



Department of Psychology and Counseling

COUN 5399-001: Independent Study

Spring 2023 Online

3 Credit Hours

Instructor: Zahide Sunal, PhD, LPC-A, NCC

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Online Office Hours: Wednesday 11AM – 2PM by appointment.

Dr. Sunal's Professional Background Statement

Zahide Sunal is an Assistant Professor in the Department of Psychology and Counseling at UT Tyler and received her doctoral degree in Counselor Education and Supervision from Old Dominion University. Dr. Sunal teaches courses in the CACREP accredited master's level clinical mental health counseling program. Dr. Sunal has an ongoing program of research and scholarship that focuses on counselor training and supervision, culture in the context of counseling, and counseling practices and supervision in different settings. Dr. Sunal's scholarly work also includes numerous peer reviewed articles and presentations. Dr. Sunal has an extended clinical experience, having worked as a counselor and supervisor in Turkey and the United States in community mental health clinics, treatment facilities, college counseling centers, and private practice.

Dr. Sunal's Teaching Philosophy

As a counselor educator, I believe in the importance of constructivist, collaborative, and developmental approaches. In particular, my teaching philosophy builds on the constructivist (McAuliffe, 2011), transformative learning (Mezirow, 1991; 1997), and counselor development (Ronnestad & Skovholt, 2003) theories. In the classroom, I identify as the facilitator of change rather than the expert. Preparing future mental health providers, one must recognize that they are adult learners. The learning process differs for adults from that of children (Mezirow, 1991; 1997). At least three principles guide my approach to the education of future counselors: the egalitarian relationship, awareness of the frame of reference and the active participation in the process of construction of meaning. In summary, utilizing transformative learning, constructivism, and developmental theories helps me structure the learning process while keeping it adaptable to the needs of my students, the topic, and the institution. Continuing efforts towards co-creation of meaning, self-awareness, open communication, creating a safe and sound relationship, and active participation of the learners are essential for me. I believe in understanding every individual in their frame of reference to help them succeed to the highest point of their potential. As an instructor, I recognize my role in the learning process; however, I also expect students to recognize the role each of them plays in the learning process. My overall goal in teaching is to foster students' professional identity, encourage critical thinking and help them collect the necessary tools on the way to become strong professionals of the counseling field.

Content Area

Catalog Description

Independent study in specific areas of counseling not covered by organized graduate courses. A maximum of six credit hours of independent study courses may be applied toward a graduate degree. Prerequisite: Consent of advisor.

Course learning outcomes measures

Through satisfactory performance on course assignments, and class participation, students in this course will be able to:

| Course Learning Outcomes Measures | CACREP 2016 Standards (Core) | Learning Activities and Assessments |
|--|------------------------------|-------------------------------------|
| 1. Identify the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. | 2.E.8.a. | Specialty Project |
| 2. Identify the evidence-based counseling practices. | 2.E.8.b. | Specialty Project |
| 3. Demonstrate professional writing skills for journal and newsletter publication. | 6.B.4.h | Specialty Project |
| 4. Identify ethical and culturally relevant strategies for conducting research. | 6.B.4.l. | Specialty Project |

Methods of Instruction

Structure of the Course

This course will be conducted completely online. There are NO mandatory face-to-face meetings with the instructor although online small group work may be required. I will communicate and collaborate using various technologies that will be discussed below. It is critical to your success that you fully engage through each of these modes of interactions. Quality online courses are designed to provide the student with every learning opportunity that face-to-face contact allows and at the same time, foster independent learning of the course material. Traditional face to face instruction allows for approximately 42 hours of in class time and an equal amount of time for homework, readings, and assignments. Therefore, the course is designed to require approximately 84 hours of clock time to complete.

Canvas (<https://www.utt Tyler.edu/canvas/>)

Canvas will serve as the overall structure and launching pad for all our activities in this course. In Canvas, you will find announcements, assignments, course schedule, discussion boards, links to outside activities and so on. Within each module folder, the activities necessary to successfully complete that module are described in great detail. Take care to examine the module and **[get in touch with me immediately](#)** if you are not clear about the requirements.

Student Performance Evaluation Criteria & Procedure

Course Activities/Requirements

Research Project (100 points total): In conjunction with your instructor, you will work collaboratively all semester long in order to complete all the required steps below:

- 1) **Data Collection (55 pts):** Collection of data includes creating a contact list, creating a sign-up schedule template, emailing and calling participants on the contact list, scheduling 8 participants (number may be adjusted as needed), and conducting interviews with all scheduled participants.
 - a. **Contact list**
 - b. **Sign up schedule document**
 - c. **Interview Participants**
- 2) **Data analysis (40 pts):** Complete the following data analysis steps (**Schedule subject to change upon completion of data collection**)
 - Step 1: Define specific research questions
 - Step 2: Select material
 - Step 3: Build a coding frame
 - Step 4: Divide the material into units of coding
 - Step 5: Test out the coding frame
 - Step 6: Evaluate and modify the coding frame based on tests
 - Step 7: Conduct the main analysis
 - Step 8: Interpret the findings
- 3) **Initial draft of the manuscript (5 pts):** Detailed outline of the topic with supporting references and citations will be the first draft due to your instructor. Outline should include the following: Introduction (purpose of the paper, thesis statements), talking points that are coherently organized and structured, detailed content that support the talking points, as well as an outline, detailing implications for future research

YOU MUST EARN AT LEAST 80 POINTS TO RECEIVE CREDIT (CR) FOR THE COURSE

Students who earn less than 80 points will receive either a No Credit (NC) or In Progress (IP) depending on their course performance. You must earn CR for this course to progress onto practicum. Please note that ethical violations such as breaches in confidentiality and lack of professionalism can also result in receiving NC for the course.

TENTATIVE COURSE SCHEDULE ♠

♠ This syllabus is a guide and outline for the progression of the class. Changes may be made for due dates, assignments, and other items. All changes are the prerogative of the instructor. **All assignments are due at 5:00 pm CST.**

| Week # (Date) | Tasks for the week |
|---------------|--|
| Week 1 (1/9) | Initial meeting |
| Week 2 - 1/16 | Participant sign up calendar due |
| Week 3: 1/23 | Contact list due (may be expanded upon as collection continues) |
| Week 4: 1/30 | Continue data collection |

| | |
|---------------|--|
| | Contact participants Conduct scheduled interviews |
| Week 5: 2/6 | Continue data collection Contact participants Conduct scheduled interviews |
| Week 6: 2/13 | Continue data collection Contact participant Conduct scheduled interviews |
| Week 7: 2/20 | Continue data collection Contact participants Conduct scheduled interviews |
| Week 8: 2/27 | Continue data collection Contact participants Conduct scheduled interviews |
| Week 9: 3/6 | Continue data collection Contact participants Conduct scheduled interviews |
| Week 10: 3/13 | Start data analysis (Tentative upon data collection) |
| Week 11: 3/20 | Continue data analysis |
| Week 12: 3/27 | Continue data analysis |
| Week 13: 4/3 | Continue data analysis |
| Week 14: 4/10 | Continue data analysis |
| Week 15: 4/17 | Continue data analysis and Work on manuscript draft |
| Week 16: 4/24 | Initial draft due |

Course Policies and Requirements

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.

Attendance Policy

Students are expected to attend class by checking in online at least once a week to listen to lectures, complete assigned quizzes, and participate in class discussion. Be aware that participation in this class is much more than simply responding to a discussion question. You will be expected to post thoughtful questions and responses and interact with your classmates.

Technology Requirements

All students taking this course should have access to a computer with an internet connection that can support the use of Canvas. If you are having trouble logging onto Canvas or uploading assignments please contact the Canvas **helpdesk at (903)566-7439** or email them at **itsupport@patriots.utt Tyler.edu**. You can also receive help by using the **Help tab located on the left side of your Canvas screen, using the Canvas guides, or contacting Canvas help at (844)214-6949**. If you are having technical difficulties please alert the professor as soon as possible. Assignments will be accepted through email **only** if there are difficulties with Canvas. Word of advice when taking an online course: **Do not wait until the last minute to submit your assignments as this is a sure way to ensure you will have technical difficulties (remember Murphy's law).**

Online Communication

All written communication 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 matter. 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:

- Be aware that using capital letters to express yourself is considered SHOUTING.

- 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 via Canvas.

Patriot E-mail

University policy requires that all e-mail correspondence between students and instructor be done via the **Patriot account ONLY**. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accord 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 rgrad@uttyler.edu.

****Note:** make sure that you do not send emails to rgrad@patriots.uttyler.edu, as I will not receive these messages.**

Diversity Statement

Students are expected to be sensitive to individual and multicultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender/race/ethnicity/ability/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.

Course Feedback and Evaluation

Your constructive assessment of this course plays an indispensable role in shaping education at University of Texas at Tyler. Upon completing the course, please take time to fill out the online course evaluation.

University Policies

UT Tyler Honor

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.

Student 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 www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester's Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

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

The Census Date (**January 25th, 2021**) 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 purpose of this rule, a dropped course is any course that is dropped after the census (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.

Accommodations for Students with Disability

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/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Also, please contact me privately as soon as possible so we can discuss your accommodation. Please note that you will not be required to disclose your disability, only your accommodations. The sooner you let me know your needs, the sooner I can assist you in achieving your learning goals in this course.

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.

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 instructor 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 un-administered test, test key, homework solution, or computer program or information about an un-administered 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.