

Texas A&M University - Central Texas
COUN 5353 — Theories of Counseling
Fall 2020

This course meets online with several classes conducted synchronously via webex, with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/] and the course runs from August 24, 2020 — December 11, 2020

Instructor: David J Schlosz, Ph.D., NCC, LPC
Class Time: Tuesdays 6:00 to 7:00 pm; Online
Office: Adjunct
Email: dschlosz@tamuct.edu
Office Hours: by appointment

Student-instructor interaction:

Instructor will be checking email daily and replying to student emails within 48 hours.

WARRIOR SHIELD

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

Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
 - o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.

- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

COURSE INFORMATION

Course overview and description: This course is designed to provide an understanding of the major counseling theories and practices. Major theories of counseling will be examined with an emphasis on four areas: key concepts of the theory, its beliefs about the therapeutic process, the role of the counselor, and how to apply the theory to helping a client change. Each theory will be analyzed for its uniqueness and similarity with the other approaches and applied to case examples. In addition, there will be opportunities to practice some basic principles of each theory (i.e., role-plays) and when possible see the theory in action (i.e., videotapes, class examples).

STUDENT LEARNING OUTCOMES:

1. Student will demonstrate an understanding of various models to conceptualize client presentation of issues and of appropriate counseling interventions.
2. Students will demonstrate an understand of the significance of current professional research and practice in the field, so they begin to develop a personal counseling model.
3. Students will demonstrate awareness of the self as a helper, the goals of counseling including wellness and prevention, characteristics and behaviors that impact the helping process, human behavior, and strategies for optimizing human potential.

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

(IIF5: Counseling and Helping Relationships)- Studies that provide an understanding of the counseling process in a multicultural society, including the following:

CACREP Standard	Activity	SLOs
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Theory Summaries	SLO1
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Theory Summaries	SLO1
Theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (IIF2b);	Theory Summaries	SLO1
Multicultural competencies (IIF2c);	Theory Summaries	SLO1
Impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (IIF2d); and the impact of spiritual beliefs on clients’ and counselors’ worldviews (IIF2g);	Counseling Beliefs Paper	SLO3
Strategies of identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	Counseling Beliefs Paper	SLO3

Developing relevant counseling treatment or intervention plans (IIF5h);	Theory Summaries	
Counselor characteristics and behaviors that influence helping processes (IIF5f);	Integrative Theory Paper	SLO2
Theories and models of counseling (IIF5a); a systems approach to conceptualizing clients (IIF5b); process for aiding students in developing a personal model of counseling (IIF5n)	Theory Summaries	SLO1
Systemic and environmental factors that affect human development, functioning, and behavior (IIF3f)	Theory Summaries	SLO1
Theories for facilitating optimal development and wellness over the life span (IIF3i);	Theory Summaries	SLO1
The importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (IIF8a);	Integrative Theory Paper	SLO2
Standards for Clinical Mental Health Counseling (CMHC) track		
Theories and models related to clinical mental health counseling (CMHC:VC1b);	Theory Summaries	SLO1

Required Reading and Textbook(s):

Corey, G. (2017). *Theory and Practice of Counseling and Psychotherapy* (10th ed.). Cengage Learning.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Other readings as assigned and supplied by professor

****A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. ****

COURSE REQUIREMENTS

COURSE REQUIREMENTS/METHODS OF EVALUATION EMPLOYED

COURSE REQUIREMENTS/METHODS OF EVALUATION EMPLOYED ALL ASSIGNMENTS DUE FRIDAY 12 PM

Self-Reflection Counseling Beliefs Paper (30 points): Self-discovery and reflection are keystones of the counseling profession. The purpose of the self-reflection paper is to enable consideration of intersections among beliefs about yourself, your worldview (including concepts of spiritual and / or religious truths), your view of human nature, and the ethical obligations and responsibilities of professional counselors.

- Paper will be 4-5 pages (**APA formatting; page requirement does not include the cover page; no abstract required**);
- Address the following areas:
 - What role does the counselor play in the counseling process?
 - How do people change?
 - What are your personality characteristics and / or experiences that will make you an effective counselor?

- What are your biases or judgments that may interfere with you becoming an effective counselor?

Integrative Theory Paper (50 points) * Portfolio Assignment:** Integrate your knowledge of theories and conceptualize an integrative theory that fits your personality and belief system (world view) about human growth and development. Reflect on how your personal counseling beliefs have changed or remained the same from your initial self-reflection counseling beliefs paper. Combining this reflection with your knowledge of counseling theories, describe and justify an integrative theory that fits with your personality and belief system (world view) about human growth and development.

- Paper should be 7-9 pages (**APA formatting; page requirement does not include the cover page, abstract, or reference section**); **MUST INCLUDE A COVER PAGE, ABSTRACT, AND REFERENCE PAGE.**
- Must use a minimum of 5 peer-reviewed sources outside of the textbook.
- Describe your integrative theory (should be 2 or more existing theories) in relation to the population you hope to work with.
- Which existing theories influenced your integrative theory?
- How does your integrative theory align / misalign with your worldview and how do you reconcile any areas of disconnection?
- What aspects of your integrative theory do you find particularly relevant?
- How do you see the therapeutic relationship forming within this theory?
- How do you measure progress using your theoretical model?
- How do you see your integrative theoretical model evolving over time?

Integrative Theory Presentation (30 points): Students will conduct 10 minute live online presentation in class about their integrative theory. The presentation will cover the following points:

- Brief overview of the theories chosen;
- How the theories complement each other (work well together);
- How do you see your integrative theory evolving over time.

Theory Summaries (10 points each x 13 theories = 130 points)

- Each summary should be 2-3 pages (**APA formatting; include cover page & reference page but no abstract**);
- Describe how change occurs;
- Describe the counselor's role in the theory;
- Name and describe at least one counseling technique commonly associated and used within this theory to promote change.
- Watch the assigned video for the week – summarize and evaluate – what were your thoughts on the video and the theories demonstrated (some summaries will not have a related video) **Videos can be accessed online through the university library, databases, psychotherapy.net [<http://www.psychotherapy.net/stream/tamuct>]**
- Use the following topic subheadings and concisely but thoroughly examine the theory:
 - How Change Occurs
 - The Counselor's Role
 - Common Theory Technique(s)
 - Summary & evaluation of video assigned for the week (if applicable)

Midterm Exam and Final Exam (50 points each = 100 points): Two exams worth 15 points each will be given during the course. The midterm will cover the first 8 chapters and the final will cover the remaining chapters. The exams will be multiple choice and available via the Canvas platform. You will be given 3 hours to complete the exam and it must be completed in one sitting.

Weekly Discussion Board (5 points): Students will be expected to participate in the weekly discussion board “Self-Care.” Each week, students will respond to a self-care prompt.

There is no expectation to respond to another student’s post – that is voluntary but it may help us feel more connected to each other during this online course. Students are also expected to respond to the introductory discussion post “Who Am I & Who Are You?” As with all classroom and online discussion, *please be kind and respectful.*

***** RUBRICS FOR ALL ASSIGNMENTS ARE POSTED ON CANVAS UNDER THE SPECIFIC ASSIGNMENT*** Grading Criteria and Conversion**

Grades will be determined by how many points are earned over the semester. The menu of evaluations and their points appears next:

Nature of Activity Point Potential

Self-Reflection Counseling Beliefs Paper 30
Integrative Theory Paper 50
Integrative Theory Presentation 30
Theory Summaries (10 points each x 13) 130
Midterm Exam 50
Final Exam 50
Weekly Discussion Board (5 points x 12) 60
Total 400

Grade Equivalent:

360-400 = A
320-359 = B
280-319 = C
240-279 = D
239 – Below = F

Posting of Grades: Grades will be posted on the Canvas Gradebook. Grades will be posted within two weeks of assignment submission. Please check Canvas for grades and feedback on assignments.

Late work policy: 20% off the total grade for each day that the assignment is late. *Nothing accepted after 5 days.*

Attendance policy: Class attendance is required and crucial to your development as a student and future counselor. Please email me before class if you will be absent. *There will be a grade reduction (5-point deduction to the final course grade) for each unexcused absence after the first.* Two or more **in-class lecture absences** may result in grade of “F” (at the instructor’s discretion). Arriving 10 or more minutes late or leaving 10 or more minutes early is considered an absence.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

This is a tentative course outline and is subject to change by the instructor.

<i>Class Day</i>	<i>Topic</i>	<i>Assigned Readings</i>	<i>Assignments Due</i>
August 25	Introductions and Syllabus Review	Chapters 1,2,3	
Sept 1	Psychoanalytic Therapy Video: Psychoanalytic Psychotherapy with Otto Kernberg	Chapters 4	Theory Summary # 1 Weekly Discussion Board Self-Reflection Counseling Beliefs Paper Due
Sept 8	Adlerian Therapy Video: Adlerian Therapy with Jon Carlson	Chapter 5	Theory Summary # 2 Weekly Discussion Board
Sept 15	Existential Therapy Video: Rollo May on Existential Psychotherapy	Chapter 6	Theory Summary # 3 Weekly Discussion Board
Sept 22	Person-Centered Therapy Video: Carl Rogers on Person-Centered Therapy	Chapter 7	Theory Summary # 4 Weekly Discussion Board
Sept 29	Gestalt Therapy Video: Erving Polster on Gestalt Therapy	Chapter 8	Theory Summary # 5 Weekly Discussion Board
Oct 6	Behavior Therapy Video: Albert Bandura on Behavior Therapy, Self-Efficacy, & Modeling	Chapter 9	Theory Summary # 6 Weekly Discussion Board Midterm Exam Chapters 1-8
Oct 13	Cognitive Therapy (REBT, CBT, CB Modification) Video: Cognitive Behavioral Therapy for Depression	Chapter 10	Theory Summary # 7 Weekly Discussion Board
Oct 20	Choice Theory: Reality Therapy Video: Reality Therapy with Robert Wubbolding	Chapter 11	Theory Summary # 8 Weekly Discussion Board

Oct 27	Feminist Therapy Video: Feminist Therapy with Lenore Walker EdD	Chapter12	Theory Summary # 9 Weekly Discussion Board
Nov 3	Election Day – No class		
Nov10	Solution Focused Therapy Video: Solution-Focused Therapy with Insoo Kim Berg	Chapter 13	Theory Summary # 10 Weekly Discussion Board
Nov 17	Narrative Therapy Video: TBD Internal Family Systems Video: TBD	Chapter 14 And Assigned readings	Theory Summary # 11 Theory Summary # 12 Weekly Discussion Board
THANKSGIVING			
Dec 1	Relational Cultural Therapy Video: TBD	Chapter 15 And assigned readings	Theory Summary # 13 Weekly Discussion Board
Dec 8	Integrative perspective Presentations	Chapter 15	Integrative Theory Paper Due Presentations
Dec 10			Final Exam Chapters 9-16

Important University Dates: <https://www.tamuct.edu/registrar/academic-calendar.html>

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email 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.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

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): [<http://hdc.tamu.edu>]

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

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Once you submit the completed 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, working with others in an unauthorized manner, 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 referred 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.

For more [information regarding the Student Conduct process](#), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](#), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required)
[<https://tamuct.instructure.com/courses/717>]

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 [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [<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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, 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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University-Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WCOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

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].

For Fall 2020, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

OPTIONAL 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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

Portfolio: As part of the evaluation for the CMHC program, students will assemble an e-portfolio documenting their learning from their involvement in the following activities. This portfolio will be built digitally. The required portfolio items will be assignments in the different CMHC courses.

1. 1) Professional Development
 1. a) Professional Organization Membership (Foundations Course)
 2. b) Workshop/Training Attendance or Presentation – (1 per long term)
 3. c) LPC (s) Interview (Foundations, Family, Consultation, Crisis Courses)
 4. d) Resume (Requires Career Center Evaluation – Group Course)
2. 2) Wellness
 1. a) Self-Care Plan (Assessment, plan, reflection) (Ethics Course)
 2. b) Attend Four Counseling Sessions (Foundations Course)
3. 3) Professional Practice
 1. a) Theory Integration Paper (Theories Course)
 2. b) Transcripts (Methods & Practicum Courses – 30 minutes)
 3. c) Case Conceptualization (with theory in practice) (Family, Substance Abuse, Practicum, Internship 1&2 Courses)
 4. d) Formative and Summative Assessments

i) CCS-R (Practicum / Internship 1&2 Courses)

5. e) Liability Insurance (Practicum / Internship 1&2 Courses)
 6. f) Hours Logs (Practicum / Internship 1&2 Courses)
4. 4) Multicultural Competence
 1. a) AMCD Codes (Culture Course)
 2. b) Diversity Interview (Foundations, Culture Courses)
 3. c) CIA Project (Culture Course)
 5. 5) Group Counseling Work
 1. a) ASGW Best Practices (Group Course)
 2. b) Group Journal (min 10 hours) (Group Course)
 6. 6) Ethical Foundations
 1. a) ACA Codes of Ethics (Ethics Course)
 2. b) LPC Rules (Ethics Course)
 3. c) Ethics and the Discipline Presentation (Ethics Course)
 4. d) 2 Ethical Dilemma (Ethical Decision Making Models Paper) (Ethics Course)
 7. 7) Advocacy & Social Justice
 1. a) Advocacy and Social Justice Competencies (Culture Course)
 2. b) CIA Project (Culture Course)
 3. c) Service Learning Project (Culture Course)