



UT Tyler COLLEGE OF EDUCATION & PSYCHOLOGY

University of Texas at Tyler
Department of Psychology and Counseling
COUN 5334 Foundations and Ethics in School Counseling
Fall 2021 Course Syllabus

CLASS INFORMATION

Instructor: Citlali Molina Ph.D., LPC, NCC, CSC

Time: Hybrid, Asynchronous online and Synchronous meetings

Location: Synchronous dates found below

Office Hours: Via Zoom Tuesday 2:00 pm - 5:00 pm Central Time, or via appointment

Email: cmolina@uttyler.edu (This is the best way to contact me.)

Catalog Description of COUN 5334:

A foundation course for those planning to enter school counseling, this course covers organization, planning, management, and evaluation of comprehensive school guidance programs; appropriate roles and functions of school counselors at various school levels; coordination of professional services, as well as strategies for appropriate interventions for various student issues; consulting and collaboration with school and agency professionals; and professional concerns such as ethics and legal issues. Recommended for non-counselor educational professionals as well as counselors.

Proficiencies for School 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
- (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 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;

Standard VI. Learner-Centered Professional Development: The certified school counselor continues professional development, demonstrating a commitment to learn, to improve the profession, and to model professional ethics and personal integrity. The certified school counselor must:

- (1) use reflection, self-assessment, and interactions with colleagues to promote personal, professional development;
- (2) use counseling-related research techniques and practices as well as technology and other resources to facilitate continued professional growth;
- (3) strive toward the highest level of professionalism by adhering to and modeling professional, ethical, and legal standards;
- (4) apply the research-based practice to improve the school guidance and counseling program; and
- (5) continue professional development to improve the school guidance and counseling program.

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;
 - d. self-care strategies appropriate to the counselor role;
 - f. professional organizations, including membership benefits, activities, services to members, and current issues;
 - g. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;
 - 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.

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. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning. (III.E.1)
11. 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)
12. 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)
13. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. (III.F.1)
14. 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)
15. 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)
16. Identifies various forms of needs assessments for academic, career, and personal/social development. (III.G.3)
17. Makes appropriate referrals to school and/or community resources. (III.H.4)
18. Understands how to critically evaluate research relevant to the practice of school counseling. (III.I.1)
19. Understands the relationship of the school counseling program to the academic mission of the school. (III.K.1)
20. 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)
21. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration. (III.M.1)
22. 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)
23. Knows the qualities, principles, skills, and styles of effective leadership. (III.O.1)
24. Knows strategies of leadership designed to enhance the learning environment of schools.
25. Knows how to design, implement, manage, and evaluate a comprehensive school counseling program. (III.O.3)
26. Understands the important role of the school counselor as a systems change agent.
27. Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings. (III.O.5)

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

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

5.0 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.

6.0 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:

Stone, C. (2017). *School Counseling Principles: Ethics and Law* (4th ed.). Alexandria, VA: ASCA

American School Counselor Association [ASCA]. (2019). *The ASCA National Model: A framework for school counseling program* (4th ed.). American School Counselor Association.

Texas Education Agency. (2018). *The Texas model for comprehensive school counseling programs* (5th ed.). Austin, TX: Texas Counseling Association.
https://tea.texas.gov/sites/default/files/Pub_2018_Texas-Model_5th-Edition.pdf

Texas Education Code (21.001-21.806). (n.d.). Education Code Chapter 21. Educators. Retrieved from <https://statutes.capitol.texas.gov/Docs/ED/htm/ED.21.htm>

2014 ACA Code of Ethics <https://www.counseling.org/knowledge-center/ethics>

2022 ASCA Ethical Standards for School Counselors
<https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>

*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:

Personal Belief Statement: Due September 11	10 Points
Professional Interview: Due September 25	10 Points
Case Study: Due November 5	10 Points
Discussion Boards: Various dates Four total	10 Points
Final Ethics Exam: Due December 5	10 Points
Ethics Presentations: November 9 in class	30 Points
Program Development: Various Dates	20 Points
	Total: 100 Points

Personal Belief Statement (10 points):

This assignment entails a short reflective paper (2-3 APA format pages of full text, not counting title page) focusing on what drew you to the counseling field. Please use the following prompts to guide your reflection:

- A. What is your motivation for entering the counseling profession?
 1. What experiences from your life do you think invited you into this field?
 2. What was it that brought you into this field?
 3. What are your sincere desires and hopes for becoming a counselor?
 4. What personal experiences in your life nurtured these desires?
- B. What qualities do you possess that will enable you to become an effective counselor?
- C. What are the desires you hold for yourself as you become a counselor?
 1. How do you think this desire [i.e., to care for others] or quality [i.e., empathetic] developed in your life?
 2. What do you think these desires say about you as a person?
 3. How do your desires to be a counselor reflect your values?
 4. How do you see these desires being a help to you when working with others?
 5. How would you prefer to see yourself as a counselor?

Professional Interview (10 points):

For this assignment, you will conduct an interview with a certified school counselor (CSC) who has been working in that capacity **for at least three years** after completing a counseling master's degree. The interview may be conducted in person if safe practices regarding social distancing, masks, etc., are observed. Interviews may also be conducted via phone, email, or other electronic means. The information gained during the interview should be **reported in paragraph form and APA 7 format**. Please feel free to expand upon the list of questions. At a minimum, the paper should be at least 4 full pages of content, not including the title page or reference list, and contain the following:

1. Background

- A. Please provide your name, age, and gender.
- B. Please describe your educational background, training, and work experience c. How did you choose the counseling field? What initially motivated you?
- C. What stands out for you as a critical incident(s) in your development as a counselor?

2. Current Situation

- A. Description of work setting.
- B. What population is served, and what are some typical problems that are addressed?

3. Description of current duties.

- A. What do you do each day?
- B. How is your job different from how you thought it would be when you were in training or graduate school?
- C. What surprised you when you started working as a counselor full-time?
- D. What other weekly, monthly, and annual commitments do you have?

4. Rewards and Drawbacks

- A. What are your everyday rewards on the job? The everyday hassles?
- B. What are your long-term rewards on the job? Long-term drawbacks?

5. Additional Information

- A. What is an ethical dilemma that you have faced?
- B. How do you handle ethical dilemmas?
- C. How do you stay current with changes in counseling?
- D. How do you use data in your role?
- E. What does advocacy look like for you as a counselor?
- F. What are some ways that you exercise self-care?
- G. What is something you wish you had known before going into this field?
- H. What would you tell someone new who is interested in going into the counseling field?

Based upon the information learned from the interview, also include at least two paragraphs discussing your reactions. What was your initial reaction? What unexpected information did you learn? How does this impact your own training and future career path?

Case Study (10 points):

Throughout the course, you will have 1 case study to complete dealing with the material covered in the lectures and reading. Using Stone's STEP ethical decision-making model, you will write a 2-3 page response. **Please include three scholarly references in addition to the Stone (2017) text.** Using complete sentences and paragraphs, follow the format to construct your response. Regardless of how you ultimately decide to handle the case, your case studies will be

graded on your ability to think through each situation and consider all your options. Therefore, it is essential to display your thought process. You may work with a partner to consult about each case, and you will be assigned a random group of classmates to discuss case. However, **each student is responsible for submitting their own individual case response.**

Final Exam (10 points)

There is a final multiple-choice exam in this course. The exam will be given online, is due by the date specified in the course schedule, and will be timed. You will have 3 hours to complete each exam, but you may choose when to take the exam during the week. Please keep up with assigned readings and take notes during a class lecture to do well on the exams. You may use your books to answer the exam questions, but you must work independently.

Ethics Presentation (2.F.1.i; SC G.2.n) (30 points)

In groups of 3, students will select **one common ethical issue customary to school counseling**, please have your topic approved by your instructors. After identifying the topic, students will research the issue more in-depth and develop a PowerPoint presentation that explains the prevalence and relevance of the topic to professional school counselors, as well as the ethical guidelines, legal statutes pertaining to the issue and describe the proposed processes to address these types of issues in a school ethically.

Prepare a **40-minute presentation**, including strategies for how school counselors can advocate and act against the ethical issue. The topics are chosen from the following chapters found in Stone's book: 7, 9, 10, 11, 12, or 13. Be clear on how the issue can be addressed or prevented in schools through direct school counseling practice, drawing on evidence-based interventions, as well as indirect counseling services. The contents must include a detailed description of the ethical concern (e.g., what are the ethical qualities and conflicts, who it affects) and an explication of ethical behaviors as informed by at least one counseling ethical decision-making model.

The presentation should simulate an actual professional presentation session typically seen at professional counseling conferences (e.g., Texas School Counselor Association Conference), and cover at least the following areas:

- What is the definition and prevalence of the ethical issue?
 - Present evidence of the ethical issue, including evidence of peer-reviewed journal articles (3 minimum – 5 minimum articles) that illustrate the issue in the last 10 years.
- What is the relevance to school counselors?
- What are a school counselor's ethical guidelines?
- What does the law say? (Include Texas Law if specified)
- Advocacy considerations.

The professional presentation should include equal contribution from all members of the group. The contents should be supported by an appropriate number and quality of literature; at least five primary sources, in addition to relevant laws, ethical standards and education codes identified.

Program Development and Evaluation Plan (20 points)– (SC A5; I2; P1)

Students will complete the beginning parts of comprehensive school counseling program development and evaluation plan on a school counseling program at an existing or hypothetical school. The program development and evaluation plan for this course includes:

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.

Current Component Breakdown of Services (SC G.2.c.): Define the current component breakdown of the ASCA National Model, focusing on direct and indirect services including:

- 1) Specific activities that fall under each of the 2 types of services
 - a. *Direct:* Instruction, Appraisal and Advisement, and Counseling;
 - b. *Indirect:* Consultation, Collaboration, Referrals
- 2) Counselor's current role within the 2 types of services (Direct/Indirect)
- 3) Analysis of at least two empirical articles for each type of service
 - a. 2 articles for Direct
 - b. 2 articles Indirect

Discussion Boards: 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 Response Posts will be to elaborate and contribute to a colleagues' discussion post. Before responding, it will be necessary to read the appropriate materials thoughtfully.

Students will be asked to post thoughts and reflections twice per discussion thread (an initial post to the prompt and respond to at least two classmates). You are encouraged to read each other's postings and respond, reflect, and/or support your classmates. Your responses should be meaningful and substantive. For example, simply stating that you "agree" or other short responses will not be accepted, and points will be deducted. The instructor will periodically respond to discussion posts but will not respond to each individual discussion thread.

In order to facilitate interactive learning, each week, students are expected to fully participate in the weekly discussion forums, including ending responses with a new open-ended question. Keep in mind that each week could have more than one forum.

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 (3 minutes maximum)** discussion post, fully explain your thoughts, and be completed each **Thursday by 11:30 pm**. For example, your initial discussion post for Week 2 reading material by Thursday, September 2, 2021, at 11:30 pm, and your post will be in response to a prompt posted on Canvas discussion board, module, or in the classroom PowerPoint of the week.

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 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 it...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 response 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 **Thursday 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.

	Topics	Readings	Assignments Due
Week 1 8/22	WELCOME! Online Syllabus Professional Identity ASCA: Define	Course opens, review syllabus, assignments etc. ASCA Nat'al Model pgs. vi - xi and 1 – 29	Introduction Post #1 *Due Thursday 8 pm, Two Responses due 8/29
Week 2 8/29	Introduction and Professionalism ASCA Model: Manage	ASCA Nat'al Model pgs. 29 – 72 ASCA Executive Summary	Class 8/31 4:30-7:15 Due: Beliefs Paper Saturday 9/3 11:00pm
Week 3 9/6	ASCA Model: Deliver	Stone (2017) Chapter 1&2; ASCA Nat'al Model pgs. 77 – 84	Discussion Post #2
Week 4 9/12	ASCA Model: Assess Cyberspace	Stone (2017) Chapters 3 ASCA Nat'al Model pgs. 85 – 115	Class 9/14 4:30-7:15
Week 5 9/19	FERPA	Stone (2017) Chapter 4 TM (2018) Introduction Pgs. 1-17	Due: Interview Paper Saturday 9/24 11:00pm
Week 6 9/26	Negligence Responsibility of School Counselors	Stone (2017) Chapter 5 TM (2018) Section I Pgs. 19-32	Discussion Post #3
Week 7 10/3	Obligations to Courts Program Implementation	Stone (2017) Chapter 6 TM (2018) Section II Pgs. 33-44	Due: Mission & Vision Statement 10/8 11:00pm
Week 8 10/10	Child Abuse Foundational Components	Stone (2017) Chapter 7 TM (2018) Section III Pgs. 45-73	Class 10/12 4:30-7:15
Week 9 10/17	Individual & Group Counseling; 4 Service Delivery Components	Stone (2017) Chapter 8 TM (2018) Section IV Pgs. 75-127	Due: Program Plan 10/20
Week 10 10/24	Sexually Active Students Program Curriculum	Stone (2017) Chapters 9 TM (2018) Section V Pgs. 129-151	Class 10/26 4:30-7:15
Week 11 10/31	LGBTQIA+ Students	Stone (2017) Chapters 10	Due: Case Study Saturday 11/5 11:00pm
Week 12 11/7	Sexual harassment, Bullying & Cyberbullying	Stone (2017) Chapters 11 & 12	Due: Ethics Presentations in Class Class 11/9 4:30-7:15
Week 13 11/14	Violence and Criminal Activity	Stone (2017) Chapter 13 ASCA & TX Model Comparison	Discussion Post #4
Week 14 11/21	Mental Health Break	Self-care Week	
Week 15 11/28	Ethics and Advocacy	Stone (2017) Chapter 14	Exam Due Monday 12/3 11:30pm
Week 16 12/5	Final Exam Week		

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 it.

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, the 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 trainees 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 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, quitlines, and group support. For more information on cessation programs, please visit 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 2021, the Census Date is Sept. 3.) 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 (Sept. 3) 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 an 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 material that is not authorized by the person giving the test, such as class 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 have 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
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- UT Tyler Counseling Center (903.566.7254)