

Texas A&M University - Central Texas
COUN 5363 – Substance Abuse Counseling
Spring 2020

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Samantha Airhart-Larraga, Ph.D., LPC-S, LCDC, NCC
Class Time: Online
Office: WH 318Q
Email: s.airhart-larraga@tamuct.edu
Office Hours: Tuesday & Thursday 2:00 pm to 6:00 pm; other days / times by appointment (virtual meetings available)

This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

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.

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.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. Warrior Shield [<https://www.tamuct.edu/police/911cellular.html>] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at 911Cellular [<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.

COURSE INFORMATION

Course overview and description: This course will focus on the theory and practice of addiction treatment. The course content requires a basic knowledge of substance abuse etiology and an understanding of counseling theories. The course will be taught online through the Canvas learning system.

STUDENT LEARNING OUTCOMES:

1. Students will gain an understanding of the counseling profession and its speciality areas to include theories and etiologies of addition and addiction behavior, biopsychosocial conceptualization and treatment planning, and diagnostic classifications system.
2. Students will demonstrate understanding of a variety of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders to include multi-cultural and pluralistic characteristics and spiritual beliefs.
3. Identify crisis intervention, trauma-informed, and community-based strategies, suicide prevention strategies and diagnostic processes.

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

CACREP Standard	Activity	SLOs
Common Core for all students:		
a. history and philosophy of the counseling profession and its speciality areas (IIF1a);	Substance Abuse Case Conceptualization and Treatment Plan Paper	SLO 1
b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including inter-agency and interorganizational collaboration and consultation (IIF1b);	Substance Abuse Case Conceptualization and Treatment Plan Paper	SLO 1
c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (IIF1c);	Reflection Paper	SLO 3
d. professional organizations, including membership benefits, activities, services to members, and current issues (IIF1f);	Reflection Paper	SLO 3
e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (IIF1g);	Reflection Paper	SLO 3
f. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Substance Abuse Case Conceptualization and Treatment Plan Paper	SLO 71
g. the impact of spiritual beliefs on clients' and counselors' worldview (IIF2g);	Substance Abuse Case Conceptualization and Treatment Plan Paper	SLO 2
h. knowledge of theories and etiology of addictions and addictive behaviors (IIF3d);	Substance Abuse Case Conceptualization and Treatment Plan Paper Reflection Paper	SLO 1, 2, 3
i. multicultural competencies (IIF2c).	Substance Abuse Case Conceptualization and Treatment Plan Paper	SLO 1
j. identification of evidence based practices (IIF8b).	Substance Abuse Case Conceptualization and Treatment Plan Paper	SLO 1
Standards for Clinical Mental Health Counseling		
1. Understands theories and models related to clinical mental health counseling (CMHC: 5C1b);	Substance Abuse Case Conceptualization and Treatment Plan Paper	SLO 1

2. Understands principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CMHC 5C1c);	Substance Abuse Case Conceptualization and Treatment Plan Paper	SLO 1
3. Knows the neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CMHC: 5C1d);	Reflection Paper	SLO 3
4. Knows the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CMHC: 5C2b);	Substance Abuse Case Conceptualization and Treatment Plan Paper	SLO 2
5. Understands the mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CMHC: 5C2c);	Substance Abuse Case Conceptualization and Treatment Plan Paper	SLO 2
6. Understands the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)(CMHC:5C2d);	Substance Abuse Case Conceptualization and Treatment Plan Paper	SLO 2
7. Understands the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CMHC:C52e);	Reflection Paper	SLO 3
8. Understands impact of crisis and trauma on individuals with mental health diagnoses (CMHC:5C2f);	Substance Abuse Case Conceptualization and Treatment Plan Paper	SLO 1
9. Understands the impact of biological and neurological mechanisms on mental health (CMHC:5C2g);	Reflection Papers	SLO 3
10. Understands classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CMHC:5C2h);	Substance Abuse Case Conceptualization and Treatment Plan Paper Reflection Paper	SLO 1 & 3

Required Reading and Textbook(s):

Doweiko, H.E., & Evans, A.L. (2019). *Concepts of chemical dependency*. Boston, MA: Cengage.

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

Recommended Textbook(s):

Perkinson, R.R., Jongsma, A.E., & Bruce, T.J. (2014). *The addiction treatment planner*. Hoboken, NJ: Wiley.

COURSE REQUIREMENTS/METHODS OF EVALUATION EMPLOYED

Abstinence Project (30 points): This exercise is designed to help you experience some of the feelings/thoughts that individuals with substance abuse disorders experience when they quit their drug or behavior of choice. This exercise requires that you give up a substance (e.g., nicotine, caffeine, or alcohol) or a behavior (e.g., Internet use, eating sweets, playing video/computer games, watching television, cell-phone usage) for a period of **5 weeks**. The purpose of this project is to increase empathy for those who are asked to abstain from something desirable. The project does not serve to emulate recovery, but rather to increase empathy and foster insight into the psychological aspects of abstinence. Students should brainstorm positive substitutes for the activity/item/behavior from which they are abstaining. *Rubric for the assignment posted on Canvas.*

This assignment has two parts:

- Write a **“Goodbye Letter to my Substance/Behavior:” (10 points)** Written in the first person to the substance/behavior from which you are abstaining, will be due before the abstinence period begins.
 - This 1 – 2 page paper (APA format to include a cover page) is to be written to the substance or behavior from which you are abstaining. This is to be written in the first person (e.g., “caffeine, you have always been there for me in the morning...”) and should cover the following 5 areas:
 - How my addictive substance/behavior is loved and is considered a “friend”
 - How my addictive substance/behavior is sensual (appeals to my senses)
 - How my addictive substance/behavior provides “healing” or is a “balm” to my emotional wounds
 - How my addictive substance/behavior controls and promotes my feelings of helplessness and entrapment
 - How my addictive substance/behavior is hated – what it has “cost” me.
- **Summary paper: (20 points)** This is to be a 3-page paper (APA format to include a cover page) describing the abstinence experience (e.g., did you succeed or fail, what influenced you, what was the process like for you, etc.) and will serve as the conclusion to your overall experience.

Substance Abuse Case Conceptualization and Treatment Plan (40 points): Students will write a case conceptualization and intervention plan paper (5-6 pages minimum – without cover page & references; APA formatting required including cover page and references) based on a character from one of these approved movies (options: *Rachel Getting Married*, *28 Days*, *Shattered Spirits*, *Country Strong*, *When a Man Loves a Woman*, *Half Nelson*, *Walk the Line*, *A Star is Born*). *Rubric for the assignment posted on Canvas.*

Students will address the following:

- Substances abused and implications of abuse;
- Biological predispositions;
- Family considerations;
- Cultural considerations;
- Ethical considerations;
- Legal considerations;
- Substance Abuse Diagnosis
- Proposed Substance Abuse Treatment Model (Therapy Model)
- Treatment Plan and Interventions

Reflection Papers (5 points each x 6 = 30 points): Each student will individually complete 6 reflection papers. The reflection paper will be 2-3 pages in length and will consist of the following sections: (1) response to the prompt (evidence of completing assigned reading), (2) observations, reflections, and reactions to the assigned readings, and (3) questions pertaining to the assigned readings. The papers must follow APA formatting guidelines including citations, reference section, and cover page. An abstract is not necessary. *Rubric for the assignment posted on Canvas.*

- Use the following topic subheadings in the reflection papers:
 - Response to reflection prompt
 - Observations, Reflections, and Reactions
 - Questions

****Alternative Assignment (5 points):** APA formatting is required throughout this course and other courses in the CMHC program. Students can earn 5 points this semester by visiting the **University Writing Center** with a rough draft of a paper and meet with a **UWC** tutor to review APA formatting as well as professional writing techniques. These points can be used in lieu of a reflection paper. To receive credit for one reflection paper (5 points), the student must email the instructor with the date, time, and name of tutor they met with at the UWC and the rough draft that was reviewed. The UWC has online appointments available. Please visit their website for more information: <https://www.tamuct.edu/coas/coas-special-topics/uwc.html>

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
Abstinence Project	30 points
Substance Abuse Case Conceptualization and Treatment Plan Paper	40 points
Reflection Papers (10 points each x 6)	30 points
Total	100 points

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.

COURSE CALENDAR

Week	Assigned Readings	Assignments Due
March 16, 2020	Spring Break Extended	
Week 1: March 23, 2020	Chapters 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Reflection Paper # 1 Due 3/27/2020 at 5 pm Abstinence Project – Goodbye Letter Due 3/27/2020 at 5 pm
Week 2: March 30, 2020	Chapters 11, 12, 13, 14, 15	Reflection Paper # 2 Due 4/3/2020 at 5 pm
Week 3: April 6, 2020	Chapters 16, 17, 18, 19, 20	Reflection Paper # 3 Due 4/10/2020 at 5 pm
Week 4: April 13, 2020	Chapters 21, 22, 23, 24, 25	Reflection Paper # 4 Due 4/17/2020 at 5 pm
Week 5: April 20, 2020	Chapters 26, 27, 28, 29, 30	Reflection Paper # 5 Due 4/24/2020 at 5 pm
Week 6: April 27, 2020	Chapters 31, 32, 33, 34, 35	Abstinence Project – Summary Due 5/1/2020 at 5 pm Reflection Paper # 6 Due 5/1/2020 at 5 pm
Week 7: May 4, 2020	Substance Abuse Case Conceptualization and Treatment Plan Due 5/6/2020 (Wednesday) at 5 pm	

****Professor reserves the right to amend the syllabus at any time**

Student Learning Outcomes (SLOs) Grading Rubrics

SLO 1	Competence				
Substance Abuse Case Conceptualization and Treatment Plan	No	Some	Basic	Above Average	Superior
History and philosophy of the counseling profession and its speciality areas (IIF1a);					
The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (IIF1b);					
Professional organizations, including membership benefits, activities, services to members, and current issues (IIF1f);					
Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (IIF1g);					
Knowledge of theories and etiology of addictions and addictive behaviors (IIF3d);					
Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (IIF5m).					
Understands theories and models related to clinical mental health counseling (CMHC: 5C1b);					
Understands principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CMHC 5C1c);					
Knows the neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CMHC: 5C1d);					
Knows the etiology, nomenclature, treatment, referral, and prevention of					

SLO 2	Competence				
Substance Abuse Case Conceptualization and Treatment Plan	No	Some	Basic	Above Average	Superior

Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (IIF1c);					
The impact of spiritual beliefs on clients' and counselors' worldview (IIF2g);					

SLO 3	Competence				
Reflection Papers	No	Some	Basic	Above Average	Superior
The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (IIF1b);					
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);					
Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (IIF5m).					
Suicide prevention models and strategies (IIF5l).					
Understands the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)(CMHC:5C2d);					
Understands the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CMHC:C52e);					
Understands impact of crisis and trauma on individuals with mental health diagnoses (CMHC:5C2f);					

Important University Dates:

January 13, 2020	Classes Begin for Spring Semester
January 13, 2020	Add, Drop, and Late Registration Begins for 16- and First 8-Week. \$25 fee assessed for late reg-
January 15, 2020	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
January 20, 2020	Martin Luther King Jr. Day (University Closed)
January 21, 2020	Deadline to Drop First 8-Week Classes with No Record
January 29, 2020	Deadline to Drop 16-Week Classes with No Record
February 21, 2020	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
March 6, 2020	Classes End for First 8-Week Session
March 9-12, 2020	Spring Break (No Classes - Administrative Offices Open)
March 13, 2020	Spring Break (University Closed)
March 16, 2020	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 fee assessed for late
March 16, 2020	Classes Begin for Second 8-Week Session
March 18, 2020	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 23, 2020	Class Schedule Published for Summer Semester
March 23, 2020	Deadline to Drop Second 8-Week Classes with No Record
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 3, 2020	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 6, 2020	Registration Opens for Summer Session
April 17, 2020	Deadline for Final Committee-Edited Thesis with Committee Approval Signatures to Graduate
April 24, 2020	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
May 8, 2020	Deadline for Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee
May 8, 2020	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 8, 2020	Spring Semester Ends
May 9, 2020	Spring Commencement Ceremony
January 13, 2020	Classes Begin for Spring Semester
January 13, 2020	Add, Drop, and Late Registration Begins for 16- and First 8-Week. \$25 fee assessed for late reg-
January 15, 2020	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
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May 8, 2020	Deadline for Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee
May 8, 2020	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 8, 2020	Spring Semester Ends
May 9, 2020	Spring Commencement Ceremony

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.

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 a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

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

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, 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/reporting-form.php?TAMUCentralTexas&layout_id=0), [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](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, 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.

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 [WCOonline](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].

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.

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)