Syllabus

Course Information:
COUN 5393.002 PRACTICUM in CLINICAL MENTAL HEALTH COUNSELING - FALL 2015
Time: Thursday 2:00 - 4:45
Location: BEP 215

INSTRUCTOR INFORMATION:
- Kirk Zinck, Ph.D., LMFT
- Office: HPR 214
- Office Hours: Meetings are by Appointment.
  Available meeting times include Wednesday 1:30-4:30.
  Alternate meeting times may be available at instructor convenience.
- Supervision Hours: TBA
- E-Mail: kzinck@uttyler.edu [e-mail is the best way to contact instructor]
- Note: Use e-mail to contact instructor regarding academic concerns. Use the telephone for urgent and emergency issues related to clinical work.

Catalog Description of COUN 5393: Practicum in Clinical Mental Health Counseling is the application of practical therapeutic techniques with clients. Video feedback and direct supervision of student work will be employed by the instructor. Successful completion of COUN 5392 is required before beginning this advanced skills course.

Student Learning Outcomes:
According to the current UTT course description each student will:
- Demonstrate proficiency in counseling and related professional skills.
- Construct client assessments that include a working differential diagnosis and utilize assessment instruments (i.e. MMPI, PAI, other) when appropriate to client needs.
- Construct theoretically informed - behaviorally stated treatment plans in collaboration with clients.
- Demonstrate ethical practice and attitudes in all activities related to the class, clinic, and clients.

CACREP/CMHC PRACTICUM STANDARDS & OBJECTIVES MET IN THE COURSE

100 Hours of Supervised Practicum Experiences (Standard A)
Includes the following:
- Direct service to clients contributing to development of counseling skills (minimum 40 hours).
- One hour per week of individual and/or triadic supervision (minimum 10 hours).
- Average of 1.5 hours per week of group supervision in weeks 2 -14 (minimum 15 hours).
- Any above activities over the minimums, and/or other instructor approved activities (25 hours.).
- Use of video recordings of counseling sessions during supervision or live supervision.
- Evaluation of student counseling performance throughout the practicum.
- Formal evaluation at the conclusion of the practicum.
**Foundation: Skills and Practices** (Standard B)
1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling (*Evaluated in the Collaborative Evaluation of Practicum Student Skills and the Student Clinical Skills Evaluation [SCSE]*).

**Counseling, Prevention, and Intervention: Skills and Practices** (Standard D)
1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling (*Evaluated in the Collaborative Evaluation of Practicum Student Skills, the SCSE, and Case Presentations*).

2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders (*Evaluated in the Collaborative Evaluation of Practicum Student Skills, the SCSE, and Case Presentations*).

3. Applies effective strategies to promote client understanding of and access to a variety of community resources (*Evaluated in Collaborative Evaluation of Practicum Student Skills, the SCSE, and Case Presentations*).

4. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling (*Evaluated in the Collaborative Evaluation of Practicum Student Skills, the SCSE, and Case Presentations*).

5. Demonstrates the ability to use procedures for assessing and managing suicide risk (*Evaluated in the Collaborative Evaluation of Practicum Student Skills, the SCSE, and Case Presentations*).

6. Applies current record-keeping standards related to clinical mental health counseling (*Evaluated in the Collaborative Evaluation of Practicum Student Skills, the SCSE, and Case Presentations*).

7. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders (*Evaluated in the Collaborative Evaluation of Practicum Student Skills and the SCSE*).

8. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate (*Evaluated in the Collaborative Evaluation of Practicum Student Skills*).

**Diversity and Advocacy: Skills and Practices** (Standard F)
1. Maintains information regarding community resources to make appropriate referrals (*Evaluated in the Collaborative Evaluation of Practicum Student Skills and the SCSE*).

2. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations (*Evaluated in the Collaborative Evaluation of Practicum Student Skills and the SCSE*).

**Assessment: Skills and Practices** (Standard H)
1. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management (*Evaluated in the Collaborative Evaluation Of Practicum Student Skills, the SCSE, case presentations, and the Assessment, Diagnosis, & Treatment Plan assignments*).
2. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders (Evaluated in the Collaborative Evaluation of Practicum Student Skills and the SCSE, case presentations, and the Assessment, Diagnosis, & Treatment Plan assignments).

COUNSELING PSYCHOLOGY & CMHC ASSESSMENT METHODOLOGY:

3.0 Counseling Helping Relationship Skills: Students will describe, explain, and apply an understanding of counseling/therapy theories and methods, and demonstrate effective practice of counseling/therapy skills.

3.2: Assessment: Students will conduct live and videotaped practice counseling sessions with actual clients in COUN 5393: Practicum in CMHC. During the final week of the course the instructor will conduct a cumulative evaluation of students’ counseling/therapy skills using the Student Clinical Skills Evaluation (SCSE) form. 90% of students will achieve an average of 3 (Meets Expectations) with no rating lower than 2 (Not Yet Meeting Expectations) on the SCSE “Clinical Skills” and “Use of Therapeutic Skills” item sets.

CLINICAL PSYCHOLOGY ASSESSMENT

3.0 Psychological Therapy Methods: Students will describe, explain, and discuss the scientific basis for psychological therapy methods/interventions, and demonstrate effective psychological therapy skills. (MPAC-C2)

3.2: Assessment: Students will conduct live and video recorded practice counseling sessions in PSYC 5393: Applied Therapy. During the final week of the course the instructor will conduct a cumulative evaluation of students’ psychological therapy skills using the Student Clinical Skills Evaluation (SCSE) Evaluation form. 90% of students will achieve an average rating of 3 (Meets Expectations) with no rating lower than 2 (Not Yet Meeting Expectations) on both “Clinical Skills” and “Use of Therapeutic Skills” SCSE item sets.

Teaching Strategies: This is a supervised clinical experience for advanced students. Throughout the semester, students will engage in the theoretically informed process of counseling. Students are expected to develop and expand their knowledge and skill in counseling techniques, treatment planning, outcome evaluation, documentation, counseling theory, and reflective practice.

Class meetings will include group supervision/case consultation, discussion of assigned readings, and dialogue about therapy and related issues. As participatory learners, each student is responsible for what he/she learns in this class. Therefore each student is encouraged to be a “self-starter”, to develop her/his ability to be inquisitive, to express ideas, suggest learning activities, and assume a proactive role in making the class fit his/her needs.

Individual supervision of student counseling is also provided. Each student must arrange to receive individual supervision from Dr. Zinck, on a weekly basis. Dr. Zinck may require a student to meet more often for individual supervision – based on his/her needs for professional development. Individual supervision is a face-to-face meeting with the instructor to review and discuss the student’s ongoing cases, approach to counseling, and related issues. It includes viewing video recorded counseling sessions that are conducted by the student, reviewing relevant documentation, discussing theory and intervention, and evaluating student performance.
Required Book:

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.

Suggested Resources

LEARNING AND EVALUATIVE ACTIVITIES

Your Developing Theory of Counseling
• For this initial assignment, students develop and submit a theoretically informed description of their approach to counseling. The paper will be the foundation of a classroom discussion and exchange of ideas, and it will be used as a reference during individual and group supervision.

Videos of Counseling Sessions
• For supervision purposes, each student must submit video recordings of counseling sessions. Progress notes must accompany videos. Notes must identify clients by case number only.
• Evaluation of videos will consist of written and/or verbal feedback from Dr. Zinck. Evaluation will occur during individual and group supervision sessions. Evaluation is provided as verbal feedback in each supervision session and through a collaborative assessment of student skill development, that is discussed with the student.

Student Clinical Skills Evaluation
• A clinical skills evaluation will be completed on and discussed with each student during the semester. The evaluation reflects Dr. Zinck’s observation of clinical skills and professional conduct in multiple settings. Students must achieve a minimum level of “Meets Expectations” on 90% of the evaluated items on the SCSE (items checked “no basis for observation” do not count against this percentage).

Case Presentation.
• Each student will write up and present two case summaries drawn from their work with clients the UTT clinic. The written case summary must be provided to the instructor one week prior to making the case presentation (see case summary/presentation guidelines).

Assessment, Diagnosis, & Treatment Plan
Each student will submit two client intake assessments with a DSM 5 diagnosis and accompanying treatment plan. These submissions will be the foundation of the above case presentation. The
assessment, diagnosis, and treatment plan formats may be developed by the student. Students also have the option to use formatting provided in examples that are distributed during classes. Each submission will be evaluated and discussed with the student.

**Intake Form**
Each student must develop and submit an intake and assessment form that he/she will use during the semester. The form must be reviewed and approved by Dr. Zinck before students are allowed to see clients. Students may modify the form during the semester, after consulting with Dr. Zinck.

**Attendance & Participation**
Learning in this course is based on interaction and participation. Students are expected to attend all class meetings, arrive on time, and remain for the entire class. Each student is also expected to be appropriately prepared for class and to take an active role in discussion and activities.

**GRADING**
This course emphasizes developing proficiency in the application of knowledge and skills that students have acquired in preceding classes, plus the ongoing development of new knowledge and skills. Proficiency also includes understanding and adhering to “standards of care”, and knowing and adhering to professional ethics and Texas law governing the practice of counseling.

**Pass - Student meets the following expectations.**
- Earns a rating of “Meets or Exceeds Expectations” on her/his *Theory of Counseling* Paper.
- Demonstrates proficiency in fundamental counseling skills and knowledge. This is evaluated in the Collaborative Student-Supervisor Assessment of Practicum Student Skills and the SCSE.
- Accumulates 100 hours of approved activity and meets the following minimums:
  - 40 or more hours of video recorded face-to-face client contact.
  - 10 hours of individual supervision sessions.
  - 15 hours of group supervision.
  - 25 additional hours of any combination of the above and/or other approved activity
- Attends class consistently with no more than two absences, late arrivals, or early departures.
- Completes assigned readings. Actively and thoughtfully participates in discussion of reading.
- Earns a rating of “Meets or Exceeds Expectations” on final evaluations of the “Assessment, Diagnosis, & Treatment Plan” assignment, and of “Case Summaries” presented in class.
- Demonstrates logical and ethical behavior regarding security of client information and records.
- Maintains, updates, and completes client files in a timely manner.
- Completes all items and submits the “COUN 5393 Check Out Form” to Dr. Zinck by December 2.

**No Pass - Student fails to meet all above expectations or demonstrates any of these deficiencies.**
- Substandard participation in class activities or assignments (including discussion).
- Major errors involving security/confidentiality of client information, records, or file maintenance.
- Substandard demonstration of professional knowledge, skills, and ethical behavior.
- Fails to accumulate the required/minimum hours.
- Misses (or fails to fully attend) more than 2 class meetings.
COURSE EXPECTATIONS

Counseling Load. Each student must maintain a minimum of five clients throughout the semester. Because client loads vary (due to cancellation, illness, no shows, etc.), students may wish to maintain a larger client load in order to insure that she/he meets course completion criteria. When necessary, a student may be required to accumulate additional counseling hours or engage in additional learning activities in order to achieve and demonstrate fundamental proficiency in counseling and related areas.

Record Keeping. Record keeping includes the timely maintenance of client files including intake forms, assessments, treatment plans, progress notes, records, and documentation of contact with the client. Proper maintenance means that files contain clearly written records, that all documents and information are current, and all necessary documentation is in the client’s file, and that the file is at all times located in the appropriate clinic location. Dr. Zinck will periodically review client files.

Recordings of Counseling Sessions.
• Students must video record each counseling session. Under special circumstances, audio recordings may be used with instructor permission
• Recordings will be used as data in individual and group supervision sessions.
• At all times, recordings and client records must be in secure storage, or in a student counselor’s immediate possession to insure client confidentiality.
• Each student must destroy all recordings of his/her counseling sessions by December 2, 2014.

REQUIREMENTS

Insurance. Professional liability insurance is required. All students must obtain professional liability insurance, prior to commencing any counseling activity. Proof of insurance must be provided to Dr. Zinck by September 2. Insurance can be obtained at www.acait.com (American Counseling Association). A student may choose another insurer with instructor approval.

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 department. It is assumed that each student has completed the ethics course prior to this class and that students know the ACA code of ethics, understand the concept of “standard of care/practice”, and are familiar with Texas laws governing counselor/trainee obligations as a mandated reporter. Students who are unfamiliar with these basics should inform Dr. Zinck 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.

Emergencies. Students must familiarize themselves with services that are available on campus and in the community, that are designed to meet the short-term and emergency needs of clients. Students will learn to evaluate client emergencies and make appropriate referrals.

Your instructor is available by phone to assist students with emergency and other pressing situations that may occur in counseling. 903-566-7154 (office) or 903-283-1445 (cell)
Emergency contact numbers are posted in the clinic.

Security of Records. Students are responsible for security of all records made in relation to a client and case. All records must be secure at all times. Client files must remain in the clinic, except when a student is attending a supervision session. When transporting notes, videos or other client records to be
used for the purposes of review and supervision, student counselors must insure that these materials - are always secure. **Do not e-mail** any client records or other identifying information to your instructor or to anybody else (including a client).

**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 each student’s Patriot account. In accord with university policy Dr. Zinck will respond only to student correspondence sent via Patriot E-mail.

### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Class</th>
<th>TOPICS, ACTIVITIES, &amp; ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Aug 28</td>
<td>Orientation to Course and Clinic</td>
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<td>Establishing Professional Development Goals for this Course</td>
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<td></td>
<td>Your Developing Counseling Approach. <strong>Due September 10</strong></td>
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<td>Sept 3</td>
<td>Structured Reflecting Team Group Supervision (SRTGS) - Training</td>
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<td></td>
<td>Initial Client Contact, Screening, Intake</td>
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<td>Developing Behaviorally Stated Treatment Goals</td>
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<td>Sept 10</td>
<td>Case Presentation -Training</td>
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<td>Treatment Planning - Training</td>
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<td>Progress Notes &amp; Record Keeping - Training</td>
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<td>DSM 5 Diagnosis - Discussion of Assignment Reading</td>
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<td>Consultation &amp; Group Supervision</td>
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<td>Sept 17</td>
<td>Student Presentations “Your Developing Approach to Counseling”</td>
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<td>Consultation &amp; Group Supervision</td>
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<td>Sept 24</td>
<td>Counselors as Agents of Change – Discussion of Assigned Reading</td>
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<td>The Reflecting Team Process - Training</td>
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<td>Consultation &amp; Group Supervision</td>
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<td>Oct 1</td>
<td>Initial Case Presentations (2-3)</td>
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<td>Review of the Reflecting Team Process</td>
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<td>Consultation and Group Supervision</td>
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<td>Oct 8</td>
<td><strong>Solution Focused Coun. (SFC) Demo. Using a Reflecting Team. Ssn. 1 - Intake</strong></td>
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<td>Initial Case Presentations (2-3)</td>
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<td>Due from Students: <strong>Assessment, Diagnosis, &amp; Treatment Plan #1</strong></td>
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<tr>
<td>Oct 15</td>
<td><strong>SFC Demonstration Using a Reflecting Team. Session 2</strong></td>
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SUPPLEMENTAL INFORMATION

**Syllabus.** This syllabus is a learning guide that may be modified during the semester. Students will be notified in advance, of any modification. Student suggestions regarding the syllabus and class activities are welcomed.

**Writing Center.** Located in BUS 202, the UT-Tyler Writing Center provides professional writing tutoring for all students in all disciplines. If you wish to use the Writing Center, you should plan for a minimum of two hour-long tutorials per assignment: the first to provide an initial consultation and drafting plan, and the second to follow up. Be prepared to take an active role in your learning, as you will be asked to discuss your work during your tutorial. While Writing Center tutors are happy to provide constructive criticism and teach effective writing techniques, under no circumstances will they fix, repair, or operate on your paper. Appointments: 903-565-5995. [www.uttyler.edu/writingcenter](http://www.uttyler.edu/writingcenter)

UNIVERSITY POLICIES

**Student 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

**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

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<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
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<tr>
<td>Oct 22</td>
<td>SFC Demonstration Using a Reflecting Team. Session 3</td>
<td>Consultation &amp; Group Supervision</td>
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<td>Oct 29</td>
<td>SFC Demonstration Using a Reflecting Team. Session 4</td>
<td>Consultation &amp; Group Supervision</td>
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<td>Due: Assessment, Diagnosis, &amp; Treatment Plan #2</td>
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<td>Nov 5</td>
<td>SFC Demonstration Using a Reflecting Team. Session 5 - Conclusion</td>
<td>Case Consultation &amp; Group Supervision</td>
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<td>Nov 12</td>
<td>Final Case Presentations (2-3)</td>
<td>Case Consultation &amp; Group Supervision</td>
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<td>Nov 19</td>
<td>Final Case Presentations (2-3)</td>
<td>Case Consultation &amp; Group Supervision</td>
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<td>Last Week to See Clients</td>
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<td>Check Out Forms are Due by December 2</td>
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<td>Nov 26</td>
<td>Thanksgiving Holiday – No Class</td>
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<tr>
<td>Dec 3</td>
<td>Final Case Presentations (2-3)</td>
<td>Concluding Activities</td>
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<td>Check Out Forms are Due</td>
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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 that students need to be aware of. These include:
- Submitting Grade Replacement Contracts, Transient Forms, request 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 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 the 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 Services. In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 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.

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 administered
  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 instructor 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;
• falsifying research data, laboratory reports, and/or other academic work offered for credit;
• taking, keeping, misplacing, or damaging the property of U. T. 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.

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
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violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergencies 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.

COLLEGE and DEPARTMENT POLICIES

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.

COLLEGE OF EDUCATION AND PSYCHOLOGY VISION AND MISSION STATEMENTS.

**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, and respect for individual differences as a means of enhancing learning, service, and scholarship.