THE UNIVERSITY OF TEXAS AT TYLER
Syllabus

Course Information:
PSYC 5345.002 Group Counseling and Therapy. Spring 2017
Monday 2:00-4:45. Location: HPR 247

Instructor: 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.
Telephone: 903-566-7154
E-Mail: kzinck@uttyler.edu [e-mail is the best way to contact your instructor]

COURSE CATALOG DESCRIPTION
An introduction to group dynamics, developmental stages of a group, and theoretical approaches to group counseling. Emphasis is on acquiring pragmatic knowledge and experience, and developing group leadership skills.

STUDENT LEARNING OUTCOMES
Students will develop theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and approaches in a multicultural society as demonstrated by the ability to:
1. Describe developmental stages and therapeutic factors associated with group processes. (II.6.a)
2. Describe facilitator roles and styles. (II.6.a,b)
3. Describe and apply ethical principles governing group counseling. (II.6.b,d)
4. Describe theoretical approaches to group counseling. (II.6.a,b,c)
5. Develop a proposal for a counseling group. (II.6.c,d)
6. Facilitate aspects of group process. (II.6.b,d)
7. Evaluate his/her knowledge, skills, and needs for further development. (II.6.b)
8. Participate in analyze, evaluate a 10 hour group counseling experience. (II.6.e)

Note: Items in parenthesis indicate CACREP standards for group counseling coursework met by each outcome.

COUNSELING PSYCHOLOGY PROGRAM ASSESSMENT METHODOLOGY
6.0 Group Counseling Skills: Students will demonstrate an understanding of both theoretical and experiential aspects of group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society, including principles of group dynamics, group process components, group leadership or facilitation styles and approaches, and theories and methods of group counseling.
6.1 Assessment: Students in PSYC 5345: Group Processes will submit a written group therapy paper on topics approved by the instructor.

TEACHING STRATEGIES
Learning will occur in the context of dialogue, interactive exercises, participation in a group experience and reading. The instructor will facilitate the collaborative development of an invitational learning context. The quality of each student's learning experience depends upon his or her motivation to: (a) prepare thoroughly, (b) be inquisitive, (c) think reflexively, (e) interact with other scholars within and outside of the classroom, and (f) participate fully in classroom activities, including the group lab.

Throughout the course, all students will be invited to engage in an ongoing dialogue that is based upon reading and other learning experiences. Students are expected to complete assigned readings before each class. Classroom
interaction is designed to provide students with opportunities to develop proficiency in applying fundamental group counseling skills.

**Related Field Experience**: This experiential class requires participation in a counseling group. Group participation aligns with “best practices” of the Association for Specialists in Group Work and it meets CACREP standards.

### EVALUATION

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>Reading Response</td>
<td>10%</td>
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<tr>
<td>Reflection Logs</td>
<td>10%</td>
</tr>
<tr>
<td>Facilitated Discussion</td>
<td>20%</td>
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<tr>
<td>Project 1 Pre-Screening</td>
<td>20%</td>
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<tr>
<td>Project 2 Group Proposal</td>
<td>20%</td>
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<tr>
<td>Project 3 Group Counseling Philosophy</td>
<td>20%</td>
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</tbody>
</table>

Course Grade (% of possible points): 91-100% = A 81-90% = B 71-80% = C < 71 = F

*Course grade is calculated as a weighted average of the percentage of possible points earned in each activity.*

**Reading Response**

For each book chapter assigned, students must complete a Reading Response. Full credit is awarded for a thoughtful, succinct, and reflective response to the assigned reading. Partial credit is awarded accordingly. No credit is awarded for responses that are submitted late, or submitted with incorrect labeling (see 4. “Submitting Written Work”, in “Course Policies”). Spelling, grammar, and organization of the response are all considered in the instructor’s weekly evaluation of this assignment.

Submit your response by 11:59 PM on the day prior to class. Bring a copy of your response with you to class (for your own use) to be used during in-class discussion and activity related to the assigned reading.

**Reflection Logs**

Reflection logs are a component of the group lab experience that is included in this course. The logs are brief and informal reflections on the student’s experience in group sessions. They are focused on what each student is learning about the group process they do not reflect upon the content of group sessions. The use and requirements of reflection logs will be explained when the group lab experience commences.

**Projects**

Three short written projects are required. One interactive group facilitation experience is also required. These learning activities will be explained through handouts & in-class discussion.

**Exams and Quizzes.**

There are no exams or quizzes in this class. Projects, assignments, and other interactive components of the class are designed to approximate the experience of both clients and group counselors. The anticipated outcome of these activities is that students will develop a comprehensive and authentic set of skills and perspectives on group counseling, that contribute to a strong foundation for effective group facilitation.

**REQUIRED TEXTBOOK**

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 READING & REFERENCES

Books

Peer Reviewed Group Counseling Journals
Group Dynamics
International Journal of Group Psychotherapy
Journal for Specialists in Group Work

Recommended Web Sites
Association for Specialists in Group Work. www.asgw.org

COURSE POLICIES AND EXPECTATIONS OF STUDENTS

1. Attendance. PLEASE READ THIS ATTENDANCE POLICY THOROUGHLY. In PSYC 5345, most learning occurs through in-class experiences. Attendance is Mandatory.

The following attendance rules apply regardless of what a student earns in the evaluated activities.

- Students must be fully present (i.e. arrive on-time and remain until class is dismissed) for 12 full class meetings in order to earn an A or a B in this course.
- Students attending fewer than 11 full class meetings will earn a D, F, or I (incomplete) and be advised to repeat the course. University guidelines will be followed for any award of I.
- At instructor discretion, and when circumstances make a missed class unavoidable, a student may be forgiven one absence by completing an alternative assignment within 10 days of a missed class. The student is responsible for initiating such an assignment and should approach the instructor immediately, with a detailed plan for making up a missed class. Your instructor reserves the right to determine if you will be allowed to make up the missed class; supporting documentation may be requested.

2. Preparation for Class. This is an interactive course in which students “learn by doing”. Therefore it is important to complete assigned readings, journal entries and other preparation prior to each class meeting. Make pertinent notes and be ready to actively participate in discussions of assigned readings and other assigned activities.

3. Fundamental Proficiency. Graduate students are expected to be proficient in use of the library and associated resources, to possess advanced writing and presentation skills, and to demonstrate professionalism in all learning activities. Students are expected to remedy any deficiencies in these areas through independent learning, seeking help at the UTT writing center or from the reference librarian, and pursuing other assistance as necessary.

4. Submitting Written Work.
   A. Attachment Labels. Submit assignments as an e-mail attachment, in Microsoft Word. In all electronic submissions, a student’s name and an abbreviated assignment title must appear in the label of the attachment. Grade will be reduced for improperly labeled submissions.
   Examples: a) Zinck, K. Final Paper   b) Zinck, K. Reflection # 1.
   B. APA Format. The three required papers (Prescreening Paper, Group Proposal, Group Philosophy) must be submitted in APA Format. Failure to submit these papers in the required format will result in a point reduction equal to one letter grade for the paper.
C. Late Submission. Papers submitted after the established deadline will have 10% of the possible points deducted for each day they are late. No credit will be awarded for written responses that are submitted late.

5. Cell Phones. Phones must be turned off and stored away when class is in session.

7. Supplemental Reading
Students are expected to supplement their acquisition of knowledge by exploring and reading scholarly literature addressing group counseling and related areas, and integrating the resulting information into class discussions. Outside reading should be from peer-reviewed journals. If you are unsure what “peer-reviewed” means, see the UTT Library web site, to find an explanation. Specific readings will be periodically assigned.

PSYC 5345 COURSE OUTLINE

<table>
<thead>
<tr>
<th>Class</th>
<th>TOPIC</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>Aug 28</td>
<td>Course Orientation</td>
<td>Introductions/Syllabus Review</td>
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<tr>
<td></td>
<td>Foundations of Group Counseling</td>
<td>Lecture &amp; Interactive Discussion: Foundations of Group Counseling</td>
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<td></td>
<td></td>
<td>Pre-Screening Project Assigned</td>
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<tr>
<td>Sept 4</td>
<td>Labor Day Holiday – No Class Meeting</td>
<td>Interactive Discussion</td>
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<td>Sept 11</td>
<td>Facilitation of Group Counseling</td>
<td>Interactive Viewing – “Group Counseling” video</td>
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<td></td>
<td>Chapter 1-2 Corey</td>
<td>Facilitated Discussion Assignment Explained</td>
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<td></td>
<td>All Reading Reflections (RR) are due on</td>
<td>Group Lab Activity Explained (including reflection logs).</td>
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<td></td>
<td>by 11:59 PM the day before a class</td>
<td>Group Experience Informed Consent distributed</td>
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<td>meeting (Sundays).</td>
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<td>Sept 18</td>
<td>Ethics, Best Practices, and Diversity in Group Facilitation</td>
<td>Interactive Discussion</td>
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<td></td>
<td>Chapter 3 Corey</td>
<td>Learning, Activity: Diversity Competence</td>
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<td></td>
<td>RR Due by 11:59 PM the day before class.</td>
<td>Video Clips – Early Stages of Group Counseling</td>
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<tr>
<td>Sept 25</td>
<td>Early &amp; Middle Stages in Group Counseling</td>
<td>Interactive Discussion</td>
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<td></td>
<td>Chapter 4 Corey</td>
<td>Video Clips – Middle Stages of Group Counseling</td>
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<td></td>
<td>RR Due by 11:59 PM the day before class.</td>
<td>Prescreening Project Due by Saturday Sept 30</td>
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<td>Oct 2</td>
<td>Later Stages in Group Counseling</td>
<td>Interactive Discussion</td>
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<tr>
<td></td>
<td>Chapter 5 Corey</td>
<td>Video Clips - Later Stages of Group Counseling</td>
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<td></td>
<td>RR Due by 11:59 PM the day before class.</td>
<td>Group Lab # 1</td>
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<td>Group Proposal Assignment</td>
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<td>Oct 9</td>
<td>Adlerian Group Counseling</td>
<td>Facilitated Discussion 1</td>
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<td></td>
<td>Chapter 7 Corey</td>
<td>Group Lab # 2</td>
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<tr>
<td>Oct 16</td>
<td>Psychodrama in Group Counseling</td>
<td>Facilitated Discussion 2</td>
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<td></td>
<td>Chapter 8 Corey</td>
<td>Group Lab # 3</td>
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<tr>
<td>Oct 23</td>
<td>Existential Group Counseling</td>
<td>Facilitated Discussion 3</td>
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<td></td>
<td>Chapter 9 Corey</td>
<td>Group Lab # 4</td>
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<tr>
<td>Oct 30</td>
<td>Person Centered Group Counseling</td>
<td>Facilitated Discussion 4</td>
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<td></td>
<td>Chapter 10 Corey</td>
<td>Group Lab # 5</td>
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<td></td>
<td></td>
<td>Group Proposal Due by Saturday Nov 4</td>
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<td>Nov 6</td>
<td>Gestalt Group Counseling</td>
<td>Facilitated Discussion 5</td>
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<td></td>
<td>Chapter 11 Corey</td>
<td>Group Lab # 6</td>
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<tr>
<td></td>
<td>RR Due by 11:59 PM the day before class.</td>
<td>Group Counseling Philosophy Assignment</td>
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</tbody>
</table>
Nov 13 | **Transactional Analysis in Group Coun.**
Chapter 12 Corey
RR Due by 11:59 PM the day before class.
Facilitated Discussion 6
**Group Lab # 7**

Nov 20 | **Reality Therapy in Group Counseling**
Chapter 15 corey
RR Due by 11:59 PM the day before class.
Facilitated Discussion 7
**Group Lab # 8**

**Thanksgiving Holiday  No Class Meeting**

Nov 27 | **Solution Focused Group Counseling.**
Chapter 16 Corey
RR Due by 11:59 PM the day before class.
Facilitated Discussion 8
**Group Lab # 9**
**Group Coun Philosophy Due Today**

Dec 4 | **Synthesis and Evaluation of the Group Counseling Class Experience**
No RR required this week.
Facilitated Discussion 9
**Group Lab # 10**

Dec 11 | **Finals Week – No Class Meeting**

**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)

**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.

**Psychology and Counseling Retention Policy**

Faculty, training staff, supervisors, and administrators of the Psychology and Counseling graduate programs at the University of Texas at Tyler have a professional, ethical, and potentially legal obligation to: (a) establish criteria and methods through which aspects of competence other than, and in addition to, a student-trainee’s knowledge or skills may be assessed (including, but not limited to, emotional stability and well-being, interpersonal skills, professional development, and personal fitness for practice); and, (b) ensure, insofar as possible, that the student-trainees who complete our programs are competent to manage future relationships (e.g., client, collegial, professional, public, scholarly, supervisory, teaching) in an effective and appropriate manner. Because of this commitment, and within the parameters of our administrative authority, our faculty, training staff, supervisors, and administrators strive not to advance, recommend, or graduate students or trainees with demonstrable problems (e.g., cognitive, emotional, psychological, interpersonal, technical, and ethical) that may interfere with professional competence to other programs, the profession, employers, or the public at large. As such, within a developmental framework, and with due regard for the inherent power difference between students and faculty, students and trainees should know that the faculty, training staff, and supervisors of our programs will evaluate their competence in areas other than, and in addition to, coursework, seminars, scholarship, or related program requirements. These evaluative areas include, but are not limited to, demonstration of sufficient: (a) interpersonal and professional competence (e.g., the ways in which student trainees relate to clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (b) self-awareness, self-reflection, and self-evaluation (e.g., knowledge of the content and potential impact of one’s own beliefs and values on clients, peers, faculty, allied professionals, the public, and individuals from diverse backgrounds or histories); (c) openness to processes of supervision (e.g., the ability and willingness to explore issues that either interfere with the appropriate provision of care or impede professional development or functioning); and (d) resolution of issues or problems that interfere with professional development or functioning in a satisfactory manner (e.g., by responding constructively to feedback from supervisors or program faculty; by the successful completion of remediation plans; by participating in personal counseling/therapy in order to resolve issues or problems). [Adapted from the Comprehensive Evaluation of Student-Trainee Competence in Professional Psychology Programs statement developed by the Student Competence Task Force of the APA Council of Chairs of Training Councils (CCTC), (http://www.apa.org/ed/graduate/cctc.html), approved March 25, 2004. (2012-2014 Graduate Catalog)

**Evaluating Student Fitness and Performance**

Members of the faculty, using professional judgment, continuously evaluate each student’s fitness and performance. Students receive information related to their fitness and performance from faculty members, their advisors, and their supervisors. The criteria used by the faculty to make such judgments include instructor’s observations of course performance, evaluations of students’ performances in simulated practice situations, supervisors’ evaluations of students’ performances in practice situations, and the disciplines’ codes of ethics. Students are formally evaluated at least annually by the program faculty. Detailed information about procedures for student evaluations, progress review, retention, and for addressing concerns about student progress are available at the department website: http://www.uttyler.edu/psychology/.
Students who are not making satisfactory progress or who are not meeting program standards should consider withdrawing from the program. In this context, the term “unsatisfactory progress in the program” refers to an academic judgment made regarding the student’s fitness and performance. It is a determination that the student has failed to meet academic and/or professional standards.

**University Policies**

**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](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. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at [http://www.uttyler.edu/registrar](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 (Sept. 12th) 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.

**Student Accessibility and Resources**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in
a previous educational environment you are encouraged to contact the Student Accessibility and Resources (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

**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.

1. “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;
   - divulging 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 SafeAssignTM, available on Blackboard.

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 information on cessation programs please visit www.uttyler.edu/tobacco- free.

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.