

Texas A&M University - Central Texas
COUN 5358 – Counseling Perspective on Psychopathology
Spring 2022

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Samantha Airhart-Larraga, Ph.D., LPC-S, LCDC, NCC
Class Time: Tuesdays 6 pm to 9 pm; WH 311
Office: WH 318D
Email: s.airhart-larraga@tamuct.edu
Office Hours: Virtual only; Tuesdays 2 pm to 6 pm and Thursdays 2 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.

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 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 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 Case Study Presentation 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).	Case Study Presentation	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* (7th ed.). American Psychological Association.

Covington Armstrong, S. (2009). *Not all black girls know how to eat: A story of bulimia*. Independent Publishers Group.

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* (3rd 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.

Smith, K. (2017, July). Healthy conversations to have. *Counseling Today*. <https://ct.counseling.org/2017/07/healthy-conversations-to-have/>

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 TUESDAYS AT 11:59 P.M.** ***

Reflection Papers (4 x 10 points each = 40 points): Each student will individually complete 4 reflection papers. The reflection paper will be 3-4 pages in length and will consist of the following sections (use as subheadings in your paper): **(1) brief overview of assigned reading(s), (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.** 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
- **Reflection # 4:** Read *Not All Black Girls Know How to Eat: A Story of Bulimia* by Stephanie Covington Armstrong

Case Studies (2 x 20 points each = 40 points): Students will complete 2 case studies over the course of the semester. The student must 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"

Case Study Presentation (40 points): **GROUP ASSIGNMENT** - Students will choose one movie to watch from an approved list (movie list will be provided on the first day of class and students will make a choice that day). Students are to select a character from the movie on whom they will complete a case study. **Students will be assigned a presentation date based on their movie choice.** Students will prepare a PowerPoint presentation and will do a 20-minute presentation *in class* addressing the following points. All students will be required to complete a peer evaluation as part of the assignment. Peer evaluation posted on Canvas. *Rubric for the assignment posted on Canvas.*

1. Client description (observations, demographics, multicultural considerations, history of mental illness if known)
2. Client Strengths
3. Mental Status Exam
4. Diagnosis (Code, appropriate specifiers, description)
5. Support for Diagnosis

6. Short Clip from Movie Demonstrating Diagnosis (no more than 3 minutes)
7. Medications a Prescriber May Use and Why (if medications are mentioned in the movie, discuss why these are appropriate or not)
8. Treatment Plan for the Client (one goal, two objectives for the goal, and one intervention for each objective)
9. Your own reflections / 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 Opportunity (5 points):** Students can listen to two podcasts of their choice related to a DSM-5 diagnosis and write a 1-page reflection on each podcast focusing on the following (1) brief overview of the podcast; (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 podcast. Students may submit up to two reflections (each is worth 2.5 points for a max total of 5 points) for 5 points toward their final grade.

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 (4 x 10 points each)	40 points
Case Studies (2 x 20 points each)	40 points
Case Study Presentation	40 points
Final Exam	30 points
Total	150 points

Grade Equivalent:

A = 135 to 150 points

B = 120-134.975 points

C = 105-119.975 points

D = 90 to 104.975 points

F = 0 to 89.975 points

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 Tuesdays 11:59 pm

Week	Class Meeting Schedule	Assigned Readings / Topics for the Week	Assignments Due
Week 1: January 18, 2022	SYNCHRONOUS MEETING	Syllabus Review Overview of the DSM 5 Differential Diagnosis Mental Status Exam How to Write a Diagnosis Completing a Case Study Person Centered Language Pronouns	
Week 2: January 25, 2022	Face to Face Class	1. Culturally responsive assessment and diagnosis in the mental health intake (Rosen et al., 2017) 2. Microaggressions: The experience of individuals with mental illness (Peters et al., 2017) 3. Healthy conversations to have (Smith, 2017) (articles posted on Canvas)	
Week 3: February 1, 2022	Face to Face Class	1. DSM 5: <u>Neurodevelopmental Disorders</u> 2. Psychopharmacology Book (Sinicola et al., 2020): Chapter 9 Treatment of ADHD	Reflection # 1
Week 4: February 8, 2022	SYNCHRONOUS MEETING	1. DSM 5: <u>Disruptive, Impulse-Control, and Conduct Disorders</u>	
Week 5: February 15, 2022	Face to Face Class	1. DSM 5: <u>Schizophrenia Spectrum and Other Psychotic Disorders</u> 2. Psychopharmacology Book (Sinicola et al., 2020): Chapter 8 Treatment of Psychotic Disorders	
Week 6: February 22, 2022	Asynchronous Class	1. DSM 5: <u>Depressive Disorders</u> 2. Psychopharmacology Book (Sinicola et al., 2020): Chapter 5 Treatment of Unipolar Depression	Reflection # 2
Week 7: March 1, 2022	Face to Face Class	1. DSM 5: <u>Bipolar and Related Disorders</u> 2. Psychopharmacology Book (Sinicola et al., 2020): Chapter 6 Treatment of Bipolar Disorder	
Week 8: March 8, 2022	Face to Face Class	1. DSM 5: <ul style="list-style-type: none"> • <u>Anxiety Disorders</u> • <u>Obsessive-Compulsive and Related Disorders</u> 2. Psychopharmacology Book (Sinicola et al., 2020): Chapter 7 Treatment of Anxiety Disorders	Case Study # 1
Week 9: March 15, 2022	Spring Break Week!		

Week 10: March 22, 2022	Asynchronous Class	1. DSM 5: <u>Trauma- and Stressor-Related Disorders</u>	Reflection # 3
Week 11: March 29, 2022	Face to Face Class	1. DSM 5: <u>Feeding and Eating Disorders</u> 2. Psychopharmacology Book (Sinacola et al., 2020): Chapter 14 Treatment of Comorbidity and Other Disorders	
Week 12: April 5, 2022	Face to Face Class	1. DSM 5: <ul style="list-style-type: none"> • <u>Dissociative Disorders</u> • <u>Somatic Symptom and Related Disorders</u> 	Reflection # 4
Week 13: April 12, 2022	Asynchronous Class	1. DSM 5: <u>Substance-Related and Addictive Disorders</u> 2. Psychopharmacology Book (Sinacola et al., 2020): Chapter 13 Treatment of Chemical Dependency and Co-Occuring Disorders	
Week 14: April 19, 2022	Face to Face Class	1. DSM 5: <u>Neurocognitive Disorders</u> 2. Psychopharmacology Book (Sinacola et al., 2020): Chapter 10 Treatment of Cognitive Disorders	Case Study # 2
Week 15: April 26, 2022	Face to Face Class	1. DSM 5: <u>Personality Disorders</u> 2. Psychopharmacology Book (Sinacola et al., 2020): Chapter 12 Treatment of Personality Disorders	
Week 16: May 3, 2022	SYNCHRONOUS MEETING	Wrap Up Review Make-Up Date for Case Study Presentations	Case Study Presentations (due date on-going)
Week 17: May 10, 2022	Final Exam (opens 05/03/2022 at 9 pm and due 05/10/2022 at 11:59 pm)		Extra Credit Due

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

IMPORTANT UNIVERSITY DATES

ACADEMIC CALENDARS AND REGISTRATION SCHEDULES

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

Date	Description
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 1, 2021	Deadline for Teacher Education Program Applications
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 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 29, 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 1, 2021	Deadline for School Counselor Program Applications
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 Bill Yowell Conference Center
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)
January 17, 2022	Martin Luther King, Jr Day (University Closed)
January 18, 2022	Add, Drop and Late Registration Begins for 16- and First 8-Week Classes \$25 Fee assessed for late registrants
January 18, 2022	Classes Begin for Spring Semester
January 20, 2022	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
January 25, 2022	Deadline to Drop First 8-Week Classes with No Record
February 1, 2022	Deadline for Teacher Education Program Applications
February 2, 2022	Deadline to Drop 16-Week Classes with No Record
February 25, 2022	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
March 11, 2022	Classes end for 1st 8-Weeks Session
March 15, 2022	Deadline for Clinical Teaching/Practicum Applications
March 15, 2022	Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)
March 14-18, 2022	Spring Break (No Classes - Administrative Offices Open)
March 21, 2022	Class Schedule Published for Summer Semester
March 21, 2022	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
March 21, 2022	Classes Begin for Second 8-Week Session
March 23, 2022	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 25, 2022	Deadline for Spring Graduation Application for Ceremony Participation
March 28, 2022	Deadline to Drop Second 8-Week Classes with No Record
April 1, 2022	Deadline for GRE/GMAT Scores to Graduate School Office
April 1, 2022	Deadline for School Counselor Program Applications
April 4, 2022	Registration Opens for Summer Semester
April 8, 2022	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 16, 2022	Deadline for Final Committee-Edited Theses with Committee Approval Signatures for Spring Semester to Graduate School Office
April 29, 2022	Deadline to drop Second 8-week Classes with a Quit (Q) or Withdraw (W).

2 Academic Calendars and Registration Schedules

May 13, 2022	Deadline to Withdraw from the University for 16- and Second 8-Week Classes	August 12, 2022	Deadline to Withdraw from the University for 10- and Second 5-Week Classes
May 13, 2022	Spring Semester Ends	August 12, 2022	Deadline for Applications for Tuition Rebate for Summer Graduation (5pm)
May 13, 2022	Deadline for Applications for Tuition Rebate for Spring Graduation (5pm)	August 12, 2022	Deadline for Summer Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee
May 13, 2022	Deadline for Spring Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.	August 12, 2022	Summer Commencement Ceremony Bell County Expo 7 pm
May 14, 2022	Spring 2022 Commencement at Bell County Expo 7 PM	August 16, 2022	Deadline for Faculty Submission of 10-Week and Second 5-Week Final Class Grades (due by 3pm)
May 16, 2022	Classes Begin for Minimester	August 16, 2022	Deadline for Theses to Clear Graduate School Office for Summer Semester
May 17, 2022	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)		
May 17, 2022	Deadline for Theses to Clear Graduate School Office for Spring Semester		
May 30, 2022	Memorial Day (University Closed)		
June 1, 2022	Deadline for Teacher Education Program Applications		
June 3, 2022	Minimester Ends		
June 6, 2022	Add, Drop, and Late Registration Begins for 10-, 8- and First 5-Week Classes. \$25 Fee assessed for late registrants		
June 6, 2022	Classes Begin for First 5-, 10-, and 8-Week Summer Session		
June 9, 2022	Deadline to Drop First 5-Week Classes with No Record		
June 13, 2022	Deadline to Drop 8-Week Classes with No Record		
June 21, 2022	Deadline to Drop 10-Week Classes with No Record		
June 24, 2022	Deadline to Drop First 5-Week Classes with a Quit (Q) or Withdraw (W)		
July 1, 2022	Deadline for Summer Graduation Application		
July 1, 2022	Deadline for School Counselor Program Applications		
July 4, 2022	Independence Day (University Closed)		
July 8, 2022	Classes End for First 5-Week Session		
July 8, 2022	Deadline to Withdraw from the University for First 5-Week Classes		
July 11, 2022	Add, Drop, and Late Registration Begins for Second 5-Week Classes. \$25 Fee assessed for late registrants		
July 11, 2022	Classes Begin Second 5-Week Summer Session		
July 12, 2022	Deadline for Faculty Submission of First 5-Week Final Class Grades (due by 3pm)		
July 14, 2022	Deadline to Drop Second 5-Week Classes with No Record		
July 23, 2022	Deadline for Final Committee-Edited Theses with Committee Approval Signatures for Summer Semester to Graduate School Office		
July 22, 2022	Deadline to Drop 10-Week Classes with a Quit (Q) or Withdraw (W)		
July 29, 2022	Classes End for 8-Week Session		
July 29, 2022	Deadline to Drop Second 5-Week Classes with a Quit (Q) or Withdraw (W)		
July 29, 2022	Deadline to Withdraw from the University for 8-Week Classes		
August 1, 2022	Deadline for GRE/GMAT Scores to Graduate School Office		
August 2, 2022	Deadline for Faculty Submission of 8-Week Final Class Grades (due by 3pm)		
August 12, 2022	Classes End for 10- and Second 5-Week Sessions		

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

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>].

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].

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.

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 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)