

**Texas A&M University - Central Texas**  
**COUN 5358 – Counseling Perspective on Psychopathology**  
**Fall 2021**

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Samantha Airhart-Larraga, Ph.D., LPC-S, LCDC, NCC  
**Class Time:** Thursdays 6 pm to 9 pm; WH 315  
**Office:** WH 318D  
**Email:** s.airhart-larraga@tamuct.edu  
**Office Hours:** Virtual only; Wednesdays 3 pm to 6 pm and Thursdays 1 pm to 6 pm. Other days / times by appointment only.

*This course is web-enhanced. 51% of the classes will meet face to face in the classroom and 49% of classes will meet synchronously or asynchronously. See the course schedule for specific information on meeting modality per week.*

**Student-instructor interaction:**

*Instructor will check email Monday through Friday between 8 a.m. and 5 p.m. 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.

**FALL 2021 RETURN TO CAMPUS PLAN.**

For the most recent campus information regarding COVID-19 see the Texas A&M University-Central Texas [Fall 2021 Return to Campus Plan \(Links to an external site.\)](https://www.tamuct.edu/covid19/) [https://www.tamuct.edu/covid19/]

**COURSE INFORMATION**

**Course overview and description:** Explore psychopathology that includes the history of abnormal behavior and an in-depth study of the specific diagnostic psychological disorders. Emphasis will be on classification systems currently used in clinical settings, treatment alternatives from a counseling perspective, and related ethical concerns.

**Student Learning Outcomes:**

1. Students will demonstrate understanding of diagnostic categories and criteria in psychopathology.
2. Students will demonstrate understanding of psychopharmacological treatment in each diagnostic category.
3. Students will demonstrate a current understanding of the research supporting treatment options.
4. Students will demonstrate multicultural awareness and sensitivity in diagnosing and treating clients from different racial, ethnic, and cultural backgrounds.

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          |
|---|----------------------------------|---------------|
| a. Understand human behavior, including an understanding of developmental crises, disability, psychopathology, and situation and environmental factors that affect both normal and abnormal behavior (CACREP II.G.3.f). | Reflection Papers & Case Studies | SLO 1, 2, & 3 |

|   |  |                  |
|---|--|------------------|
| b. Recognize the potential for substance use disorders to mimic and coexist with a variety of medical and psychological disorders (CACREP CMHC.A.6).  | Reflection Papers                              | SLO 1 & 4        |
| c. Know the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP CMHC.C.2).   | Case Studies<br>Final Exam                     | SLO 1 & 4        |
| d. Understand the range of mental health service delivery – such as inpatient, outpatient, partial treatment and aftercare – and the clinical mental health counseling services network (CACREP CMHC.C.5).  | Case Studies                                   | SLO 1, 2, 3, & 4 |
| e. Know the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP CMHC.C.7).   | Case Studies                                   | SLO 3            |
| f. Recognize the importance of family, social networks, and community systems in the treatment of mental and emotional disorders (CACREP CMHC.C.8).   | Reflection Papers                              | SLO 4            |
| g. Know principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans (CACREP CMHC.G.1).   | Reflection Papers & Case Studies<br>Final Exam | SLO 1 & 4        |
| h. Understand basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and so that the side effects of such medications can be identified (CACREP CMHC.G.3). | Case Studies                                   | SLO 2            |
| i. Know the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) (CACREP CMHC.K.1).  | Case Studies<br>Final Exam                     | SLO 1 & 4        |
| j. Understand the established diagnostic criteria for mental and emotional disorders, and describe treatment modalities and placement criteria within the continuum of care (CACREP CMHC.K.2).  | Case Studies                                   | SLO 1            |
| k. Understand appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event (CACREP CMHC.K.5).  | Case Studies                                   | SLO 1            |
| l. Understand the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students (CACREP SC.G.1).                                       | Reflection Papers & Case Studies               | SLO 1 & 4        |

**Required Reading and Textbook(s):**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.).

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed.). American Psychological Association.

Jamison, K. R. (1996). *An unquiet mind*. Vintage Books.

Morgan, K. (2013). *Mind without a home: A memoir of schizophrenia*. Hazelden.

Sinacola, R. S., Peters-Strickland, T. S., & Wyner, J. D. (2020). *Basic psychopharmacology for mental health professionals* (3<sup>rd</sup> ed.). Pearson.

**Required Articles:**

Peters, H. J., Schwenk, H. N., Ahlstrom, Z. R., & McIalwain, L. N. (2017). Microaggressions: The experience of individuals with mental illness. *Counselling Psychology Quarterly*, 30(1), 86–112. <https://doi-org.tamuct.idm.oclc.org/10.1080/09515070.2016.1164666>

Rosen, D. C., Nakash, O., Kwong, A., & Branstetter, H. (2017). Culturally responsive assessment and diagnosis in the mental health intake. *The Behavior Therapist*, 40(3), 93–98.

**Recommended Textbook(s):**

Jongsma Jr, A. E., Peterson, M. L., & Bruce T. J. (2014). *The complete adult psychotherapy treatment planner*. Wiley.

Morrison, J. (2014). *DSM-5 made easy: The clinician's guide to diagnosis*. Guilford.

## COURSE REQUIREMENTS/METHODS OF EVALUATION EMPLOYED

\*\*\* **ALL ASSIGNMENTS ARE DUE THURSDAYS AT 11:59 P.M.** \*\*\*

**Reflection Papers (3 x 10 points each = 30 points):** Each student will individually complete 3 reflection papers. The reflection paper will be 3-4 pages in length and will consist of the following sections (use as sub-headings in your paper): **(1) brief overview of assigned reading(s) or video, (2) how you will apply the knowledge gained to help you assess, diagnose, and provide counseling to your clients, and (3) observations, reflections, and reactions to the assigned reading or video.** The papers must follow APA 7 formatting guidelines including citations, reference section, and cover page. An abstract is not necessary. **Papers should be submitted in WORD format** (not pdf). *Rubric for the assignment posted on Canvas.*

- **Reflection # 1:** Read 2 Articles – *Culturally responsive assessment and diagnosis in the mental health intake and Microaggressions: The experience of individuals with mental illness* (articles posted on Canvas)
- **Reflection # 2:** Read *Mind Without a Home: A Memoir of Schizophrenia* by Kristina Morgan
- **Reflection # 3:** Read *An Unquiet Mind* by Kay Jamison

**Case Studies (4 x 10 points each = 40 points):** Students will complete 4 case studies over the course of the semester. The student must read or view the case study, provide a client description, complete a mental status exam on this “client,” determine a diagnosis (using the code and appropriate specifiers), provide support for the diagnosis (why it’s this and not that), describe the medications that a prescriber may use to treat this disorder and why, develop a simple treatment plan to include goals, objectives, and interventions, & observations, reflection, and reactions. The paper must follow APA 7 formatting to include citations, reference section, and cover page. An abstract is not necessary. The paper must be 4-5 pages in length. **Paper should be submitted in WORD format (not pdf).** *Rubric for the assignment posted on Canvas.*

Required components:

1. Client description
  - a. Things You Observed (speech, clothing, grooming, posture, gait, facial expression, etc)
  - b. Demographic Information
  - c. Multicultural Considerations (cultural identity, ethnicity, SES, occupation, gender, sexual orientation, education, etc)
  - d. History of Mental Health Diagnoses (if known)
2. Mental Status Exam
3. Diagnosis (Code & appropriate specifiers, description)
4. Support for Diagnosis (why this and not something else)
5. Medications a Prescriber May Use (Class of Medications) and Why
6. Simple Treatment Plan
  - a. One Goal
  - b. Two Objectives
  - c. One Intervention for Each Objective
7. Your observations, reflection, and reactions to the "client"

**Final Exam (30 points):** A final exam worth 30 points will be given the last week of class. The exam will cover all the topics from week 1 to week 15. The exams will be multiple choice and available via the Canvas platform. You will be given 3 hours to complete the exam and it must be completed in one sitting.

**\*\*Extra Credit Assignment (5 points):** Students can watch on-demand webinars from NCTSN (<https://learn.nctsn.org/course/index.php?categoryid=37>) related to the DSM 5. Students will need to create a free account. For each webinar attended, students will receive 2.5 points toward their final grade (with up to 5 points total). To receive credit for attending the webinar, students must submit the following (for each webinar): (1) Name of Workshop, (2) Presenter(s) Name and Credentials, (3) Paragraph Describing the Workshop and What You Learned.

## 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     |
|--|------------|
| Reflection Papers (3 x 10 points each) | 30 points  |
| Case Studies (4 x 10 points each)      | 40 points  |
| Final Exam                             | 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.

**Plagiarism Note:** all cases of plagiarism (intentional and unintentional) will be reported to student affairs and the student will receive a zero on the assignment.

**\*\*\*Attendance policy:** Class attendance is required and crucial to your development as a student and future counselor. Please send an email if you will be absent from any class. You will be allowed one absence 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).

## COURSE CALENDAR

Class Meets Thursdays 6-8:45 pm unless otherwise indicated on the schedule;

**all assignments due Thursdays 11:59 pm**

| Week               | Class Meeting Schedule                                      | Assigned Readings for the Week   | Assignments Due       |
|--------------------|---|--|-----------------------|
| August 26, 2021    | <b>Face to Face Class (F2F)</b>                             | Overview of the DSM 5<br>Differential Diagnosis<br>Mental Status Exam<br>How to Write a Diagnosis<br>Completing a Case Study<br>Person Centered Language<br>Pronouns   |                       |
| September 2, 2021  | <b>SYNCHRONOUS MEETING</b>                                  | 1. DSM 5: <b><u>Neurodevelopmental Disorders</u></b><br><br><i>*Optional: Interview with Dr. Temple Grandin: <a href="https://youtu.be/k5pPG4llsew">https://youtu.be/k5pPG4llsew</a></i>   |                       |
| September 9, 2021  | <b>Face to Face Class (F2F)</b>                             | 1. DSM 5: <b><u>Disruptive, Impulse-Control, and Conduct Disorders</u></b><br><br>2. Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 9 Treatment of ADHD</b>   | <b>Reflection # 1</b> |
| September 16, 2021 | <b>SYNCHRONOUS MEETING</b>                                  | 1. DSM 5: <b><u>Schizophrenia Spectrum and Other Psychotic Disorders</u></b><br>2. Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 8 Treatment of Psychotic Disorders</b><br><br><i>*Optional: Podcast - <a href="https://www.healthline.com/health/podcast/schizophrenia#Listen-Now">https://www.healthline.com/health/podcast/schizophrenia#Listen-Now</a><br/>***childhood schizophrenia***</i>   |                       |
| September 23, 2021 | <b>Online Class (Asynchronous, recorded lecture posted)</b> | 1. DSM 5: <b><u>Depressive Disorders</u></b><br>2. Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 5 Treatment of Unipolar Depression</b><br><br><i>*Optional: Podcast - <a href="https://www.childrensomaha.org/hospital-experience/support-services/podcast/mental-health-series-depression-in-children-teens/">https://www.childrensomaha.org/hospital-experience/support-services/podcast/mental-health-series-depression-in-children-teens/</a></i> | <b>Reflection # 2</b> |
| September 30, 2021 | <b>Face to Face Class (F2F)</b>                             | 1. DSM 5: <b><u>Bipolar and Related Disorders</u></b><br>2. Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 6 Treatment of Bipolar Disorder</b><br><br><i>*Optional: Podcast - <a href="https://www.mind.org.uk/information-support/your-stories/mind-podcast-living-with-bipolar/">https://www.mind.org.uk/information-support/your-stories/mind-podcast-living-with-bipolar/</a></i>   | <b>Case Study # 1</b> |
| October 7, 2021    | <b>SYNCHRONOUS MEETING</b>                                  | 1. DSM 5:<br><ul style="list-style-type: none"> <li>• <b><u>Anxiety Disorders</u></b></li> <li>• <b><u>Obsessive-Compulsive and Related Disorders</u></b></li> </ul> 2. Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 7 Treatment of Anxiety Disorders</b><br><br><i>*Optional: Podcast - <a href="https://www.anxioustoddlers.com/psp-019-social-anxiety/#.YIrgdS1h30o">https://www.anxioustoddlers.com/psp-019-social-anxiety/#.YIrgdS1h30o</a></i>  | <b>Reflection # 3</b> |
| October 14, 2021   | <b>Online Class (Asynchronous, recorded lecture posted)</b> | 1. DSM 5: <b><u>Trauma- and Stressor-Related Disorders</u></b><br><br><i>*Optional: Podcast - <a href="https://psychcentral.com/blog/podcast-theres-more-to-trauma-than-ptsd#1">https://psychcentral.com/blog/podcast-theres-more-to-trauma-than-ptsd#1</a></i>  | <b>Case Study # 2</b> |

|                   |   |   |                       |
|-------------------|---|---|-----------------------|
| October 21, 2021  | <b>Face to Face Class (F2F)</b>   | 1. DSM 5: <b><u>Feeding and Eating Disorders</u></b><br>2. Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 14 Treatment of Comorbidity and Other Disorders</b><br><br><i>*Optional: Podcast - <a href="https://podcasts.apple.com/us/podcast/just-eat-normally-eating-disorder-recovery/id1532969864?i=1000495549140">https://podcasts.apple.com/us/podcast/just-eat-normally-eating-disorder-recovery/id1532969864?i=1000495549140</a></i> |                       |
| October 28, 2021  | <b>SYNCHRONOUS MEETING</b>  | 1. DSM 5:<br><ul style="list-style-type: none"> <li>• <b><u>Dissociative Disorders</u></b></li> <li>• <b><u>Somatic Symptom and Related Disorders</u></b></li> </ul>  | <b>Case Study # 3</b> |
| November 4, 2021  | <b>Online Class (Asynchronous, recorded lecture posted)</b>                 | 1. DSM 5: <b><u>Substance-Related and Addictive Disorders</u></b><br>2. Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 13 Treatment of Chemical Dependency and Co-Occurring Disorders</b>  |                       |
| November 11, 2021 | <b>Veteran's Day Holiday</b>  |   |                       |
| November 18, 2021 | <b>Face to Face Class (F2F)</b>   | 1. DSM 5: <b><u>Personality Disorders</u></b><br>2. Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 12 Treatment of Personality Disorders</b><br><br><i>*Optional: Podcast - <a href="https://anchor.fm/rose-skeeters/episodes/My-Borderline-Battle-Part-I-ebvoot/a-a1pe7kk">https://anchor.fm/rose-skeeters/episodes/My-Borderline-Battle-Part-I-ebvoot/a-a1pe7kk</a></i>  | <b>Case Study # 4</b> |
| November 25, 2021 | <b>Thanksgiving Holiday</b>   |   |                       |
| December 2, 2021  | <b>Face to Face Class (F2F)</b>   | 1. DSM 5: <b><u>Neurocognitive Disorders</u></b><br>2. Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 10 Treatment of Cognitive Disorders</b><br><br>Wrap Up<br>Review   |                       |
| December 9, 2021  | <b>Final Exam (opens 12/02/2021 at 9 pm and due 12/09/2021 at 11:59 pm)</b> |   |                       |

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

## IMPORTANT UNIVERSITY DATES

|                      |   |
|----------------------|---|
| August 23, 2021      | Add, Drop, and Late Registration Begins for 16- and First 8-week Classes \$25 Fee assessed for late registrants       |
| August 23, 2021      | Classes Begin for Fall Semester   |
| August 25, 2021      | Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes  |
| August 30, 2021      | Deadline to Drop First 8-week Classes with No Record  |
| September 6, 2021    | Labor Day (University open and classes will be held)  |
| September 7, 2021    | Deadline to drop 16-week Classes with No Record   |
| October 4, 2021      | Deadline for Teacher Education Program Applications   |
| October 1, 2021      | Deadline to Drop First 8-week Classes with a Quit (Q) or Withdraw (W)   |
| October 15, 2021     | Deadline for Clinical Teaching/Practicum Applications   |
| October 15, 2021     | Classes End for First 8-week Session  |
| October 15, 2021     | Deadline to Withdraw from University for First 8-Week Classes (WF)  |
| October 18, 2021     | Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants              |
| October 18, 2021     | Classes Begin for Second 8-Week Session   |
| October 18, 2021     | Class Schedule Published for Spring Semester  |
| October 19, 2021     | Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)                                       |
| October 20, 2021     | Deadline for Add, Drop, and Late Registration for Second 8-Week Classes   |
| October 25, 2021     | Deadline to Drop Second 8-Week Classes with No Record   |
| October 19, 2021     | Deadline for Graduation Application for Fall Ceremony Participation   |
| November 1, 2021     | Deadline for GRE/GMAT Scores to Graduate School Office  |
| November 1, 2021     | Registration Opens for Spring Semester  |
| November 5, 2021     | Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)  |
| November 11, 2021    | Veteran's Day (University Closed)   |
| November 20, 2021    | Deadline for Final Committee-Edited Theses Fall Semester with Committee Approval Signatures to Graduate School Office |
| November 25-26, 2021 | Thanksgiving (University Closed)  |
| November 29, 2021    | Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)  |
| December 10, 2021    | Deadline to Withdraw from University for 16- and Second 8-Week Classes  |
| December 10, 2021    | Fall Semester Ends  |
| December 10, 2021    | Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)  |
| December 10, 2021    | Deadline for Fall Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee                   |
| December 10, 2021    | Fall Commencement Ceremony Bell County Expo 7 pm  |
| December 14, 2021    | Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)                          |
| December 14, 2021    | Deadline for Theses to Clear Graduate School Office for Fall Semester   |
| December 24-31, 2021 | Winter Break (University Closed)  |



## 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](mailto: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.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

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

### Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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](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, 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](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 except writing support. Access Tutor.com through Canvas.

---

## University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University-Central Texas (A&M-Central Texas) is a free service open to all A&M-Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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 making an appointment via WOnline at <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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WOnline at <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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

### **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].

---

### **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 online [https://cm.maxient.com/reportingform.php?TAMUCentral-Texas&layout\_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/bit]. 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)