

Texas A&M University - Central Texas  
COUN 5358 - Counseling Perspective on Psychopathology  
Spring 2023

**INSTRUCTOR AND CONTACT INFORMATION**



**Instructor:** Samantha Airhart-Larraga, Ph.D., LPC-S, LCDC, NCC  
**Vita:** [Dr. Airhart-Larraga's CV](#)  
**Pronouns\*:** She, Her, Ella  
**Class Time:** Tuesdays 6:00 p.m. to 8:45 p.m., WH 313  
**Office:** WH 318D  
**Email:** [s.airhart-larraga@tamuct.edu](mailto:s.airhart-larraga@tamuct.edu)  
**Office Hours:** Tuesdays 12 p.m. to 6 p.m. (virtual or face to face)  
Thursdays 11:00 a.m. to 1:00 p.m. (virtual only)  
For other days / hours, email the instructor.  
[For a face-to-face appointment, click here](#)  
[For a virtual appointment, click here](#)

\*Importance of Pronouns: <https://pronouns.org/what-and-why>

*This course meets face-to-face with several classes held synchronously and asynchronously; supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].*

**Student-Instructor Interaction:**

I 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.

**Office Hours:**

I invite students to use the office hours option. Why use office hours? To discuss material you are struggling with, to discuss obstacles that you want to overcome related to class or the counseling program, to discuss what classes to take next semester, for professional advice, to establish a relationship, to discuss practicum / internship, and / or to inquire about potential research opportunities. For appointments with me, please book using the following links.

[For a \*\*face-to-face\*\* appointment, click here](#)

[For a \*\*virtual\*\* appointment, click here](#)

**Emergency Warning System for Texas A&M University-Central Texas:**

**SAFEZONE.** SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the SafeZone website [[www.safezoneapp.com](http://www.safezoneapp.com)].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
  - iPhone/iPad: [<https://apps.apple.com/app/safezone/id533054756>]
  - Android Phone / Tablet [<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

**For updates on COVID information**, please monitor the University website [<https://www.tamuct.edu/covid19/>]

## COURSE INFORMATION

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

### Student Learning Outcomes:

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

In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

CACREP Standard	Activity	SLOs
a. Understand human behavior, including an understanding of developmental crises, disability, psychopathology, and situation and environmental factors that affect both normal and abnormal behavior (CACREP II.G.3.f).	Fishbowl Discussions Case Conceptualizations	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).	Case Conceptualizations Case Conceptualization Presentation	SLO 1 & 4

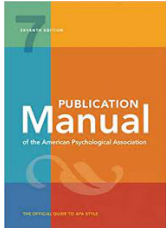
c. Know the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders (CACREP CMHC.C.2).	Case Conceptualizations Final Exam	SLO 1 & 4
d. Understand the range of mental health service delivery – such as inpatient, outpatient, partial treatment and aftercare – and the clinical mental health counseling services network (CACREP CMHC.C.5).	Case Conceptualizations	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 Conceptualizations	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).	Fishbowl Discussions	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).	Fishbowl Discussions Case Conceptualizations 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).	Fishbowl Discussions Case Conceptualizations	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 Conceptualizations Case Conceptualization 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 Conceptualizations	SLO 1

k. Understand appropriate use of diagnosis during a crisis, disaster, or other trauma-causing event (CACREP CMHC.K.5).	Case Conceptualizations	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 Conceptualization Presentation	SLO 1 & 4

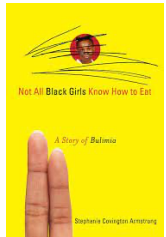
## Required Books and Textbook(s):



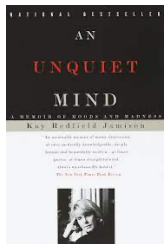
American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders, fifth edition, text revision (DSM-5-TR)*. American Psychiatric Association Publishing.



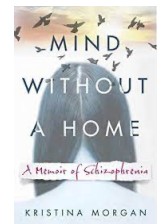
American Psychological Association. (2020). *Publication manual of the American Psychological Association (7<sup>th</sup> ed.)*. American Psychological Association.



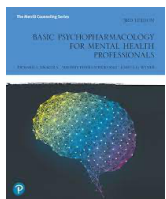
Covington Armstrong, S. (2009). *Not all black girls know how to eat: A story of bulimia*. Independent Publishers Group.



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



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



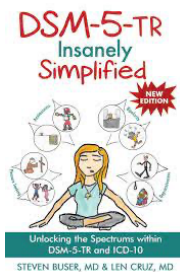
Sinicola, R. S., Peters-Strickland, T. S., & Wyner, J. D. (2020). *Basic psychopharmacology for mental health professionals (3<sup>rd</sup> ed.)*. Pearson.

\*\*\* You are not required to purchase books at the university bookstore – I encourage you to shop around to find the best deals! \*\*\*

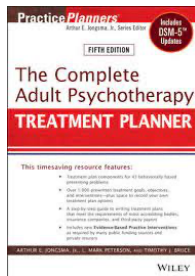
## Required Articles:

- Gleeson, S. (2022). 'Not a monster': Destigmatizing borderline personality disorder. *Counseling Today*. <https://ct.counseling.org/2022/10/not-a-monster-destigmatizing-borderline-personality-disorder/>
- 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):



Buser, S. & Cruz, L. (2022). *DSM-5-TR Insanely Simplified: Unlocking the spectrums within DSM-5-TR and ICD-10*. Chiron Publications.



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

## COURSE REQUIREMENTS/METHODS OF EVALUATION EMPLOYED

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

**Professionalism: (50 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 participation, attendance, the technical quality of your writing, and your demeanor when interacting with the instructor and your colleagues. *Rubric on Canvas.*

**Reflection Papers (4 x 10 points each = 40 points):** Students will individually complete 4 reflection papers. The reflection paper will be 2-3 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 on Canvas.*

- **Reflection # 1:** Read 2 Articles – (articles available through the university library)
  - *Culturally responsive assessment and diagnosis in the mental health intake*
  - *Microaggressions: The experience of individuals with mental illness*
- **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 Conceptualizations (2 x 25 points each = 50 points):** Students will complete 2 case conceptualizations over the course of the semester. The case conceptualization will focus on an assigned movie. You will choose a character from the movie as your “client” and complete the case conceptualization on this client. Please address the required components of the assignment. The paper must follow APA 7 formatting to include citations, reference section, and cover page. An abstract is not necessary. **Paper should be submitted in WORD format (not pdf).** *Rubric for the assignment posted on Canvas.*

- **Case Conceptualization # 1:** “Canvas” released in 2006



- **Case Conceptualization # 2:** “The Starling” released in 2021



Required components:

1. Client description
  - a. Demographic Information
  - b. Family, legal, medical information
  - c. Available Supports and Client Strengths
  - d. Coping Efforts and Past Help-Seeking
2. Mental Status Exam (fill out form provided on Canvas & attach as appendix to the case conceptualization)
3. Paragraph discussing anything notable from the mental status exam
4. Cultural Formulation (pg. 861)
  - a. Cultural identity of the client
  - b. Cultural concepts of distress
  - c. Psychosocial stressors / cultural concepts of vulnerability and resilience
  - d. Cultural features of the relationship between the individual and the clinician
5. Cross-Cutting Symptom Measure – Adult or Child (pg. 847) (fill out form provided on Canvas & attach as appendix to the case conceptualization)
6. Paragraph discussing the results of the cross-cutting symptom measure
7. Assessment (identify & describe 1-2 assessment tools to be used with your client)
8. Diagnosis (Code & appropriate specifiers, description) or Diagnoses (if applicable)
9. Support for Diagnosis (why this and not something else)
10. Medications a Prescriber May Use (Class of Medications) and Why
11. Therapeutic Approach to Working with the Client (e.g., CBT, EMDR, etc.) and why
12. Treatment Plan
  - a. One Goal (Must connect back to the therapeutic approach)
  - b. Two Objectives per goal (what the client will do to achieve the goal)
  - c. Two Interventions per objective (what you will do specifically to help the client achieve the goal)
13. Your observations, reflection, and reactions to the "client"

**Case Conceptualization Presentation (30 points): GROUP ASSIGNMENT** – Groups will be created on the first day of class. Each group will watch the assigned movie; the group is to select a character from the movie as the “client” for the case conceptualization. **You will be assigned a presentation date based on your movie choice.** Please prepare a PowerPoint presentation (or Prezi or Canva) and complete a 20-minute presentation *in class* addressing the following points. You are 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
  - a. Demographic Information
  - b. Family, legal, medical information
  - c. Available Supports and Client Strengths
  - d. Coping Efforts and Past Help-Seeking



2. Mental Status Exam (fill out form provided on Canvas)
3. Cultural Formulation (pg. 860)
  - a. Cultural identity of the client
  - b. Cultural concepts of distress
  - c. Psychosocial stressors / cultural concepts of vulnerability and resilience
  - d. Cultural features of the relationship between the individual and the clinician
4. Cross-Cutting Symptom Measure – Adult or Child (pg. 847)
5. Assessment (identify & describe 1-2 assessment tools to be used with your client)
6. Diagnosis (Code, appropriate specifiers, description)
7. Support for Diagnosis
8. Short Clip from Movie Demonstrating Diagnosis (no more than 3 minutes)
9. Medications a Prescriber May Use and Why (if medications are mentioned in the movie, discuss why these are appropriate or not)
10. Therapeutic Approach to Working with the Client (e.g., CBT, EMDR, etc.) and why
11. Treatment Plan
  - a. Two Goals (Must connect back to the therapeutic approach)
  - b. Two Objectives per goal (what the client will do to achieve the goal)
  - c. Two Intervention per objective (what you will do specifically to help the client achieve the goal)
12. Your observations, reflection, and reactions to the "client"

**Final Exam (30 points):** A final exam worth 30 points will be given the last week of class. The exam will cover all the topics from week 1 to week 15. The exam 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):** You can listen to two podcasts of your choice related to a DSM-5-TR 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. You may submit up to two reflections (each is worth 2.5 points for a max total of 5 points) for 5 points toward your final grade.

**Fishbowl Discussions:** These are part of your overall professionalism (participation) grade. The Fishbowl Discussion (Association of College and University Educators, 2016) format motivates students to complete class reading assignments and empowers students to be in charge of their own discussion. Two or three students are randomly selected to facilitate a 20-minute discussion on the assigned reading. The rest of the students are expected to actively participate in the discussion by asking questions or sharing thoughts / opinions. All students will complete a self-reflection guide at the end of each fishbowl discussion.

## 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
Professionalism	50 points
Reflection Papers (4 x 10 points each)	40 points
Case Conceptualizations (2 x 25 points each)	50 points
Case Conceptualization Presentation	30 points
Final Exam	30 points
Total	200 points

### Grade Equivalent

A = 180 to 200 points

B = 160-179.99 points

C = 140-159.99 points

D = 120 to 139.99 points

F = 0 to 119.99 points

**Posting of Grades:** Grades will be posted on the Canvas Gradebook. I will do my best to post grades within two weeks of assignment submission. Please check Canvas for grades and feedback on assignments.

**Late work policy:** *You can request one (1) 48-hour extension on an assignment.* Please send an email to request this extension. Assignments will have due dates posted in Canvas (typically Monday 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 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 in the total professionalism grade for additional absences.*

**Plagiarism Note:** Plagiarism constitutes using others' ideas, words, or images without properly giving credit to those sources. If you turn in any work with your name attached to it, I assume that work is your own and that all sources are specified and acknowledged in the text (with quotations and/or proper citations). If this is not the case, I will follow university policy concerning plagiarism. All cases of plagiarism (intentional and unintentional) will be reported to student affairs and the student may receive a zero on the assignment. For more information on academic integrity, see the university webpage: <https://www.tamuct.edu/student-affairs/academic-integrity.html>.

### ADDITIONAL LEARNER-CENTERED INFORMATION



We will be covering topics that could be potentially triggering in the course. *As always, self-care is very important.* I encourage you to engage in personal counseling to remain well. The university offers counseling services to our students. Please see this link for the student wellness and counseling center: <https://www.tamuct.edu/student-affairs/student-counseling.html>

## COURSE CALENDAR

Class Meets Tuesdays 6:00-8:45 pm unless otherwise indicated on the schedule;  
all assignments due Tuesdays 11:59 pm

Week	Assigned Readings / Videos / Movies / Podcasts	In Class Activity	Assignments Due
Class Topic			
Week 1: January 17, 2023  <b>Face to Face Class</b>	Syllabus review, overview of the DSM-5-TR, differential diagnosis, MSE, writing a diagnosis, completing a case conceptualization, using person-centered language, pronouns, Cross-Cutting Symptom Measure (pg. 847), cultural formulation (pg. 860). Structure of each class including fishbowl discussions.		
Week 2: January 24, 2023  <b>Face to Face Class</b>	<b>Culturally responsive assessment and diagnosis in the mental health intake</b> (Rosen et al., 2017)  <b>Microaggressions: The experience of individuals with mental illness</b> (Peters et al., 2017)  The role of culture and intersecting identities in the diagnostic process	<u>Fishbowl Discussion</u>	<b>Reflection Paper 1</b>
Week 3: January 31, 2023  <b>Face to Face Class</b>	DSM-5-TR Focus: <u>Anxiety Disorders (pg. 215)</u>  DSM-5-TR Focus: <u>Obsessive-Compulsive and Related Disorders (pg. 263)</u>  Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 7 Treatment of Anxiety Disorders</b>	<b>CC Presentation</b>	
Week 4: February 7, 2023  <b>Face to Face Class</b>	DSM-5-TR Focus: <u>Neurodevelopmental Disorders (pg. 35)</u>  Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 9 Treatment of ADHD</b>	<b>CC Presentation</b>	
Week 5: February 14, 2023  <b>Face to Face Class</b>	DSM-5-TR Focus: <u>Disruptive, Impulse-Control, and Conduct Disorders (pg. 521)</u>  Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 9 Treatment of ADHD</b>	<b>CC Presentation</b>	
Week 6: February 21, 2023	<b>Mind Without a Home: A Memoir of Schizophrenia</b> by Kristina Morgan	<u>Fishbowl Discussion</u>	<b>Reflection Paper 2</b>

<b>Face to Face Class</b>	DSM-5-TR Focus: <u>Schizophrenia Spectrum and Other Psychotic Disorders (pg. 101)</u>  Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 8 Treatment of Psychotic Disorders</b>		
Week 7: February 28, 2023  <b>Face to Face Class</b>	DSM-5-TR Focus: <u>Trauma- and Stressor-Related Disorders (pg. 295)</u>  Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 7 Treatment of Anxiety Disorders</b>	<b>CC Presentation</b>	
Week 8: March 7, 2023  <b>*ASYN-CHRONOUS CLASS – Recorded Lecture</b>	DSM-5-TR Focus: <u>Substance-Related and Addictive Disorders (pg. 543)</u>  Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 13 Treatment of Chemical Dependency and Co-Occurring Disorders</b>	<b>***Participation in discussion board required to get attendance credit***</b>	<b>Case Conceptualization # 1 Due</b>
Week 9: March 14, 2023	<b>Spring Break – No Class!</b>		
Week 10: March 21, 2023  <b>Face to Face Class</b>	DSM-5-TR Focus: <u>Depressive Disorders (pg. 177)</u>  Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 5 Treatment of Unipolar Depression</b>	<b>CC Presentation</b>	
Week 11: March 28, 2023  <b>Face to Face Class</b>	<b>An Unquiet Mind</b> by Kay Jamison  DSM-5-TR Focus: <u>Bipolar and Related Disorders (pg. 139)</u>  Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 6 Treatment of Bipolar Disorder</b>	<u>Fishbowl Discussion</u>	<b>Reflection Paper 3</b>
Week 12: April 4, 2023  <b>*ASYN-CHRONOUS CLASS – Recorded Lecture</b>	DSM-5-TR Focus: <u>Neurocognitive Disorders (pg. 667)</u>  Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 10 Treatment of Cognitive Disorders</b>	<b>***Participation in discussion board required to get attendance credit***</b>	<b>Case Conceptualization # 2 Due</b>

<p>Week 13: April 11, 2023</p> <p><b>Face to Face Class</b></p>	<p><b>Not All Black Girls Know How to Eat: A Story of Bulimia</b> by Stephanie Covington Armstrong</p> <p>DSM-5-TR Focus: <u>Feeding and Eating Disorders (pg. 371)</u></p> <p>Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 14 Treatment of Comorbidity and Other Disorders</b></p>	<p><u>Fishbowl Discussion</u></p>	<p><b>Reflection Paper 4</b></p>
<p>Week 14: April 18, 2023</p> <p><b>Face to Face Class</b></p>	<p>DSM-5-TR Focus: <u>Personality Disorders (pg. 733)</u></p> <ul style="list-style-type: none"> <li>Cluster A Personality Disorders (pg. 737)</li> <li>Cluster C Personality Disorders (pg. 764)</li> </ul> <p>Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 12 Treatment of Personality Disorders</b></p>	<p><b>CC Presentation</b></p>	
<p>Week 15: April 25, 2023</p> <p><b>Face to Face Class</b></p>	<p><b>'Not a Monster': Destigmatizing Borderline Personality Disorder</b> (Gleeson, 2022)</p> <p>DSM-5-TR Focus: <u>Personality Disorders (pg. 733)</u></p> <ul style="list-style-type: none"> <li>Cluster B Personality Disorders (pg. 748)</li> </ul> <p>Psychopharmacology Book (Sinicola et al., 2020): <b>Chapter 12 Treatment of Personality Disorders</b></p>	<p><u>Fishbowl Discussion</u></p>	
<p>Week 16: May 2, 2023</p> <p><b>*ASYN-CHRONOUS CLASS - Recorded Lecture</b></p>	<p>DSM-5-TR Focus:</p> <ul style="list-style-type: none"> <li><u>Dissociative Disorders (pg. 329)</u></li> <li><u>Somatic Symptom and Related Disorders (pg. 349)</u></li> </ul> <p><i>Final Exam opens at 9:00 p.m. on November 29<sup>th</sup>. You have until December 6, 2022 at 11:59 p.m. to complete &amp; submit the exam. Once you start the exam, you must complete it.</i></p>	<p><b>***Participation in discussion board required to get attendance credit***</b></p>	
<p>Week 17: May 9, 2023</p> <p><b>*ASYN-CHRONOUS CLASS -</b></p>	<p><b>Final Exam Due - May 9, 2023 at 11:59 p.m.</b></p> <p><b>*** There will be no extensions for the final exam ***</b></p>		<p><b>Case Study Conceptualizations (due date ongoing)</b></p> <p><b>Extra Credit Due</b></p>

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

# IMPORTANT UNIVERSITY DATES

## 2 Academic Calendars and Registration Schedules

December 13, 2022	Deadline for Theses to Clear Graduate School Office for Fall Semester	April 7, 2023	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
December 13, 2022	Student End of Course Survey Closes (16- and Second 8-Week Classes)	April 14, 2023	Deadline for Final Committee-Edited Theses with Committee Approval Signatures
December 26-30, 2022	Winter Break (University Closed)	April 24, 2023	Priority Deadline for VA Certification Request (Summer)
January 3, 2023	Priority Deadline for Admissions Applications	April 28, 2023	Student End of Course Survey Opens (16- and Second 8-Week Classes)
January 13, 2023	Deadline for Tuition and Fee Payments (16- & First 8-Week Classes)	April 28, 2023	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
January 16, 2023	Martin L. King Jr. Day (University Closed)	May 12, 2023	Deadline for Applications for \$1,000 Tuition Rebate for Spring Graduation (5pm)
January 17, 2023	Add, Drop, and Late Registration Begins for 16- and First 8-Week. \$25 fee assessed for late registrants.	May 12, 2023	Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
January 17, 2023	Classes Begin for Spring Semester	May 12, 2023	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
January 19, 2023	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes	May 12, 2023	Spring Semester Ends
January 24, 2023	Deadline to Drop First 8-Week Classes with No Record	May 13, 2023	Commencement Ceremony Bell County Expo Center 3 pm
February 1, 2023	Deadline to Drop 16-Week Classes with No Record	May 15, 2023	Classes Begin for Minimester
February 1, 2023	Educator Preparation Program (Teacher and Principal) application deadline	May 16, 2023	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
February 1, 2023	Superintendent Program application deadline	May 16, 2023	Deadline for Theses to Clear Thesis Office for Spring Semester
February 24, 2023	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)	May 16, 2023	Student End of Course Survey Closes (16- and Second 8-Week Classes)
February 24, 2023	Student End of Course Survey Opens (First 8-Week Classes)	May 22, 2023	Priority Deadline for Admissions Applications (Summer)
March 10, 2023	Deadline for Admissions Applications (Spring)	May 29, 2023	Memorial Day (University Closed)
March 10, 2023	Classes End for First 8-Week Session	June 2, 2023	Deadline for Tuition and Fee Payments (10-, 8-, and First 5-Week Classes)
March 13-17, 2023	Spring Break	June 2, 2023	Minimester ends
March 14, 2023	Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)	June 5, 2023	Add, Drop, and Late Registration Begins for 10-, 8- and First 5-Week Classes. \$25 fee assessed for late registrants.
March 14, 2023	Student End of Course Survey Closes (First 8-Week Classes)	June 5, 2023	Classes Begin for First 5-, 10-, and 8-Week Session
March 17, 2023	Deadline for Tuition and Fee Payments (Second 8-Week Classes)	June 8, 2023	Deadline to Drop First 5-Week Classes with No Record
March 20, 2023	Add, Drop, and Late Registration Begins for Second 8-Week Classes. \$25 fee assessed for late registrants.	June 12, 2023	Deadline to Drop 8-Week Classes with No Record
March 20, 2023	Classes Begin for Second 8-Week Session	June 19, 2023	Juneteeth (University Closed)
March 20, 2023	Advising Begins for Summer Semester	June 21, 2023	Deadline to Drop 10-Week Classes with No Record
March 20, 2023	Class Schedule Published For Summer Semester	June 23, 2023	Deadline to Drop First 5-Week Classes with a Quit (Q) or Withdraw (W)
March 22, 2023	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes	June 23, 2023	Student End of Course Survey Opens (First 5-Week Classes)
March 27, 2023	Deadline to Drop Second 8-Week Classes with No Record	June 30, 2023	Deadline for Admissions Applications (Summer)
March 31, 2023	Deadline for Graduation Application for Ceremony Participation	July 4, 2023	Independence Day (University Closed)
April 1, 2023	Clinical Teaching Placement Form Deadline	July 7, 2023	Classes End for First 5-Week Session
April 1, 2023	School Counselor Program Application deadline (Summer)	July 7, 2023	Deadline for Graduation Application for Ceremony Participation
April 1, 2023	Deadline for GRE/GMAT Scores to Office of Graduate Studies	July 7, 2023	Deadline to Withdraw from the University for First 5-Week Classes
April 3, 2023	Registration Opens for Summer Semester	July 10, 2023	Add, Drop, and Late Registration Begins for Second 5-Week Classes. \$25 fee assessed for late registrants.
April 5, 2023	Priority Deadline for International Student Admission Applications (Summer)	July 10, 2023	Classes Begin Second 5-Week Session
April 7, 2023	Deadline for Scholarship Applications for the Summer Semester	July 11, 2023	Deadline for Faculty Submission of First 5-Week Final Class Grades (due by 3pm)



## TECHNOLOGY REQUIREMENTS AND SUPPORT

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

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

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

### Canvas Support

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

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

### Online Proctored Testing

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

### Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

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

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

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## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### 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 Warrior Center for Student Success, Equity 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>]

### 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 referral, [[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].

### **Drop Policy**

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

[<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdId=https://eis-prod.ec.tamuct.edu:443/samlssso&SpSessionAuthnAdapterId=tamuctDF&Tar-getResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%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.

### **Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, 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>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender-including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring**

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing [WarriorCenter@tamuct.edu](mailto:WarriorCenter@tamuct.edu).

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [<https://tutormatchingservice.com/TAMUCT>] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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 Library & Archives**

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 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. [Schedule an appointment here](https://tamuct.libcal.com/appointments)

[<https://tamuct.libcal.com/appointments>]. 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](https://tamuct.libguides.com/index)

[<https://tamuct.libguides.com/index>] University Writing Center

### **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. 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 com-

posing 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 [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

## **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>].

### **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?TAMUCentralTexas&layout\\_id=2](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&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 254-501-5805.

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