



Department of Psychology and Counseling  
**COUN 5344 - Advanced Principles of School Counseling**  
**Course Syllabus: Spring 2022**  
ASYNCHRONOUS ONLINE

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## **I. Course Catalog Description**

### **COUN 5344: Advanced Principles of School Counseling (3 hours)**

Designed to prepare school counselors for effective program development, delivery, and evaluation based on the national ASCA/CACREP models. Topics: guidance curriculum, career programs, consultation, student services/advocacy, crisis planning, ethics, program evaluation.  
Prerequisite: COUN 5334

## **II. Rationale**

Understanding the roles and responsibilities of a school counselor is crucial to student and counselor success alike. Administrators, teachers, parents, and other stakeholders often have conflicting ideas around counselors and their contribution to the school environment. When effective, proactive organization and administration of services is combined with collaboration and consultation, counselors can actively demonstrate their unique contributions to student engagement, development, and achievement.

## **III. Proficiencies for Counselors**

Proficiencies that counselors-in-training must master are derived from two sources: the State of Texas, including the Texas Administrative Code (TAC) and the Texas Education Code (TEC), and the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). *The school counseling track at the University of Texas at Tyler is not a CACREP accredited program.*

Applicable portions for this course include:

TAC, Title 19, §239.15 *Standards Required for the School Counselor Certificate*

*Standard I. Learner-Centered Knowledge:* The certified school counselor has a broad knowledge base.

The certified school counselor must know and understand:

- (1) the history of counseling;
- (2) counseling and consultation theories and practices;
- (5) changing societal trends, including demographic, economic, and technological tendencies, and their relevance to school counseling;
- (6) environmental, social, and cultural factors that affect learners' development and the relevance of those factors to guidance and counseling programs;

- (7) learners' developmental characteristics and needs and their relevance to educational and career choices;
- (8) legal and ethical standards, practices, and issues;
- (9) the characteristics and educational needs of special populations;
- (10) theories and techniques in pedagogy and classroom management;
- (11) the integration of the guidance and academic curricula;
- (12) the roles and responsibilities of the counselor in a developmental guidance and counseling program that is responsive to all students; and
- (13) counseling-related research techniques and practices.

*Standard II. Learner-Centered Skills:* The certified school counselor applies the knowledge base to promote the educational, personal, social, and career development of the learner. The certified school counselor must:

- (1) develop processes and procedures for planning, designing, implementing, and evaluating a developmental guidance and counseling program;
- (3) counsel individuals and small groups using appropriate counseling theories and techniques in response to students' needs;
- (4) consult with parents/guardians, teachers, administrators, and other individuals as appropriate to enhance their work with students;
- (5) coordinate resources for students within the school and community;
- (6) demonstrate proficiency in teaching small and large groups by actively engaging students in the learning process;
- (10) advocate for a developmental guidance and counseling program that is responsive to all students.

*Standard III. Learner-Centered Process:* The certified school counselor participates in the development, monitoring, and evaluation of a developmental school guidance and counseling program that promotes learners' knowledge, skills, motivation, and personal growth. The certified school counselor must:

- (1) collaborate with others in the school and community to implement a guidance curriculum that promotes learners' development in all domains, including cognitive, social, and emotional areas;
- (2) facilitate learners' ability to achieve their potential by helping them set and attain challenging educational, career, and personal/social goals based on various types of information;
- (3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;
- (4) implement effective referral procedures to facilitate the use of special programs and services; and
- (5) act as a consultant and/or coordinator to help learners achieve success inside and outside of school.

*Standard IV. Learner-Centered Equity and Excellence for All Learners:* The certified school counselor promotes academic success for all learners by acknowledging, respecting, and responding to diversity while building on similarities that bond all people. The certified school counselor must:

- (1) understand learner differences, including those related to cultural background, gender, ethnicity, and learning styles, and know ways to create and maintain a positive school environment that is responsive to all learners;
- (2) advocate for a school environment in which diversity is acknowledged and respected, resulting in positive interactions across cultures; and
- (3) facilitate learning and achievement for all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.

*Standard V. Learner-Centered Communications:* The certified school counselor, an advocate for all students and the school, demonstrates effective professional and interpersonal communication skills. The certified school counselor must:

- (1) demonstrate effective communication through oral, written, and nonverbal expression;

- (4) facilitate learners' access to community resources;
- (5) develop and implement strategies for effective internal and external communications; (6) facilitate parent/guardian involvement in their children's education;
- (8) work effectively as a team member to promote positive change for individuals, groups, and the school community.

*CACREP Common Core Standards II.G.*

- 1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:
  - a. history and philosophy of the counseling profession;
  - b. professional roles, functions, and relationships with other human service providers, including strategies for interagency/inter organization collaboration and communications;
  - c. counselors' roles and responsibilities as members of an interdisciplinary emergency management response team during local, regional, or national crisis, disaster or other trauma-causing event;
  - 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.
- 5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:
  - f. a general framework for understanding and practicing consultation; and
  - g. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

*CACREP School Counseling Standards*

- 1. Knows history, philosophy, and trends in school counseling and educational systems. (III.A.1)
- 2. Understands ethical and legal considerations specifically related to the practice of school counseling. (III.A.2)
- 3. Knows roles, functions, settings, and professional identity of the school counselor in relation to the roles of other professional and support personnel in the school. (III.A.3)
- 4. Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling. (III.A.4)
- 5. Understands current models of school counseling programs (e.g., American School Counselor Association [ASCA] National Model) and their integral relationship to the total educational program. (III.A.5)
- 6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. (III.A.6)
- 7. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. (III.B.1)
- 8. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students. (III.C.1)
- 9. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students. (III.C.2)
- 10. Knows how to design, implement, manage, and evaluate transition programs, including school-to-work, postsecondary planning, and college admissions counseling. (III.C.4)

11. Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention. (III.C.6)
12. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning. (III.E.1)
13. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students. (III.E.2)
14. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement. (III.E.4)
15. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. (III.F.1)
16. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. (III.F.4)
17. Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students. (III.G.1)
18. Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs. (III.G.2)
19. Identifies various forms of needs assessments for academic, career, and personal/social development. (III.G.3)
20. Makes appropriate referrals to school and/or community resources. (III.H.4)
21. Understands how to critically evaluate research relevant to the practice of school counseling. (III.I.1)
22. Understands the relationship of the school counseling program to the academic mission of the school. (III.K.1)
23. Understands the concepts, principles, strategies, programs, and practices designed to close the achievement gap, promote student academic success, and prevent students from dropping out of school. (III.K.2)
24. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material. (III.K.3)
25. Conducts programs designed to enhance student academic development. (III.L.1)
26. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. (III.L.2)
27. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration. (III.M.1)
28. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children. (III.M.5)
29. Locates resources in the community that can be used in the school to improve student achievement and success. (III.N.2)
30. Knows the qualities, principles, skills, and styles of effective leadership. (III.O.1)
31. Knows strategies of leadership designed to enhance the learning environment of schools. (III.O.2)
32. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program. (III.O.3)
33. Understands the important role of the school counselor as a systems change agent. (III.O.4)
34. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings. (III.O.5)

#### **IV. Student Learning Outcomes & Assessments**

The student learning outcomes from this course are derived from the Texas Examinations of Educator Standards (TExES) School Counselor Test Framework and are as follows:

*Domain I – Understanding Students*

1.0 Human Development: School Counseling students will demonstrate knowledge and understanding of processes of human development and apply this knowledge to provide a comprehensive, developmental school counseling program (including counseling services) that meets the needs of all students.

2.0 Student Diversity: School Counseling students will demonstrate knowledge and understanding of human diversity and how to apply this knowledge to ensure that the comprehensive, developmental school counseling program is responsive to all students.

3.0 Factors Affecting Students: School Counseling students will demonstrate knowledge and understanding of factors that may affect students' development and school achievement and apply this knowledge to promote students' ability to achieve their potential.

*Domain II – Planning and Implementing the Developmental School Counseling Program*

4.0 School Counseling Program Management: School Counseling students will demonstrate knowledge and understanding of how to provide a comprehensive developmental school counseling program that promotes all students' personal growth and development by providing services to individuals, small groups, and families.

*Domain III – Collaboration, Consultation, and Professionalism*

7.0 Collaboration with Others in the School and Community: School Counseling students will demonstrate knowledge and understanding of how to work collaboratively with families, faculty, and professionals in the community to promote positive change and facilitate learning.

8.0 Professional Ethics and Issues: School Counseling students will demonstrate knowledge and understanding of ethical, legal, and professional standards as outlined by the State of Texas and the American School Counseling Association (ASCA).

**Required Text:**

Erford, B. T. (2019). *Transforming the school counseling profession* (5th ed.). Upper Saddle River, NJ: Pearson.

Dollarhide, C. T., & Lemberger-Truelove, M. E. (2018). *Theories of school counseling for the 21st century*. Oxford University Press.

\*Various readings throughout the semester will be posted on Canvas

**Recommended Text:**

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

*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*

## **Evaluation and Grading**

Cumulative course evaluation is based on a 100-point scale. The total number of points earned will determine the semester grade.

90 – 100 points = A

80 – 89 points = B

70 – 79 points = C

60 – 69 points = D

Below 60 points = F

## **Assignments:**

<b>Comprehensive School Counseling Program:</b> Due (various dates see below)	<b>50 Points</b>
<b>Resource List:</b> Due January 29	<b>10 Points</b>
<b>Advocacy Presentation:</b> Due March 28	<b>20 Points</b>
<b>Discussion Boards:</b> Bi-Weekly	<b>10 Points</b>
<b>Theories Reflection Paper:</b> Due April 4	<b>10 Points</b>
	<b>Total: 100 Points</b>

## **Comprehensive School Counseling Program Development and Evaluation Plan: (50 points)**

Students will complete a program development and evaluation plan on a school counseling program at an existing school. The plan will include the design, organization, coordination, and evaluation of a data driven comprehensive program developed to address a specific issue in schools and focused on equitable services for all students. The written sections of project must be written and formatted in correct APA 7 style. Please refer to the APA 7 manual for details and examples.

Guidelines for this project are as follows:

- Pick a grade level for your program focus – elementary, middle, or high and a systemic issue (e.g., attendance, academic achievement, discipline, ELL college going rate, etc.) you will be addressing in the advocacy portion.
- You will need project artifacts **along with a one-page minimum written reflection**. The reflection is an opportunity to explain and present the written project and how it contributes to closing achievement/opportunity gaps, promoting social justice, and advancing college/career readiness.
- The written project must include all the following sections (in order) that is organized clearly with all accompanying documents, lesson plans, etc. organized by **appropriate APA Titles/headings where applicable**.

### **Due Dates:**

Sections 1 and 2: Saturday **February 5**

Section 3: Saturday **March 5**

Section 4: Saturday **April 18**

Section 5 and 6: Monday **April 25**

- 1) Description of the School Setting: School Profile to include: School name, grade levels served, number of students, demographic description of student population, student to school counselor ratio, and other relevant information. If needed, you can access this data from TX School Report Cards: <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/school-report-cards>

- 2) School Counseling Program Mission (SC G.3.a.): You will create a school counseling program mission statement and vision statement. The mission statement must fit within the academic mission of the school.
- 3) Data Analysis & Program Plan (SC G.3.b.; SC G.3.d.): After analyzing data or discussing school needs with the principal and/or school counselor in your school, set one goal for the revised or new comprehensive counseling program utilizing the ASCA templates in Canvas.
  - a. ASCA Templates Required: a) School Data Summary, b) Annual Student Outcome Goal Plan, c) Closing-the-Gap Action Plan/Results Report.
  - b. One goal: Goal should include clear school counseling program goal that address one of the following: 1) academic, 2) career and 3) social/emotional domains.
  - c. For the goal above, complete **one** Annual Student Outcome Goal Plan: (a) define what school counseling activities will take place to the reach goal, including specific activities that will support academic achievement of all students and transition programs related to special education, school-to-work, post-secondary planning, etc.; (b) data evaluation procedures to measure changes toward goals; and (c) a clear timeline for activity implementation.
- 4) Delivery Methods: Based on your goal above, create systemic Interventions - including methodology for assessing process, perception, and outcome data for each type of interventions and rationale for specific interventions.
  - a. Small Group-Session plans for **one** week of a 4 to 6-week session group. Group should address one of the three domains: academic, career, or social/emotional development and align with the one of the three goals above. Along with one session plan, provide a detailed outline for the 4-to-6-week group, include a letter to parents, permission forms, and examples of all handouts/information given to students. Include forms of assessments (pre/post-surveys/evaluation measurements).
  - b. Classroom Guidance Lesson Plans- **1 classroom lesson** based on Career, Academic, or Personal Social goals above utilizing the ASCA Lesson Plan template. In addition to the lesson plan, include copies of all handouts/activities given to student and cite all sources. Include a method for evaluating each activity and data collection tools (pre-post surveys/evaluation measurements).
- 5) Process for Building Partnerships (SC G.2.b; SC G.1.d.): In 1-2 APA style pages with **two primary sources/articles**, define the process for building a Community/Family/Parent Involvement plan to set and achieve counseling program goals set above. Describe specific steps on how to build an advisory council for the school counseling program. This section will include a description of how to increase parent involvement. This will include a description of a parent/family night (agenda, lesson/information session and evaluation).
- 6) School Counselor's Role (SC G.2.a.; SC G.2.d.): In 1-2 pages, using at least **two primary sources**, identify and write a summary of the school counselor's leadership role in creating, implementing, and promoting the revised/new program. Be sure to address the counselor's role in (a) management and evaluation of program; (b) student assistance programs; (c) advocacy; (d) relationship with school administration; (e) special education; (f) assessment; and (g) collaboration with other professionals in school.

**Resource List: 10 Points (SC: 3 E2, F4, H4, M1, and N2): Due Date: January 29, 2022**

Create a table listing the resources for your school community. The list should include a variety of information. Contacts should include therapists, crisis and suicide hotlines, food banks, child support services, child abuse advocacy centers, support groups for childhood disorders, social service resources (e.g. CHIPS, Medicare, Medicaid, free eyeglasses, etc.), legal services, court-ordered programs, and tutors. The resource list should contain the name and type of the resource, the name of the contact, a summarization of services provided, and contact information (e.g. phone number, street address, and email or website). A minimum of 15 resources should be listed, and the format should be user friendly so that parents/guardians and students can easily identify resources needed.

**Advocacy Presentation: 20 Points- Due Date: March 28, 2022**

- 1) Pick an issue which you are passionate about and needs school counseling advocacy based on an inequity issue facing your school, school district, or national issue (e.g., justice for bullying victims, failure rate among kids in poverty, low honors course enrollment/GT testing with a particular population, discipline disparities, racial injustice, etc.).
  - 2) Present evidence of the advocacy issue, including evidence of peer-reviewed journal articles (3 minimum articles) that illustrate the issue in the last 10 years.
  - 3) Prepare a **brief presentation (up to 20 minutes)** on strategies for how school counselors can advocate and act against the issue. Be clear on how the issue can be addressed in schools through direct school counseling practice, drawing on evidenced-based interventions.
- To receive full credit, the presentation must be written and formatted in correct APA 7 style. Please refer to the APA 7 manual for details and examples.

**Theory Reflection Paper: 10 Points – Due April 4, 2022**

Choose one theory of most interest to you. Using your school counseling theories text book, the Erford text and **3 other sources**, write a **3 to 4-pages of written content** (not including title/references). Topics to compare and contrast should include the following:

1. Founder(s) of the theory.
2. Nature of the person including innate capacities and/or capabilities, if any, and motivational constructs according to the theory, personality development
3. Nature of maladjustment (how do people develop mental illness?) according to the theory.
4. Goals of counseling therapy according to the theory.
5. Role and activity of the counselor, including:
  - a. major techniques used in the therapy
  - b. diagnosis and appraisal devices
  - c. evaluation of client progress in therapy
6. Role of the counselor/client/student relationship,
7. Techniques, therapeutic goals, working in schools grounded in theory.
8. Fit for you at this point, areas of struggle (non-fit). How might this approach resonate with you for personal fit in  
working with your future students in school?
9. Difficulties of applying the theory
10. Either as the closure for the paper or throughout the comparison, discuss how the theory aligns with your own personal views and the one(s) you selected fit best at this time for you personally, as well as parts that do not align with your views or values.

\*Research paper must follow APA 7th guidelines and should **not exceed 7 pages** including cover and reference page. No abstract is necessary for this paper.



### **Discussion Boards (Bi-Weekly): 10 Points**

Discussions are designed to engage your thinking about the readings and stimulate interaction with other students. A series of case studies and discussion questions pertaining to assigned chapters or topics will be posted on Canvas. Post **at least three significant responses** to each discussion question, reflecting your understanding of the material. The Initial Post for each topic will be your contribution to the original prompt or question, while the two Response Posts will be to elaborate and contribute to two fellow colleagues' discussion post. Before responding, it will be important to thoughtfully read the appropriate materials. You are encouraged to read each other's postings and respond, reflect, and/or support your classmates.

#### **Initial Posts:**

With the exception of the first week's introduction post- **Initial posts** are typically your first post of the week in which you answer a prompt posed by the instructor. The initial post should be **at least 250 words, or a video (2 minutes maximum)** discussion post, fully explain your thoughts, and be completed each **Monday by 11:30 PM**.

#### **Response Posts:**

Written response posts should extend the discussion by adding information to the discussion and asking quality questions. This is an opportunity to comment on the posts made by your peers, share knowledge, and explore topics in more depth. Please note that simply agreeing with your peer (e.g. "I agree" or "That's great!") is not a substantive response. Your **two response posts** should be at least **100 words** and are due each week by **Saturday at 11:30 PM**.

The quality of your response posts will contribute to your participation grade. For example, a suggested response to a peer's initial post can use the 3CQ format by including a compliment, a comment, a connection (3C) and a question (Q). Here is an example response using 3CQ:

- Thanks for sharing your thoughts! I really liked ...I agree with you about ... For example, ... OR I respect your opinion, and I think ... For example, ...
- I can connect with you about ... I once read a story about ... I had the same thing happen to me...
- Ask a specific question about something written or the writer. Keep the conversation going!

All of your activity in the discussion forums should reflect professional communication and a clear, direct writing style. Remember, these discussions are one of the main methods that the instructor assesses your understanding of the material. Please ensure that your posts are reflective, well-reasoned, and clearly demonstrate your knowledge of the course material and that your writing is concise, intelligible, and lucidly conveys your ideas. The instructor will monitor the boards, occasionally offer comments, and grade the quality of the posts.

In order to receive credit for the discussion forums, posts must meet the following criteria:

- Your initial post and responses to at least two other students must be thoughtful, reflective, and meaningful.
- Reflecting on and re-evaluating personal opinions
- Offering a critique, challenging, discussing, and expanding ideas of others
- Initial post to be posted by **Monday at 11:30 PM**.
- Response to at least two other students posted by **Saturday at 11:30 PM**

### Course Outline

Disclaimer: \*Please note that the instructor may elect to change readings/activities to ensure an appropriate learning environment for students.

	<b>Topics</b>	<b>Readings</b>	<b>Assignments Due</b>
<b>Week 1</b> <b>1/10</b>	WELCOME! Introduction Syllabus Review	Review syllabus, assignments, buy book, <b>read chapters for next week</b>	<b>Introduction Post</b> * <u>Due Thursday 8pm</u>
<b>Week 2</b> <b>1/17</b>	Professional identity and History	Erford (2019) Chapters 1 & 2 Dollarhide & LT (2018) Chapter 1	
<b>Week 3</b> <b>1/24</b>	Transforming School Counseling Profession	Erford (2019) Chapter 3 Dollarhide & LT (2018) Chapters 2 & 3	<b>Discussion Post 1</b>
<b>Week 4</b> <b>1/31</b>	Data-driven Program Accountability	Erford (2019) Chapters 4 & 5 Dollarhide & LT (2018) Chapter 4	<b>*Due: Draft Section 1 &amp; 2</b> (Saturday 2/5)
<b>Week 5</b> <b>2/7</b>	Evidence-based School Counseling	Erford (2019) Chapter 6 Dollarhide & LT (2018) Chapter 5	<b>Discussion Post 2</b>
<b>Week 6</b> <b>2/14</b>	Cultural Competence	Erford (2019) Chapter 8 Dollarhide & LT (2018) Chapter 6	
<b>Week 7</b> <b>2/21</b>	Advocacy	Erford (2019) Chapter 9 Dollarhide & LT (2018) Chapter 7	<b>Discussion Post 3</b>
<b>Week 8</b> <b>2/28</b>	Classroom Curriculum	Erford (2019) Chapter 10 Dollarhide & LT (2018) Chapter 8	<b>Due: Draft Section 3</b> (Saturday 3/5)
<b>Week 9</b> <b>3/7</b>	Work Week	Mental Health Break	
<b>Week 10</b> <b>3/14</b>	College and Career Planning	Erford (2019) Chapters 11 & 12 Dollarhide & LT (2018) Chapter 9	<b>Discussion Post 4</b>
<b>Week 11</b> <b>3/21</b>	Individual & Group Counseling, Consultation & Collaboration	Erford (2019) Chapters 13 & 14 Dollarhide & LT (2018) Chapter 10	
<b>Week 12</b> <b>3/28</b>	Systemic approaches	Erford (2019) Chapter 15 Dollarhide & LT (2018) Chapter 11	<b>*Due: Social Justice and Advocacy Presentation</b> (Due: Monday 3/28)
<b>Week 13</b> <b>4/4</b>	Students with Disabilities	Erford (2019) Chapter 16 Dollarhide & LT (2018) Chapter 12	<b>Discussion Post 5</b>
<b>Week 14</b> <b>4/11</b>	Mental Health Issues	Erford (2019) Chapter 17 Canvas readings	<b>Due: Theory Reflection</b> (Monday 4/11)
<b>Week 15</b> <b>4/18</b>	Introduction to ethics and professional issues	Erford (2019) Chapter 7 Canvas readings	<b>*Due: Section 4</b> (Friday 4/18)
<b>Week 16</b> <b>4/25</b>	Final Exam Week		<b>Final Draft CSCP Project Section 4&amp;5 - Due Monday 4/25</b>

## Course and Departmental Policies

**Ethical Behavior:** Ethical behavior is important in every professional endeavor. It is of paramount importance in your graduate degree because you will be working directly with people in need. Ethical violations and unprofessional behavior will result in course failure, an incomplete grade, or other appropriate action. Remediation will be determined by the instructor.

**A. Diversity** - Case studies and other examples inherent in this course will approach counseling from a cultural perspective. This course examines many sensitive areas. Because our student population is very diverse, sensitivity to gender/race/age/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

**B. Attendance** - Regular attendance is expected. For the purposes of online asynchronous courses, a student will be considered to be in attendance in an online class when the individual 1) participates in online discussions about academic matters; 2) initiates contact with faculty to ask questions about subject studies; 3) completes assignments; or 4) takes tests. Logging into an online course without active participation does not constitute attendance. Please contact your instructor if you need to miss.

**C. Late Work** - All assignments are due according to the timeline established by the syllabus unless otherwise noted by the instructor. The maximum number of points awarded will decrease by ten percent for each business day that the assignment is late. Assignments will be accepted up to two days late. In face-to-face and synchronous courses, this policy includes in-class quizzes and exams; if you must miss on test day, schedule an appointment to take the exam the next day. Please note that certain assignments such as quizzes, journals, and the final exam may not be attempted aside from the initial offering.

**D. Informed Consent Statement for Counseling Courses** - Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty members 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.

**E. 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. F. Other Students are strongly encouraged to read The University of Texas at Tyler's Graduate Catalog especially regarding issues such as academic grievance, plagiarism and cheating, etc. The policies stipulated in the catalog will be strictly enforced.

Many assignments for this course will be electronically submitted through a plagiarism checker. It is strongly suggested that students check their papers for plagiarism and grammatical errors and make any necessary adjustments before submitting them.

### **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/campuscarry/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, quit lines, and group support. For more information on cessation programs please visit [www.uttyler.edu/tobacco-free](http://www.uttyler.edu/tobacco-free)

### **Grade Replacement/Forgiveness and Census Date Policies**

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (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> 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 (Jan. 25th) 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](mailto:writingcenter@uttyler.edu)
- UT Tyler Tutoring Center (903.565.5964), [tutoring@uttyler.edu](mailto:tutoring@uttyler.edu)
- UT Tyler Counseling Center (903.566.7254)