

Clinical Mental Health Internship
COUN 5386- 140 Fall 2019

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Texas A&M University-Central Texas

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Course Location: 303B WH

Office Hours:

The instructor will be available to meet with students by *appointment only* Monday through Thursday 10am-6pm. You are welcome to come by her office in the Community Counseling and Family Therapy Center without an appointment; however, that will not guarantee she will be available if you do not make an appointment. Please email her 24 hrs in advance to make an appointment, and 48 hours in advance if emailing her over the weekend.

Mode of instruction and course access:

This course utilizes didactic teaching, group discussions, group supervision, taped sessions, and research articles. Students are evaluated through taped sessions, site supervisor's evaluations of students, written summaries of research articles, and ability to compile a portfolio. This course meets weekly face-to-face, (with supplemental materials available online).

Participation

Your active participation in supervision sessions is necessary for you to meet the course objectives. Active participation requires prior preparation on your part (e.g., reading of assigned materials, coming prepared to discuss your own experiences with clients, contributing to class discussions). You must participate in 24 hours of group supervision as part of this course; therefore, you are allotted *only one excused absence*. Students who accumulate more than one absence will be required to attend and participate in a make-up supervision class held when the other Internship section meets (which may or may not be convenient to your schedule, so plan ahead). Students who are absent more than once and do not make up the missed supervision participation/time will not pass the class.

Student-instructor interaction:

Class will be held every Tuesday from 5pm to 6:45pm in Warrior Hall 303B and students are expected to be on time. Students are welcome to meet with the instructor outside of class as needed by the request of the student through making an appointment. The instructor will **not** discuss confidential matters via email. Students should expect the instructor will respond to emails within 24 hrs during Monday-Thursday, and 48-72 hours Friday through Sunday.

COURSE INFORMATION

Course Overview

The purpose of COUN-5386-140 is to help students implement counseling skills into counseling practice. Major emphasis is placed on the student's involvement in successful practices at the educational level of interest. Students have met all academic and professional standards of practice before placement. Over the course of their Internship experiences students are required to complete 600 clock hours, of which at least 240 are direct client contact. For this semester, you will be required to earn a minimum of 200 clock

hours, with a minimum of 90 direct hours. Students will be expected to engage in weekly site supervision (individual/triadic) with their site supervisor and weekly group supervision is provided by the course faculty instructor.

Required Textbook/Reading:

Johnson, S. L. (2018). *Therapist's guide to clinical intervention: The 1-2-3's of treatment planning* (3rd ed.). San Diego, CA: Elsevier

American Counseling Association (2014). ACA Code of Ethics. Alexandria, VA: Author

Recommended Textbooks:

Jongsma, A., Peterson, M. & Bruce, T. (2014). *The addiction treatment planner* (5th ed.). Hoboken, NJ: Wiley.

Jongsma, A., Peterson, M. & Bruce, T. (2014). *The adolescent treatment planner* (5th ed.). Hoboken, NJ: Wiley.

Jongsma, A., Peterson, M. & Bruce, T. (2014). *The child psychotherapy treatment planner* (5th ed.). Hoboken, NJ: Wiley.

Jongsma, A., Peterson, M. & Bruce, T. (2014). *The complete adult psychotherapy treatment planner* (5th ed.). Hoboken, NJ: Wiley.

Student Learning Outcomes

1. Students will demonstrate appropriate primary counseling skills. This will be assessed via observation of live and recorded client interactions using Part I of the CCS-R and via items in their Portfolios.
2. Students will demonstrate appropriate professional and ethical behavior in their interactions with clients, colleagues, and supervisors. This will be assessed using Part II of the CCS-R and via items in their Portfolios.

Students are typically held to a higher standard regarding what constitutes appropriate skills/behaviors when enrolled in Internship than they were when enrolled in Practicum

CACREP Standards

CACREP standards can be viewed at <http://www.cacrep.org/wp-content/uploads/2012/10/2016-CACREP-Standards.pdf> CACREP stipulates that certain standards must be met for accreditation and this course addresses several of those standards. CACREP stresses the importance of professional ethics and values, as well as skills and knowledge in the use of technology, and a commitment to multicultural competence and awareness

PRACTICUM/INTERNSHIP REQUIREMENTS (CACREP, 2016, Section III, A-E)

1. Students must provide documentation of individual professional counseling liability insurance policies when enrolled in practicum and internship (III.A).
2. Supervision of practicum and internship students will include program-appropriate audio/video recordings and/or live supervision of students' interactions with clients (III.B).
3. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge will be conducted as part of the student's practicum and internship (III.C).
4. Students will have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship (III.D).
5. In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group (III.E).

INTERNSHIP REQUIREMENTS (CACREP, 2016, Section III, J-M)

1. After successful completion of the practicum, students must complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area (III.J) over the course of a minimum of two semesters. Students may enroll in a third semester of Internship if needed to complete their hours.
2. Internship students must complete a total of 240 clock hours of direct service (III.K) over the course of a minimum of two semesters. A minimum of 90 direct services hours are required to earn a passing grade in Internship during long semesters (Fall/Spring), and a minimum of 60 direct service hours are required of students enrolled in Internship during the summer.
3. Internship students will have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor or (2) counselor education program faculty (III.L). Site supervisors typically provide this individual/triadic supervision, but faculty may be called upon to provide up to 50% of this supervision for students who work at sites that alternate between individual and group supervision.
4. Internship students will participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member.

SUPERVISOR QUALIFICATIONS AND SUPPORT FOR PRACTICUM/INTERNSHIP (CACREP, 2016, Section III, N-R)

1. Program faculty members serving as individual/triadic or group practicum/internship supervisors must have the following qualifications (III.N):
 - a. Relevant experience,
 - b. Professional credentials,
 - c. Counseling supervision training and experience.
2. Site supervisors must have the following qualifications (III.P):
 - a. A minimum of a master’s degree in counseling or a related profession,
 - b. Relevant certifications and/or licenses,
 - c. A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled,
 - d. Knowledge of the program’s expectations, requirements, and evaluation procedures for students, and
 - e. Relevant training in counseling supervision.
3. Orientation, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors (III.Q).
4. Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning (III.R).

Relation to 2016 CACREP Curricular Standards (Section II.F) and CMHC Standards (Section V.C): In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

Common Core for all students. Students will have knowledge of...	Standard	Activity	SLOs:

Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	II.F.1.i	Portfolio #3	2
Strategies for personal and professional self-evaluation and implications for practice	II.F.1.k	Portfolio #5	2
Self-care strategies appropriate to the counselor role	II.F.1.l	Portfolio #5	2
The role of counseling supervision in the profession	II.F.1.m	Portfolio #1	2
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	II.F.2.a	Group supervision	1
Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy	II.F.2.b	Portfolio #9	1
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally	II.F.2.c	Group supervision	1
Help-seeking behaviors of diverse clients	II.F.2.f	Group supervision	1
Strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination	II.F.2.h	Group supervision	1
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	II.F.5.d	CCS-R	1, 2
Counselor characteristics and behaviors that influence the counseling process	II.F.5.f	CCS-R	1
Essential interviewing, counseling, and case conceptualization skills	II.F.5.g	Portfolio #9	1
Developmentally relevant counseling treatment or intervention plans	II.F.5.h	Portfolio #9	1
Development of measurable outcomes for clients	II.F.5.i	Group supervision	1
Strategies to promote client understanding of and access to a variety of community-based resources	II.F.5.k	Portfolio #13	1
Processes for aiding students in developing a personal model of counseling	II.F.5.n	Portfolio #16	2
Dynamics associated with group process and development	II.F.6.b	Portfolio #16	2
Therapeutic factors and how they contribute to group effectiveness	II.F.6.c	Portfolio #16	2
Identification of evidence-based practices	II.F.8.b	Portfolio #16	2

Additional standards for students in a CMHC specialty area.	Standard	Activity	SLOs:
Theories and models related to clinical mental health counseling	V.C.1.b	Recordings	1
Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning	V.C.1.c	Portfolio #9	1
Cultural factors relevant to clinical mental health counseling	V.C.2.j	Recordings	1
Legal and ethical considerations specific to clinical mental health counseling.	V.C.2.l	CCS-R	2
Current intake interview, mental status evaluation, biopsychosocial history, mental health history, & psychological asmt. for treatment planning and caseload mgmt.	V.C.3.a	Portfolio #9	1
Techniques & interventions for prevention & trtmt. of a broad range of mental health issues	V.C.3.b	CCS-R	1
Strategies for interfacing with the legal system regarding court-referred clients	V.C.3.c	CCS-R	1

Course Connection to Portfolio:

The purpose of a portfolio is to document your work and achievements during your graduate counseling program experience. It may be helpful to think of your portfolio as the grand finale of your performance as a counseling student. You will be pulling together everything you have done during your coursework and at your practicum and internship site(s) to prepare you to be an effective counselor. Use your creativity to show different things that you have accomplished and showcase them not only for the purpose of this class, but perhaps for use with future employers. Your portfolio may be something that you may use to refer to when marketing yourself for jobs. It will also help you to remember all you've done and be proud of your achievements.

Assignments in this class will most closely related to area #3, Professional Practice (Case Conceptualization, CCS-R, Liability Insurance, Hours Logs). As we move through the semester, consider other areas your course assignments may relate to the areas above. Below you will see the reconstructed portfolio, which may differ than what you saw in Practicum or Internship I. You may reorganize your portfolio into the categories below if you wish. I will only be requiring you submit the following items highlighted in yellow for my course, and you will still turn in a portfolio at the end of the semester, either in the format you started with or adapted to the new format. If adapting to the new format, consider each "Professional Area" it's own folder. You can add items from previous courses as suggested in the evidence and course sections of the chart below.

Portfolio Areas	Evidence	Course
Professional Development	a. Professional Org. Membership b. Workshop/Training Attendance (present) – c. LPC (s) Interview d. Resume	a. COUN 5350 b. On your own (1 per semester) c. COUN 5350 d. COUN 5313, COUN 5383, COUN 5384
Wellness	a. Self-Care Plan (Assessment, plan, reflection) b. Four counseling sessions	a. COUN 5365 b. COUN 5350
Professional Practice	a. Theory Integration Paper b. Tapescript 2 (30 mins) c. Case Conceptualization (with theory in practice) d. Formative and Summative Assessments (CCS-R) e. Liability Insurance f. Hours Logs	a. COUN 5353 b. COUN 5357 c. COUN 5356, 5363, COUN 5386 d. COUN 5393, COUN 5386 e. COUN 5393, COUN 5386 f. COUN 5393, COUN 5386
Multicultural Competence	a. AMCD Codes b. Diversity Interview c. CIA Project	a. COUN 5311 b. COUN 5350, COUN 5311 c. COUN 5311
Group Counseling Work	a. ASGW Best practices b. Group Journal (min 10 hours)	a-b: COUN 5354
Ethical Foundations	a. ACA Code of Ethics b. LPC Rules (Current) c. Ethics and the Discipline Presentation d. Ethical Decision Making Models Paper	a-d: COUN 5365
Advocacy & Social Justice	a. Advocacy and Social Justice Competencies b. CIA Project c. Service Learning Project	a-c: COUN 5365

COURSE REQUIREMENTS AND ASSIGNMENTS

I. Supervision/ Supervision Contract

Students will meet for a minimum of 1.5 hours/week of group supervision provided by the faculty supervisor (CACREP, 2016, III.M). They will also receive weekly individual/triadic supervision that averages one hour per week throughout the internship (CACREP, 2016, III.L; this is usually performed by the onsite supervisor). At the beginning of the semester you will complete a supervision contract that defines the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum (CACREP, 2016, III.R). This can be found on the Canvas site as an attachment. Please read and add in your personal goals for supervision for the semester.

II. Ethical and Professional Conduct

Internship students must behave in accordance with the ACA Ethical Standards and other standards of accepted professional conduct, including having a professional disposition towards all counseling related matter, attire appropriate to professional counseling, with special attention called to standards of confidentiality.

III. Insurance

All students must provide proof of professional liability insurance coverage before they will be permitted to see clients. Students are free to obtain this insurance through any insurance company recommended by a counseling association. Professional liability insurance is available through the American Counseling Association. (CACREP, 2016, III.A)

IV. Counseling Recordings

The recording of sessions in the field setting is completed in accordance with the regulations of the internship field site and the Field Site Supervisor. The intern should record (video or audio tape) as many client sessions as possible. The recordings should be used for self-evaluation, peer group presentations, and instructor evaluation of the intern's direct service skills. **Students will turn in a minimum of 2 tapes for evaluation as assigned by the professor.** Permission forms must be signed by the client for taping. Each submission must include (A) Tape (audio or video, must be loud enough to hear easily), (B) signed permission form (two forms, one for your professor and one for you), (C) Tape Critique Form. If a site is unable to allow students to create recordings of client interactions, students will make arrangements with their faculty supervisor to record an alternate interaction (e.g., role play real client scenario with site supervisor or another site team member). **Students cannot record family or classmates if the sight does not allow video/audio recordings.** Recordings must be current (i.e., from interactions that take place during the semester when the student is enrolled in Internship).

V. Case Conceptualization and Treatment Plan

Students will present a formal case conceptualization and treatment plan for each client recording they present (1 required this semester) using de-identified client information, using the Case Presentation PowerPoint template (on Canvas). You will present this conceptualization/ treatment plan during group supervision at a time to be determined by your faculty supervisor. Your conceptualization/plan must be completed on a current client (i.e., from interactions that take place during the semester when the student is enrolled in Internship).

VI. Transcript of Counseling Session

You will need to transcribe a sufficient portion of a counseling session to demonstrate your use of primary counseling skills and your awareness of essential counseling processes; you must transcribe a minimum of 10 minutes or 10 exchanges (use Transcript Template found on Canvas) The transcript should be fully de-identified. In addition to removing/changing the client's name, appropriate de-identification may also require the removal/alteration of other information that could reasonably be used to identify the client (e.g., "The abuse started when I was at Camp Winnetonka"...change to "The abuse started when I was at camp"). You will need to identify (label) when in the transcript a particular skill is being used. You will use the skills described in the CCS-R (Part I) for this annotation. You will be evaluated on your employment of primary counseling skills as well as your awareness of the presence/absence of skill implementation. If a site is unable to allow students to create recordings of client interactions, students will make arrangements with their faculty supervisor to record an alternate interaction (e.g., role play with classmate). Recordings must be current (i.e., from interactions that take place during the semester when the student is enrolled in Internship).

VII. Final Reflection Paper

Students will write a personal reflection paper in APA style format that answers the following prompt: Concluding this semester of clinical work, what personal growth and what professional growth did you observe in yourself since the start of Internship this semester? Additionally, reflect on any bias that you were made aware of during your work and how this impacted or could have impacted your work. Lastly, reflect on aspects of your self-care that assisted you during the semester and what you intend to do to hold yourself accountable for your own personal wellness as you continue your clinical work in

subsequent semesters. This assignment needs to include a cover page, a reference page if applicable, and be at least 3 pages in duration but not more than 4.

VIII. Hour Log

The purpose of the log is to provide a record of all time spent in practicum/internship activities. The log serves as evidence that the student has met the content and time requirements of the internship. The log is to be signed by the appropriate supervisor and by the student. Logs should be submitted for review/signature on a weekly basis. At the end of the semester, students will complete a summary of all hours earned during the semester. Your site supervisor will sign off on all hours related to work done with/for clients at the site. Your faculty supervisor will sign off on the same hour logs documenting the faculty group supervision they provided and other indirect hours relevant to course requirements. Originals should be given to your faculty supervisor; you are advised to keep your own copies.

IX. Evaluations

At the end of the semester each student will provide evaluations of their supervisors and of their external sites. Students will submit a midsemester and final evaluation to their faculty instructor completed by their site supervisor (must be completed for each site) (CACREP, 2016, III.C). Originals should be given to your faculty supervisor; you are advised to keep your own copies. Students will submit to their site supervisors printed copies of the CCS-R Parts 1 and 2 and submit them to the instructor at mid-semester and the end of semester (see course calendar for due dates).

X. Self-Care Show & Tell

Each student will sign up to informally present to peers some type of self-care strategy they find helpful in their daily weekly life that promotes functioning in the counselor role. Students can bring visual aids, show YouTube videos, play music, or any other activity that is feasible and appropriate for the classroom setting. Peer participation will be voluntary. Examples include: Utilization of digital resources that enhance self-care practice, reading an excerpt from a book on self-care, show and tell of a snack that's easy to pack for a long work day, a live demonstration with class participation, specific utilization of stretching, breathing activity, a show and tell of time management used to promote self-care, etc. Get creative! Include relevant information: Who? When? Why? What? How? How often? PowerPoint optional, but not mandatory. Explain the helpfulness of the strategy to you in a personalized manner. You will have about 10-15 minutes at most to share about the strategy and elicit a brief discussion from peers about the strategy (discussion included in 10-15 minute time frame).

XI. Portfolio

As part of the evaluation for the semester, students will assemble a portfolio documenting their learning from their involvement in the following activities. Minimally the portfolio should include the following components:

1. Proof of your liability insurance
2. Your conceptualization and treatment plan PowerPoint
3. Evidence of at least one workshop or presentation that you planned or attended.
4. Signed logs. Cumulative log must indicate total hours, direct and indirect hours.
5. Copies of an evaluations you received (site supervisor and faculty)
6. Final Reflection Paper

NOTE: Do not include any information in your portfolio that could be used to identify a client. You will retain a copy of the portfolio files and they will be refined and added to during your Internship. At the end of the semester you will submit your portfolio for review to your professor. Flash drives will be returned to you the following semester in your next internship course, or prior to graduation if this is your last semester in the program (pending passing this course). Note: the original copies of your time logs, summary time log, and evaluations will need to be given to your supervisor to keep at the end of the semester, so you should include copies of these in your portfolio.

Grading

Students will be evaluated on the basis of the following:

1. 30%— Appropriate level of primary counseling skills and competencies as demonstrated in the presentation of taped counseling sessions, report of site supervisor, and other direct evidence of counseling. This will be evaluated using Part I of the Counselor Competencies Scale (CCS).
2. 30%— Appropriate level of professional disposition and behaviors as demonstrated in the supervision sessions, report of site supervisor, and other direct evidence of disposition. This will be evaluated using Part II of the Counselor Competencies Scale (CCS).
3. 40%— Completeness and quality of portfolio.

*Note1: Receiving a score of “1—Harmful” in any category on the CCS-R for your end-of-semester evaluation from a supervisor may result in an additional grade reduction if the supervisor believes you are not ready to advance to Internship.

*Note2: Passing this course also requires completion of the minimum number of clock hours

INSTRUCTOR POLICIES.

Attendance

You must participate in 24 hours of group supervision as part of this course; therefore, you are allotted *only one absence* in this course. Students who accumulate more than one absence will be required to attend and participate in the other internship’s section of group supervision at the discretion of the Internship instructor. If missing and wanting to attend the other section, email the other section’s instructor in advance requesting permission. Students who are absent more than once and do not make up the time will not pass the class. Class will begin promptly at 5:00pm. If you arrive late, you missed time will be deducted from your one allotted absence. See Course schedule. Please contact me via email if you have an emergency and will be late or will miss class.

Late work policy

If you turn in an assignment after the due date, you will receive a grade reduction of 10% for each day it’s late (with a maximum reduction of 30%). However, credit will be awarded for assignments turned in more than 7 days past its due date. Success in the Clinical Mental Health Counseling Program consists of more than grades. Work habits and attitudes play a major role in the success of any counseling student. Any of the following actions are considered just cause for failure of Practicum and immediate dismissal from the Clinical Mental Health Counseling Program:

1. Dishonesty (cheating, plagiarism, etc.)
2. Unauthorized disclosure of confidential information
3. Negligence or misconduct
4. Mistreatment of clients, fellow students, research participants, or faculty
5. Abusing a client, fellow student, faculty member, or staff member
6. Violations of the rules, regulations, and principles in the Code of Ethics and Standards of Practice as identified by the American Counseling Association and Texas A&M University - Central Texas Code of Student Affairs.
7. Receipt of a Failing grade in Practicum or Internship.
8. Willful submission of false information or alteration of any official records, counseling reports, papers, or examinations.
9. Willful conduct that may cause injury to self or others.
10. Sexual harassment and/or violence in the workplace as defined by Texas A&M University - Central Texas University

COURSE CALENDAR

16 x 1 hour and 45 min = 28 clock hours for group supervision. You must have a total of 24 hours of group supervision given by your instructor to pass this course.

Class	Topic/Activity	2016 CACREP Standard(s)	Due
Aug 27	Overview of class Supervision contracts	11.F.1m	Liability insurance past due.
Sept 03	Suicide/crisis intervention; Counseling philosophy <i>Self-Care Show and Tell</i>	11.F.5.d	Supervision Contract Due Logs Read Johnson Introduction/Getting the Most out of Supervision before start of class on 9/3
Sept 10	Case conceptualization and treatment planning <i>Self-Care Show and Tell (2 Presenters)</i> <i>Case Staffing</i>	11. F.5.g/h	Logs
Sept 17	Documentation Ethics <i>Case Presentations (Includes Roleplay or Recording AND Case- Conceptualization/Treatment Plan)</i>	11. F.5.f/n 11.F.5.d 11.F.1.i	Logs
Sept 24	Assessment Documentation Ethics <i>Case Presentations (Includes Roleplay or Recording AND Case- Conceptualization/Treatment Plan)</i>	11. F.5.f/n 11.F.5.d 11.F.1.i	Logs
Oct 01	Professional Counseling Associations <i>Self-Care Show and Tell (2 Presenters)</i> <i>Case Staffing</i>	11.F.5.g/i	Logs Recording/Role Play #2 Due for All students
Oct 08	Diversity and Multicultural Counseling Competencies <i>Case Presentations (Includes Roleplay or Recording AND Case- Conceptualization/Treatment Plan)</i>	11.F.2.a/b/c/f/h	Logs

Oct 15	Counselor Burnout and Professional Self-Care <i>Case Presentations (Includes Roleplay or Recording AND Case-Conceptualization/Treatment Plan)</i>	II. F.1.1	Logs Mid-semester evaluations due.
Oct 22	Counseling and Social Justice Issues <i>Self-Care Show and Tell Case Staffing</i>	II. F.2.b/d/e	Logs
Oct 29	The Role of Supervision <i>Case Presentations (Includes Roleplay or Recording AND Case-Conceptualization/Treatment Plan)</i>	II. F. 1. m	Logs Transcript due for all students by today.
Nov 05	Getting licensed <i>Case Presentations (Includes Roleplay or Recording AND Case-Conceptualization/Treatment Plan)</i>		Logs
Nov 12	Liability insurance <i>Case Presentations (Includes Roleplay or Recording AND Case-Conceptualization/Treatment Plan)</i>		Logs
Nov 19	<i>Self-Care Show and Tell (2 presenters) Case Staffing</i>		Logs
Nov 26	THANKSGIVING WEEK		NO CLASS MEETING
Dec 3	<i>Case Presentations (Includes Roleplay or Recording AND Case-Conceptualization/Treatment Plan)</i>		Logs Final Reflection Paper due
Dec 10	Semester Conclusion		All logs & Cumulative Log due. Final evaluations due. Portfolios due.

IMPORTANT DATES	
August 26, 2019	Classes Begin for Fall Semester
August 28, 2019	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
September 2, 2019	Labor Day (University Closed)
September 3, 2019	Deadline to Drop First 8-Week Classes with No Record
September 11, 2019	Deadline to drop 16-Week Classes with No Record
October 4, 2019	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
October 4, 2019	Deadline for Graduation Application for Ceremony Participation
October 18, 2019	Classes End for First 8-Week Session
October 18, 2019	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 21, 2019	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 fee assessed for late registrants
October 21, 2019	Classes Begin for Second 8-Week Session
October 21, 2019	Class Schedule Published for Spring Semester
October 23, 2019	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 28, 2019	Deadline to Drop Second 8-Week Classes with No Record
November 1, 2019	Deadline for GRE/GMAT Scores to Graduate School
November 4, 2019	Registration Opens for Spring Semester
November 8, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 11, 2019	Veteran's Day (University Closed)
November 22, 2019	Deadline for Final Committee-Edited Thesis with Committee Approval Signatures to Graduate School for Fall Semester
November 28-29, 2019	Thanksgiving (University Closed)
November 29, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 13, 2019	Deadline for Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee
December 13, 2019	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 13, 2019	Fall Semester Ends
December 13, 2019	Fall Commencement Ceremony
December 17, 2019	Deadline to Clear Thesis Office for Fall Semester
December 23, 2019	Winter Break (University Closed)

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

911 Cellular:

Emergency Warning System for Texas A&M University-Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINE

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity.

When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html]

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University-Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an

appointment via [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

POLICY STATEMENTS:

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

Copyright Notice.

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