

**Texas A&M University - Central Texas**  
**COUN 5363 – Addictions Counseling**  
**Spring 2021**

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Samantha Airhart-Larraga, Ph.D., LPC-S, LCDC, NCC  
**Class Time:** Wednesdays 6:30 to 8:00 p.m.  
**Office:** WH 318Q  
**Email:** s.airhart-larraga@tamuct.edu  
**Office Hours:** Virtual Hours – Tuesday 10:00 am to 2:00 pm & Thursday 2:00 pm to 6:00 pm; other days / times by appointment only

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

**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.

**COVID-19 SAFETY MEASURES**

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

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- Face Coverings—Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
  - o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day’s class remotely for all students.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

### **COURSE INFORMATION**

Course overview and description: This course 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 addiction and addiction behavior, multidimensional case 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 multicultural and pluralistic characteristics and spiritual beliefs.
3. Identify crisis intervention, trauma-informed, and community-based strategies, suicide prevention strategies and diagnostic processes related to addictive behaviors.

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
<b>Common Core for all students:</b>		
a. history and philosophy of the counseling profession and its speciality areas (IIF1a);	Online Trainings	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);	Interview Project	SLO 1
c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (IIF1c);	Interview Project	SLO 3
d. professional organizations, including membership benefits, activities, services to members, and current issues (IIF1f);	Discussion Boards	SLO 3
e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (IIF1g);	Online Trainings	SLO 3
f. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Addictions Case Conceptualization and Treatment Plan Presentation	SLO 1
g. multicultural competencies (IIF2c).	Addictions Case Conceptualization and Treatment Plan Presentation	SLO 1
h. the impact of spiritual beliefs on clients' and counselors' worldview (IIF2g);	Behavior Change Project	SLO 2
i. knowledge of theories and etiology of addictions and addictive behaviors (IIF3d);	Addictions Case Conceptualization and Treatment Plan Presentation	SLO 1, 2, 3
j. essential interviewing, counseling, and case conceptualization skills (IIF5g)	Addictions Case Conceptualization and Treatment Plan Presentation	SLO 1, 2
k. suicide prevention models and strategies (IIF5l)	Discussion Boards	SLO 3
l. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (IIF5m)	Discussion Boards	SLO 3

m. theoretical foundations of group counseling and group work (IIF6a)	Online Trainings	SLO 2
n. therapeutic factors and how they contribute to group effectiveness (IIF6c)	Online Trainings	SLO 2
o. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice (IIF8a)	Addictions Case Conceptualization and Treatment Plan Presentation	SLO 1
p. identification of evidence based practices (IIF8b).	Addictions Case Conceptualization and Treatment Plan Presentation	SLO 1
q. needs assessments (IIF8c)	Addictions Case Conceptualization and Treatment Plan Presentation	SLO 1
<b>Standards for Clinical Mental Health Counseling</b>		
1. theories and models related to clinical mental health counseling (CMHC: 5C1b);	Addictions Case Conceptualization and Treatment Plan Presentation	SLO 1
2. principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CMHC 5C1c);	Addictions Case Conceptualization and Treatment Plan Presentation	SLO 1
3. neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CMHC: 5C1d);	Addictions Case Conceptualization and Treatment Plan Presentation	SLO 3
4. etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CMHC: 5C2b);	Addictions Case Conceptualization and Treatment Plan Presentation	SLO 2
5. mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and after-care, and the mental health counseling services networks (CMHC: 5C2c);	Interview Project	SLO 2
6. 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);	Addictions Case Conceptualization and Treatment Plan Presentation	SLO 2
7. potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CMHC:C52e);	Online Trainings	SLO 3
8. impact of crisis and trauma on individuals with mental health diagnoses (CMHC:5C2f);	Addictions Case Conceptualization and Treatment Plan Presentation	SLO 1

9. impact of biological and neurological mechanisms on mental health (CMHC:5C2g);	Addictions Case Conceptualization and Treatment Plan Presentation	SLO 3
10. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CMHC:5C2h);	Discussion Boards	SLO 1 & 3

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

Capuzzi, D., & Stauffer, M.D. (2020). *Foundations of addictions counseling* (4<sup>th</sup> ed.). Pearson.

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

**Recommended Textbook(s):**

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

**Required Articles:**

Pantoja-Patino, J. R. (2020). The socio-multidimensional sexual and gender minority oppression framework: A model for LGBTQ individuals experiencing oppression and substance use. *Journal of LGBT Issues in Counseling*, 14(3), 268.

Peters, S. (2020). Case formulation and intervention: Application of the five Ps framework in substance use counseling. *The Professional Counselor*, 10, 327-336.

Substance Abuse and Mental Health Services Administration. (2020, March). *Treatment improvement protocol (TIP) series, no. 42: Substance use treatment for persons with co-occurring disorders*. U.S. Department of Health and Human Services. [https://store.samhsa.gov/product/tip-42-substance-use-treatment-persons-co-occurring-disorders/PEP20-02-01-004?referer=from\\_search\\_result](https://store.samhsa.gov/product/tip-42-substance-use-treatment-persons-co-occurring-disorders/PEP20-02-01-004?referer=from_search_result)

**COURSE REQUIREMENTS/METHODS OF EVALUATION EMPLOYED  
ALL ASSIGNMENTS DUE FRIDAY NOON**

**Online Trainings (5 points each x 3 = 15 points):** Each student will complete 3 online trainings by the dates designated in the course schedule and on Canvas. These are designed to deepen students' knowledge and skills in addictions counseling. To receive credit for each online training, follow the instructions on submitting proof of completion on Canvas. Students will need to register for a free account at: <https://healthknowledge.org>

1. Understanding Substance Use Disorders: <https://healthknowledge.org/course/view.php?id=307>
  - a. (1) Take a screenshot indicating you completed all components of the training and (2) print the certificate of completion - turn in both via Canvas
2. \*\*\* NAADAC Webinar – Clinical Skills for Group Evidence-Based Practice: <https://www.naadac.org/clinical-skills-for-group-evidence-based-practice>
  - a. **For this webinar, turn in the following** - (1) Name of Workshop, (2) Presenter(s) Name and Credentials, (3) Paragraph Describing the Workshop and What You Learned
3. Understanding the Basics of Race, Ethnicity, and Culture: <https://healthknowledge.org/course/view.php?id=371>
  - a. (1) Take a screenshot indicating you completed all components of the training and (2) print the certificate of completion - turn in both via Canvas

**Behavioral Change Project (20 points):** This exercise is designed to help you experience some of the feelings/thoughts that individuals with SUD experience when they quit their drug or behavior of choice. This exercise requires that you commit to a behavioral change, selecting an activity that is typically very enjoyable or rewarding. You want to choose an activity that is a frequent “indulgence” not necessarily a problem behavior you are trying to rid yourself (e.g., caffeine, coffee, social media, eating sweets, buying coffee at a coffee shop, watching television, cell-phone usage) for a period of **8 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:

- Part 1: Write a **“Goodbye Letter to my 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 2 page paper (APA 7 format to include a cover page) is to be written to the 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:
  - Reasons for choosing this substance / behavior.
  - What substitutes will you employ for this substance / behavior.
  - Obstacles you anticipate arising over the next 5 weeks that may interfere with your abstinence.
  - Supports that you will use to help you achieve abstinence.
  - What you anticipate will be the most difficult part of this experience.
  - What are your initial thoughts / feelings about this project?
- Part 2: **Summary paper: (10 points)** This is to be a 3-4 page paper (APA 7 format to include a cover page) describing the experience:
  - What obstacles occurred through the course of the 8 weeks?
  - What did you notice triggers the cravings for this substance / behavior?
  - What was your stage of change at the beginning of this project?
  - What is your stage of change now?
  - In what ways did abstaining impact you? Physically, socially, emotionally, and spiritually
  - How did your support system help or hurt you in your abstinence?
  - What did you learn about addiction, behavior changing, and abstinence through this project?

**Interview Project (15 points):** Each student individually will interview a licensed chemical dependency counselor (LCDC). Students **may not** interview any of the current faculty in the CMHC program. The focus of the interview will be on the professional's experience in providing addictions counseling services. Students will write a 2-3 page paper summarizing the interview and must follow APA 7 formatting guidelines including cover page, citations, and a reference section. An abstract is not necessary. *Rubric for the assignment posted on Canvas.*

Use the following interview guide:

- What qualities or characteristics might enhance your ability to provide substance abuse counseling services?
- What professional training experiences are important in learning to be an effective LCDC?
- What settings have you worked in as a LCDC?

- Which setting was most rewarding? Which setting was most challenging?
- How do you manage the stress associated with substance abuse counseling?
- What self-care strategies do you engage in that help you manage stress?
- What advice would you give someone wanting to work as a substance abuse counselor?

**Addictions Case Conceptualization and Treatment Plan Presentation (30 points):** Students will present a case conceptualization and treatment plan 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*). The instructor must approve the movie choice – please send an email requesting approval. The presentation must be *30 minutes* and follow the format posted on Canvas. *Rubric for the assignment posted on Canvas*. Students are required to incorporate **5 outside resources** (journal articles) in their papers. Use the following journal article to guide your case conceptualization: **Peters, S. (2020). Case formulation and intervention: Application of the five Ps framework in substance use counseling. *The Professional Counselor*, 10, 327-336.**

The presentation should address the following:

- Description of the client including:
  - demographic information,
  - family information,
  - legal information,
  - medical information,
  - multicultural information.
- Presenting Problem
- Predisposing Factors
- Precipitating Factors
- Perpetuating Factors
- Protective Factors
- DSM-5 Substance Use Disorder Diagnosis:
  - include DSM-5 criteria that justifies this diagnosis versus another diagnosis
  - make sure to include any co-morbid diagnosis (e.g., SUD & MDD)
- Therapeutic approach to working with the client (e.g., theory of addiction counseling)
- SMART Treatment Plan:
  - **Two** goals (must connect to the therapeutic approach), **two** objectives per goal, **two** interventions per objective

**Weekly Discussion Board (20 points):** Students will be expected to participate in the weekly discussion board. Each week, a prompt will be posted to the discussion board. Students will respond to the discussion board prompt **citing the book or other outside resource(s) to support their response**. The response should be minimum of 1 complete paragraph, no more than 2 paragraphs. Students are expected to respond to another student's post. As with all classroom and online discussion, ***please be kind and respectful***. *Rubric for the discussion board posted on Canvas*.

**\*\*Extra Credit Opportunity (5 points):** Students can watch on-demand webinars from NAADAC (<https://www.naadac.org/on-demand-webinars>) related to SUD. For each webinar attended, students will receive 1 point 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
Online Trainings (3 x 5 points each)	15 points
Abstinence Project (2 parts x 10 points each)	20 points
Interview Project	15 points
Addictions Case Conceptualization and Treatment Plan Presentation	30 points
Weekly Discussion Board	20 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.

**\*\*\*Attendance policy:** Class attendance is required and crucial to your development as a student and future counselor.

Please email me if you will be absent from any synchronous class. There are a total of 8 synchronous class meetings scheduled for the semester. You will be allowed to miss one of these meetings with no penalty. There will be a grade reduction (5-point deduction to the final course grade) for each unexcused absence after the first. Two or more absences may result in grade of "F" (at the instructor's discretion).



## COURSE CALENDAR

Week	Class Meeting Schedule *** Synchronous Meetings are Wednesdays 6:30 to 8:00 p.m.	Assigned Readings for the Week	Assignments Due *** All Assignments due <u>Wednesday</u> at 11:59 p.m.
January 20, 2021	<b>Synchronous Meeting</b>	Chapter 1 (Capuzzi & Stauffer)	<b>Discussion Board 1</b>
January 27, 2021		Chapters 2 & 3 (Capuzzi & Stauffer)	<b>Online Training # 1</b> <b>Discussion Board 2</b>
February 3, 2021		Chapter 4 (Capuzzi & Stauffer)  Peters, S. (2020). Case formulation and intervention: Application of the five Ps framework in substance use counseling. <i>The Professional Counselor</i> , 10, 327-336.	<b>Discussion Board 3</b>
February 10, 2021	<b>Synchronous Meeting</b>	Chapters 5 & 6 (Capuzzi & Stauffer)	<b>Discussion Board 4</b>
February 17, 2021		Chapters 7 & 8 (Capuzzi & Stauffer)	<b>Behavioral Change Project Part 1</b> <b>Discussion Board 5</b>
February 24, 2021	<b>Synchronous Meeting</b>	Chapter 9 (Capuzzi & Stauffer)  Substance Abuse and Mental Health Services Administration. (2020, March). <i>Treatment improvement protocol (TIP) series, no. 42: Substance use treatment for persons with co-occurring disorders</i> . U.S. Department of Health and Human Services. <a href="https://store.samhsa.gov/product/tip-42-substance-use-treatment-persons-co-occurring-disorders/PEP20-02-01-004?referer=from_search_result">https://store.samhsa.gov/product/tip-42-substance-use-treatment-persons-co-occurring-disorders/PEP20-02-01-004?referer=from_search_result</a>	<b>Discussion Board 6</b>
March 3, 2021		Chapters 10 & 12 (Capuzzi & Stauffer)	<b>Online Training # 2</b> <b>Discussion Board 7</b>
March 10, 2021	<b>Synchronous Meeting</b>	Chapter 11 (Capuzzi & Stauffer)	<b>Discussion Board 8</b>
March 17, 2021	<b>SPRING BREAK</b>		
March 24, 2021		Chapter 13 (Capuzzi & Stauffer)	<b>Discussion Board 9</b>
March 31, 2021	<b>Synchronous Meeting</b>	Chapters 14 & 15 (Capuzzi & Stauffer)	<b>Discussion Board 10</b>
April 7, 2021		Chapter 16 (Capuzzi & Stauffer)	<b>Interview Project</b> <b>Discussion Board 11</b>
April 14, 2021	<b>Synchronous Meeting</b>	Chapter 17 (Capuzzi & Stauffer)  Pantoja-Patino, J. R. (2020). The socio-multidimensional sexual and gender minority oppression framework: A model for LGBTQ individuals experiencing oppression and substance use. <i>Journal of LGBT Issues in Counseling</i> , 14(3), 268.	<b>Discussion Board 12</b>
April 21, 2021		Chapters 18 & 19 (Capuzzi & Stauffer)	<b>Online Training # 3</b> <b>Discussion Board 13</b>

April 28, 2021	<b>Synchronous Meeting</b>	<b>Addictions Case Conceptualization and Treatment Plan Presentations</b>	<b>Discussion Board 14</b>
May 5, 2021	<b>Synchronous Meeting</b>	<b>Addictions Case Conceptualization and Treatment Plan Presentations</b>	<b>Behavioral Change Project Part 2</b> <b>Discussion Board 15</b>
May 12, 2021			

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

# ACADEMIC CALENDARS AND REGISTRATION SCHEDULES

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

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

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

## TECHNOLOGY REQUIREMENTS AND SUPPORT

### Technology Requirements

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

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

Username: Your MyCT email address. Password: Your MyCT password

### Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

### 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 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/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]

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### 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](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.

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### 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](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].

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### 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)