

SYLLABUS

Course Information:

COUN 5384: Advanced Theories and Evidence Based Practice Semester: Fall 2023

Course Time: Asynchronous

Course Location: Canvas

Instructor Information:

Instructor: Emily Horton, Ph.D., LPC, RPT

Office Hours: Tuesdays 1:00-4:00 and by appointment on Zoom

Email: emilyhorton@uttyler.edu

Course Catalog Description:

This course is designed to provide students with a greater understanding of evidence based practices (i.e., Motivational Interviewing, Cognitive Behavioral Therapy, Dialectical Behavioral Therapy) and how evidence based practices are determined. Additionally, students will engage in an in depth study of a major counseling theory covered in COUN 5312 Counseling Theories.

Course Prerequisites:

COUN 5312 Counseling Theories; COUN 5392 Helping Relationships

Student Learning Outcomes and Assessments:

Upon successful completion of this course, a student will be able to:

1. Articulate theories and theoretical assumptions associated with evidence based practices (i.e., Motivational Interviewing, CBT, DBT), and a major counseling theory.
2. Apply evidence based practices and personal theory to conceptualize sample therapy cases, form hypotheses for treatment based on available initial data, and understand and describe evidence based practices and a major counseling theories adaptations to a variety of psychological problems.
3. Develop initial skills in applying evidence based practices and strategies from a major counseling theory.

Each learning outcome will be assessed with written assignments, role-play, class discussion and participation.

Required Text:

Readings for this class will be provided by the instructor, additionally students will identify a theory they wish to explore further and will obtain a book from the list in this syllabus that pertains to the theory.

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.

Book Options for Class:

Cognitive Behavioral Therapy:

Beck, J. S. (2011). *Cognitive behavior therapy: Basics and beyond*. 2nd Ed. The Guilford Press.

Wright, J. H., Brown, G. K., Thase, M. E., & Ramirez Basco, M. (2017). *Learning cognitive behavior therapy: An illustrated guide*. 2nd Ed. American Psychiatric Association Publishing.

Reality Therapy/Choice Theory:

Wubbolding, R. E. (2013). *Reality therapy for the 21st century*. Routledge.

Gestalt Therapy

Korb, M. P., Gorrell, J., & De Reit, V. V. *Gestalt Therapy: Practice and Theory* Second Edition

Solution Focused Theory

Interviewing for Solutions 4th Edition by Peter De Jong & Insoo Kim Berg

Narrative Therapy

Parry, A., & Doan, R. E. (1994). *Story re-visions: Narrative therapy in the postmodern world*. The Guilford Press.

Combs, G. & Freedman, J. (1996). *Narrative therapy: The social constructions of preferred realities*. WW Norton & Company.

Person Centered Therapy:

Rogers, C., (1995). *A way of being*. Houghton Mifflin Company.

Rogers, C. (1995). *On becoming a person*. Houghton Mifflin Company.

Existential Therapy:

Fabry, J. B. (1988). *Guideposts to meaning: Discovering what really matters*. New Harbinger Pubns Inc.

Individual Psychology/Adlerain

Carlson, J., Watts, R. E., & Maniaci, M. (2006). *Adlerian therapy: Theory and practice*. American Psychological Association.

Oberst, U. E., & Stewart, A. E. (2003). *Adlerian psychotherapy: An advanced approach to individual psychology*. Routledge.

Feminist Therapy:

Evans, K. M., Kincade, E. A., & Seem, S. R. (2011). *Introduction to feminist therapy: Strategies for social and individual change*. Sage.

Recommended Text:

APA 7th Edition Publication Manual

CACREP 2016 Standards addressed through this course:

CACREP Common Core Standards II.G.

5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:

d. Counseling theories that provide the student with models to conceptualize client presentation and that help the students elect appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;

CACREP Clinical Mental Health Counseling Standards

1. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision. (III.A.5) 2
2. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders. (III.E.3)
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations. (III.F.3)

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 to 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. ***Because this course is asynchronous, attendance requires watching all uploaded lectures and engaging with all other requirements (i.e., activities, discussion board posts). Attendance is still integral in asynchronous courses. Please be sure that you are engaging with the course every week as required.***

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). *In an asynchronous course, participation looks like ensuring that you are completing all required activities, reflections, discussion board posts, etc. the week that they are due. Please be sure that you remain engaged and participate weekly in this format.*

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. *This course is asynchronous without any required Zoom meetings; these professional behaviors remain the expectation for optional Zoom meetings and meetings with the instructor.*

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 emilyhorton@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. Horton:).
- 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.

Artificial Intelligence: The use of AI related tools is strictly prohibited in this course. Use of AI related tools constitutes academic dishonesty and may result in referral to the student remediation commitment for review of potential ethical and/or legal violations.

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

Participation & Professionalism (25 points possible)

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

Evidence Based Practice Reflection (25 points)

For this assignment you will write a minimum three page (double spaced, APA formatted) reflection paper. This means three pages of content (title and reference page do not count as pages of content). In this paper please reflect on the following questions **IN YOUR OWN WORDS**:

1. What is evidence based practice (i.e., how do we determine if a counseling-approach is evidence based)?
2. Why is evidence based practice important?
3. What are some limitations of the “traditional” view of evidence based practice?

4. What specific efforts to you plan to continually engage in throughout your career to ensure you remain knowledgeable about evidence based practices and are utilizing effective counseling approaches?

CACREP Standards: III.A.5., III.E.3, III.F.3

Theory of Change Paper (75 points)

In a minimum of five content pages (APA formatted, double spaced, title and reference pages do not count towards the five page number) discuss your beliefs about how people change and how this relates to your chosen theory. In the first half of the paper focus on your beliefs about how people change, how problems can develop for people, and assumptions you hold about human beings and the therapeutic process. Some questions for reflection are:

- - What are some of the core assumptions that inform your therapy approach?
- - How do you believe people change?
- - How do people become stuck/how do problems develop?
- - How does the change process work?
- - What hinders change from occurring?

In the second half of the paper focus on theory and how your theory fits in with the beliefs you outlined.

- Theory – what is your theory, how does it fit with your beliefs about change?
- For this section please reflect on and reference the book you read for this class, you are also welcome to reference other credible sources. Remember to use APA citations if you are referencing someone else's work. A rubric is provided at the end of this syllabus.

Case Conceptualization Presentation (75 points)

You may choose to do the case conceptualization presentation alone or with a group. You will be provided with a comprehensive client case. With your theoretical presentation, you will work to cover the following areas in a 20-minute recorded presentation:

1. What were your initial impressions when reviewing the case.
2. Conceptualize this client from your theoretical orientation. For example,
 1. How did the presenting concern develop?
 2. How is the presenting concern able to continue causing problems?
 3. What is contributing to this person's ability (or lack of ability) to function?
 4. How is counseling going to help this person change?
 5. What is the counselor going to do to help this person change?
3. How would you first begin your work with this client from your theory?
4. What are some strengths that your theory offers in working with this client, what are some limitations?

Everything reviewed in this must be consistent with your theory. You may not borrow approaches, techniques, or interventions from another theory. This means I should be hearing language, core concepts, and philosophical underpinnings from your theory in how you are making sense of this client and their presenting concern.

All members of your group must have speaking roles during this presentation, a rubric is provided at the end of this syllabus.

CACREP Standards: II.G.5.d., III.A.5., III.E.3, III.F.3

Requirements/Grading

During the semester you will have opportunities to earn up to 400 points for your final grade. Grading is on the following scale: 100%-90% = A; 89%-80% = B; 79%-70% = C; 69% or less = F. You must receive an A or B to receive credit for passing this course.

Participation and Professionalism	25 points
Evidence Based Practice Reflection	25 points
Case Conceptualization Presentation	50 points
Theory of Change Paper	75 points
Total Points Possible	175 points

Late Policy

Assignments are due prior to the date specified on the course schedule in the syllabus. Late papers will be reduced by 10% (one letter grade) for each day the paper is late. After three days past the due date, late papers will no longer be accepted.

APA Format and Writing Tips

All papers must be presented professionally. Unless otherwise instructed they should be prepared in Microsoft Word (or compatible format), double spaced on 8.5 x 11 paper, using 12 point Times New Roman font, following the writing style, formatting, and referencing guidelines of the American Psychological Association (APA) Manual, 7th edition. Copies of the manual are available in the university bookstore and library.

Tentative Course Plan

Date	Topic	Assignment/Readings	CACREP Standard
8/21	Review of Syllabus Overview of Class Developing your theoretical orientation		
8/28	Introduction to Evidence Based Practice Cognitive Behavioral Therapy	Baker, 2012 Parrow et al., 2019	III.A.5., III.E.3, III.F.3

9/4	Cognitive Behavioral Therapy	Okamoto et al., 2019	III.A.5., III.E.3, III.F.3
9/11	Motivational Interviewing	Forman & Moyers, 2019	III.A.5., III.E.3, III.F.3
9/18	Motivational Interviewing	Miller & Rollnick, 2009	III.A.5., III.E.3, III.F.3
9/25	ACT/ DBT	Evidence Based Practice Reflection Due	
10/2	Case Conceptualization and Treatment Planning	Theory of Choice Book	II.G.5.d.
10/9	Theory Driven Counseling	Theory of Choice Book	
10/16	Theory Driven Counseling	Theory of Choice Book	
10/23	Theory Driven Counseling	Theory of Choice Book	
10/30	Theory Driven Counseling	Theory of Choice Book	
11/6	Theory Driven Counseling	Theory of Choice Book Theory of Change Paper Due	
11/13	Presentation Preparation		
11/20	THANKSGIVING	THANKSGIVING	
11/27		Case Conceptualization Presentations	II.G.5.d.
12/4	Finals Week	Case Conceptualization Presentations	II.G.5.d.

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.uttyler.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://counselingcenter@uttyler.edu) (903.566.7254)

APPENDIX A

Theory of Change Paper Rubric (75 points)

APA Formatting	15 points possible
(Adherence to APA formatting for title page, citations, formatting)	
Grammar/Writing.....	15 points possible
(Graduate-level use of grammar and writing, paper is minimum 5 pages of content)	
Personal Beliefs.....	20 points possible
(Meaningful reflection on personal beliefs regarding change and core assumptions about people)	
Application of Theory.....	25 points possible
(Accurate description of theory and application to personal beliefs. Thorough reflection on how beliefs and theory fit with one another)	

APPENDIX B

Case Conceptualization Presentation Rubric (50 Points)

Presentation Content (Theoretical Understanding).....	15 points possible
Presentation Content (Clinical Understanding of Client).....	10 points possible
Presentation Content (Application of Theory to Client).....	15 points possible
Presentation Style (Professionalism, Preparedness, Organization).....	10 points possible
Presentation Powerpoint (Organization, layout, spelling, citations).....	10 points possible