



## Department of Counseling and Psychology

### COUN 5357-110, CRN 10002, Methods and Practices in Counseling

Spring 2020 rev. 1.1.2020  
Texas A&M University-Central Texas

#### INSTRUCTOR AND CONTACT INFORMATION

**Instructor:** *Levi McClendon, Ph.D., LPC, NCC, NCSC, CSC*

**Office:** *318R*

**Email:** *lmccleendon@tamuct.edu*

**Office Hours:** *11:00am-3:00pm Mondays, 12:00pm-4:30pm Wednesdays, Online by appointment*

**Class Time:** *6:00pm-8:45pm Mondays*

**Class Location:** *Warrior Hall, Room 314*

**Mode of instruction and course access:**

*This course meets face-to-face, (with supplemental materials made available online).*

*This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].*

**Student-instructor interaction:**

*Email is checked daily during the weekdays (Monday-Friday). An email sent on Friday will be read and replied to the following Monday. Please provide at least a one week request for an appointment outside of my office hours.*

#### COURSE INFORMATION

##### **Course Overview and description:**

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.

##### **Course Objective:**

1. *Students will demonstrate counseling skills, techniques, and personality characteristics consistent with ethical counseling practice.*

##### **Course 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.*

#### **COLLEGE MISSION STATEMENT**

The mission of the Texas A&M-Central Texas College of Education is to provide students in professional education and other human services with a quality education through academic, cultural, and leadership experiences, and to provide leadership through scholarship and service to the extended community and profession. Programs in College of Education

prepare students for challenging, gratifying, and socially significant careers in education, counseling, and psychology. In addition to its teaching function, the program has a strong service commitment to public schools and human service agencies.

**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.

<p><b>Required Reading and Textbook(s)</b></p>	<p>Young, Mark. (2017). <i>Learning the art of helping: Building blocks and techniques. (6th ed.)</i> Upper Saddle River: Pearson. 9780134165783</p> <p>Theravue: <a href="https://www.theravue.com/">https://www.theravue.com/</a></p> <p>Steps:</p> <ol style="list-style-type: none"> <li>1. Request to receive an email from me to join class</li> <li>2. Click the link and create an account</li> <li>3. Pay associated fee (\$59.00 which is considered part of your textbook cost)</li> </ol>
<p><b>Required Reading and Textbook(s) Provided in Canvas</b></p>	<p>Texas A&amp;M-Central Texas. <i>Clinical training manual</i>. Community Counseling and Family Therapy Center</p> <p>American Counseling Association (2014). ACA Code of Ethics: <a href="http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx">http://www.counseling.org/Resources/CodeOfEthics/TP/Home/CT2.aspx</a></p> <p>Cameron, S., &amp; Turtle-song, I. (2002). Learning to write case notes using the SOAP format. <i>Journal of Counseling &amp; Development, 80</i>, 286-292.</p> <p>Granello, D. H. (2010). The process of suicide risk assessment: Twelve core principles. <i>Journal of Counseling &amp; Development, 88</i>, 363-370.</p> <p>Additional readings as assigned by instructor</p>
<p><b>Recommended Texts:</b></p>	<p>Erford, B. (2019). <i>45 techniques every counselor should know. (3rd ed.)</i>. Pearson.</p> <p>American Psychological Association. (2019). <i>Publication manual of the American Psychological Association (7th ed.)</i>. Washington, D.C.: American Psychological Association. (Note: All previous editions are obsolete.)</p>

Portfolio Areas	Evidence	Course
Professional Developme	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 5386
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. Hours Logs	a. COUN 5353 b. COUN 5357 c. COUN 5356, 5363, COUN 5386* d. COUN 5393, COUN 5386 e. 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) c. Group Proposal	a-c: COUN 5354
Ethical Foundations	a. ACA Code of Ethics b. LPC Rules (Current) c. Ethics and the Discipline Presentation d. Ethical Dilemma Assignment	a-d: COUN 5365
Advocacy & Social Justice	a. Advocacy and Social Justice Competencies b. CIA Project c. Service Learning Project	a-b. COUN 5311 c. COUN 5357

### 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 (Tapescript 2). As we move through the semester, consider other areas your course assignments may relate to the areas above.

### 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.

**Other Special Course Instructions (e.g., transcript, preparation, time log, etc.):***Assignments****A) Tapescripts and Digital Recordings of Sessions: Tapescript #1 (15 points) and #2 (25 points)***

During the semester, you will be asked to prepare two (2) video recordings of a pseudo counseling session with a student from class. Each video recording will be accompanied by tapescripts (written transcripts). **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.

**When turning in these assignments, videos will be uploaded to Canvas. Here are the steps:**

- 1. Videos will be turned in via a flash drive.**
- 2. Please put your flash drive in an envelope. On the outside of the envelope write your name.**
- 3. Tapescripts will be uploaded on Canvas.**
- 4. Self-Assessment Journals will be uploaded on Canvas**
- 5. SOAP Note (detailed below) will be uploaded on Canvas with each Tapescript**

**The first tapescript** and 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.

**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.\*\*\*

**Note:** Your video recording may be reviewed by the faculty to help inform your practicum placement.

**Note:** Professor reserves the right to require a third video recording and tapescript for students who do not demonstrated an appropriate level of mastery of the helping skills in the second video recording. ***Tapescript 3 grades may substitute for the Tapescript 2 grade.***

**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

<b>Counseling Response</b>	<b>Skill Demonstrated (a) and Theoretical Intent (b)</b>	<b>Critique (c) and Alternative Response (d)</b>
So, you were irritated that he had to talk to them as if they were children.	<p><b>Reflection of Meaning</b></p> <p>Diving deeper into the issues</p>	<p>Small twist on the basic formula for Reflection of Meaning (You are feeling ____ because ____). Simple, but effective.</p> <p>Alternatives: “You felt irritated because your boss had to speak to your co-workers as if they were little children.” Or, shorten to a reflection of feeling, “You felt annoyed.”</p>
<b>Client:</b> Yes, ‘cause they’re not children.		
And because they’re adults that made you extra frustrated.	<p><b>Reflection of Meaning</b></p> <p>To clarify and make sure we were both together in the deeper levels.</p>	<p>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.</p> <p>I could have left this off, 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.”</p>

***B) Self-Assessment Journals (5 points each)***

For each digital recording, you will complete a self-assessment utilizing the Tapescript Rubric. You will also write a 2 page self-assessment journal describing your ability to utilize the basic helping skills covered in this course. **You must use APA style headings to get credit for the assignment.** 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.

**C) Case Note Practice Assignment (5 points)**

Case Note: You will create a SOAP note for your mock client with Tapescript 2 including all components of the note: Subjective, Objective, Assessment, Plan.

**D) Theravue Assignments: (15 points):**

For each counseling skill learned in class you will complete a Theravue assignment.

**E) Suicide Assessment Presentation and Activity: (10 points)**

You and a partner will 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. *Please bring a copy of the instrument for each class member.* The presentation is expected to be no longer than 5 minutes. Following the presentation, you and your partner will be expected to apply the assessment in-vivo with a fictitious client for no more than 10 minutes. The professor will provide you with the fictitious client case. Failure to apply the instrument will result in no credit for the assignment. You must be present to receive the points for the presentation, or if you have to be absent, you have pre-recorded your part of the presentation. Absence due to sudden illness or emergency made be excused provided documentation is provided. You will be expected to present to the professor during office hours.

**F) Advocacy Project (20 points):**

Advocating for your profession is an important part of being a professional counselor. As part of this course, you will participate in a two-part advocacy project utilizing your basic counseling skills to advocate for a counseling-related community, city, county, school, state, or national policy.

\*\*\*If you travel further than 25 miles from the university for Part II of the project, you are REQUIRED to complete the Student Travel Forms in Canvas.

You will select an advocacy option from the below:

- a. **Texas Representative/Senator Hometown Office Visit:** Visit your local Texas representative/senator to advocate for counseling or school counseling bills introduced during the last legislative session. In particular, focus on the bills that were not passed and advocate for their passage in the next session and/or suggest additional legislation related to bills passed. Find your representative here: <https://house.texas.gov/members/find-your-representative/>
- b. **Parent Teacher Association:** Address a counseling-related school concern with school PTA members. The concern should be specific to the needs of the identified school.
- c. **Superintendent/ School Boards:** Speak with an individual of a school board or district superintendent regarding a counseling-related concern specific to the district. Advocate for a change, addition to local district policy.
- d. **City Council:** Testify at a local city council meeting in advocacy of a counseling-related issue
- e. **Chamber of Commerce:** Attend a Chamber of Commerce meeting or event and speak to a counseling-related community concern.
- f. **State Board of Educator Certification:** Advocate for a counseling/school counseling (e.g., coursework training requirements for school administrators on the role of the professional school counselor) related concern. [https://tea.texas.gov/About\\_TEA/Leadership/State\\_Board\\_for\\_Educator\\_Certification/State\\_Board\\_for\\_Educator\\_Certification](https://tea.texas.gov/About_TEA/Leadership/State_Board_for_Educator_Certification/State_Board_for_Educator_Certification)
- g. Other Options as approved by professor.

**Part I:** You will complete a discussion board regarding your choice for the advocacy project. You are expected to provide:

1. The reasoning for your advocacy project selection (Why you chose the advocacy topic).
2. A detailed explanation of how your advocacy project fits into the ACA Advocacy Competencies:  
[https://www.counseling.org/docs/default-source/competencies/aca-2018-advocacy-competencies.pdf?sfvrsn=1dca552c\\_6](https://www.counseling.org/docs/default-source/competencies/aca-2018-advocacy-competencies.pdf?sfvrsn=1dca552c_6)
3. The counseling skills you anticipate using (at a minimum, you should use MEs, Paraphrase, ROF, Summaries).

**\*\*You must complete a Face-to-Face Advocacy Project where you utilize your counseling skills.**

**Part II:** Create a presentation (15-20 minutes) of your experience. You will include the following in your presentation

- a. Thoughts/worries/concerns about the project
- b. Detail your specific advocacy population and policy
- c. Your advocacy decision making process (Why you chose the issue, legislation, school board policy, etc).
- d. Data to support the need for your advocacy project
- e. Your experience of using your counseling skills in the advocacy process
- f. The overall experience
- g. Explanation of how your advocacy project fits into the ACA Advocacy Competencies:  
[https://www.counseling.org/docs/default-source/competencies/aca-2018-advocacy-competencies.pdf?sfvrsn=1dca552c\\_6](https://www.counseling.org/docs/default-source/competencies/aca-2018-advocacy-competencies.pdf?sfvrsn=1dca552c_6) (Links to an external site.)

### Grade Distribution

Assignment	Points
A. Tapescript 1	15 points
B. Self-Assessment Journal 1	5 points
C. Case Note 1	5 points
D. Tapescript 2	25 points
E. Self-Assessment Journal 2	5 points
F. Advocacy Project	20 points
G. Suicide Presentation Assessment/Activity	10 points
H. Theravue Assignments	15 points
I. Total	100 points

Due to the nature of this class, you must pass the Tapescripts with a grade of B or better. The Tapescript average will be determined based on the average of Tapescript 1 and 2.

### Grade Equivalent:

- 90 - 100 = A
- 89 - 80 = B
- 79 - 70 = C
- 69 - 60 = D
- 59 - Below = F

**Posting of Grades**

- *Student grades will be posted on the Canvas Grade book*
- *Generally, grades will be posted within two weeks of the due date.*

**INSTRUCTOR POLICIES**

**Professionalism (Confidentiality & Ethics)**

In this course, you are entering an experience that involves a fair amount of role-playing and practice interviewing. A student colleague may say something personally important and confidential. It is your ethical obligation to maintain confidentiality. Homework assignments should disguise the nature of any person whom you have interviewed. When videotaping, ensure that you have permission on tape for the interview to proceed. You are expected to abide by the American Counseling Association (2014) Code of Ethics, the American School Counselor Association (2016) Ethical Standards for School Counselors, International Association of Marriage and Family Counselors (2017) Code of Ethics, and the National Association of School Psychologists (2010) Principles for Professional Ethics, also see Texas A & M Central Texas (2018) Student Conduct

**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.

**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 NOT 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.

---

Date	Topics <i>Readings and Chapters are due on the date listed (e.g., Chapter 1 is due on Day 1 of class.</i>	Readings/Assignments Due
------	--	--------------------------

<p>January 13</p> <p><b>F2F</b></p>	<p>Introductions                  Review of Syllabus &amp; Course Expectations, Tapescript Partners                  Assigned                  Informed Consent</p>	
<p>January 20</p> <p><b>Online</b></p>	<p><b>Listen to PowerPoint Lectures</b> (Audio/Visual):                  Helping as a Personal Journey                  The Therapeutic Relationship</p>	<p>Signed Syllabus Due                  Young: Chapters 1, 2</p>
<p>January 27</p> <p><b>Online</b></p>	<p><b>Listen to PowerPoint Lecture:</b> Invitational Skills/Paraphrasing</p>	<p>Young: Chapters 3, 4</p>
<p>February 3</p> <p><b>F2F</b></p>	<p>Discussion &amp; Practice Young</p>	<p>Young: Chapters 3, 4                  Theravue Assignments                  Due:</p> <p>Module 1: Practice                  Case 2</p> <p>Module 2: Practice                  Case 1</p> <p>Module 3: Practice                  Case 1</p>
<p>February 10</p> <p><b>Online</b></p>	<p><b>Listen to PowerPoint Lectures:</b>                  Reflecting Feelings                    Advanced Reflecting Skills: Reflecting Meaning &amp; Summaries</p>	<p>Young Chapters 5, 6</p>
<p>February 17</p> <p><b>F2F</b></p>	<p>Reflecting Feeling &amp; Meaning                  Discussion &amp; Practice, Young</p>	<p>Young: Chapters 5, 6                    Theravue Assignments                  Due:</p> <p>Module 4: Practice                  Case 3</p> <p>Module 5: Practice                  Case 2</p> <p>Module 6: Practice                  Case 1</p>
<p>February 24</p> <p><b>F2F</b></p>	<p>Reflecting Feeling &amp; Meaning                  Discussion &amp; Practice Young</p>	<p>Young: Chapters 6                    Advocacy Discussion                  Board Due</p>

		Celebration of Knowing 1 (available online all week)
March 2 F2F	Integration of Skills & PRACTICE RECORDING TAPESCRIP T SESSIONS DURING CLASS: BRING YOUR LAPTOPS/RECORDING DEVICES	Young: Chapters 1-6
March 9 No Class	SPRING BREAK	
March 16 Online	<b>Listen to PowerPoint Lectures:</b> Challenging Skills, Change Techniques Part I	Tapescript #1: Digital Recording, Self-Assessment Journal DUE  Young, Chapter 7-9
March 23 Online	<b>Listen to PowerPoint Lectures:</b> Assessment and the Initial Interview Goal Setting Skills Case Notes	Young Chapters 8  Turtle-song, I. (2002) article (via Canvas)
March 30 F2F	Discussion and Practice: Challenging Skills/Change Techniques	Theravue Assignment Due:  Module 7: Practice Case 3
April 6 F2F	Integration of Skills & PRACTICE RECORDING TAPESCRIP T SESSIONS DURING CLASS: BRING YOUR LAPTOPS/RECORDING DEVICES	Young Chapters 1-9
April 13 Online	<b>Listen to PowerPoint Lectures:</b> Change Techniques Part II, Risk Assessment Evaluation, Reflection, and Termination	Young Chapter 10 Granello, D. H. (2010)  Canvas Reading: Risk Assessment and Intervention: Suicide

		and Homicide Young Chapter 11
April 20 F2F	Suicide Assessment Presentations, Change Techniques II	Theravue Assignment Due: Module 8: Practice Case 3 Bonus Assignment Due
April 27 F2F	Distance Learning Presentation: Advocacy Turn in Tapescripts Fitness to Practice Completion	Tapescript #2: Digital Recording, Self-Assessment Journal DUE  Advocacy: Part II Presentation Due

<b>IMPORTANT DATES: List not exhaustive</b>	
January 13, 2020	Classes Begin for Spring Semester
January 20, 2020	Martin Luther King Jr. Day (University Closed)
March 9-12, 2020	Spring Break (No Classes - Administrative Offices Open)
March 13, 2020	Spring Break (University Closed)
March 23, 2020	Class Schedule Published for Summer Semester
March 27, 2020	Deadline for Graduation Application for Ceremony Participation
March 30, 2020	Registration Opens for Seniors, Post-Bacc, and Graduate Students for Summer Semester
April 1, 2019	Deadline for GRE/GMAT Scores to Graduate School
April 6, 2020	Registration Opens for Summer Session
May 8, 2020	Spring Semester Ends
May 9, 2020	Spring Commencement Ceremony

**TECHNOLOGY REQUIREMENTS AND SUPPORT**

**Technology Requirements**

Please contact Dr. McClendon if you are unable to access any video recording devices for your role play assignment.

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.

**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.

### 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](mailto: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 a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [[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, 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), [<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), [[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0](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](#) 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, 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. Tutor.com tutoring **will not offer writing support** beginning August 1, 2019, but will continue to offer other tutoring support.

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) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto: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. 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.

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!

Students may arrange a one-to-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/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto: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].

## 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/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

### 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, who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, 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.

### Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Copyright 2020 by Dr. Levi McClendon at Texas A&M University-Central Texas, College of Education; 1001 Leadership Place, Killeen, TX 76549; 254-(519-5465); [lmccclendon@tamuct.edu](mailto:lmccclendon@tamuct.edu).