations and Ethics in Clinical Mental Health Counseling at UT Tyler. Let them know that you are required to write a paper from your interview. If you would like to audio record your interview you must ask your interviewee's permission to do so.

In the paper, you should include responses to the following items:

1. The person's name, degree, school from which they graduated, the year in which they graduated, the type of license they hold, and the professional associations to which they belong.
2. Their work history, where they are currently employed, their current job title, a description of their current role, and a description of what they enjoy most about their work.
3. What (if any) differences exist between how they see their work as counselors, and co-workers who are from other helping professions (e.g., social workers, psychologists, psychiatrists, etc.).
4. What theoretical orientation do you work from? How has your theoretical approach evolved over your career?
5. What is/are the most important thing(s) they've learned that have helped them to become an effective counselor?
6. What protocols does their place of employment have for client emergencies and/or crisis response team? What role does interdisciplinary collaboration play in emergency preparedness?
7. Describe a success story with a client.
8. Describe a time you had difficulty with a client due to differing value systems.
9. A summary of the most meaningful learning(s) you experienced from conducting the interview.

Your paper should be 5-7 pages (including title page). After you have completed your paper you will be asked to briefly present your findings to the class. *This assignment assesses 2024 CACREP standards: 3.A.2. & 3.A.9.*

ETHICS CASE STUDY – 120 POINTS – Due 11/03/2026 at noon

Students will be presented with a case study containing an ethical dilemma. Students will review the case study. Then

utilizing an ethical decision-making model, the ACA *Code of Ethics*, and other pertinent resources students will arrive at a final decision regarding the ethical dilemma within the case study. Students will write a formal manuscript that details each step of the ethical decision-making model they used to process and finalize their decision. Students must substantiate their responses with an ethical decision-making model, the ACA *Code of Ethics*, and any other citations from assigned readings that assisted in reaching their final decision. The manuscript must be in APA style 7th edition manual and no more than 10 pages long (not including title page and reference list). See grading rubric in appendix A. *This assignment assesses 2024 CACREP standard: 3.A.10.*

CURRENT ISSUES PRESENTATION – 50 POINTS – Due 11/15/2026 by midnight

It will be your task to explore a current issue in the field of counseling and report it to your classmates. Effective ways to find out about current issues in professional counseling are to explore current literature, search the web, and to talk with counseling professionals. For a general list of topics see appendix B.

Once you have identified a specific issue that you would like to explore, please have your topic approved by the instructor. Only ONE group member should submit the proposal to Canvas. The proposal submission should include all names of group members, topic selected, and at least three suggested areas of research.

Once your topic is approved, you will conduct an in-depth literature review and construct a presentation for your classmates. At minimum, the presentation should include:

- Introduction that includes a definition/explanation of the topic (what is it?)
- How it relates to professional counseling (why counselors care?)
- At least three areas of deeper understanding related to the topic
- A future oriented closing (what are the next steps?)

Presenting and teaching information to clients and the community is a common part of being a professional counselor. Therefore, it is important that you practice and gain competency in the process of teaching others. Competency includes knowing how to highlight the most important information in a way that engages the audience. To help you gain that competency, this presentation includes the following parameters:

- 20 minutes in length (with a +/- 2 minute window) from start to finish
- Multimedia must be used within the presentation (e.g., PowerPoint, Canva, video, etc.). Please note that any video or audio clips utilized cannot be longer than 2 minutes
- All group members must speak at some point during the presentation
- The presentation should be conversational and not a lecture. The audience should be engaged and included in the presentation process

Be prepared to answer questions on your topic by the instructor and your classmates. Each presentation must include an APA formatted reference list of at least five scholarly articles used for the presentation. Scholarly articles are defined as peer reviewed journal articles and books that are relevant to the fields of counseling and psychology. Furthermore, at least three of the five scholarly articles must come from ACA or ACA division journals.

Note: For group assignments, it is understood that each student whose name is included on the final product has contributed to that product in an appropriate manner, and each member of the group is responsible for the final product as a whole, regardless of their individual contributions. *This assignment assesses 2024 CACREP standard: 3.A.6.*

FINAL EXAM – 80 POINTS – Due 12/06/2026 by midnight

The final exam is a comprehensive exam that covers all assigned readings and topics during the entire semester. The final will be online and timed. **No late submissions will be accepted.** While you are welcomed to use the textbooks or

our notes to help you with this exam, students are strictly forbidden from working on the exam together or sharing answer with peers. The exam is designed to mimic your future experience with standardized exams such as the CPCE and the NCE. *This assignment assesses 2024 CACREP standards: 3.A.1.; 3.A.2; 3.A.3.; 3.A.4.; 3.A.5.; 3.A.6.; 3.A.7.; 3.A.8.; 3.A.9.; 3.A.10.; 3.A.11.; 3.A.12.; 3.E.20.; 5.C.2.; & 5.C.3.*

PARTICIPATION & PROFESSIONALISM – 50 POINTS

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 regularly participate in class.

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 excess of one class will result in a drop of attendance and participation points for each incident. Participation in discussion and class activities is an important component of learning. Active, meaningful engagement with your peers is expected. Texting, web surfing, and other activities which preclude the ability to be fully present with the class are strongly discouraged.

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 and online interactions with their peers and the instructor. You are expected to be fully engaged in the topic of assessment, invested in your own learning and the learning of others, and eager to participate. Concretely, active participation and professionalism means:

- 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

REQUIREMENTS/GRADING

Grading will be based on points assigned in the following areas:

Assignment	Points
Ethics Case Study	120
Professional Identity Paper	95
Plan of Study/Degree Plan	10
Interview of a Professional Counselor Paper	95
Current Issues Project	50
Final	80
Class Participation & Professionalism	50
Total Points Possible	**500**

Grading is on the following scale: 100% - 90% = A; 89% - 80% = B; 79% - 70% = C; 69% or less = F. You must obtain a B or higher to receive credit for passing this course.

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PROFESSIONAL DISPOSITIONS

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

In this course, students will be introduced to the dispositional expectations of professional counselors. The Assessment of Professional Counseling Dispositions (APCD) rating scale will be utilized to provide students with a clear framework of dispositional expectations. See Appendix C for a copy of the APCD.

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.

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TENTATIVE COURSE SCHEDULE

The syllabus only provides topics for each lecture and the corresponding textbook chapters. There may be additional materials (e.g., video, articles, etc.) that students should consume prior to attending the lecture. ***It is the responsibility of each student*** to check Canvas in advance of the lecture for all class materials.

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

Week	Lecture Topic	Tasks for the week	2024 CACREP Standards
1 (8/25)	Introductions and Syllabus Review	**Read:** Syllabus; form groups and submit via Canvas	
2 (9/1)	Introduction to CMHC program and degree planning; Historical, current, and future development and issues within professional counseling & organizations, including credentialing, government/public policy, and labor market	**Read:** Neukrug chp 2 & 3 **Activity:** Classdiscussion	3.A.1.; 3.A.6.;
3 (9/8)	Examine the ACA *Code of Ethics* & discuss philosophy related to the preamble; How to identify scholarly research, review scholarly writing and APA style	**Read:** Remley & Herlihy chp 1; Neukrug chp 6; the ACA *Code of Ethics* **Activity:** Scholarly Scavenger Hunt **Due:** Proposal for Current Issues Presentation due on 09/08/2026 by noon	3.A.1.; 3.A.10.
4 (9/15)	Ethical Decision Making and the ACA *Code of Ethics*	**Read:** Remley & Herlihy chp 1; Neukrug chp 6; the ACA *Code of Ethics*; TX LPC board Rules **Activity:** Ethical Decision Making Case Study	3.A.10.
5 (9/22)	Professional Dispositions and the APCD; Ethics and laws related to duty to warn, mandated reporting, subpoenas, and impact of technology; Regulatory processes, credentialing, and licensing; TX LPC Board rules	**Read:** Neukrug chp 5 **Activity:** Case Study **Due:** Professional Identity paper due on 09/22/2026 by noon	3.A.7.; 3.A.8; 3.A.10; 5.C.3.
6 (9/29)	Professional roles, functions, & work settings for LPCs across CACREP specialty areas; Counselor role as part of specialized practice; Current labor market information and outlook Multicultural counseling and advocacy processes, the MSJCC praxis, and diverse populations; LPC advocacy processes for profession and clients; Addressing systemic, institutional, social barriers, and other aspects impeding equitable	**Read:** Remley & Herlihy chp 3; Neukrug chp 1, 4, 7 & 12 **Activity:** Class discussion	3.A.4; 3.A.3.; 3.A.12.; 3.A.2. ; 3.A.3. ; 3.A.9.; 5.C.2.

	care access		

7 (10/06)	No class- mid-semester break!	**Due:** Plan of Study (Degree Plan) due on 10/06/2026 by noon	
8 (10/13)	Ethics Series: Role of informed consent (IC); proper construction of an IC; confidentiality and privileged communication	**Read:** Remley & Herlihy chp 4 & 5 **Activity:** Reviewing informed consents **Due:** Interview of Professional Counselor due on 10/13/2026 by noon	3.A.10.
9 (10/20)	Ethics Series: Client records and counselor competency	**Read:** Remley & Herlihy chp 6 & 7 **Activity:** TSBEPC rules for client records	3.A.10.
10 (10/27)	Ethics Series: Malpractice, professional boundaries; self-care and self-awareness as strategies for ethical practice	**Read:** Remley & Herlihy chp 8 & 9 **Activity:** FieldX	3.A.10.; 3.A.11.
11 (11/3)	Ethics Series: Working with vulnerable populations; professional relationship and private practice; Crisis intervention, interprofessional community outreach & emergency response teams	**Read:** Remley & Herlihy chp 11 & 13 **Activity:** Crisis Case Studies **Due:** Ethics Case Study due on 11/03/2026 by noon	3.A.10.; 3.E.20.
12 (11/10)	Role of counseling supervision; Consultation, collaboration, and community response as part of an interprofessional team	**Read:** Remley & Herlihy chp 15; Neukrug chp 11 **Activity:** Informed Supervisee All Presentations are due 11/15/2026 by midnight	3.A.4.; 3.A.5.
13 (11/17)	Current Issues Presentations	**Watch in Class:** Peer Presentations	3.A.6.
14 (11/24)	**Fall/Thanksgiving Break- No Class**		
15 (12/1)	Current Issues Presentations	**Watch in Class:** Peer Presentations Final Exam due on 12/06/2026 by midnight	3.A.6.

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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.

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.

College of Education and Psychology

Core Purpose of College of Education and Psychology:

To prepare competent, caring, and qualified professionals in the fields of education, psychology and counseling, to foster discovery and to advance the knowledge base in our respective disciplines.

Vision

The CEP will be a global leader in responding to needs in the fields of education, psychology, and counseling, with a focus on the East Texas region, by creating innovative academic and scholarly pathways and partnerships.

Mission

The mission of the CEP is to prepare competent and passionate professionals in the fields of education, psychology, and counseling; to advance knowledge and expertise; and to impact these fields locally, regionally, nationally, and internationally.

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/

UT Tyler PSYCHOLOGY & COUNSELING

University Policies

Artificial Intelligence in this Course

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, I expect all work students submit for this course to be their own. I have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, I expressly forbid using ChatGPT or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. Deviations from these guidelines will be considered a violation of UT Tyler's Honor Code and academic honesty values

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.uttyler.edu/tobacco-free

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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.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.

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.uttyler.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 forcredit;
- 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 forcredit.

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 plagiarismsoftware.

UT Tyler Resources for Students

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

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Appendix A

Ethics Case Study Rubric

Criteria	Excellent (24)	Above Average (18)	Satisfactory (12)	Needs Improvement (6)	Unsatisfactory (0)
Understanding of Ethical Principles	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.
Identification of Ethical Dilemma	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.
Application of Ethical Codes	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.
Ethical Decision-Making Process	Clearly identifies and incorporates an ethical decision-making model. Demonstrates a well-structured, systematic, and thoughtful process,	Identifies and mostly incorporates an ethical decision-making model. Follows a structured and thoughtful process, considering most	Somewhat identifies and incorporates an ethical decision-making model. Follows a basic process but may overlook some relevant	Vaguely identifies and incorporates an ethical decision-making. Demonstrates an inconsistent or incomplete process,	Fails to identify and/or incorporate an ethical decision-making model. Demonstrates an unstructured process that ignores key factors

	considering all relevant	relevant factors and	factors or potential	missing key factors or	or potential courses of

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Criteria	Excellent (24)	Above Average (18)	Satisfactory (12)	Needs Improvement (6)	Unsatisfactory (0)
	factors and potential courses of action.	potential courses of action.	courses of action.	potential courses of action.	action.
Clarity of Communication and Adherence to APA Style 7th Edition	Communication is exceptionally clear, organized, and well-structured. Ideas are presented logically. Exceptional adherence to the APA 7th ed. style guide.	Communication is clear and organized. Ideas are presented logically. Solid adherence to the APA 7th ed. style guide.	Communication is generally clear, but some organizational issues or language choices may hinder understanding. Moderate adherence to the APA 7th 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 7th ed. style guide.	Communication is extremely unclear, disorganized, and incoherent. Language and terminology are a barrier to understanding. Little to no adherence to APA 7th ed. style guide.

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Appendix B

Suggested Current Issues Topics

- Professional Identity of Counselors
  - The Counseling Compact
  - Advocacy and the Profession
  - Impact of Federal and State Legislation on Confidentiality and the Counseling Relationship
- Special Therapy Modalities
  - Artificial Intelligence as Therapy
  - Ecotherapy
  - Energy Psychology (i.e., inclusion of energy work such as Reiki incounseling)
- Religion/Spirituality in Counseling
  - Counselors Readiness to Incorporate
  - Impact on Clients
- Experimental Drug Therapies
  - Ketamine Therapy
  - Psilocybin-assisted Therapy
- Technology in Counseling
  - Telehealth Counseling
  - Ethics of Artificial Intelligence Embedded Platforms
- Special Populations
  - Working with Geriatric Populations
  - Working with Low Socioeconomic Clients
  - Working with Undocumented Clients
  - Working with the Terminally Ill
- Counselor Wellness
  - Compassion Fatigue
  - Counseling the Counselor

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Appendix C

Assessment of Professional Counseling Dispositions

Student/Supervisee:_____ **Site Supervisor/Instructor:**_____ **Date completed:** _____

Instructions: Please read the definition for each of the professional dispositions listed below. Then, rate the student or supervisee as demonstrating *Unacceptable*, *Acceptable*, or *Optimal* ratings for each disposition. The scale includes descriptions for each of these ratings including some examples of behaviors, reactions, and cognitions demonstrating merit for the rating of Unacceptable, Acceptable, and Optimal.

Professional Dispositions	Definition	Description of Ratings for Each Criterion			
		Unacceptable	Acceptable	Optimal	
		1	2	3	Score
1. Openness to new ideas	Demonstrates an openness to learn, grow, and change behavior based on hearing about new concepts and ideas, including openness to learning about bias, power, and privilege. This also includes a willingness to receive and integrate new ideas into thinking and behaviors (cognitive flexibility).	• Was dogmatic about own perspective and ideas. • Ignored or was defensive about constructive feedback. • Showed little or no evidence of incorporating constructive feedback received or willingness to change own behavior.	• Was amenable to a discussion of perspectives other than own. • Acceptsconstructive feedback without defensiveness. • Evidence of an effort to incorporate relevant feedback received to change own behavior.	• Solicited others' opinionsand perspectives about their own work. • Invited constructive feedback and demonstrated interest in others' perspectives. • Strong evidence of incorporation of feedback received to change own behavior.	
2. Flexibility and adaptability	Demonstrates an ability to respond to environmental demands independently, including showing adaptability to unforeseen events or changes, and an acceptance of encountering challenging unexpected circumstances. This disposition also includes the ability to assess and adapt to demands accordingly and a demonstrated tolerance to ambiguity.	• Showed little or no effort to recognize changing demands in the professional & interpersonal environment. • Showed little or no effort to flex own response to changing environmental demands. • Refused to flex own response to changing environmental demands despite knowledge of the need for change. • Was intolerant of unforeseeable or necessary changes in established schedule or protocol.	• Effort to recognize changing demands in the professional and interpersonal environment was evident but sometimes inaccurate. • Effort to flex own response to new environmental demands was evident but sometimes inaccurate. • Flexed own response to changing environmental demands when directed to do so. • Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them.	• Showed accurate effort to recognize changing demands in the professional and interpersonal environment. • Showed accurate effort to flex own response to changing environmental demands as needed. • Independently monitored theenvironment for changing demands and flexed own response accordingly. • Works to understand needs behind unexpected changes in established process, schedule, or protocol to avoidresentment. • Acceptednecessary changes in established schedule and attempted to discover the reasons for them.	
3. Cooperativeness with others	Demonstrates an ability to collaborate with classmates, faculty, colleagues, and supervisors in the pursuit of a shared goal and understanding. This disposition includes the willingness to compromise when the situation demands.	• Showed little or no engagement in collaborative activities. • Undermined goal achievement in collaborative activities. • Was unwilling to compromise in collaborative activities.	• Engaged in collaborative activities but with minimum allowable input. • Accepted but rarely initiated compromise in collaborative activities. • Was concerned mainly with their own part in collaborative activities but demonstrated some assistance to others.	• Worked actively toward reaching consensus in collaborative activities. • Was willing to initiate compromise to reach group consensus. • Showed concern for the group as well as individual goals in collaborative activities.	

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4. Willingness to accept and use feedback	Demonstrates the ability to listen to reflect on, and integrate feedback into future thinking and actions. This disposition includes showing an openness to hear feedback and acknowledging that it was received. This disposition also includes engaging in self-reflection and integrates feedback from the program faculty with self-awareness to support professional growth.	• Discouraged feedback from others through defensiveness and anger. • Showed little or no evidence of incorporation of feedback. • Took feedback contrary to own position as a personal affront. • Demonstrated greater willingness to give feedback than receive it.	• Was generally receptive to supervisory feedback. • Showed evidence of incorporating feedback into own views and behaviors. • Showed minimal defensiveness to critique as evidenced by over explanation of own actions with appropriate affect. • Demonstrated greater willingness to receive feedback than to give it.	• Invited feedback by direct request and positive acknowledgment when received. • Showed evidence of active incorporation of supervisory feedback into own views and behaviors. • Demonstrated a balanced willingness to give and receive supervisory feedback.	
5. Awareness of own impact on others	Demonstrates insight into how one's words and actions can positively and negatively affect the people around them. This disposition includes an active pursuit to learn about how one's words and actions are affecting others and the incorporation of feedback to create positive change.	• Words and actions reflected little or no concern for how others were impacted by them. • Ignored feedback about how words and actions negatively affected others. • Used physical presence (demeanor, interactions, and behaviors) in a way that negatively affected others.	• An effort to determine how their own words and actions impacted others was attempted but sometimes inaccurate. • Responded as necessary to feedback regarding the negative impact of own words and actions on others. • Used physical presence (demeanor, interactions, and behaviors) appropriately.	• Made effort toward recognition of how own words and actions impacted others. • Initiates feedback from others regarding the impact of own words and behaviors. • Incorporates feedback regarding the impact of own words and behaviors to effect positive change. • Used physical presence (demeanor, interactions, and behaviors) to positive impact others.	
6. Ability to deal with conflict	Demonstrates willingness and ability to take others' perspectives and recognize one's role in a challenging or conflictual situation. This disposition includes the active pursuit of approaches to resolving the conflict and a willingness to use strategies to actively resolve the problem.	• Provoked conflict with peers or others. • Showed little to no willingness to examine own role in a conflict. • Ignored advice that did not agree with own position. • Showed little to no effort at problem solving. • Displayed hostility when conflicts were addressed.	• Attempted but sometimes had difficulty grasping conflicting points of view. • Would examine own role in a conflict when directed to do so. • Was responsive to supervision in a conflict if it was offered. • Participated in problem solving when directed. • Avoided unnecessary conflict.	• Was consistently willing and able to consider others' points of view. • Regularly examined own role in a conflict. • Was always open to supervisory critique about own role in a conflict. • Initiated and participated in problem-solving efforts in conflicts. • Anticipated and prevented unwanted conflict.	
7. Ability to accept personal responsibility	Demonstrates the willingness and ability to take responsibility for own role in a problem or challenging situation, including an accurate appraisal of the situation that is genuine and truthful regarding the events that transpired. This disposition also includes being able to accept mistakes and avoid placing blame on others.	• Refused to admit mistakes or examine own contribution to problems. • Minimized or embellished the truth to extricate themselves from problems. • Overestimated role in problems. • Consistently blamed others for problems without self-examination. • Unable to receive feedback from peers, instructors, or supervisors.	• Was willing to examine own role in problems when informed of the need to do so. • Was accurate and honest in describing own and others' roles in problems. • Might blame initially, but was open to self-examination about own role in problems • Accepted feedback from peers, instructors, or supervisors	• Monitored own level of responsibility in professional performance. • Invited constructive critique from others and applied it toward professional growth. • Accepted own mistakes and responded to them as an opportunity for self-improvement. • Avoided blame in favor of self-examination.	
8. Effective and appropriate expression of feelings	Demonstrates the ability to recognize and manage feelings in oneself effectively and control emotional reactivity. This includes the ability to communicate and respond to emotions in an appropriate manner for the setting and situation. This disposition also includes an openness to discuss feelings genuinely with the aim of improving reflectivity and self-awareness.	• Showed little evidence of willingness and ability to articulate own feelings. • Showed little to no evidence of willingness and ability to recognize and acknowledge the feelings of others. • Acted out negative feelings (via unhealthy behaviors) rather than talking about them. • Expressions of feeling were inappropriate given professional setting/situation. • Was unable to control emotional reactions. • Was resistant to a discussion of feelings in supervision and/or faculty interactions.	• Showed evidence of willingness and ability to express own feelings, but with limited range. • Showed evidence of willingness and ability to acknowledge others' feelings, sometimes in an inaccurate way. • Expressions of feeling usually appropriate to the setting, responsive to feedback when not. • Willing to discuss own feelings in supervision and faculty interactions when directed.	• Showed consistent willingness and ability to articulate the full range of own feelings. • Showed evidence of willingness and accurate ability to acknowledge others' feelings. • Expression of own feelings was consistently appropriate to the setting. • Initiated appropriate discussion of own feelings in supervision and faculty interactions. • Consistently able to control emotional reactions.	

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9. Attention to ethical and legal considerations	Demonstrates adherence to ethical guidelines (ACA Code of Ethics) and legal mandates for the counseling profession, including sensitivity to ethical concerns, seeking supervision when experiencing an ethical or legal concern and following appropriate site procedures and policies. This disposition also includes managing professional boundaries, sensitivity to diversity, ensuring client welfare, and maintaining confidentiality.	• Engaged in behaviors that violated applicable ethical codes or laws. • Engaged in inappropriate or unethical dual relationships. • Acted with prejudice toward those of different race, culture, religion, gender, sexual orientation/affection, and other areas of difference than self. • Endangered the safety and the wellbeing of clients, peers, faculty, and supervisors. • Breached established rules or procedures regarding confidentiality.	• Behaved ethically and used sound ethical decision-making processes. • Was responsive to supervision for occasional personal-professional boundary confusion. • Was responsive to feedback on occasional insensitivity to diversity in professional interactions. • Used judgment that could have put client, peer, faculty, or supervisor safety and wellbeing at risk. • Used judgment that could have put client confidentiality at risk.	• Led ethical decision-making processes and taught others appropriate ethical behavior. • Maintained clear boundaries with clients, peers, and supervisors. • Demonstrated consistent sensitivity to diversity. • Satisfactorily ensured client, peer, faculty, or supervisor safety and wellbeing. • Appropriately safeguarded the confidentiality of clients.	
10. Initiative and motivation	Demonstrates engagement in the learning process and development of counseling skills and knowledge. This includes completing assignments by scheduled due dates and meeting class expectations. This disposition also includes taking initiative in the program, classes, and extracurricular activities.	• Often missed deadlines and classes. • Rarely participated in class activities. • Often failed to meet minimal expectations in assignments. • Displayed little or no initiative and creativity in assignments or supervision.	• Missed no more than the allowable number of classes or deadlines. • Usually participated in class activities. • Met only the minimal expectations in assigned work. • Showed some initiative and creativity in assignments.	• Met all attendance requirements and deadlines. • Regularly participated in class activities. • Exceeded expectations in assigned work. • Consistently displayed initiative and creativity in assigned work.	
11. Orientation to multiculturalism and social justice advocacy	Demonstrates a way of being with classmates, faculty, supervisors, and clients that attends to issues related to culture and social justice. This disposition includes an ability to remain objective about clients and to develop one's self-awareness with regards to multiculturalism. The disposition also includes striving to understand and respect the worldviews of clients, colleagues, and other stakeholders. This also includes being attentive to social justice issues and use of advocacy interventions.	• Showed little to no willingness to increase cultural self-awareness. • Unable to remain objective about client needs and values. • Little to no effort to understand the cultural worldview of others. • Rarely, if ever, demonstrated a social justice perspective. • Refused to acknowledge marginalization and racism affecting people in our society and community. • Engaged in active or passive perpetuation of social privilege.	• Expressed willingness to increase cultural self-awareness. • Responded to clients' need separate from personal views. • Tried to understand the cultural worldview of others and applied it to counseling sessions, conceptualization, or other interactions. • Communicated a social justice perspective and engaged in social justice advocacy activities. • Acknowledged marginalization and racism affecting people in our society and community.	• Actively pursued opportunities to increase cultural self-awareness. • Regularly evaluated personal views to ensure they were not impacting client needs. • Consistently tried to understand the cultural worldview of others and apply it to counseling sessions, client conceptualization, or other interactions. • Engaged actively in social justice activities and encouraged others to do the same. • Recognized and acted often to help those impacted by marginalization and racism in our society and community.	
12. Professional wellness and self-care	Demonstrates the ability to implement strategies to prevent burnout related impairment that may impact clients and counselor competency. This includes using professional self-care strategies to limit the impact of stress on one's professional wellness, and making choices that promote balanced school-life-work interactions.	• Showed problematic stress or burnout resulting from limited use of self-care strategies. • Demonstrated lack of school-life-work balance or took on too much work. • Acted in an inappropriate manner in class, during clinical experiences, or in other interactions due to unmanaged stress or signs of burnout. • Did not demonstrate the use of self-care strategies.	• Did not show problematic stress or burnout. • Usually exhibited a school-life-work balance. • Stress and burnout did not negatively impact behavior in class, during clinical experiences, or in other interactions. • Demonstrated the use of some self-care strategies to maintain professional wellness.	• Maintained a high rate of professional wellness, and supported the professional wellness of others in the program. • Exhibited a good school-life-work balance and took on an appropriate workload. • Modeled for others ways to promote professional wellness. • Actively used self-care strategies to maintain professional wellness and encouraged others to use them.	

13. Humility	Demonstrates a sense of humility related to own knowledge and expertise, including a modest perspective regardingown counseling skills, ability, and understanding of the profession. This disposition also includes an effort to engage in cultural humility regarding peers, faculty, supervisors, and clients.	• Conveyed messages that they did not need to learn new material or skills. • Took a rigid perspective on whether new learning mattered. • Claimed a sense of mastery or expertise in a situation where it was not the case. • Assumed to know cultural factors or characteristics of a peer, faculty, supervisor, or student/client.	• Able to approach learning from a position of modesty. • Showed a willingness to learn course topics. • Admits to gaps in counseling knowledge, skills, or understanding. • Held an openness to learn about the culture of peers, faculty, supervisors, and students/clients.	• Actively expressed the desire to learn and grow knowledge and skills. • Constantly put aside prior experience to learn new topics. • Acknowledged gaps in counseling knowledge and skills and pursued supervision or new learning. • Actively pursued opportunities to learn about the culture of peers, faculty, supervisors, and students/clients.	

14. Professionalism	Demonstrates professional behavior and integrity with supervisors, peers, and clients, including being respectful, honest, thoughtful, and appropriate within all professional interactions. This disposition also includes effective and appropriate communication verbally, electronically, and in writing with classmates, faculty, and supervisors.	• Acted in an unprofessional manner with an instructor, supervisor, or client. • Was disrespectful or dishonest. • Communicated in an unprofessional manner in verbal or nonverbal form. • Reached out to faculty or supervisors abruptly, with short notice, repeatedly over a limited timeframe or in a demanding tone or reached out to multiple faculty/staff with the same issue/question. • Regularly dressed inappropriately or unprofessional at clinical site or class.	• Interactions with faculty or supervisors were professional. • Showed respect to peers, faculty, supervisors, and clients. • Was honest in all interactions. • Exhibited ability to be professional in verbal and/or written communication. • Communication was responsive. • The tone of communication was professional, welcoming, and timely. • Dressed professionally at all times.	• Showed a high rate of professionalism and integrity in interactions. • Held a high degree of respect for others and procedures. • Communicated with faculty well ahead of pending events or concerns in an effective and appropriate tone. • Demonstrated prompt and timely responses. • Showed flexibility during challenging, lengthy, or delayed communications.	
15. Willingness to seek help	Demonstrates the ability to seek out help from supervisors, instructors, or other stakeholders that can assist with personal, academic, or professional difficulties. This includes the active pursuit of help when career uncertainty, academic issues, or clinical challenges arise. This disposition also includes a willingness to seek personal counseling and consultation to manage mental health and personal concerns.	• Was unwilling to seek out assistance for help to resolve a deficit in understanding, knowledge, or skills. • Refused to seek help when asked to by a site supervisor or course instructor. • Unwilling to seek training to help with an identified deficit in knowledge or skills. • Rejected the idea that personal counseling may help address a personal need. • Articulated stigma towards help-seeking behavior.	• Demonstrated a willingness to get help regarding academic or clinical skill development after being prompted by a course instructor or supervisor. • Sought out professional development for knowledge or clinical skills when prompted. • Held open mind to getting help to support academic and personal needs. • Articulated the benefits of seeking help in times of personal and professional need.	• Actively sought help for academic and clinical skill development without prompting. • Frequently sought out professional development for knowledge or clinical skills on own without prompting. • Regularly sought help when facing difficulties at their clinical site or during program courses. • Engaged in personal counseling or mentorship to address a need to prevent potential concerns without prompting.	