

Texas A&M University - Central Texas
COUN 5354 – Group Procedures for Counselors
Spring 2022

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Samantha Airhart-Larraga, Ph.D., LPC-S, LCDC, NCC
Class Time: Wednesdays 6 pm to 9 pm; WH 312
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 group therapy and group procedures with special emphasis on the development of group counseling skills with children, adolescents, adults, special populations, and related ethical concerns while supervised.

Student Learning Outcomes:

1. Students will demonstrate an understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work, leadership styles, commonalities, and distinguishing features.
2. Students will demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness.
3. Student will demonstrate participation in a minimum of 10 hours of weekly group sessions.

In accordance with CACREP best practice standards, the following areas will be promoted in this course (Section II.F.6) Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

CACREP Standard	Activity	SLOs
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Group Proposal	SLO 1 & 2
Multicultural counseling competencies (IIF2c);	Group Proposal; Role Plays	SLO 1 & 2
Help-seeking behaviors of diverse clients (IIF2f);	Group Proposal	SLO 1 & 2
Counselors' roles in identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	Group Proposal	SLO 1 & 2

Therapeutic factors and how they contribute to group effectiveness (IIF6c);	Group Participation	SLO 3
Therapeutic foundations of group counseling and group work (IIF6a);	Group Participation	SLO 3
Types of groups and other considerations that affect conducting groups in varied settings (IIF6f);	Group Proposal	SLO 1 & 2
Characteristics and functions of effective group leaders (IIF6d);	Group Participation; Role Plays	SLO 2 & 3
Dynamics associated with group process and development (IIF6b);	Group Participation	SLO 3
Approaches to formation, including recruiting, screening, and selecting members (IIF6e); and	Group Proposal	SLO 1 & 2
ethical and culturally relevant strategies for designing and facilitating groups (IIF6g);	Group Proposal	SLO 1 & 2
Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term (IIF6h);	Group Participation	SLO 3
multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Group Proposal	SLO 1 & 2
multicultural competencies and help-seeking behaviors of diverse clients (IIF2c & f);	Group Participation	SLO 3
the importance of research in advancing the counseling profession, and identification of evidence-based practices (IIF8a & b);	Group Proposal	SLO 1 & 2
Standards for Clinical Mental Health Counseling (CMHC) track		
Techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC:VC3b);	Group Proposal	SLO 1 & 2

Required Reading and Textbook(s):

Chen, Mei-whei., & Rybak, C. (2018). *Group leadership skills: Interpersonal process in counseling and therapy* (2nd ed.). Sage.

Required Readings:

ASGW Best Practices: <https://asgw.org/wp-content/uploads/2020/06/usgw297284-111..117.pdf>

Multicultural and Social Justice Competence Principles for Group Work: https://asgw.org/wp-content/uploads/2020/06/ASGW_MC_SJ_Principles_final_ASGW_Website_04_17_12.pdf

Recommended Textbook(s):

Paleg, K., & Jongsma, A. E. (2015). *The group therapy treatment planner* (2nd ed.). Wiley.

COURSE REQUIREMENTS/METHODS OF EVALUATION EMPLOYED

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

Professionalism: (10 points): As students enrolled in graduate training programs designed to prepare you for careers as professionals in the mental health field, your developing skill set should include a variety of abilities and dispositions generally referred to as “professionalism.” In this course, your professionalism will be evaluated based on your ability to meet deadlines for course assignments, class participations, the technical quality of your writing, and your demeanor when interacting with the instructor, your colleagues, and the clinician leading group sessions. *Rubric posted on Canvas.*

Group Participation (10 points): [SLO 3] Students will participate in weekly 1.5-hour facilitated group participation sessions on Wednesday nights where the emphasis will be on engaging with and understanding group processes and dynamics. ***Attendance is required. Beyond the first absence, missing additional group meetings will result in a 2.5-point reduction of your group participation grade for each absence.*** Group participation will be completed by meeting at the scheduled time (will be discussed the first night of class) with a clinician who will be hosting it. There will be 12 group sessions in total.

Group Experience Journal: (2 points each x 12 = 24 points total): [SLO 1, 2, 3] As you will read about in chapter 15 of Chen and Rybak’s (2018) text, reflective writing on the group experience has many benefits. “Using the time between group sessions to do reflective journaling empowers members to build upon the growing awareness when they return to the group” (Chen & Rybak, 2018, p. 489). Students will submit via Canvas a weekly journal (12 journal entries total) that describes their reflection on group participation. You will be graded on completion and not on the content of what you write in the journal. APA 7 formatting is not required. *Rubric posted on Canvas.*

Journal responses should include:

1. *Your reaction to your experience regarding the group;*
2. *How the group experience coincides with your assigned readings;*
3. *What you learned about yourself;*
4. *What you learned about the process of group facilitation;*
5. *Questions you have regarding the group procedures.*

Skills Role Plays (6 points each x 6 = 36 pts): [SLO 1, 2] This assignment was designed to give you an opportunity to practice some micro skills relevant to leading groups and get feedback on your development. You will be presented with a series of prompts describing possible situations that could arise in a group, and you will make a video recording of how you would respond if you were the group leader in that situation. You will submit your videos via Canvas. *Rubric posted on Canvas.*

Group Proposal: (40 pts total): [SLO 1, 2] One important goal of the course is that you learn to distinguish among the major approaches to group work (i.e., group therapy, group counseling, task, psychoeducational, etc.), under what conditions each is most applicable, and how group work may best be adapted to your potential counseling or mental health work setting. This activity is designed to help you gain these competencies and involves your preparing a 20 to 25-page proposal describing a group you might conduct in your desired work setting (e.g., communication skills for adolescents in a residential setting, parenting skills training for incarcerated adults, a reality training group for residents of a nursing home, etc.). You should provide sufficient information such that administrators at a potential site for this group would be able to determine if (a) this group would be likely to be helpful to their clients, (b) the group experience described is theoretically grounded and in keeping with best practices, and (c) it is real-world feasible that this group could be conducted. You must use a minimum of 5 peer-reviewed sources (i.e., journal articles) to support your group proposal. Please use formal graduate-level writing and follow APA 7 formatting to include a cover page and reference page. *Rubric posted on Canvas.*

At minimum you should include:

- a. a description of the type of group proposed and the context/setting in which it would be conducted;
- b. a data-informed rationale for why the group is needed and why it would be effective;
- c. an explanation of how a particular theory (of your choosing) will inform goals, processes/exercises, techniques, and group leadership style;
- d. what overarching goals will be served by participation in the group;
- e. your plans for recruitment, screening, consent, orientation and other pre-group issues;
- f. session outlines for each planned group session that include (for each session) goals/objectives, materials required, primary planned tasks/processes/activities;
- g. description of methods you will use to evaluate the group;

h. a budget for expected costs to facilitate the group;

Please consult the rubric posted in Canvas before you begin.

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
Professionalism	10 points
Group Participation and Attendance	10 points
Group Experience Journal	24 points
Skills Role Plays	36 points
Group Proposal	40 points
Total	120 points

Grade Equivalent:

A (Mastery of Content)	= 108 to 120 points
B (Above Average)	= 96 to 107.75 points
C (Average)	= 84 to 95.75 points
D (Below Average)	= 72 to 83.75 points
F (Failure to Understand)	= 0 to 71.75 points

Posting of Grades:

Grades will be posted on the Canvas Gradebook. Grades will be posted within two to three weeks of assignment submission. Please check Canvas for grades and feedback on assignments.

Late work policy: Assignments will have due dates posted in Canvas (typically Sunday evenings 11:59pm). Rather than levying late penalties on assignments that are turned in late, submission of an assignment after the posted deadline will result in a loss of points for “professionalism.” However, assignments will not be eligible for credit (i.e., grade of 0 assigned) if they are not submitted within **one week of the posted deadline**. If significant (documented) life events (e.g., illness) interfere with your ability to meet a deadline, you and the instructor will discuss whether late submission will result in loss of points and/or if submission past the 1-week cutoff would be permissible. The final decision will be made by the instructor.

*****Attendance policy:** Class and group attendance is required and crucial to your development as a student and future counselor. **Beyond the first absence, missing additional group meetings will result in a 2.5-point reduction of your group participation grade for each absence.** Group participation will be completed by meeting at the scheduled time (will be discussed the first night of class) with a clinician who will be hosting it. There will be 12 group sessions in total; you must attend 11 to receive full credit in your group participation grade. If you plan to be absent to class and / or group, please email the instructor.

Some Thoughts About This Course

What an exciting opportunity. For many of you this will be one of the last prerequisite courses you need to complete before beginning your fieldwork courses...working with real clients! You are transitioning from a focus primarily on theoretical underpinnings and foundational knowledge to an integration of this knowledge with the development of counseling skills. You are not expected to be “expert counselors” at this stage; you are expected to be committed to growth and skill development. Take advantage of this time to learn from each other and from the group experience.

Professionalism (Confidentiality & Ethics)

In this course, you are entering an experience that involves a fair amount of role-playing as well as clinical experiences. A student colleague may say something personally important and confidential. It is your ethical obligation to maintain confidentiality. You are expected to abide by the American Counseling Association (2014) Code of Ethics, the American School Counselor Association (2016) Ethical Standards for School Counselors, International Association of Marriage and Family Counselors (2017) Code of Ethics, and the National Association of School Psychologists (2010) Principles for Professional Ethics, also see Texas A&M Central Texas (2018) Student Code of Conduct.

Success in the Clinical Mental Health Counseling Program consists of more than grades.

Work habits and attitudes play a major role in the success of any counseling student. Any of the following actions are considered just cause for failure of the course and immediate dismissal from the Clinical Mental Health Counseling Program:

1. Dishonesty (cheating, plagiarism, etc.)
2. Unauthorized disclosure of confidential information
3. Negligence or misconduct
4. Mistreatment of clients, fellow students, research participants, or faculty
5. Abusing a client, fellow student, faculty member, or staff member
6. Violations of the rules, regulations, and principles in the Code of Ethics and Standards of Practice as identified by the American Counseling Association and Texas A&M University - Central Texas Code of Student Affairs.
7. Receipt of a failing grade in Practicum or Internship.
8. Willful submission of false information or alteration of any official records, counseling reports, papers, or examinations.

COURSE CALENDAR

Class Meets Wednesdays 6-8:45 pm unless otherwise indicated on the schedule;
all assignments due Wednesdays 11:59 pm

Week	Class Meeting Schedule & Modality	Group Schedule & Modality (Will meet Wednesdays in WH 312 7 pm to 8:30 pm)	Assigned Readings / Topics for the Week	Assignments Due
Week 1: January 19, 2022	Synchronous Class		Assigned Reading: Chapter 15 Topic(s): Syllabus Review, Course Introduction, ASGW Best Practices	
Week 2: January 26, 2022	Face to Face Class		Assigned Reading: Chapter 1 Topic(s): Theories and Assumptions	
Week 3: February 2, 2022	Face to Face Class: 6:00 to 7:00 p.m.	Group 1 (F2F): 7:00 to 8:30 p.m.	Assigned Reading: Chapter 2 Topic(s): Becoming a Group Leader	
Week 4: February 9, 2022	Synchronous Class 6:00 to 7:00 p.m.	Group 2 (F2F): 7:00 to 8:30 p.m.	Assigned Reading: Chapter 3 Topic(s): Types of Groups; Starting a Group	Journal 1 Due
Week 5: February 16, 2022	Face to Face Class: 6:00 to 7:00 p.m.	Group 3 (F2F): 7:00 to 8:30 p.m.	Assigned Reading: Chapter 4 Topic(s): Skills for Group Facilitation	Journal 2 Due
Week 6: February 23, 2022	*** Asynchronous (Recorded Lecture) ***	Group 4 (F2F): 7:00 to 8:30 p.m.	Assigned Reading: Chapter 5 Topic(s): First Session; Forming State	Journal 3 Due Skills Role Play 1 Due
Week 7: March 2, 2022	Face to Face Class: 6:00 to 7:00 p.m.	Group 5 (F2F): 7:00 to 8:30 p.m.	Assigned Reading: Chapter 6 Topic(s): Structured Group Sessions	Journal 4 Due
Week 8: March 9, 2022	Synchronous Class: 6:00 to 7:00 p.m.	Group 6 (F2F): 7:00 to 8:30 p.m.	Assigned Reading: Chapter 7 Topic(s): Semi-Structured Group	Journal 5 Due Skills Role Play 2 Due
Week 9: March 16, 2022	Spring Break Week!			
Week 10: March 23, 2022	Face to Face Class: 6:00 to 7:00 p.m.	Group 7 (F2F): 7:00 to 8:30 p.m.	Assigned Reading: Chapter 8 Topic(s): Unstructured Groups	Journal 6 Due
Week 11: March 30, 2022	*** Asynchronous (Recorded Lecture) ***	Group 8 (F2F): 7:00 to 8:30 p.m.	Assigned Reading: Chapter 9 Topic(s): Tension and Conflict in Group	Journal 7 Due Skills Role Play 3 Due
Week 12: April 6, 2022	Synchronous Class: 6:00 to 7:00 p.m.	Group 9 (F2F): 7:00 to 8:30 p.m.	Assigned Reading: Chapter 10 Topic(s): Taking Risks in Communication	Journal 8 Due

Week 13: April 13, 2022	Synchronous Class: 6:00 to 7:00 p.m.	Group 10 (F2F): 7:00 to 8:30 p.m.	Assigned Reading: Chapter 11 Topic(s): Advanced Steps into the Here-and-Now	Journal 9 Due Skills Role Play 4 Due
Week 14: April 20, 2022	*** Asynchronous (Recorded Lecture) ***	Group 11 (F2F): 7:00 to 8:30 p.m.	Assigned Reading: Chapter 12 Topic(s): Process Illumination	Journal 10 Due
Week 15: April 27, 2022	Face to Face Class: 6:00 to 7:00 p.m.	Group 12 (F2F): 7:00 to 8:30 p.m.	Assigned Reading: Chapter 13 Topic(s): Psychodrama	Journal 11 Due Skills Role Play 5 Due Group Proposal Due
Week 16: May 4, 2022	Synchronous Class: 6:00 to 7:00 p.m.		Assigned Reading: Chapter 14 Topic(s): Termination	Journal 12 Due
Week 17: May 11, 2022				Skills Role Play 6 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)