UTTyler PSYCHOLOGY & COUNSELING

COUN 5345-001: Group Counseling: Theory and Practice (3 credits)

Fall 2026 Syllabus
Course Time: Tuesday 5:00-7:45 PM
Location: BEP 213

Instructor: Ramona I. Grad, Ph.D., LPC (GA, MI, TX)
Office Location: HPR 213
Office Hours: Mondays 9am – 12pm (by appointment)
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COURSE CATALOG DESCRIPTION

The Group Counseling course is designed to provide students with an understanding of the theory and practice of group counseling. In this course students will become familiar with different theoretical approaches to counseling groups; basic principles of group dynamics and therapeutic factors, group development models and group design, leadership tasks, and member roles. The course will introduce students to basic group counseling skills including establishing, leading, and evaluating various types of counseling groups. Consideration will be given to ethical, legal, and multicultural issues, and each student will have the experience of being a member of a counseling group.

COURSE PREREQUISITES

Grade of "B" or better in COUN 5312, COUN 5328, and, COUN 5391 and departmental consent.

COURSE OBJECTIVES AND LEARNING OUTCOMES

Course Objectives and Learning Outcomes	CACREP 2016 Standards (core)	Learning Activities and Assessments
Describe theoretical foundations of group counseling and group work.	2.F.6.a	Lectures, Group Proposal, Exam
Identify dynamics associated with group process and development.	2.F.6.b	Lectures, Group Observation, Group Leadership Experience
Identify therapeutic factors and how they contribute to group effectiveness.	2.F.6.c	Lectures, Group Observation, Group Leadership Experience
Describe characteristics and functions of effective group leaders.	2.F.6.d	Lectures, Group Observation, Group Leadership Experience
Describe approaches to group formation, including recruiting, screening, and selecting members.	2.F.6.e	Lectures, Group Proposal, Exam
Identify types of groups and other considerations that affect conducting groups in varied settings	2.F.6.f	Lectures, Group Observation, Exam
Identify ethical and culturally relevant strategies for designing and facilitating groups.	2.F.6.g	Lectures, Group Proposal, Group Leadership Experience, Exam
Have direct experiences in which to participate as group members in a small group activity.	2.F.6.h	Growth Group Experience, Group Analysis Report

REQUIRED TEXTS

- Gladding, S. T. (2019). *Groups: A counseling specialty* (8th ed.). Pearson
- Jacobs, E. E., Schimmel, C.J, Masson, R. L., & Harvill, R. L. (2015). *Group counseling: Strategies and skills* (8th Ed.). Pacific Grove, CA: Brooks/Cole.

RECOMMENDED READINGS

- DeLucia-Waack, J. L., & Donigian, J. (2004). *The practice of multicultural group work: Visions and perspectives from the field*. Pacific Grove, CA: Brooks/Cole.
- Hulse-Killacky, D., Killacky, J., & Donigian, J, (2001) *Making task groups work in your world*. Upper saddle River, NJ: Merrill/Prentice Hall.
- Yalom, I. D. & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6th ed.). New York: Basic Books.
- Yalom, I. D. (2005). *The Schopenhauer Cure.* New York: Harper Collins.

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

OTHER RESOURCES

- **Association for Specialists in Group Work (ASGW) –** www.asgw.org
- **American Counseling Association Code of Ethics –** http://www.counseling.org/knowledge-center/ethics/code-of-ethics-resources
- American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. Washington, DC: Author. ISBN-13: 978-1433832178

TEACHING STRATEGIES

This is a face-to-face course. There are weekly mandatory class meetings with the instructor, and you are expected to attend all classes as outlined in the course schedule. Traditional face-to-face instruction allows for approximately 42 hours of in-class time and an equal amount of time for homework, readings, and assignments. Therefore, the course is designed to require approximately 84 hours of clock time to complete. The course is set up in 14 weekly learning units that equate to approximately 6 hours of classwork (lectures, activities, homework, readings) per week.

RELATED FIELD EXPERIENCE

This experiential class requires participation in a counseling group. Group participation aligns with the "best practices" of the Association for Specialists in Group Work and it meets CACREP standards (2.F.6.h.).

CANVAS (https://www.uttyler.edu/canvas/)

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

COURSE POLICIES AND REQUIREMENTS

INFORMED CONSENT STATEMENT

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

- The counseling profession encourages counselors to fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration since we frequently ask clients to do so.
- At times, the class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's personal history. Self-disclosure of personal history is not required to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose

information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the ACA Code of Ethics (2014).

- Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e., the content and depth of personal information that you share) in experiential learning activities.

ATTENDANCE POLICY

Student attendance is critical in this course. It is expected that students *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 one missed excused class students will not lose participation and professionalism points. After the first excused missed class, for each missed class students will lose 10 points from their overall grade. In case of one missed unexcused class students will lose half of the participation and professionalism points. After the first unexcused missed class, along with missing half of 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 before the class is missed. In case the student misses a class without notifying the instructor before, the student will lose all participation and professionalism points. 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 more than one class will result in a drop in attendance and participation points for each incident.

TECHNOLOGY REQUIREMENTS

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

- All submissions for this course will be online via Canvas. **Do not wait until the last minute to submit your assignments** as this is a sure way to ensure you will have technical difficulties (remember Murphy's law).
- Cell phones are to be turned off or put in silent mode during class. Cell phones should not be visible during class, so please keep them in your purse, backpack, etc. Students who choose to use a laptop computer should only do so for taking notes. **Students who use laptop computers are prohibited from (a) surfing the internet, (b) checking email, and (c) working on other assignments during class.**

PATRIOT E-MAIL

University policy requires that all e-mail correspondence between students and instructors be done via the Patriot account **ONLY**. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In 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 rgrad@uttyler.edu

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

ONLINE COMMUNICATION

All written communication that takes place within this course must adhere to the rules of written etiquette. Please remember that you are in a graduate program and are earning a professional degree, therefore please respond to your instructor and your colleagues professionally. 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 (Dr. Grad).

- Use complete sentences and avoid jargon, especially text-type words (e.g., C U). This is especially important when sending messages from mobile devices.
- Be aware that using capital letters to express yourself is considered SHOUTING.
- Maintain a professional tone.
- Avoid sending emails in anger or frustration. Walk away from the computer and wait at least 24 hours.
- Whether in writing or in person, derogatory or prejudiced remarks are still considered bad manners, and the discussion that contains such comments will be addressed by the instructor.
- Please refrain from sending junk mail, forwards, or advertisements to the class via Canvas.

COVID-19 RELATED ISSUES

The University of Texas at Tyler strongly encourages our campus community to take the necessary preventative measures to ensure health and safety. In addition to wearing a mask when appropriate, social distancing when possible, covering coughs and sneezes, and practicing good hand hygiene, the COVID-19 vaccine is a protective measure to prevent severe illness due to COVID-19. You can contact your healthcare provider or local pharmacy to schedule a COVID-19 vaccine.
Stay home and contact your professors or supervisors if you do not feel well or have symptoms so that you do not risk exposing others. As a student, you are responsible for informing your faculty of absences due to COVID-19. Regardless of your vaccination status, stay home and follow the CDC guidelines

COURSE FEEDBACK AND EVALUATION

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

COURSE ASSIGNMENTS

- **Participation/Professionalism** (10 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. Participation in discussion and class activities is an important component of learning. Active, meaningful engagement with peers is expected. Texting, web surfing, and other activities that 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, interaction, attitudes, approach, skills, and openness to feedback and growth. As part of this class, students are expected to demonstrate professionalism during in-person and online interactions with their peers and the instructor. Students are expected to attend classes on time, ready to engage in learning at the time class begins. 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 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 (please see Professional Dispositions Assessment section below). Students are expected to be fully engaged in the topic of assessment, investing in their 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 in face-to-face and online classes
    - Actively engaging in learning opportunities
    - Demonstrating critical thinking knowledge and skills
    - Exhibiting growth in content knowledge and skills
    - Contributing to a professional climate
    - Confidentiality in managing personal information shared by peers
    - Timeliness, attentiveness, and participation in all class meetings, assignments, and activities
    - Timely and respectful communication with faculty and colleagues

- Willingness to deepen your self-awareness and growth
- Responsibility for your wellness.

- **Small Group Experience** (required not graded)
  To lead groups well, one has to know what is like to be a group member. This is so important that CACREP has required at least 10 hours of experience in a group. These small groups are not therapy groups: they focus on growth goals related to personal and professional development as a counselor, openly describing one's experience as a group member, and providing a greater understanding of normative group stages, dynamics, and member roles. **Attendance to all group sessions is required and not graded. Missing one or more group session may lead to failing the class or earning an incomplete.** This assignment assesses CACREP standard 2.F.6.h.

- **Group Analysis Reports** (3 points each – 15 points total)
  You will submit a group analysis report for each small group session you attend. Your report will demonstrate an analysis of group processes and dynamics using concepts you have learned in class. Students missing an SG session will earn a grade of 0 for its corresponding entry. You will submit your group analysis reports via Canvas, responding to questions provided by your instructor. Please aim to formulate a response of 150-200 words for each question, referencing group-related concepts and concrete examples in today's session. For confidentiality, please avoid sharing identifying information when referring to a group member; instead, use gender-neutral pronouns ("they felt xxx") or non-identifying words ("A member said xxx"). This assignment assesses CACREP standard 2.F.6.h.

- **Group Observation** (10 points)
  Groups are everywhere, and this assignment takes advantage of that. Students will observe a group and write a short paper (2-3 pages) analyzing the group. You can b*e creative in choosing a group to observe; try to expand your current experience.* Groups may be real (e.g., psycho-educational, self-help, therapeutic) or fictional (e.g., from a movie). If real, you must obtain permission to observe from the group facilitator and group, must not interfere with the group's functioning, and must omit any identifying information about the group or its members. *NOTE: Instructor pre-approval of the group is required.* This assignment assesses CACREP standards 2.F.6.b., 2.F.6.c., 2.F.6.d., 2.F.6.f.

- **Group Proposal** (25 points)
  Create a proposal for a counseling group you want to organize and lead in a mental health setting. Papers should follow APA 7 format and consist of ten to twelve full pages of content, which does not include a title or reference pages. This assignment assesses CACREP standards 2.F.6.a., 2.F.6.d., 2.F.6.e., 2.F.6.f., 2.F.6.g.

- **Group Leadership** (20 points)
  Each student will have the opportunity to plan and lead/co-lead a group. Leaders will be responsible for planning and executing 30-45-minute group meetings. Following the group leadership experience, leaders will be expected to write a critical reflection paper that addresses their learning points as leaders. This assignment assesses CACREP standards 2.F.6.b., 2.F.6.c., 2.F.6.d., 2.F.6.g.

- **Final Exam** (20 points)
  This exam will include multiple-choice questions. The final exam will cover group development theories, ethical issues, and multicultural group counseling issues. Content for the final exam will be drawn from the in-class PowerPoint presentations as well as the assigned readings and is meant to prepare students for the CPCE and NCE. This assignment assesses CACREP standards 2.F.6.a., 2.F.6.b., 2.F.6.c., 2.F.6.d., 2.F.6.e., 2.F.6.f.

LATE ASSIGNMENT POLICY

The due dates for all assignments are listed in the Syllabus and on Canvas and **must be completed by the date and time listed.** You should plan to work on your assignments around your life and submit them earlier in the week if need be. All assignments submitted any time after their due date/time will be reduced by 10% per day they are late. In other words, one day late submitted exemplary assignment which would have been graded 100% will be graded as 90% and so forth. **NO** assignment will be accepted if submitted more than 3 days past the due date, and the student will receive a zero. It is the student's responsibility to communicate with the instructor to re-open the assignment for a late submission. **CANVAS is the only method assignments are accepted (Email and hard copy are not accepted).**

Oftentimes students wonder what constitutes a particular grade in the courses I teach. From my perspective, if a student has completed standard, average work on an assignment, then the work will receive a "B". A grade of "A" denotes

exceptional work beyond the basic and/or minimal expectations.

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

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

Week	Assignment			Points
6 → 10	Small Group Experience			Attendance required, not graded
Throughout	Participation and Professionalism			10 points
6 → 10	Group Analysis Reports			15 points
8	Group Observation			10 points
13	Group Proposal			25 points
11→ 13	Group Leadership (Critical Reflection Paper included)			20 points
16	Final Exam			20 points
				Total: 100
A → 100-90	B → 89-80	*C → 79-70	*D → 69-60	*F → 59-0 points

*A grade of "C" or lower will require that you retake the course.
***Final grades will be available on or after the date designated by the University. Please do not send grade inquiries to the professor before this date.*

PROFESSIONAL DISPOSITION ASSESSMENT

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, CMHC program faculty use the Assessment of Professional Counseling Dispositions (APCD) to assess and score students' 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. The counseling program at UT Tyler leads directly to certification, licensure, and professional practice in the field of counseling. All students are required to know and adhere to their respective professional associations (i.e., ACA Code of Ethics, 2014). Ethical violations may result in failure of the course and possibly dismissal from the program.

TENTATIVE COURSE SCHEDULE*

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

Week/Date	Topic	Readings/Assignments	CACREP Standard
	Warm-up Phase ***August 25 – September 29***		
Week 1 8/25	Introduction and Orientation. Syllabus Overview	 Syllabus	 2.D.
Week 2 9/1	Group Work as a Counseling Specialty – History, Theoretical Foundations, Types of Groups	Gladding: Ch.1 Jacobs: Ch. 1	2.F.6.a. 2.f.6.f.
Week 3 9/8	Group Dynamics Therapeutic Factors & Forces	Gladding: Ch. 2 Jacobs: Ch. 2	2.F.6.b. 2.F.6.c.
Week 4 9/15	Models, Stages, and Group Development Group Formation Effective Group Leadership I	Gladding: Ch. 4 Jacobs: Ch. 3, 4	2.F.6.a. 2.F.6.e. 2.F.6.d.
Week 5 9/22	Planning, Promoting, and Preparation Effective Group Leadership II	Gladding: Ch. 4, 5 Jacobs: Ch. 5, 12	2.F.6.e., 2.F.6.g. 2.F.6.d.
Week 6 9/29	Effective Group Leadership III Counselor characteristics and behaviors Leadership Challenges **Small Group Experience Begins (SGE#1)**	Gladding: Ch. 6, 7, & 9 Jacobs: Ch. 6, 8, & 15 **Group Analysis Report (GAR) #1 due 10/4 by 11:59PM**	2.F.6.d. 2.F.5.f. 2.F.6.h
	Action Phase ***October 6 – December 1***		
Week 7 10/6	Ethical and Legal Issues in Group Work **SGE#2**	Gladding: Ch. 8, 10, 11,14 Jacobs: Ch. 17 **GAR #2 due 10/11 by 11:59PM**	2.F.5.f. 2.F.6.h.
Week 8 10/13	**SGE#3** Assess ability to observe group dynamics, therapeutic factors, effective group leadership, types of groups	**GAR #3 due 10/18 by 11:59PM** **Group Observation due 10/18 By 11:59PM**	2.F.6.h. 2.F.6.b., 2.F.6.c., 2.F.6.d., 2.F.6.f.
Week 9 10/20	**SGE#4**	**GAR #4 due 10/25 by 11:59PM**	2.F.6.h.
Week 10 10/27	**SGE#5**	**GAR #5 due 11/1 by 11:59PM**	2.F.6.h
Week 11 11/3	Assess ability to facilitate group, group dynamics, promote therapeutic factors, demonstrate effective group		2.F.6.b., 2.F.6.c., 2.F.6.d., 2.F.6.g.

	leadership via **Group Leadership Assignment** Assess ability to use theoretical foundations to design a specific type of group with effective leadership		
Week 12 11/10	Assess ability to facilitate group, group dynamics, promote therapeutic factors, demonstrate effective group leadership via **Group Leadership Assignment** Assess ability to use theoretical foundations to design a specific type of group with effective leadership		2.F.6.a., 2.F.6.d., 2.F.6.f., 2.F.6.g. 2.F.6.b., 2.F.6.c., 2.F.6.d., 2.F.6.g.
Week 13 11/17	Assess ability to facilitate group, group dynamics, promote therapeutic factors, demonstrate effective group leadership via **Group Leadership Assignment** Assess ability to use theoretical foundations to design a specific type of group with effective leadership	**Group Proposal due 11/22 by 11:59PM**	2.F.6.b., 2.F.6.c., 2.F.6.d., 2.F.6.g. 2.F.6.a., 2.F.6.d., 2.F.6.e., 2.F.6.f., 2.F.6.g.
Week 14 11/24	**THANKSGIVING BREAK – NO CLASS MEETING**	**Critical Reflection Paper due 11/29 by 11:59PM**	2.F.6.d.
Closure Phase ***December 1 – December 8***			
Week 15 12/1	Termination; Overview of Group Theories	Gladding: 6 & 8 Jacobs: 13 & 15	2.F.6.a.
Week 16 12/8	Assess the level of theoretical understanding of theoretical foundations, group dynamics, therapeutic factors, effective group leadership, group formation, and types of groups via **Final Exam - 12/8 at 5PM CST**		2.F.6.a., 2.F.6.b., 2.F.6.c., 2.F.6.d., 2.F.6.e., 2.F.6.f.

PROGRAM AND DEPARTMENTAL POLICIES

CLINICAL MENTAL HEALTH COUNSELING PROGRAM MISSION STATEMENT

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

UT Tyler Department of Psychology and Counseling Student Code of Conduct:
https://www.uttyler.edu/psychology/policies.php

UT Tyler Clinical Mental Health Counseling Student Handbook:
https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/

UNIVERSITY POLICIES AND INFORMATION

WITHDRAWING FROM CLASS

Students may withdraw (drop) from this course using the Withdrawal Portal. Withdrawing (dropping) this course can impact your Financial Aid, Scholarships, Veteran Benefits, Exemptions, Waivers, International Student Status, housing, and degree progress. Please speak with your instructors, consider your options, speak with your advisor, and visit the One-Stop Service Center (STE 230) or email enroll@uttyler.edu to get a complete review of your student account and the possible impacts to withdrawing. We want you to make an informed decision. UT Tyler faculty and staff are here for you and often can provide additional support options or assistance. Make sure to carefully read the implications for withdrawing from a course and the instructions on using the Withdrawal portal.

Texas law prohibits students from dropping more than six courses during their entire undergraduate career*. The six courses dropped include those from other 2-year or 4-year Texas public colleges and universities. Consider the impact withdrawing from this class has on your academic progress and other areas, such as financial implications. We encourage you to consult your advisor(s) and Enrollment Services for additional guidance. **CAUTION #1:** Withdrawing before census day does not mean you get a full refund. Please see the Tuition and Fee Refund Schedule. **CAUTION #2:** All international students must check with the Office of International Programs before withdrawing. All international students are required to enroll full-time for fall and spring terms. **CAUTION #3:** All UT Tyler Athletes must check with the Athletic Academic Coordinator before withdrawing from a course. CAUTION #4: All veterans or military-affiliated students should consult with the Military and Veterans Success Center.
* Students who began college for the first time before 2007 are exempt from this law.

ARTIFICIAL INTELLIGENCE STATEMENT

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 research approaches. 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.

Artificial Intelligence is not permitted in this course at all. 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.

The instructor will use the University's Turnitin platform, embedded in Canvas, to screen **ALL** assignments for AI. Any submission with AI detection above 30% will result in a full rewrite for credit. For a rewrite to be considered, the revised submission must show an AI detection score of 30% or less and clearly reflect the student's own understanding and writing. Rewrites need to be submitted within a timeframe determined by the instructor. Furthermore, repeated instances of AI detection above 30%, whether across multiple assignments or multiple submissions of the same assignment, will result in action in accordance the University's policies for reporting academic dishonesty. Please note that AI use is strictly forbidden in this course. Therefore, citing AI use will **NOT** protect AI use, and will not prevent the above stated consequences.

FINAL EXAM POLICY

Final examinations are administered as scheduled. If unusual circumstances require that special arrangements be made for an individual student or class, the Dean of the appropriate college, after consultation with the faculty member involved, may authorize an exception to the schedule. Faculty members must maintain student final examination papers for a minimum of three months following the examination date.

INCOMPLETE GRADE POLICY

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in place of a grade only when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student

is unable to complete all coursework or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor, and (c) the student presents these reasons before the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average.
The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to meet all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has yet to be assigned within one year, then the Incomplete will be changed to an F, or NC. If the course was initially taken under the CR/NC grading basis, this may adversely affect the student's academic standing.

GRADE APPEAL POLICY

Disputes regarding grades must be initiated within sixty (60) days from the date of receiving the final course grade by filing a Grade Appeal Form with the instructor who assigned the grade. A grade appeal should be used when the student thinks the final course grade awarded does not reflect the grades earned on assessments or follow the grading scale as documented in the syllabus. The student should provide the rationale for the grade appeal and attach supporting documents about the grades earned. The form should be sent via email to the faculty member who assigned the grade. The faculty member reviews the rationale and supporting documentation and completes the instruction section of the form. The instructor should return the form to the student, even if a grade change is made at this level. If the student is not satisfied with the decision, the student may appeal in writing to the Chairperson of the department from which the grade was issued. In situations where there is an allegation of capricious grading, discrimination, or unlawful actions, appeals may go beyond the Chairperson to the Dean or the Dean's designee of the college from which the grade was issued, with that decision being final. The Grade Appeal form is found in the Registrar's Form Library.
NOTE: The Grade Appeal Form is different from the Application for Appeal form submitted to the Student Appeals Committee, which does not rule on grade disputes as described in this policy.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITY

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler/ and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at https://www.uttyler.edu/disability-services, the SAR office located in the Robert Munz Library, LIB 460 or call 903.566.7079.

MILITARY AFFILIATED STUDENTS

UT Tyler honors the service and sacrifices of our military-affiliated students. If you are a student who is a veteran, on active duty, in the reserves or National Guard, or a military spouse or dependent, please stay in contact with your faculty member if any aspect of your present or prior service or family situation makes it difficult for you to fulfill the requirements of a course or creates disruption in your academic progress. It is important to make your faculty member aware of any complications as far in advance as possible. Your faculty member is willing to work with you and, if needed, put you in contact with university staff who are trained to assist you. The Military and Veterans Success Center (MVSC) has campus resources for military-affiliated students. The MVSC can be reached at MVSC@uttyler.edu or via phone at 903.565.5972.

STUDENTS ON AN F-1 VISA

To remain in compliance with Federal Regulations requirements you must do the following:

- Traditional face-to-face classes: Attend classes on the regular meeting days/times.
- Hybrid Classes: Attend all face-to-face classes convened by the instructor according to the schedule set for your specific course.
- Online course: Only one online course can count toward your full-time enrollment. Students are expected to be fully engaged and meet all requirements for the online course.

ACADEMIC HONESTY AND ACADEMIC MISCONDUCT

The UT Tyler community comes together to pledge that "Honor and integrity will not allow me to lie, cheat, or steal, nor to accept the actions of those who do." Therefore, we enforce the Student Conduct and Discipline policy in the Student Manual Of

Operating Procedures (Section 8).

FERPA

UT Tyler follows the Family Educational Rights and Privacy Act (FERPA) as noted in University Policy 5.2.3. The course instructor will follow all requirements to protect your confidential information.

ABSENCE FOR OFFICIAL UNIVERSITY EVENTS OR ACTIVITIES

This course follows the practices related to Excused Absences for University Events or Activities as noted in the Catalog.

ABSENCE FOR RELIGIOUS HOLIDAYS

This course follows the practices related to Excused Absences for Religious Holy Days as noted in the Catalog.

ABSENCE FOR PREGNANT STUDENTS

This course follows the requirements of Texas Laws SB 412, SB 459, SB 597/HB 1361 to meet the needs of pregnant and parenting students. Part of the support afforded pregnant students includes excused absences. Faculty who are informed by a student of needing this support should make a referral to the Parenting Student Liaison. NOTE: Students must work with the Parenting Student Liaison to receive this support. Students should reach out to the Parenting Student Liaison at parents@uttyler.edu and also complete the Pregnant and Parenting Self-Reporting Form.

CAMPUS CARRY

We respect the right and privacy of students 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 RESOURCES FOR STUDENTS

- UT Tyler Counseling Center (available to all students)
- Student Assistance and Advocacy Center
- Military and Veterans Success Center (supports for all military-affiliated students)
- UT Tyler Food Pantry
- UT Tyler Financial Aid and Scholarships
- UT Tyler Registrar's Office
- Office of International Programs
- Title IX Reporting
- Patriots Engage (available to all students. Get engaged at UT Tyler).