University of Texas at Tyler
College of Education and Psychology
Department of Psychology and Counseling
Fall 2018 Course Syllabus

COUN 5328.001: Foundations and Ethics in Clinical Mental Health Counseling

Course Information:

COUN 5328.001
Fall 2018
Day/ Time: TR 5:00-7:45
Room: Braithwaite 1030

Instructor Information:

Christine McNichols, Ph.D., LPC, S, NCC
Office: HPR 115
Office hours: TR 1:00-4:00
Telephone: 903-566-7341 (office)
E-Mail: cmcnichols@uttyler.edu

[E-mail is the best way to contact instructor. Please do not contact the instructor using the Canvas messaging system. Please include your name and the subject of the email in the subject line and proper professional salutations].

Catalog Description of COUN 5328:

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.

Student Learning Outcomes:

After successful completion of this course, the student will be able to:

- be familiar with and able to interpret and apply the American Counseling Association Ethical Code; be familiar with and able to interpret and apply state and federal laws related to the provision of mental health services
- be familiar with state licensing requirements and issues (i.e., Licensed Professional Counselor)
- understand and be able to discuss major ethical/legal principles and issues
- understand the importance of developing competence in providing services to culturally diverse clientele
- demonstrate an increased understanding of the history and current status of the counseling field
- be able to engage in the process of ethical decision making

Proficiencies for Counselors:

CACREP Core Objectives (II.G.1)

a. history and philosophy of the counseling profession;
b. professional roles, functions, and relationships with other human service
providers, including strategies for interagency/interorganization collaboration and communications;

c. counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event;

d. self-care strategies appropriate to the counselor role;

e. counseling supervision models, practices, and processes;

f. professional organizations, including membership benefits, activities, services to members, and current issues;

g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

h. the role and process of the professional counselor advocating on behalf of the profession;

i. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

j. ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.

**Clinical Mental Health Counseling Standards**

1. Understands the history, philosophy, and trends in clinical mental health counseling (III.A.1)
2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling (III.A.2)
3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams. (III.A.3)
4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling. (III.A.4)
5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision. (III.A.5)
6. Is aware of professional issues that affect clinical mental health counselors (e.g., core provider status, expert witness status, access to and practice privileges within managed care systems). (III.A.7)
7. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability. (III.A.8)
8. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society. (III.C.1)
9. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help). (III.C.3)
10. Understands the range of mental health service delivery—such as inpatient, outpatient, partial treatment and aftercare—and the clinical mental health counseling services network. (III.C.5)
11. Understands professional issues relevant to the practice of clinical mental health counseling. (III.C.9)
12. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services. (III.E.1)
13. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance
equity, increase funding, and promote programs that affect the practice of clinical mental health counseling. (III.E.4)

14. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services. (III.E.6)

**Teaching Strategies and Philosophy:**

Lecture, Case Studies, Class Discussion, and Group Work

**Teaching Philosophy**

*Critical Thinking:* Higher education entails more than simply learning a set of skills that results in job preparedness. A good liberal education includes becoming lifelong, critical consumers of knowledge. My role in the classroom is to create an environment where learning can take place and where students can make personal meaning out of the course material. Part of my role is to help students reflect on what they already know and how it impacts their learning. Therefore, learning involves growing and changing as a person and exploring oneself in the light of new information.

*Learning as a social construction:* I hold that all learning is socially constructed thus people learn in the context of relationship with others. As students meet with classmates, they learn not only from the teacher but also from each other, thereby creating knowledge and learning as a group. Learning that is socially constructed privileges multiple voices and perspectives instead of one dominant construct created solely by the instructor. Part of teaching from this perspective involves asking questions and leading discussions in such a way that students are encouraged to explore their own thoughts and beliefs while in the context of the group. As students discuss their thoughts and beliefs with one another they learn how others’ perspectives may differ from their own. They thus learn that their way of thinking and seeing the world may not be the only way.

*Experiential learning:* Experiential learning necessitates presenting material in creative ways. As the professor uses creativity to develop and implement experiential activities, students are prompted to use creative thinking. Creative thinking is often considered a higher order thinking skill and is often associated with divergent thinking, the ability to hold two or more contradictory ideas in one’s mind at once. These ways of thinking are invaluable attributes of a counselor and are necessary to successful counseling outcomes. I am therefore committed to giving students the opportunity to learn through experiential methods that encourage higher order thinking skills.

**Required Texts/Readings:**

- LPC Policies (http://www.dshs.state.tx.us/counselor/default.shtm)

*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.

**Highly Recommended Text:**

LEARNING AND EVALUATIVE ACTIVITIES

Personal Belief Statement (10 points)

This assignment entails a short reflective paper (2-3 pages) focusing on what drew you to the counseling field. Please use the following prompts to guide your reflection:
What is your motivation for entering the counseling profession?

1. What experiences from your life do you think invited you into this field?
2. What was it that brought you into this field?
3. What are your sincere desires and hopes for becoming a counselor?
4. What personal experiences in your life nurtured these desires?

What qualities do you possess that will enable you to become an effective counselor? What are the desires you hold for yourself as you become a counselor?

1. How do you think this desire [i.e. to care for others] or quality [i.e. empathetic] developed in your life?
2. What do you think these desires say about you as a person?
3. How do your desires to be a counselor reflect your values?
4. How do you see these desires being a help to you when working with others?
5. How would you prefer to see yourself as a counselor?

Current Issues Group Presentation (20 points)

Group presentation covering current issues in the counseling field. Please see detailed instructions attached to the end of this syllabus.

Professional Interview (20 points)

For this assignment you will interview a professional in the counseling field. Please do not interview other faculty or friends/relatives. You may, however, ask other faculty about professionals you may contact. In class, we will review appropriate ways to contact and communicate with professionals in the field. You may partner with someone else in the class to conduct your interview but please submit separate personalized summaries. Some suggested questions for the interview are provided below. Submit a summary (5-10 pages) of the results of your interview including what you learned from the interview.

- What, where, and when was your graduate training?
- Was your program accredited? If so, by whom?
- How long have you been practicing in your current field?
- What professional license or certifications do you hold?
- What are the rewards of being a counselor or psychologist? OR What do you like about the profession?
- What do you believe is the biggest challenge a professional counselor faces in your setting?
- What do you believe about counseling as a profession? Where do you see it headed? Current issues?
- How do you attain professional growth?
- How do you manage personal growth and wellness? How do you prevent burnout?
Exams (20 points each)

There will be two multiple choice/short essay exams in this course. In order to do well on the exams please keep up with assigned readings and take notes during class lecture. A brief exam review will be given the week prior to each exam.

GRADE ASSIGNMENT

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

<table>
<thead>
<tr>
<th>AREA</th>
<th>POINTS</th>
</tr>
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<tbody>
<tr>
<td>Personal Belief Statement</td>
<td>10</td>
</tr>
<tr>
<td>2 Exams (20pts. each)</td>
<td>40</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20</td>
</tr>
<tr>
<td>Professional Interview</td>
<td>20</td>
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<tr>
<td>Attendance/ Participation</td>
<td>10</td>
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<tr>
<td><strong>Total</strong></td>
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Grade assignments based on the above will be: A = 90-100 points; B = 80-89 points; C = 70-79 points; D = 60-69 points; F = BELOW 60 points.

COURSE POLICIES

Attendance/ Participation

Final letter grades for this course will be submitted to the registrar and include regular class attendance. **Students are expected to be on time and present for all class meetings.** You can earn a maximum of 10 points for attendance and participation. One absence results in a 2 point deduction. If you are not able to attend class please inform the instructor via email as soon as possible. **Please note that 3 tardies equal 1 absence.**

*Note on Participation*

Be aware that participation in class is much more than simply attending class — it involves contributing to class discussion, asking questions, and taking an active role in class activities. You will receive points for participation.

Assignments

All written assignments must reflect graduate level presentation, including APA 6 format, correct spelling and appropriate punctuation and grammar. Point deductions will be taken for errors in writing skills and APA style.

Please talk with the professor if you are having problems (sooner rather than later).

Notes on APA formatting:
   1 inch margins
   12 point font
   Times New Roman
   Double spaced
   No extra space between paragraphs (please change Word default settings)
Late Policy

Written work will be considered late if not turned in at the beginning of the assigned class period. Late work will result in a reduction of points received (10% per day past the due date). Late work will not be accepted after 48 hours past the due date.

Cell Phones and Other Distractions

Please turn all cell phones, pagers, and other electronic equipment off or on silent (not vibrate) when you enter class. To create a respectful class environment, please refrain from texting, checking messages, etc. If you plan on using a laptop or IPad to take lecture notes please inform the instructor via email prior to bringing these devices to class. In the case of an emergency when you must use your cell phone, please alert the instructor prior to class. Students caught texting during class will be called on specifically to answer questions concerning class lecture or discussion and will be asked to turn off their phones. Repeated offenses will warrant a private discussion with the instructor and may impact your course grade.

Diversity

The instructor will strive to create an environment where students feel comfortable voicing their thoughts without censor. Due to the nature of our field, there may be topics covered in class that may be uncomfortable to think about or consider. Course material and discussion will approach counseling from a diverse cultural perspective. Sensitivity to gender/race/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

Patriot E-Mail

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 accord with university policy your instructor will respond only to student correspondence sent via Patriot E-mail.

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.
TENTATIVE COURSE OUTLINE

Aug.  30  Introductions/ Review of syllabus and course requirements/ Orientation to the Counseling Program

Sept.  6  Career Success Conference 2018 - No Class
Graduate Student Reception 6:00-7:30 Cowen Center White Lobby

13  The History of Counseling; Introduction to Codes of Ethics; Making Ethical Decisions
Readings: Chapter 1; 2014ACA Code of Ethics pgs. 1-3; pgs. 18-19 Section I
Due: Personal Belief Statement

20  The Counselor as a Person and Professional/ Counselor Wellness
Reading: Chapter 2; 2014 ACA Code of Ethics pgs. 8-10; Sections C & D

27  Values and the Helping Relationship/ Multicultural Issues and Perspective
Reading: Chapter 3-4; 2014 ACA Code of Ethics pgs. 4-6; Section A

Oct.  4  Clients Rights and Responsibilities/ Informed Consent
Reading: Chapters 5; 2014 ACA Code of Ethics pgs. 4-6; Sections A

11  Dr. McNichols at SACES Conference - No Class

18  Confidentiality/ Duty to Warn
Reading: Chapter 6; 2014 ACA Code of Ethics pgs. 6-8; Section B

25  Exam I

Nov.  1  Professional Boundaries and Multiple Relationships
Reading: Chapter 7; 2014 ACA Code of Ethics pgs. 5-6; Section A

8  Training, Supervision, and Consultation/ Professional Licensure
Readings: Chapters 8 and 9; 2014 ACA Code of Ethics pgs. 12-15; Section F and pgs. 17-18; Section H; ACES Standards for Supervision (on BB)

15  Assessment, Diagnosis, & Theoretical Models
Reading: Chapter 10; 2014 ACA Code of Ethics pgs. 11-17; Section E and pgs. 15-17; Section G
Due: Professional Interview

22  Thanksgiving Break - No Class

29  Community Practice and Professional Advocacy
Reading: Chapter 13; ACA Advocacy Standards (on BB)
Group Presentations

Dec.  6  Group Presentations

13  Exam II
University Policies

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:  http://www.uttyler.edu/wellness/rightsresponsibilities.php

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at http://www.uttyler.edu/about/campus-carry/index.php

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors.

Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products.

There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Spring 2019, the Census Date is January 28th.) Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date (January 28th) 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/disabilityservices, 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)

College of Education and Psychology Mission Statement:

Vision
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission
The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry, organizes knowledge for application, understanding and communication, and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, social justice, ethical practice and respect for individual differences as a means of enhancing learning, service, leadership and scholarship.

Clinical Mental Health Counseling Program Mission Statement:

The Master of Arts in Clinical Mental Health Counseling (CMHC) is intended to prepare students to counsel persons experiencing psychological disturbance due to developmental, educational, career, cognitive, emotional, behavioral, cultural, relational, or environmental issues. Students develop competencies in diagnosis and assessment, evidence-based counseling/psychotherapy techniques, group processes, human development, cultural diversity, and career counseling. Students who complete their degrees and meet state certification or licensing requirements may be employed in a variety of mental health settings.
Professional Etiquette for Counselors

1. Phone Calls
   a. Ask for the person whom you wish to speak to. Address them by their professional name (Dr.,
      Mr., or Ms., never Miss or Mrs.): “Hello, may I speak to Dr. Harris please?”
   b. Introduce yourself and state why you are calling: “Hello, Dr. Harris, my name is Lucy Daws and
      I am a graduate student at the University of Texas at Tyler. I am in the counseling and
      psychology program and this semester I am taking a course about the foundations of the
      counseling or psychology (choose which one you are going into) profession. As part of my
      course requirement, I must interview a professional in the field of counseling or psychology
      (choose one). Could I set up a time to meet with you to conduct a short interview about your
      professional experience?”
   c. You may need to qualify the time it will take: “The interview should take no longer than 30
      minutes.”
   d. Once you have set up a date, time, and place confirm your meeting and express your
      appreciation: “Great, I really appreciate you taking the time to talk with me. I will see you next
      week at 10:00 am at your office. Thank you.”

2. Emails
   a. Make sure your email address is an appropriate one to send a professional email.
      mrhotpants@yahoo.com may send the wrong message.
   b. Include the subject of the email in the subject line: “Professional Interview”
   c. Write the letter like you would a formal letter including a salutation: “Dear Dr. Harris,….”
      Remember “hey” is for horses.
   d. Introduce yourself and state why you are writing: “I am a graduate student at the University of
      Texas at Tyler. I am in the counseling program and this semester I am taking a course about the
      foundations of the counseling profession. As part of my course requirement, I must interview a
      professional in the field of counseling. Could I set up a time to meet with you to conduct a short
      interview about your professional experience? The interview should take no longer than 30
      minutes.”
   e. May need to follow with: “If you are available for an interview please let me know when and
      where you would like to meet.”
   f. End the letter: “Thank you for your time and consideration. I look forward to hearing from you
      soon. Sincerely, Ms. Lucy Daws”.
   g. Never use emoticons, ALL CAPS, or texting language in professional email communications.
   h. If you do not receive a response in a few days it is okay to email again. However, it is considered
      unprofessional to send multiple emails daily or use intimidation tactics to get a response.
   i. When sending emails to instructors or professional persons please always include the subject
      of the email in the subject line. Also, always include proper salutations (Dear Dr. Harris…;
      Sincerely, Ms. Lucy Daws). Never begin an email with Hey Dr. Harris or just simply stating
      your request.
   j. Never send confidential information about a client via email. If you need to communicate with
      an instructor or site supervisor about a client please contact them via phone.
3. Texting

a. Some site supervisors and/or instructors may want to communicate with you via text. Please let the professional person initiate this type of communication and do not assume that texting is okay unless it has been explicitly expressed. If a site supervisor or instructor contacts you via text please do not screenshot the text and pass it along to someone else without their permission.

b. When communicating via text please make sure to indicate your name in the text and never send confidential information about a client via text. For confidential information, always call.

4. University

a. Since you are in a graduate program, all faculty instructors will hold a doctoral degree. This means they will have gained between 9-12 years of formal university education. Therefore, please address all faculty as Dr.____ unless they give you specific permission to call them by another name. This communicates respect and acknowledges the accomplishments of faculty who have become professors at a university. If you would like to know more about what being a professor entails please don’t hesitate to ask.

b. Please complete course evaluations to help faculty improve their courses. The feedback gained from course evaluations is also used to determine employment, tenure, and promotion for faculty members so please be aware that the feedback you give will have lasting impacts on the faculty member. Please seek to provide helpful and constructive feedback.
The purpose of this presentation is to discover and explore current issues in the field of counseling. For this assignment, you will work in groups of 3-4. As a group you will research and report on current issues facing the field of counseling. Topics should deal with issues surrounding ethics, licensure, professional identity, the correct use of testing, or multicultural competency. The best way to find out about current issues is by reading current literature, searching professional organizations’ websites (TCA, ACA, etc.) and talking with counseling professionals.

Once your group has identified a specific issue that you would like to explore please have your topic approved by the instructor. Once your topic is approved, your group will conduct an in-depth literature review and construct a presentation for your classmates. Each presentation should be between 40-45 minutes long and include either a PowerPoint presentation or a detailed speaking outline. Please bring one hard copy for the instructor. Each group presentation must have a minimum of eight sources. References may come only from peer reviewed journal articles or professional publications. References should be included in your PowerPoint or outline and be in APA format.

Presentations will be held on **November 29 and December 6**.

You will be evaluated individually on:

- Relevance of Content 10 points
- Presentation of Material 10 points

This presentation will be worth 20 points of your semester grade. Each group member will be graded individually based on their contributions to the project. Please make sure to indicate on your Powerpoint or speaking outline each members’ contribution.