

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

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Levi McClendon, Ph.D., LPC, CSC, NCC, NCSC, Registered Play Therapist

Class Time: Asynchronous Online

Office: WH 318E

Email: lmccclendon@tamuct.edu

Office Hours: Virtual Hours – Monday 11:00 am to 1:00 pm, 3:00pm-5:00pm & Wednesday 12:00 pm to 4:00 pm; other days / times by appointment only

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 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.

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 specialty 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
Common Core for all students:		
a. history and philosophy of the counseling profession and its specialty 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
Standards for Clinical Mental Health Counseling		
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

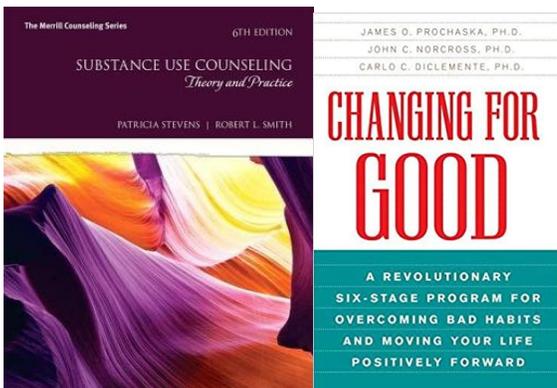
9. impact of biological and neurological mechanisms on mental health (CMHC:5C2g);	Addictions Case Conceptualization and Treatment Plan Presentation	SLO 3
10. classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and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

Required Reading and Textbook(s):

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

Prochaska, J., Norcross, J., & Diclemente, C. (2006). *Changing for good: A revolutionary 6 stage program for overcoming bad habits and moving your life positively forward*. William Morrow.

Stevens, S. & Smith, R. (2018). *Substance Use Counseling* (6th ed.). Pearson.



Recommended Textbook(s):

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

Required Articles:

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. (2013, November). *Addressing suicidal thoughts and behaviors in substance abuse treatment: Quick guide for clinicians Based on TIP 50*. U.S. Department of Health and Human Services. https://store.samhsa.gov/product/Addressing-Suicidal-Thoughts-and-Behaviors-in-Substance-Abuse-Treatment-Quick-Guide-for-Clinicians-Based-on-TIP-50/SMA13-4793?referer=from_search_result

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>

Recommended Websites:

<https://habitslab.umbc.edu/the-model/>

<https://web.uri.edu/cprc/measures/>

[https://store.samhsa.gov/?f\[0\]=series:5566](https://store.samhsa.gov/?f[0]=series:5566)

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

Online Trainings (10 points each x 2 = 20 points): Each student will complete 2 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

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 **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:

- 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 video and Process of Change Assessments Materials (10 points)** As part of this assignment, you will complete the brief process of change assessments (pgs. 93,100,105,119,136,159,169,185,190,195, and 214) in *Changing for good: A revolutionary 6 stage program for overcoming bad habits and moving your life positively forward*, score the assessments, and interpret the scores (please provide evidence of assessment completion, with uploaded images of the completed assessments. You may interpret the scores as part of the video. Please keep your videos at or below 10 minutes. You can find additional helpful assessments specific to your “behavior” here: <https://web.uri.edu/cprc/measures/> If you find an assessment that matches the behavior you are changing, I encourage you to complete the measures before and after the project has ended: Please answer the following questions in your video:
 1. What obstacles occurred through the course of the 8 weeks?
 2. What did you notice triggers the cravings for this substance / behavior?
 3. What was your stage of change at the beginning and end of this project?
 4. Describe and interpret your process of change scores.
 5. Did your process of change scores surprise you or provide new insights?
 6. What is your stage of change now?
 7. How did your support system help or hurt you in your abstinence?
 8. In what ways did abstaining impact you? Physically, socially, emotionally, and spiritually
 9. What did you learn about addiction, behavior changing, and abstinence through this project?
 10. How can you use what you have learned to help client struggling with addiction?

Interview Project (10 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

Additional Suggested Movies with Substance Abuse Themes

Barfly	Gia	Requiem for a Dream
Basketball Diaries	High Art	Rush
Blow	Kids	Spun
The Boost	Leaving Las Vegas	Studio 54
Broken Vessels	Less than Zero	Thirteen
Cat on a Hot Tin Roof	Life as a House	Traffic
Clean and Sober	Narc	Trainspotting
Days of Wine and Roses	Nowhere	28 Days
The Doors	Party Monster	21 Grams
Drugstore Cowboy	Pay It Forward	When a Man Loves a Woman
Easy Rider	Permanent Midnight	Who's Afraid of Virginia Woolfe?
Fear and Loathing in Las Vegas	Pulp Fiction	

Discussion Board (20 points): Students will be expected to participate in discussion boards. For five of the eight weeks, 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 (2 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 2 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.

****Extra Credit Opportunity (3 points):** Attend one AA or NA or ACOA or ALANON or Gamblers Anonymous or Overeaters Anonymous meeting (Virtual or in-person) and record a 3-5 minute video of your observations, thoughts, and feelings of the meeting. You must identify the specific meeting type (AA,NA, ACOA, etc.), format, (in-person location or virtual), and meeting details (time, location, etc.), and an artifact showing you attended the meeting (email, handout, etc.).

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:

Activity	Points
Online Trainings (2 x 10 points each)	20 points
Behavioral Change Project (2 parts x 10 points each)	20 points
Interview Project	10 points
Addictions Case Conceptualization and Treatment Plan Presentation	30 points
Discussion Board (5 x 4 points each)	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.

Week	Assigned Readings/Videos for the Week	Assignments Due *** All Assignments due Sunday at 11:59 p.m.
Week 1: June 7 – June 13, 2021	Chapters 1-2 (Stevens & Smith) Chapters 1-3 (Prochaska, Norcross & Diclemente)	Behavior Change Project Part 1 Discussion Board 1
Week 2: June 14 – June 20, 2021	Chapters 3-4 (Stevens & Smith) Chapters 4-6 (Prochaska, Norcross & Diclemente)	Discussion Board 2
Week 3: June 21 – June 27, 2021	Chapters 5-7 (Stevens & Smith) 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.	Online Training # 1 Discussion Board 3
Week 4: June 28 – July 4, 2021	Chapters 8-9 (Stevens & Smith) Chapter 7-8 (Prochaska, Norcross & Diclemente)	Discussion Board 4 Interview Project
Week 5: July 5 – July 11, 2021	Chapters 10 (Stevens & Smith) Chapter 9 (Prochaska, Norcross & Diclemente)	Discussion Board 5
Week 6: July 12 – July 18, 2021	Chapters 11-12 (Stevens & Smith) Chapters 10-11 (Prochaska, Norcross & Diclemente)	Online Training # 2
Week 7: July 19 – July 25, 2021	Chapters 13-14 (Stevens & Smith)	Behavior Change Project Part 2
Week 8: July 26 – July 30, 2021	Addictions Case Conceptualization and Treatment Plan Due 7/30/2021 (Friday) 11:59pm.	

Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

List of Substance Abuse Journals*

Addiction. New York: Taylor & Francis.

Addictive Biology. New York: Taylor & Francis.

Addiction Professional. Providence, RI: Manisses Communication Group.

Addictive Behavior. New York: Pergamon Press.

Addictive Disorders and Their Treatments. Baltimore, MD: Lippincott Williams & Wilkins.

Advances in Alcohol and Substance Abuse. New York: Haworth.

Alcohol. New York: Pergamon Press.

Alcohol and Alcoholism [Official Journal of Medical Council on Alcoholism]. London: Oxford University Press.

Alcohol Health & Research World. Washington, DC: U.S. Government Printing Office. [refereed]

Alcohol Research and Health. Washington, DC: U.S. Government Printing Office. [refereed]

Alcoholism: Clinical and Experimental Research [Official Journal of the Research Society on Alcoholism]. Baltimore, MD: Lippincott Williams & Wilkins.

Alcoholism Treatment Quarterly. New York: Haworth.

American Journal on Addiction [Official Journal of American Academy of Addiction Psychiatry]. New York: Brunner-Routledge.

American Journal of Drug and Alcohol Abuse. New York: Taylor & Francis. [refereed]

British Journal of Addiction. Oxford, England: Blackwell Publishing.

Contemporary Drug Problems. NY: Federal Legal Publications. [refereed]

Drug and Alcohol Dependence. Philadelphia: Elsevier.

Drug and Alcohol Review. New York: Carfax Publishing.

Drugs, Education, Prevention, and Policy. New York: Taylor & Francis.

Journal of Addictions and Offender Counseling. Alexandria, VA: American Counseling Association. [refereed]

Journal of Addictive Diseases [Official Journal of American Society on Addiction Medicine]. New York: Haworth.

Journal of Alcohol and Drug Education. Lansing, MI: American Alcohol & Drug Information Foundation. [refereed]

Journal of Chemical Dependency Treatment. Binghamton, New York: Haworth.

Journal of Child and Adolescent Substance Abuse. Binghamton, New York: Haworth.

Journal of Drug Education. Amityville, NY: Baywood Publishing.

Journal of Drug Issues. Tallahassee, FL: School of Criminology and Criminal Justice.

Journal of Ethnicity and Substance Abuse. Binghamton, New York: Haworth.

Journal of Prevention and Intervention in the Community. Binghamton, New York: Haworth.

Journal of Primary Prevention. New York: Plenum.

Journal of Psychoactive Drugs. San Francisco: Haight-Ashbury.

Journal of Studies on Alcohol. Picataway, NJ: Alcohol Research Documentation. [refereed]

Journal of Substance Abuse. Philadelphia: Elsevier.

Journal of Substance Abuse Treatment. Philadelphia: Elsevier.

Nicotine and Tobacco Research [Official Journal of the Society for Research on Nicotine and Tobacco]. New York: Carfax Publishing.

Psychology of Addictive Behaviors. Washington, DC: American Psychological Association.

Substance Abuse. New York: Plenum.

Substance Use and Misuse. New York: Dekker.

* **This is not a comprehensive list.**

Technology Requirements

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

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

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

Canvas Support

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

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

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.aspx?InstID=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>].

If you know of potential honor violations by other students, you may [submit a report](#),

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](#) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.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. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

University Writing Center: The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday with satellite hours Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams 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 Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?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)