

SYLLABUS

Course Information:

Course Title: COUN 5328 Foundations and Ethics in Clinical Mental Health Counseling
Course Format & Time: Face-to-Face; Thursdays 5:00-7:45
Location: HPR 252

Instructor Information:

Instructor Name: Diane Smedley, Ph.D., LPC, LMFT; Assistant Professor
Instructor Contact Information: dsmedley@uttyler.edu Phone: TBD
Instructor Office Hours: Thursdays 3:00 to 4:30 and by appointment

Course Catalog Description:

This course provides a survey of the practice of psychology and counseling from an ethical and legal perspective. Consideration is given to such things as the rules of the psychology and counseling boards, ethical case studies, and professional practices.

Course Prerequisites:

There are no prerequisites for this course.

CMHC Program Student Learning Objective:

SLO 1.0 Professional Counseling Orientation & Ethical Practice

Students will demonstrate an understanding of professional counselor identity and utilize counselor ethical codes and ethical decision-making skills to practice in an ethical manner.

Required Text:

Erford, B. (2017). *Orientation to the counseling profession: advocacy, ethics, and essential professional foundations* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

2014 ACA Code of Ethics (<http://www.counseling.org/resources/aca-code-of-ethics.pdf>)

Recommended Text:

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

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

2016 CACREP Standards Addressed:

- 2.F.1.a. Professional Counseling Orientation and Ethical Practice: history and philosophy of the counseling profession and its specialty areas
- 2.F.2.b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- 2.F.1.c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- 2.F.1.d. the role and process of the professional counselor advocating on behalf of the profession
- 2.F.1.e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients

- 2.F.1.f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- 2.F.1.g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- 2.F.1.h. current labor market information relevant to opportunities for practice within the counseling profession
- 2.F.1.i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- 2.F.1.j. technology's impact on the counseling profession
- 2.F.1.k. strategies for personal and professional self-evaluation and implications for practice
- 2.F.1.l. self-care strategies appropriate to the counselor role
- 2.F.1.m. the role of counseling supervision in the profession
- 2.F.5.m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- 5.C.1.a. CMHC: Foundations: history and development of clinical mental health counseling

Course Policies

Attendance: While it is strongly recommended that you do not miss any classes, you are permitted to miss one class or a total of 3 hours with no penalty. If you are going to miss a class, it is expected that you will notify the professor ahead of time except in extenuating circumstances. In extenuating circumstances, you are expected to notify the professor as soon as reasonably possible. With a second absence or more than a total missed 3 hours you will receive a one-letter grade deduction from your final grade in the course (e.g., A → B) unless you write a letter to the instructor that explains extenuating circumstances for **both** absences. With your letter you should include documentation that substantiates your extenuating circumstance. The instructor will then decide if both the first and the second absences are excusable. Each subsequent absence will result in the drop of a letter grade.

Class Punctuality: Students are expected to attend classes on time. Late behavior in excess of one class will result in a loss of participation points for each incident. In addition to a loss of participation points, students who are consistently late and miss a significant amount of class time may be assessed a course absence (see attendance heading above).

Late Policy: Assignments submitted after the established time due in the syllabus and/or Canvas will be considered late. Late assignments will be reduced by 10% (one letter grade) for each day the assignment is submitted late. After three days past the due date, late assignments will no longer be accepted, and the student will receive a zero for the assignment.

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

Use of Technology: Cell phones are to be turned off or put in silent mode during class. Cell phones should not be visible during class, so please keep them in your pants, purse, backpack, etc. If you are experiencing an emergency or extenuating circumstance where you need to check your phone during class, please inform me of this before class begins. Please be respectful and do not send or read text messages during class. Students who choose to use a laptop computer should only do so for taking notes.

Students who use laptop computers are prohibited from (a) surfing the internet, (b) checking email, and (c) working on other assignments during class. If the instructor becomes aware of a student using their laptop for any reason other than taking notes, they may ask that student to cease bringing their computer into the classroom.

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

Communication Policy: University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student’s Patriot account. In accordance with university policy your instructor will respond **only** to student correspondence sent via Patriot E-mail. Please do not contact the instructor via the Canvas messaging system. My email address is dsmmedley@uttyler.edu. Do not send emails to any other email address, as I will not receive them.

Online Communication: Part of your preparation as a professional counselor is the ability to communicate with future colleagues and clients clearly and professionally. All written communication (e.g., emails, discussion board postings, etc.) that takes place within this course must adhere to the rules of written etiquette. Please remember that you are in a graduate program and are earning a professional degree, therefore please respond to your instructor and your colleagues in a **professional manner**. Please refrain from using texting language (i.e. lol, btw, omg) and/or emoticons (i.e. :- / , ‘:-)) in your discussion responses and in communication with your instructor and colleagues. Other things to keep in mind:

- Open your email with a salutation (e.g., Hi, Hello, Dear Dr. or Ms. X) and finish with a closing (e.g., Best, Regards, Thank you, your name). Introductory emails should address your instructor more formally (e.g., Dear Dr. Smedley:).
- Use complete sentences and avoid jargon, especially text-type words (e.g. C U). This is especially important when sending messages from mobile devices.
- Be aware that using capital letters to express yourself is considered SHOUTING.
- Maintain a professional tone.
- Avoid sending email in anger or frustration. Walk away from the computer and wait at least 24 hours. Threats or attacks towards faculty or peers, even via written communication, will not be tolerated.
- Whether in writing or in person, derogatory or prejudiced remarks are still considered bad manners and discussion that contains such comments will be addressed by the instructor.
- Please refrain from sending junk mail, forwards, or advertisements to the class.

Diversity Statement: Students are expected to be sensitive to individual and cultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender, race, ethnicity, ability, and sexuality is expected and disrespectful language and/or behavior will not be tolerated.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee’s 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of ACA is charged to *(a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.*

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.

Course Assignments

Ethics Case Study – 5 points

Students will be presented with a case study in class that is based on assigned readings. Students will work in a group to discuss and process case study. Students will then type up a formal case study presentation that answers several ethical questions. Students must substantiate their responses with an

ethical decision-making model and the ACA Code of Ethics. Additionally, other citations from assigned readings may be referenced to support the final case decision.

Professional Identity Paper – 100 points (Content = 75 & APA/Grammar = 25)

For this assignment take some time and reflect on the questions below. After reflecting, write a thoughtful paper that explains your responses to each question. It is essential for this assignment that you can demonstrate reflectiveness, honesty, and self-awareness in your written response. Your paper must be written in APA format and be 5-7 pages (including a title page) in length. It is highly recommended that you access resources from the [UT Tyler Writing Center](#) regarding APA 7th edition style.

1. What has brought you to the field of counseling?
2. Why do you want to become a professional counselor?
3. Describe your guiding values, principles, and beliefs.
4. Where did your values, principles, and beliefs come from?
5. How might your values, principles, and beliefs influence your practice as a professional counselor?
6. What areas of personal growth will be important for you to address during your process of becoming a counselor?
7. What professional work setting and/or populations would you like to work with?

Current Issues Project – 75 points (Presentation = 50 points & APA format references = 25)

It will be your task to explore a current issue in the field of counseling and report it to your classmates. Effective ways to find out about current issues in professional counseling are to explore current literature, search the web, and to talk with counseling professionals. For a general list of topics see Appendix A.

Once you have identified a specific issue that you would like to explore, please have your topic approved by the instructor. Only **ONE** group member should submit the proposal to Canvas. The proposal submission should include the names of all group members, topic selected, and at least three proposed areas of research within the topic.

Once your topic is approved, you will conduct an in-depth literature review and construct a presentation for your classmates. At minimum, the presentation should include:

- Introduction that includes a definition/explanation of the topic (what is it?)
- How it relates to professional counseling (why counselors care?)
- At least three areas of deeper understanding related to the topic
- A future oriented closing (what are the next steps?)

Presenting and teaching information to clients and the community is a common part of being a professional counselor. Therefore, it is important that you practice and gain competency in the process of teaching others. Competency includes knowing how to highlight the most important information in a way that engages the audience. To help you gain that competency, this presentation includes the following parameters:

- 20 minutes in length (with a +/- 2 minute window) from start to finish
- Multimedia must be used within the presentation (e.g., PowerPoint, Canva, video, etc.). Please note that only one video or audio clip may be utilized and cannot be longer than 2 minutes
- All group members must substantially speak at some point during the presentation
- The presentation should be conversational and not a lecture. The audience should be engaged and included in the presentation process

Be prepared to answer questions on your topic by the instructor and your classmates. Each presentation must include an APA formatted reference list of at least five scholarly articles used for the presentation. Scholarly articles are defined as peer reviewed journal articles and books that are relevant to the fields of counseling and psychology. Furthermore, at least three of the five scholarly articles must come from ACA or ACA division journals.

****Note:** For group assignments, it is understood that each student whose name is included on the final product has contributed to that product in an appropriate manner, and each member of the group is responsible for the final product as a whole, regardless of their individual contributions.**

Plan of Study & CMHC Handbook – 10 points

Complete a tentative plan of study for your time in this program and submit it to your academic advisor for review. You will also read the CMHC handbook and then should ask your academic advisor any questions you may have.

Interview of a Professional Counselor – 100 points (Content = 70, APA = 20, & Presentation = 10)

You will conduct an interview with a counselor from a list provided by the professor. You should contact the counselor and set up a time to conduct an interview. When you contact the counselor, you should inform them that you would like to interview them for your graduate level course Foundations and Ethics in Clinical Mental Health Counseling at UT Tyler. Let them know that you are required to write a paper from your interview. If you would like to audio record your interview you **must** ask your interviewees permission to do so.

In the paper, you should include responses to the following items:

1. The person's name, degree, school from which they graduated, the year in which they graduated, the type of license they hold, and the professional associations to which they belong.
2. Their work history, where they are currently employed, their current job title, a description of their current work, and a description of what they enjoy most about their work.
3. What (if any) differences exist between how they see their work as counselors, and co-workers who are from other helping professions (e.g., social workers, psychologists, psychiatrists, etc.).
4. What theoretical orientation do you work from? How has your theoretical approach evolved over your career?
5. What is/are the most important thing(s) they've learned that have helped them to become an effective counselor?
6. What protocols does their place of employment have for client emergencies and/or crisis response team?
7. Describe a success story they had with a client.
8. Describe a time they had difficulty with a client due to differing value systems.

Close the paper with a summary of the most meaningful learning(s) you experienced from conducting the interview.

Your paper should be 5-7 pages (i.e., a title page and at least 4 complete pages of text). After you have completed your paper you will be asked to briefly present your findings to the class. Your presentation should be brief (approximately 5 minutes in length).

Midterm Exam – 75 points & Final Exam – 100 points

The midterm examination is based on assigned readings and topics covered in class through and including week 7. The final exam is a comprehensive exam that is based on assigned readings and topics covered over the entire semester. Both exams will be online and timed. These exams are designed to mimic your future experience with standardized exams such as the CPCE and the NCE.

Participation & Professionalism – 35 points

Learning/teaching is a dynamic/social process. In this class, your presence and active engagement are essential. Students are required to read all assigned course materials before class begins, so that they can **actively engage** with course content during class. Students are expected to regularly participate in class. Students are expected to attend classes on time. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in excess of one class will result in a drop of attendance and participation points for each incident. Participation in discussion and class activities is an important component of learning. Active, meaningful engagement with your peers is expected. Texting, web surfing, and other activities which preclude the ability to be fully present with the class are strongly discouraged.

Professionalism represents a way of being made up of appearance, manner, communication, interacting, attitudes, approach, skills, and openness to grow. As part of this class, students are expected to demonstrate professionalism during in person and online interactions with their peers and the instructor. You are expected to be fully engaged in the topic of assessment, invested in your own learning and the learning of others, and eager to participate. Concretely, active participation and professionalism means:

- Reading required materials and being prepared to work
- Demonstrating knowledge of reading assignment material
- Actively taking part in class activities
- Interacting well with peers
- Showing respect and courtesy toward peers and instructor
- Exhibiting a professional demeanor
- Actively engaging in learning opportunities
- Demonstrating critical thinking knowledge and skills
- Exhibiting growth in content knowledge and skills
- Contributing to a professional climate

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

<u>Assignment</u>	<u>Points</u>
Ethics Case Study	5
Professional Identity Paper	100
Midterm	75
Current Issues Project	75
Interview of a Professional Counselor Paper	100
Final	100
Class Participation	35
Plan of Study	10
Total Points Possible	500

Grading is on the following scale: 100% - 90% = A; 89% - 80% = B; 79% - 70% = C; 69% or less = F. You must obtain an A or a B to receive credit for passing this course.

Tentative Course Schedule

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

Week	Topic	Assignments/Readings	CACREP Standards
1 08/24	Introduction, Syllabus Review, & FAQ		
2 8/31	Becoming a Prof & Professional Counseling Orgs Intro to CMHC Program	Chps 1 & 2	2.F.1.a; 2.F.1.f; 2.F.1.g.; 2.F.1.h.; 5.C.1.a.
3 9/7	Online – APA and scholarly articles & Microskills Module	Chp 7	
4 9/14	Ethics	Chp 3 ACA Code of Ethics TX LPC 681.41 Barbee et al., (2007)	2.F.1.i.
5 9/21	Ethics	Bayne et al., (2020) Carlisle et al., (2022) Ordway & Casasnovas, (2019)	2.F.1.i.
6 9/28	Multicultural and Crisis & Self-Care	Chps 4 & 8 Ethics Case Study Due	2.F.2.c.; 2.F.1.k.; 2.F.1.l.; 2.F.1.m.; 2.F.5.m.
7 10/5	Counseling Theories and Process	Chps 5 & 6 Proposal for Current Issue Due	2.F.1.j.
8 10/12	Midterm Exam		
9 10/19	Mental Health & Rehab School, College, & Career	Chps 9 & 10 Professional Identity Due	2.F.2.b.; 2.F.2.c.; 2.F.1.h.
10 10/26	Human Development Assessment	Chps 11 & 12	
11 11/2	Online – Effectiveness of Counseling Module	Chps 16 & 17 Plan of Study Due	2.F.1.k.; 2.F.1.m.
12 11/9	Current Issues Presentations		
13 11/16	Current Issues Presentations		
14 11/23	No Class – Thanksgiving Break		
15 11/30	Supervision and Advocacy	Chps 13, 14, 15 Interview with Counselor Due	2.F.2.c.; 2.F.1.d.; 2.F.1.e.
16 12/7	Final Exam		

Program and Departmental Policies

COVID-19

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature should stay at home and notify their faculty. Students are also encouraged to use the UT Tyler COVID-19 Information and Procedures website. This website also provides information about our Vaccination Mobile Clinic. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

Clinical Mental Health Counseling Program Mission Statement:

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.

UT Tyler Department of Psychology and Counseling Student Code of Conduct:

<https://www.uttyler.edu/psychology/policies.php>

UT Tyler Clinical Mental Health Counseling Student Handbook:

<https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/>

University Policies

UT Tyler Honor Code

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

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

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

UT Tyler a Tobacco-Free University

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

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

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

Grade Replacement/Forgiveness and Census Date Policies

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

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

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.utt Tyler.edu/disability-services>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
 - copying from another student's test paper;
 - using, during a test, materials not authorized by the person giving the test;
 - failure to comply with instructions given by the person administering the test;
 - possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks

- constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
 - collaborating with or seeking aid from another student during a test or other assignment without authority;
 - discussing the contents of an examination with another student who will take the examination;
 - divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
 - substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
 - paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
 - falsifying research data, laboratory reports, and/or other academic work offered for credit;
 - taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
 - misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.
- ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.
 - iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.
 - iv. All written work that is submitted will be subject to review by plagiarism software.

UT Tyler Resources for Students

- [UT Tyler Writing Center](http://writingcenter@uttyler.edu) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](http://tutoring@uttyler.edu) (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](http://counseling@uttyler.edu) (903.566.7254)

Appendix A

Suggested Current Issues Topics

- Professional Identity of Counselors
 - Interstate Counseling Compact
 - Advocacy and the Profession
- Special Therapy Modalities
 - Play Therapy
 - Ecotherapy
 - Evidence Based Approaches to Trauma Treatment
- Religion/Spirituality in Counseling
 - Counselors Readiness to Incorporate
 - Impact on Clients
- Experimental Drug Therapies
 - Ketamine Therapy
 - Psilocybin-assisted Therapy
- Technology in Counseling
 - Telehealth Counseling
 - AI in Counseling
- Special Populations
 - Working with Geriatric Populations
 - Working with Low Socioeconomic Clients
 - Working with Undocumented Clients
 - Working with the Terminally Ill
- Counselor Wellness
 - COVID-19 Impact on Counselors
 - Compassion Fatigue
 - Counseling the Counselor