

Texas A&M University – Central Texas
COUN 5357 Methods and Practices in Counseling
Fall 2020

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Samantha Airhart-Larraga, Ph.D., LPC-S, LCDC, NCC
Class Time: Thursdays, 6:00 to 8:45 p.m.
Office: WH 318Q
Email: s.airhart-larraga@tamuct.edu
Office Hours: Virtual Hours – Tuesday 10:00 am to 2:00 pm & Thursday 2:00 pm to 6:00 pm; other days / times by appointment only

This course meets online with several classes conducted synchronously via a virtual platform (e.g., Webex, Zoom, or GoToMeeting), with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. Synchronous meetings will be designated as “SYNCHRONOUS” on the course calendar.

Student-instructor interaction:

Instructor will check email Monday through Friday and reply to student emails within 48 hours. Emails received Saturday and Sunday will be addressed on Monday.

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.
 - 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 Description and Overview: The course is designed to introduce Counseling pre-interns to methodology that goes beyond building basic counseling skills and techniques. The course will also teach students the basics of professional documentation and treatment planning. It will also include legal issues related to counseling and psychological services and introduce basic business practices. Prerequisite: COUN 5350 or approval of Dean.

STUDENT LEARNING OUTCOMES:

1. Students will demonstrate essential interviewing and counseling skills, including differentiated interventions for the needs of differing clients.
2. Students will demonstrate an understanding of crisis intervention and suicide prevention models, including the use of psychological first aid for at-risk suicidal clients.
3. Students will demonstrate understanding of counseling methods and techniques, including skills and appropriateness of intervention, insight into their limitations as a counselor, need for referral, and other related skills tied to best practice counseling.
4. Students will demonstrate counseling skills, techniques, and personality characteristics consistent with ethical counseling practice

COUNSELING PROGRAM MISSION STATEMENT

The mission of the Texas A&M University-Central Texas Counseling Program is to prepare professional counselors grounded in multicultural competence to meet the diverse needs of individuals and families in Central Texas and beyond. Graduates from our Master’s in counseling program demonstrate the necessary counseling knowledge, skills, dispositions, professional identity and scholarship enabling them to enrich the quality of all peoples' lives as well as secure positions within the profession. The program emphasizes overall competency-based performance as well as the promotion of our students optimal state of health and wellness to foster continuous professional growth.

COUNSELING PROGRAM OBJECTIVES:

1. Clinical Mental Health Counseling graduates will develop strong professional identities as counselors.
2. Clinical Mental Health Counseling graduates will establish helping relationships with diverse clients.
3. Clinical Mental Health Counseling graduates will use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations.
4. Clinical Mental Health Counseling graduates will use theories and models to guide their professional practice.
5. Clinical Mental Health Counseling graduates will abide by relevant ethics, laws and standards of professional practice.
6. Clinical Mental Health Counseling graduates will use leadership principles in their professional practice.
7. Clinical Mental Health Counseling graduates will advocate for clients and for their profession.
8. Clinical Mental Health Counseling graduates will incorporate the use of technology into their practice.
9. Clinical Mental Health Counseling graduates will experience and understand counseling practices worldwide.

Competency Goals Statements (CACREP Standards):

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

CACREP Standard	Activity	SLO
Common Core for all students:		
c. A general framework for understanding exceptional abilities and strategies for differentiated intervention (IIF3h);	Tapescript 2 and Self-Assessment Journal	SLO 1

d. Counselor characteristics and behaviors that influence the counseling process (IIF5f);	Tapescript 2 and Self-Assessment Journal	SLO 1
d. Essential interviewing and counseling skills (IIF5g);	Tapescript 2 and Self-Assessment Journal	SLO 1
e. Crisis intervention, trauma informed, and community based strategies, such as Psychological First Aid (IIF5m);	Suicide Assessment Presentation, Psychological First Aide Training Module	SLO 3
Standards for Clinical Mental Health Counseling (CMHC) track		
1. Understands the impact of crises and trauma on individuals with mental health diagnosis (CMHC: C2f);	Suicide Assessment Presentation	SLO 2
2. Demonstrates appropriate use of cultural factors relevant to clinical mental health counseling (CMHC:C2j);	Theravue Modules	SLO 4

Students seeking school counselor certification must be admitted into the school counseling program (separate application process) in order for this course to count towards meeting certification standards.

In accordance with Texas Administrative Code 239.15, Standards for School Counselor Certificate, students enrolled in the school counselor certification program will meet the following learner standards:

Student Outcome	TAC 239.15 School Counselor Certificate Learner Standards	Activity
Essential interviewing and counseling skills (IIF5g);	Standard III. Learner-Centered Process: (3) use both preventive and intervening strategies to address the concerns of learners and to help them clarify problems and situations, set goals, explore options, and implement change;	Tapescript 2 and Self-Assessment Journal
Understands the impact of crises and trauma on individuals with mental health diagnosis (CMHC: C2f);	Standard I. Learner-Centered Knowledge (5) assessment principles and procedures, including the appropriate use of tests, test interpretation, and test results;	Suicide Assessment Presentation

Required Reading and Textbook(s):

American Psychological Association. (2020). *Publication manual of the American Psychological Association (7th ed.)*. American Psychological Association.

Kendi, I. X. (2019). *How to be an antiracist*. One World.

Young, Mark. (2017). *Learning the art of helping: Building blocks and techniques. (6th ed.)*. Pearson.

Theravue: <https://www.theravue.com/>

Steps:

1. Will receive a request join class
2. Click the link and create an account
3. Pay associated fee (\$59.00 which is considered part of your textbook cost)

Required Reading and Textbook(s) Provided in Canvas:

American Counseling Association (2014). ACA Code of Ethics: <http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx>

Cameron, S., & Turtle-song, I. (2002). Learning to write case notes using the SOAP format. *Journal of Counseling & Development, 80*, 286-292.

Granello, D. H. (2010). The process of suicide risk assessment: Twelve core principles. *Journal of Counseling & Development, 88*, 363-370.

Recommended Textbook(s):

Erford, B. (2019). *45 techniques every counselor should know. (3rd ed.)*. Pearson.

Teaching Strategies

Please be aware that this course focuses on experiential learning and in class activities. You are expected to participate in all class activities. Online instruction and videos will be used as well. Online power-points and assigned readings are expected to be completed prior to class time.

A significant portion of most classes will be devoted to practicing counseling skills. Students will work in triads, rotating among the following three roles: counselor, client, and observer. Some of these sessions may be videotaped and observed by the professor and class. Peer feedback will be offered on strengths and areas for further development. Please do not audiotape this class unless permission is granted by the instructor and peers, as some disclosures may be personal. Given the nature of this assignment, the importance of maintaining confidentiality is stressed. Some of the ideal characteristics of each role are described below.

Counselor: This role calls for practice and demonstration of skills learned in assigned readings and class discussions. A student in this role should exhibit genuineness, openness, empathy, congruence, engagement in the process, and a willingness to take risks in the spirit of learning. Acceptance of positive feedback and constructive criticism also is important.

Client: A student in this role should exhibit genuineness, openness and present orientation. In the role of client, students are asked to draw upon real life experiences, the content of which is totally within the student's discretion. Students should take responsibility for determining and monitoring the level of self-disclosure that they contribute to the learning experience. Students may also choose to role play the part of "client", with the understanding that such simulation may detract from the realism and quality of the learning experience. Also in this role, students will be expected to provide feedback to the individual in the "counselor" role.

Observer: This role calls for close attention to the process occurring between the counselor and the client and an ability to relate what occurs in the practice session to the learned material. It also calls for an ability to give constructive feedback. The person in this role may take notes as needed. A feedback form template will be provided.

To facilitate this process, each person in the group will identify an area of his or her life that he or she would like to change or improve upon. This will serve as a basis for having a first-hand experience with the self-reflection and change. Please select issues you are comfortable talking about and presenting with your classmates and instructor.

When You Play the Role of Client in Practice Sessions:

You have the right and personal responsibility to share only as deeply as you want. All experiential exercises in this course are optional and you may stop participating in any exercise you wish without penalty. At the same time, if you find yourself not wishing to engage in these exercises, you may prefer to drop the course.

Confidentiality Awareness:

An employee of a postsecondary educational institution who, in the course and scope of employment, witnesses or receives information regarding the occurrence of an incident that the employee reasonably believes constitutes sexual harassment, sexual assault, dating violence, or stalking and is alleged to have been committed by or against a person who was a student enrolled at or an employee of the institution at the time of the incident shall promptly report the incident to the institution's Title IX coordinator or deputy Title IX coordinator.

Practice:

This is a class in which you will be learning many new skills. The more you can practice, the faster you will improve. While it is important to understand the material in the textbooks, it is crucial that you be able to demonstrate the required skills. Please practice between classes.

COURSE REQUIREMENTS / METHODS OF EVALUATION EMPLOYED
***** RUBRICS FOR ALL ASSIGNMENTS POSTED ON CANVAS *****

Tapescript and Video Recording # 1 (20 points): Prepare a video recording of a pseudo counseling session with a student from class. Each video recording will be accompanied by a tapescript (written transcript). Note: The video recording will not be accepted and reviewed without its accompanying tapescript. This assignment will afford you opportunities to gain familiarity and comfort with various techniques covered during the course of the semester. Each person in the dyad will assume both the counselor and client roles. In the client role, you will be asked to identify an area in your life you would like to change or improve upon. Please select an issue about which you are comfortable discussing and presenting with your classmates and instructor. The assignment will consist of the following:

- Video recording (uploaded on to canvas)
 - Video recording should be made with one of your peers from class and should be 30 minutes in length. Please transcribe either the first or last 15 minutes of your video. Indicate on the tapescript which of these you chose.
- Tapescript (submitted via canvas)

Tapescript and Video Recording # 2 (30 points): Prepare a video recording of a pseudo counseling session with a student from class. Each video recording will be accompanied by a tapescript (written transcript). Note: The video recording will not be accepted and reviewed without its accompanying tapescript. This assignment will afford you opportunities to gain familiarity and comfort with various techniques covered during the course of the semester. Each person in the dyad will assume both the counselor and client roles. In the client role, you will be asked to identify an area in your life you would like to change or improve upon. Please select an issue about which you are comfortable discussing and presenting with your classmates and instructor. The assignment will consist of the following:

- Video recording (uploaded on to canvas)
 - The second tapescript and video recording should be made with one of your peers from class and be 30 minutes in length. Review the session and then transcribe your video in its entirety as outlined in the guidelines.
 - ***You are strongly encouraged to conduct practice sessions and review your video recording before submitting it to be graded.***
- Tapescript (submitted via canvas)

Please Note:

- Your video recording may be reviewed by the faculty to help inform your practicum placement.
- Professor reserves the right to require a *third* video recording and tapescript for students who do not demonstrate an appropriate level of mastery of the helping skills in the second video recording.
- Tapescript 3 grades may substitute for the Tapescript 2 grade.

Self-Assessment Journal (5 points each x 2 = 10 points): For *each* digital recording, you will complete a self-assessment utilizing the Tapescript Rubric. Accurately identifying the skills you used, include areas of strength and areas of growth. In each area, describe how you plan to retain and/or improve these skills. Additionally, students will identify 2-3 specific community referral sources that may be helpful to the client. Upload these assignments together. Self-Assessment template posted on canvas.

Case Note Practice Assignment (5 points): You will create a SOAP note for your mock client with *Tapescript 2* including all components of the note: Subjective, Objective, Assessment, Plan.

Theravue Assignments (2 points each x 10 = 20 points): For each counseling skill learned in class you will complete a Theravue assignment.

Suicide Assessment Presentation (5 points): GROUP ASSIGNMENT - select a suicide assessment and present it to the class via media: PowerPoint, Prezi, etc. Include the name of the assessment, structure of the assessment (questionnaire, semi-structured interview), reliability/validity data (e.g., cronbach's alpha, etc.) and research supporting the efficacy of the instrument. Additionally, discuss the cultural considerations of this assessment. Provide a case scenario describing an appropriate time to use this assessment with a client. The presentation is expected to be no longer than 10 minutes.

Book Assignment and Reflection Paper (10 points): Students will be assigned to read the book "*How to be an Antiracist*" by Ibram X. Kendi. Students will write a 2-3 page reflection paper including the following:

- Brief overview of the book;
- Observations, reactions, and reflections about the book.
 - Include what you learned about yourself and others through what is discussed in the book.

- Include how racism and social justice will be addressed in the work you do with clients.
- This reflection should be an *honest discussion* about your reaction to the topic.

****Extra Credit Assignment** (5 points): Students can attend the Mental Health Academy free virtual conference on suicide prevention. For each session attended, students will receive 1 point toward their final grade (with 5 points max). To receive the extra credit, submit via email the certificate of attendance. Students can either attend the live conference August 29 to August 30 or attend the “on-demand” sessions starting August 31 to September 20. Either way, you must register for this conference.

To register for this free conference:

<https://www.mentalhealthacademy.net/suicideprevention/amhca>

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

Activity	Points
Tapescript and Video Recording # 1	20
Tapescript and Video Recording # 2	30
Self-Assessment (5 points each x 2)	10
Case Note Practice Assignment (SOAP Note)	5
Theravue Assignments (2 points each x 10)	20
Suicide Assessment Presentation	5
Book Assignment and Reflection Paper	10
Total	100

Grade Equivalent:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

59 - 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. New counseling skills will be introduced and practiced during each synchronous class. Please email me if you will be absent from any synchronous class. There are a total of 11 synchronous class meetings scheduled for the semester. You will be allowed to miss one of these meetings with no penalty. ***There will be a grade reduction (5-point deduction to the final course grade) for each unexcused absence after the first.*** Two or more **absences** may result in grade of “F” (at the instructor’s discretion).

Tapescript Format

The tapescript must include a verbatim account of all spoken words in the session. After each counselor response, include a critique of your response (i.e., identify what skill you were using, why, and *how effective it was*, with attention to type of response, focus, and intent). Detail two alternative responses you could have used. Keep in mind that transcribing is a time intensive activity; **leave yourself plenty of time** to do this. Below is the table for transcription- tapescripts must be typed into the table- this is NOT optional. Feel free to copy and paste the table below.

Follow the below format exactly. Transcripts not using this exact format, font, highlighting, etc. will not be considered.

Ima Sample, 32, Male, Monday 11-01-2015, Session 2

Counselor Response (Verbatim)	Skill Demonstrated (a) and Theoretical Intent (b)	Critique & effectiveness (c) and Alternative Responses – Two Different (d)
So, you were irritated that he had to talk to them as if they were children.	(a) Reflection of Meaning (b) Diving deeper into the issues	(c) Small twist on the basic formula for Reflection of Meaning (You are feeling _____because_____). Simple, but effective. (d) Alternatives: 1. “You felt irritated because your boss had to speak to your co-workers as if they were little children.” 2. Or, shorten to a reflection of feeling, “You felt annoyed.”
Client Response (Verbatim): Yes, ‘cause they’re not children.		
And because they’re adults that made you extra frustrated.	(a) Reflection of Meaning (b) To clarify and make sure we were both together in the deeper levels.	(c) His tone and body language indicated that I was getting close to a bullseye reflection, so I wanted to re-reflect, change my wording a bit, and hit the meaning a little closer. (d) 1. I could have left this off; 2. or I could have changed up my wording a bit. “You were extra annoyed that your co- workers required language more akin to disciplining a 10 yr old.”

Course Calendar

Week	Class Meeting Schedule *** Synchronous Meetings are Thursdays 6:00 to 8:45 p.m.	Assigned Readings for the Week	Assignments Due *** All assignments due Thursday at 11:59 p.m.
Week 1: August 27, 2020	SYNCHRONOUS MEETING: Welcome and Introductions Syllabus Review	Chapter 1 (Young, 2017) Chapter 2 (Young, 2017)	
Week 2: September 3, 2020	SYNCHRONOUS MEETING	Chapter 3 (Young, 2017)	Theravue Assignment: Module 1 – How to Start a Session
Week 3: September 10, 2020		Chapter 4 (Young, 2017)	Theravue Assignment: Module 6 – Open Questions
Week 4: September 17, 2020	SYNCHRONOUS MEETING	Chapter 5 (Young, 2017)	Theravue Assignment: Module 2 – Paraphrasing
Week 5: September 24, 2020	SYNCHRONOUS MEETING	Chapter 6 (Young, 2017)	Theravue Assignment: Module 3 – Reflecting Feeling
Week 6: October 1, 2020	SYNCHRONOUS MEETING	Chapter 7 (Young, 2017)	Theravue Assignment: Module 4 – Reflecting Meaning
Week 7: October 8, 2020		Chapter 8 (Young, 2017)	Tapescript & Video Recording # 1 Self-Assessment # 1
Week 8: October 15, 2020	SYNCHRONOUS MEETING	Granello (2010)	Suicide Assessment Presentation Theravue Assignment: Module 5 – Confrontation
Week 9: October 22, 2020	SYNCHRONOUS MEETING	Chapter 9 (Young, 2017)	Theravue Assignment: Module 7 – Summarizing
Week 10: October 29, 2020	SYNCHRONOUS MEETING	Chapter 10 (Young, 2017)	Theravue Assignment: Module 8 – Empathy
Week 11: November 5, 2020	SYNCHRONOUS MEETING	Cameron & Turtle-song (2002)	Theravue Assignment: Module 9 – Self-Disclosure
Week 12: November 12, 2020		Chapter 11 (Young, 2017)	Tapescript & Video Recording # 2 Self-Assessment # 2 Case Note Practice Assignment
Week 13: November 19, 2020	SYNCHRONOUS MEETING	Chapter 12 (Young, 2017)	Theravue Assignment: Module 10 – Immediacy
Week 14: November 26, 2020	THANKSGIVING HOLIDAY		
Week 15: December 3, 2020	SYNCHRONOUS MEETING		Book Assignment & Reflection Paper
Week 16: December 10, 2020			

IMPORTANT UNIVERSITY DATES

Academic Calendars and Registration Schedules - DRAFT COPY 1

ACADEMIC CALENDARS AND REGISTRATION SCHEDULES

The following calendar is proposed and **scheduled to change** without notice.

Date	Description
August 10, 2020	Classes Begin for Minimester
August 21, 2020	Classes End for Minimester
August 24, 2020	Add, Drop, and Late Registration Begins for 16- and First 8-week Classes \$25 Fee assessed for late registrants
August 24, 2020	Classes Begin for Fall Semester
August 26, 2020	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
August 31, 2020	Deadline to Drop First 8-week Classes with No Record
September 7, 2020	Labor Day (University Closed)
September 9, 2020	Deadline to drop 16-week Classes with No Record
October 1, 2020	Deadline for Teacher Education Program Applications
October 2, 2020	Deadline to Drop First 8-week Classes with a Quit (Q) or Withdraw (W)
October 15, 2020	Deadline for Clinical Teaching/Practicum Applications
October 16, 2020	Classes End for First 8-week Session
October 16, 2020	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 19, 2020	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
October 19, 2020	Classes Begin for Second 8-Week Session
October 19, 2020	Class Schedule Published for Spring Semester
October 20, 2020	Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)
October 21, 2020	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 26, 2020	Deadline to Drop Second 8-Week Classes with No Record
October 30, 2020	Deadline for Graduation Application for Fall Ceremony Participation
November 1, 2020	Deadline for GRE/GMAT Scores to Graduate School Office
November 2, 2020	Registration Opens for Spring Semester
November 6, 2020	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 11, 2020	Veteran's Day (University Closed)
November 20, 2020	Deadline for Final Committee-Edited Theses Fall Semester with Committee Approval Signatures to Graduate School Office
November 26-27, 2020	Thanksgiving (University Closed)
November 27, 2020	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)

December 11, 2020	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 11, 2020	Fall Semester Ends
December 11, 2020	Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)
December 11, 2020	Deadline for Fall Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee
December 11, 2020	Fall Commencement Ceremony Bell County Expo 7 pm
December 15, 2020	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
December 15, 2020	Deadline for Theses to Clear Graduate School Office for Fall Semester
December 24, 2020 - January 1, 2021	Winter Break (University Closed)
January 18, 2021	Martin Luther King, Jr Day (University Closed)
January 19, 2021	Add, Drop and Late Registration Begins for 16- and First 8-Week Classes \$25 Fee assessed for late registrants
January 19, 2021	Classes Begin for Spring Semester
January 21, 2021	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
January 26, 2021	Deadline to Drop First 8-Week Classes with No Record
February 3, 2021	Deadline to Drop 16-Week Classes with No Record
February 26, 2021	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
March 1, 2021	Deadline for Teacher Education Program Applications
March 12, 2021	Classes end for 1st 8-Weeks Session
March 15, 2021	Deadline for Clinical Teaching/Practicum Applications
March 16, 2021	Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)
March 15-19, 2021	Spring Break (No Classes - Administrative Offices Open)
March 22, 2021	Class Schedule Published for Summer Semester
March 22, 2021	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
March 22, 2021	Classes Begin for Second 8-Week Session
March 24, 2021	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 26, 2021	Deadline for Spring Graduation Application for Ceremony Participation
March 29, 2021	Deadline to Drop Second 8-Week Classes with No Record
April 1, 2021	Deadline for GRE/GMAT Scores to Graduate School Office
April 5, 2021	Registration Opens for Summer Semester
April 16, 2021	Deadline for Final Committee-Edited Theses with Committee Approval Signatures for Spring Semester to Graduate School Office
April 30, 2021	Deadline to drop Second 8-week Classes with a Quit (Q) or Withdraw (W).
May 14, 2021	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 14, 2021	Spring Semester Ends

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>]

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.aspx?InstID=caed95b9-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/reporting-form.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 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>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines 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 WOnline [<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.

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?TAMUCentral-Texas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentral-Texas&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) Professional Development
 - a) Professional Organization Membership (Foundations Course)
 - b) Workshop/Training Attendance or Presentation – (1 per long term)**
 - c) LPC (s) Interview (Foundations, Family, Consultation, Crisis Courses)
 - d) Resume (Requires Career Center Evaluation – Group Course)
- 2) Wellness
 - a) Self-Care Plan (Assessment, plan, reflection) (Ethics Course)
 - b) Attend Four Counseling Sessions (Foundations Course)
- 3) Professional Practice
 - a) Theory Integration Paper (Theories Course)
 - b) Transcripts (Methods & Practicum Courses – 30 minutes)**
 - c) Case Conceptualization (with theory in practice) (Family, Substance Abuse, Practicum, Internship 1&2 Courses)
 - d) Formative and Summative Assessments
 - i) CCS-R (Practicum / Internship 1&2 Courses)
 - e) Liability Insurance (Practicum / Internship 1&2 Courses)
 - f) Hours Logs (Practicum / Internship 1&2 Courses)
- 4) Multicultural Competence
 - a) AMCD Codes (Culture Course)
 - b) Diversity Interview (Foundations, Culture Courses)
 - c) CIA Project (Culture Course)
- 5) Group Counseling Work
 - a) ASGW Best Practices (Group Course)
 - b) Group Journal (min 10 hours) (Group Course)
- 6) Ethical Foundations
 - a) ACA Codes of Ethics (Ethics Course)
 - b) LPC Rules (Ethics Course)
 - c) Ethics and the Discipline Presentation (Ethics Course)
 - d) 2 Ethical Dilemma (Ethical Decision Making Models Paper) (Ethics Course)
- 7) Advocacy & Social Justice
 - a) Advocacy and Social Justice Competencies (Culture Course)
 - b) CIA Project (Culture Course)
 - c) Service Learning Project (Culture Course)