COUN 5393-001: Practicum in Clinical Mental Health Counseling (3 credits)

Fall 2026 Syllabus
Course Time: Thursdays 5:00 to 7:45pm
Location: BEP 215

Instructor: Ceselie Tobin, MS, LPC-S
Office Location: HPR 204
Office Hours: Wednesdays 9:00-10:00 AM, or by appointment
Email: ctobin@uttyler.edu (Preferred Method of Contact)
Cell Phone: 903-316-9777 NOTE: Use my cell phone to contact me in the event of an **emergency.**

COURSE CATALOG DESCRIPTION

This practicum involves supervised application of counseling/therapy processes with clients. Includes weekly small group and individual supervision using audio-recorded client sessions. Students must complete at least 40 client contact hours.

COURSE PREREQUISITES

Credit in COUN 5324 and 5392. Pre/Co-requisite of 5308.

COURSE OBJECTIVES AND LEARNING OUTCOMES

Course Objectives and Learning Outcomes	CACREP 2016 Standards	Learning Activities and Assessments
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	2.F.5.d.	Lectures, Group Supervision
The impact of technology on the counseling process	2.F.5.e.	Lectures
Strategies to promote client understanding of and access to a variety of community- based resources	2.F.5.k	Lectures, Group Supervision
Suicide prevention models and strategies	2.F.5.l.	Lectures, Group Supervision
Record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	5.C.2.m.	Lectures, Group Supervision
CMHC Practice: intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	5.C.3.a.	Lectures, Group Supervision
Strategies for interfacing with integrated behavioral health care professionals	5.C.3.d.	Lectures, Group Supervision

REQUIRED TEXTBOOKS AND MATERIALS

UT Tyler CMCH Student Handbook and Practicum & Internship Manual

RECOMMENDED TEXTBOOKS AND MATERIALS

American Psychiatric Association (2013). *Diagnostic and Statistical Manual of Mental Disorders (5th ed.)*. Washington, DC: Author.

TEACHING STRATEGIES

This course is designed to facilitate the practicum experience. During this semester students will engage in practical field experience where they will develop and strengthen their professional skills including counseling techniques, treatment planning, outcome evaluation, documentation, and theoretically informed and reflective practice.

Unlike purely academic courses, class meeting will entail group supervision where students will discuss their work with clients and receive constructive feedback from the instructor and their fellow classmates. Students will be expected to take an active role in class by reading the assigned readings, participating in discussion, and giving and receiving feedback concerning work with clients. To facilitate this process, students will need to bring audio recordings of counseling sessions with them to supervision.

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

ATTENDANCE POLICY

Students must attend **all scheduled class meetings. Class meetings account for CACREP's requirements of group supervision. If there are extenuating circumstances, you may discuss this with your instructor. Missing class can result in the loss of direct contact hours and/or receiving no credit for the course.**

Class Punctuality - Students are expected to be in their seats and fully prepared to engage in class activities at the scheduled start time, demonstrating the professionalism and respect for others that is essential in clinical mental health counseling. Students who are consistently late and/or disruptive at the beginning of class will have points deducted from their participation grade. Frequent tardiness can accumulate and be counted as an absence. See above attendance policy.

Participation - Participation is an essential component of this course. Students are expected to come to class fully prepared to actively participate in class activities and discussions. During class students will be provided with opportunities for dialogue, questions, and to engage in activities related to course content. To receive full participation points for this course, students will need to stay engaged during class time and regularly participate in class discussion and activities.

LATE WORK

All assignments are due according to the timeline established by the syllabus, unless otherwise noted by the instructor. **Late submissions will not be accepted.**

INSURANCE

Professional liability insurance is required. All students must obtain professional liability insurance, prior to commencing any counseling activity. **Proof of insurance must be uploaded to the student's FieldX account before they can see clients**. You may choose any insurance provider you wish for your liability coverage. As a student member of ACA, you receive insurance through ACA Trust at no cost to you through their website:

https://www.counseling.org/

EMERGENCIES

Students must familiarize themselves with services, available on campus and in the community, that are designed to meet the short-term and emergency needs of clients. You will learn to evaluate client emergencies and make appropriate referrals. In the case of an emergency, you should contact your site supervisor and/or a backup licensed professional at your site. If needed, you can also contact your instructor, Ceselie Tobin at 903-316-9777, or Dr. Holm at 352-266-4983.

SECURITY OF RECORDS

Students are responsible for the security of all records made in relation to a client and case. Clients' records should remain secured in their appropriate location at all times. **Do not e-mail or text any client records or other identifying information. Email and text are not secure methods of communication.**

ETHICAL BEHAVIOR AND PROFESSIONAL CONDUCT

Professional conduct is expected of all students in the performance of counseling and related activities. Students must adhere to the ACA code of ethics, the laws governing counselors (LPCs) in Texas, and the policies of the UTT psychology and counseling department. It is assumed that you have completed the ethics course prior to this class and that you know the ACA code of ethics, understand the concept of "standard of care/practice", and are familiar with Texas laws governing your obligation as a mandated reporter. **If you are unfamiliar with these basics, inform the instructor during the first class session.** Required remedial activities, a grade of incomplete, a failing grade, or dismissal from the class are potential consequences for engaging in unprofessional behavior. Students are expected to have read and be familiar with the UT Tyler CMHC program Practicum & Internship Manual.

To protect the confidentiality of our clients, it is asked that students refrain from using their laptops and other devices during class.

ZOOM PROFESSIONAL BEHAVIORS

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

USE OF TECHNOLOGY

Cell phones are to be turned off or put in silent mode during class. Cell phones should not be visible during class, so please keep them in your pants, purse, backpack, etc. If you are experiencing an emergency or extenuating circumstance where you need to check your phone during class, please inform me of this before class begins. Please be respectful and do not send or read text messages during class. Students who choose to use a laptop computer should only do so for taking notes. Students who use laptop computers are prohibited from (a) surfing the internet, (b) checking email, and (c) working on other assignments during class. If the instructor becomes aware of a student using their laptop for any reason other than taking notes, they may ask that student to cease bringing their computer into the classroom.

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

COMMUNICATION POLICY

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accordance with university policy your instructor will respond only to student correspondence sent via Patriot E-mail. Please do not contact the instructor via the Canvas messaging system. My email address is 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 considered SHOUTING.
- Maintain a professional tone.
- Avoid sending email in anger or frustration. Walk away from the computer and wait at least 24 hours. Threats or attacks towards faculty or peers, even via written communication, will not be tolerated.
- Whether in writing or in person, derogatory or prejudiced remarks are still considered bad manners and discussion that contains such comments will be addressed by the instructor.
- Please refrain from sending junk mail, forwards, or advertisements to the class.

INFORMED CONSENT STATEMENT

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

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

- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the ACA Code of Ethics (2014).
- Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e., the content and depth of personal information that you share) in experiential learning activities.

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.

1. Openness to new ideas.	1	2	3
2. Flexibility and adaptability.	1	2	3
3. Cooperativeness with others.	1	2	3
4. Willingness to accept and use feedback.	1	2	3
5. Awareness of own impact on others.	1	2	3
6. Ability to deal with conflict.	1	2	3
7. Ability to deal with personal responsibility.	1	2	3
8. Effective and appropriate expression of feelings.	1	2	3
9. Attention to ethical and legal considerations.	1	2	3
10. Initiative and motivation.	1	2	3
11. Orientation to multiculturalism and social justice advocacy.	1	2	3
12. Professional wellness and self-care.	1	2	3
13. Humility.	1	2	3
14. Professionalism.	1	2	3
15. Willingness to seek help.	1	2	3

PROFESSIONALISM STATEMENT

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

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/REQUIREMENTS

COURSE REQUIREMENTS

1. Students MUST attend all scheduled class meetings, including the group seminar meetings to equal 1 ½ hours per week. **Please note that this is an accreditation requirement and that making up group hours is not possible.** Please plan accordingly.
2. Attend one (1) hour of clinical supervision with the site supervisor each week.
3. Complete a minimum of **100 clock hours** in a clinical mental health counseling setting under the supervision of a licensed professional counselor, including a minimum of **40 hours of direct** client contact.
4. Maintain a practicum **hours log** for weekly review and signature by the site supervisor and by the University supervisor in FieldX.
5. Obtain and provide proof of **professional liability insurance** for counselors.
6. Prepare and **present two (audio-recorded) case presentations** for discussion at designated class sessions.
7. Review **informal case presentations and audio-recording** as requested during in-class supervision.
8. Write **two assigned reflection papers.**
9. Complete **evaluation forms** with your site supervisors at the mid-term and end of the semester. Please also complete the evaluation of the site and supervisor at the end of the semester. This will only be viewed by the internship instructor and coordinator.

COUNSELING CASE LOAD

Each student must maintain a minimum of three clients throughout the semester. Because client loads vary (due to cancellation, illness, no shows, etc.), I recommend that you maintain a larger client load to ensure that you complete the course. **You must accumulate a minimum of 40 hours of direct client contact** AND demonstrate fundamental competence as a counselor to complete this course. Additionally, **60 indirect hours must be accrued through providing indirect services (i.e., case notes, research, paperwork, etc.) for a total of 100 hours**. When necessary, the instructor may require a student to accumulate additional counseling hours or engage in additional learning activities to achieve and demonstrate fundamental competence and/or to avoid client abandonment.

AUDIO RECORDING OF COUNSELING SESSIONS

For supervision purposes each student must audio record counseling sessions on a weekly basis. Audio recorders will be provided by the CMHC program at the beginning of each semester and collected at the end of each semester. All session recordings will be deleted each semester. Audio recordings are only housed on the recorders and are never uploaded or transferred to other devices or cloud-based systems. Practicum/internship students are required to purchase a lockable bag for the audio recorder (these can be purchased for under $30.00 on Amazon). Practicum/internship course instructors will confirm students have purchased these at the beginning of the semester. Students are expected to keep their audio recorder in the locked bag in a safe location anytime it is not in use (i.e., it should not be kept in your car). Audio recorders contain confidential information and should be treated as such. Student inappropriate handling of audio recorded information will result in earning no credit for practicum/internship and/or dismissal from the CMHC program. Prior to audio recording a session, students MUST obtain client consent and have the client (or client's parent if client is a minor) complete the UT Tyler CMHC Consent to Audio Record form. This form will be provided to students from their practicum/internship course instructor. **Audio recording of sessions is a requirement for this class in order to assess your clinical skills. You will utilize these recordings during your weekly supervision with your site supervisor and during group supervision. You cannot complete or pass practicum if you do not regularly (i.e., weekly) record your sessions**

GRADING

Final grades for this course are Credit (CR) or No Credit (NC). Evaluation is based on timely completion of assignments, adequate class preparation, class attendance, supervision session attendance, and quality of work.

Credit (CR) – The student has shown evidence of learning and development and has met the minimal learning required to proceed to the next sequence of clinical skill development. There are no major concerns about the student's learning progress and/ or advancement in the program. Concerns regarding professional and/or skill development will have been discussed during individual supervision.

No Credit (NC) – Recommendation to the core clinical mental health faculty that the student be placed on a remediation plan and not be admitted to the next sequenced clinical learning experience. The expectation is that the student genuinely aspires to learn and meet the standards of best practice in counseling, which requires awareness and use of ACA policies (e.g., ACA Code of Ethics).

GRADED ASSIGNMENTS

To receive credit for the course, students must: complete the following:

a. Accumulate a minimum of 100 hours, at least 40 of which must be direct contact with clients
b. Accumulate an average of 1.5 hours a week of group supervision.
c. Accumulate an average of 1 hour a week of on-site individual or triadic supervision.
d. Submit weekly activity logs signed by the site supervisor and semester summary logs.
e. Receive ratings of 4s and 5s on the final skill evaluation. If a student receives scores of 3 or lower on any skill set, this may be grounds for class remediation.
f. Successfully complete class assignments and paperwork as assigned.
g. Receive an overall recommendation for a CR grade from both the site and university supervisors.

Weight of each area of evaluation:

Written and oral activities such as: • Weekly and final logs, documenting direct, indirect, and supervision hours • Proof of professional liability insurance for counselors • Reflections I & II • Case Presentations	33%
On-site supervisor evaluation	33%
Faculty supervisor evaluation and in-class engagement including: • Group supervision • Class discussion	34%

CASE PRESENTATIONS

Each student will present two formal case presentations. Formal case presentations include a completed Case Presentation Form (see addendum in syllabus), and a sample of the client intake note or most recent progress note. You will also choose about 10 minutes of your recorded session with your client to review with the class. You should be prepared with questions for your instructor and your classmates regarding your case. In addition, you are expected to be prepared to present informal case presentations, audio recordings, and review of documentation during in-class supervision.

REFLECTION PAPER #1: GOAL PAPER

You will write a 2-3 page paper stating your goals for your practicum experience. Think about your strengths as well

as areas you plans to grow in this semester (i.e. using reflection of feelings, dealing with termination, etc.). Make sure your goals are clear and concise so you can evaluate them at the end of the semester with the instructor.

REFLECTION PAPER #2: MY PROFESSIONAL SELF

For this paper, please reflect on your learning process over the course of this semester. Think about how you understand your professional identity and your professional behavior (e.g., as a therapist, a supervisee, a student, a colleague/peer, a group member and leader). Please discuss how that identity and behavior represents your strengths, growing edges, theoretical orientation, research endeavors, and multicultural competence. Please also include what you have learned this semester about counselor and client wellness. In other words, who are you today, as a professional and as a person with a present, past, and future professional career. Make this assignment meaningful to you. Minimum two pages.

TENTATIVE SCHEDULE AND TOPICS

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

Week	Lecture Topics	Assignments	2016 CACREP Standards
1 (8/25)	Introduction and syllabus Review of paperwork and FieldX	**READ:** Syllabus **ACTIVITY:** Site introductions; Readiness check-in **DUE:** Proof of liability insurance	5.C.2.m.; 5.C.3.a.
2 (9/1)	Review of counseling protocols Intake and Assessments Safety/Suicide Assessment & Planning	**READ:** Reeves, 2017 and Pearson, 2004 **ACTIVITY:** Case discussions/Open processing **DUE:** Goal paper due 9/1/2026 by noon	2.F.5.d.; 2.F.5.l.; 5.C.3.a.
3 (9/8)	Counseling Ethics Mandatory Reporting	**READ:** ACA Code of Ethics; Henderson 2013; Granello 2010 **ACTIVITY:** Case Presentations **DUE:** Case Presenter #1 due by noon	
4 (9/15)	**Mental Health/Self-Care Day: No Class**		
5 (9/22)	Record Keeping and Third Party Reimbursement Community Resources	**READ:** Cameron & Turtle-song, 2002 **ACTIVITY:** Case Presentations **DUE:** Case Presenter #2 due by noon	2.F.5.k.; 5.C.2.m.
6 (9/29)	Engaging Clients in Counseling and Telehealth considerations	**READ:** Gold, 2008 **ACTIVITY:** Case Presentations **DUE:** Case Presenter #3 due by noon	2.F.5.d.; 2.F.5.e.

7 (10/6)	Collaborative Considerations for Integrated Healthcare	**READ:** See canvas module **ACTIVITY:** Case Presentations **DUE:** Case Presenter #4 due by noon	5.C.3.d; 5.C.2.m.; 5.C.3.a.
8 (10/13)	**Mental Health/Self-Care Day: No Class**	**DUE:** Mid-Term Evaluations are due on 10/19/2026 by 11:59 PM	
9 (10/20)	Peer-led case consultation	**READ:** See canvas module **ACTIVITY:** Case Presentations	
10 (10/27)	Peer-led case consultation	**READ:** See canvas module **ACTIVITY:** Case Presentations **DUE:** Case Presenter #1 due by noon	
11 (11/3)	Peer-led case consultation	**READ:** See canvas module **ACTIVITY:** Case Presentations **DUE:** Case Presenter #2 due by noon	
12 (11/10)	**Mental Health/Self-Care Day: No Class**		
13 (11/17)	Peer-led case consultation	**READ:** See canvas module **ACTIVITY:** Case Presentations **DUE:** Case Presenter #3 due by noon	
14 (11/24)	**Fall/Thanksgiving Break: No Class**		
15 (12/1)	Working with diverse client populations Termination Considerations	**READ:** See canvas module **ACTIVITY:** Case Presentations **DUE:** Case Presenter #4 due by noon	2.F.5.d.
16 (12/8)	**Finals Week – No Class**	**DUE:** Final Reflection, Final Evaluations, and Time Logs	

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.

CEP Mission Statement:

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.

CEP 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.

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

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, you can use AI programs (ChatGPT, Copilot, etc.). These programs can be powerful tools for learning

and other productive pursuits, including completing assignments in less time, helping you generate new ideas, or serving as a personalized learning tool. However, your ethical responsibilities as a student remain the same. You must follow UT Tyler's Honor Code and uphold the highest standards of academic honesty. Students are strictly forbidden to pass off work generated by AI as their own. This applies to all uncited or improperly cited content, whether created by a human or in collaboration with an AI tool. If you use an AI tool to develop content for an assignment, you must cite the tool's contribution to your work.

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

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 for credit;
   - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
   - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- 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-career courses.
- UT Tyler Counseling Center (903.566.7254)

Formal Case Presentation Format

Client: (use a pseudonym)
Age:
Gender:
Race:

Session #:
Anticipated Sessions:

Counselor's Theoretical Orientation:

Presenting Problem: Describe why the client is seeking or referred for counseling.

Family History: Describe family of origin and family of creation (where appropriate) including current living situation. Describe client resources and support systems.

Diagnostic Impression: What is this client's diagnosis or what is your impression of a diagnosis that is appropriate for this client? If more than one diagnosis should be ruled in or out explain what they are and how you will know if the criteria are met. Current medications?

Clinical Focus Through the Lens of Your Theory: Describe your focus of clinical attention, what will you treat first, including specific interventions and rationale? What are your treatment goals?

Anticipated Results: Describe what you reasonably expect from your treatment interventions. Based on your theory, what are you looking for to know if this client is improving?

What do you think is going well in your work with your client?

What is your biggest growth edge when working with this client?

What questions do you have for your peers?

Assessment Instruments: Identify an assessment that you would like to, or have given, this client. Remember you can use the Mental Measurements Yearbook to help you decide on assessments. Describe what impressions you may confirm or discard as a result of using the assessment.

Professional Consultation: Discuss this case with at least one professional outside of your faculty (MAKE SURE TO MAINTAIN APPROPRIATE CONFIDENTIALITY). Write a brief description of the recommendations from the consultation.

Intake Note and Progress Note: Bring to class a copy of your most recent intake note and/or progress note for this client. Be sure to redact (make out with a sharpie) any personally identifying information about the client.

Case Study Expectations:

5-10 minutes of sharing of relevant information
(A copy of your full written presentation will be shared from canvas for the class to read)
10 minutes of sharing audio recording
Remainder of time will be spent processing

Note: Remember that you are directing this case presentation and will be evaluated on the following:

- **Preparation for case study**
- **Presentation materials (completeness)**
- **Group facilitation skills**

General Notes Related to Case Studies

- **A case study is a synopsis of a client and your treatment of that client. Include only information which has bearing on the case or is consistent with established reporting procedures (i.e. family history, behavioral observations).**

- **Be as thorough as possible while being succinct. Often, you will have only a few minutes to paint a picture of the client for the staffing team. What you present and how you choose to present it will affect their understanding of the client.**

- **Consider what points need to be emphasized in your oral presentation. Placing an emphasis on one area (family) while underemphasizing something that was equally important during the clinical interview (medical history) will skew the treatment team's interpretation of the case.**

University of Texas at Tyler
Clinical Mental Health Counseling Program
Consent for Audio Recording

I hereby agree to allow audio taping of my (or my child's) counseling session with:

_____
(name of counselor-in-training)

I understand that these audio recordings are reviewed during:

(a) individual clinical supervision with the counselor-in-training's site supervisor
(b) in-class clinical group supervision with the counselor-in-training's university instructor

I understand that these recordings are treated as confidential material and are not discussed outside of the counselor-in-training's individual and group clinical supervision. I understand all audio recordings are erased immediately after use and are not used for any other purpose than those stated above.

SIGNATURES:

_____ _____
Client (or Parent/guardian if client is under 18 years of age) Date

_____ _____
Counselor-in-training Date

Note: A copy must be signed by each person participating for the counseling session prior to audio recording. The parent or legal guardian must sign a copy for each participating minor. **Completed form should be placed in client's file at the clinical site. This form is not to be placed in counselor-in-training's university file.**

https://forms.gle/TEnGJMMRoREHf77D8