

# PSY 691, Section 1, Practicum in (Clinical) Psychology

Syllabus, Summer 2020

Revised May 2020

INSTRUCTOR INFORMATION

Instructor: S. Ball

Office Location: B122

Office Hours: by appointment (specific available times to be determined after classes begin). All office hours will be conducted by way of Zoom meeting. Follow now those hours that I have set for Spring 2020. Note that to ensure that you have a time, you should schedule office hours in advance. From Tuesday noon until 115 or 130 pm, office hours will be our clinic staffing, and thus will be “group” office hours:

 Tuesday: noon-230 pm

 Thursday: 200-430 pm

Office Phone: 903-886-5586, 903-886-5660

Office Fax: 903-886-5586

Cell: available on D2L Brightspace once the semester begins

University Email Address: steve.ball@tamuc.edu

Cc email address (mandatory): steve@hawkinsandball.com

Preferred Form of Communication**:** email

Communication Response Time: 24 hours, or the next workday, whichever is later

**Psychology 691**

***Clinical Practicum Psychology***

(Revised August 2019 for Summer 2019)



*Note: This syllabus is subject to small changes once the semester begins. These will include corrections and slight refinements in the assignment(s) and scheduling.*

COURSE INFORMATION

***Description of Course from Graduate Catalogue:***

*“There are three kinds of liars: liars, damn liars, and college catalogues.”*

 – Elizabeth Sasser, Professor of Art History, Texas Technological College, circa 1966

**PSY 691 - Clinical Practicum Psychology**
Hours: 3
This course consists of supervised experience in psychological settings under the supervision of a licensed psychologist. Course is repeated for at least two three-credit hour courses, each requiring at least 150 ~~weekly~~ [total] hours of clinical experience[]. Prerequisite: Consent of instructor. Repeatable

COURSE REQUIREMENTS

### Minimal Technical Skills You Will Need

You should be able to read and write in English. You should know Microsoft Office (Word, PowerPoint™, and possibly Excel). You should learn to use D2L based on guidelines provided by the university. You should know how to access your university email account, remembering to check it daily. You should be willing to learn new concepts, those that go beyond psychology and counseling, yet which serve our chosen disciplinary work.

We will manage this course using online “web enhancement.” This fact has implications for your conduct and success:

1. As soon as available you should go to the online web site for this course, complete the tutorial (if you like), and familiarize yourself with what is there (which will be added to as the semester progresses). You may access D2L by going to your My Leo account and clicking on the D2L link.
2. You will turn in most (if not all) written assignments through links I will supply through D2L Use this formula to name the files you turn in this way: YOURLASTNAME.YOURFIRSTNAME.AssignmentName.Date. If I were going to turn in a “self-improvement” assignment on May 6, 2021, the file name would be BALL.STEVE.selfimprovement.5.6.2021. The canny student will have noticed that I am turning this assignment in on Freud’s 165th birthday.
3. **Material you turn in related to a psychological assessment of a client (e.g., a draft report, a “background,” or an assigned piece of a writeup) must be named according to this model: CLIENT#.referralissue.age.gender.draftID.datesubmitted. For example, if I am turning in a background writeup for a 10-year-old female whose referral issue is dyslexia on June 6, 2020, and whose case or client number is 2566, I should name the file: *2566.dyslexia.10.f.background1.6.6.2020*. Another correct way to name the file would be *2566.LDreading.10.f.bg1.6.6.2020*. Likewise, a later first draft of the full report might be named *2566.dyslexia.10.f.draft1.6.22.2020*.**
4. You will receive written feedback for most (if not all) of your written assignments by way of D2L Brightspace.
5. You will also retrieve some documents to read and some relevant web connections on D2L.
6. If I need to communicate with you, individually or as a group, I will send an email through the D2L link for this course. If you expect me to read an email about this class, you should send it to steve.ball@tamuc.edu with a Cc: to steve@hawkinsandball.com.
7. You will need to check your university e-mail (-------@leo.tamu.edu) daily. I check email daily, except on holidays and weekends (and I may do so at those times, but I’m not guaranteeing it). I do check the Hawkins & Ball account on weekends, but no guarantees on the other account.
8. Ask general questions (that all classmates can hear and want to know the answer to) by using the email function on D2L and sent to all class members and me; ask more personal questions (that other students should not or would not want to hear) through the regular university email service.
9. **You should generally Cc: Dr. Tochkov and Ms. Phillips about any matter related to Clinic business**.
10. **Please always Cc: me any email that you send to me through university email at this address:**

**steve@hawkinsandball.com**

This convention ensures that I have all relevant emails archived properly and securely when I need them.

1. In general, email is the way to communicate with me when we are not in the clinic. I will almost always respond within 24 hours, except for weekends, holidays (including those days celebrated in my faith tradition), winter or spring break, or the time between semesters if I am not in town.
2. You are responsible for reading and complying with the terms of this syllabus.
3. And you are responsible for learning to use D2L – some material at the end of this syllabus should help if you need it.

***Clinic Manual & Clinic Governance:***

Your conduct in this course will be governed by the Manual of the Community Psychology Clinic, which is under the direction of Karin Tochkov, PhD, and prepared with the assistance of Ms. Dylan Phillips. While working in the clinic, you will be working under my direct supervision, and I will be working under Dr. Tochkov’s direct supervision. Also working with Dr. Tochkov will be the Clinic Manager, Ms. Phillips (GAR). Dr. Tochkov, Ms. Phillips, and I have different responsibilities, and you must become familiar with those to interact with each of us appropriately. The three of us work as a team; so, if you ask me about something outside my role as supervisor of your clinical work (assessments, psychotherapy, consultation), my response will include consultation with the team. Details of these arrangements are in the clinic Manual, which Ms. Phillips will provide you electronically.

***Clinic in the Time of the Plague:***

Owing to the massive social shifts associated with the corona virus/Covid 19, clinic practice will be greatly changed (again) for this semester. Specific changes for which you must prepare and be willing to comply follow:

1. Everything we will do officially we will do online – we have no choice in this matter, as I have petitioned the dean through our department head, and she has denied that any of you should come to campus of any work related to a course. The virus is real, but so is the institution’s commitment to risk management and compliance. As has become the case, compliance would appear to dominate our educational mission. We will, however, adapt and succeed as best we can.
2. All psychotherapy will be done online, by “teletherapy,” first with Doxy.me and, as we procure it, Simple Practice software. Both are reputedly HIPAA compliant.
3. Initially, we will begin by using Doxy.me, a protocol with which several of you are familiar. It is simple to use, and, once you have completed your training, you should acquaint yourself with its use and register as a provider. It’s a simple process in which you contact your client at a scheduled time by email and begin immediately online contact. I would suggest that you partner up with someone in the clinic and practice contacting, starting, and ending sessions. It should not take you long to get the feel of it. <https://doxy.me/>
4. Here is the way I expect you, for now, to use Doxy.me or Simple Practice:
5. All sessions should be scheduled at least 24 hours in advance through Ms. Phillips, without exception. After the first session, the student clinician will make the appointment, and, when it is confirmed, immediately email Ms. Phillips with the client number, date, and time). Ms. Phillips will record the appointment (this may be redundant with Simple Practice – we will be able to book appointments fully online). Contact clients or potential clients, and schedule appointments only between the hours of 930 am and 6 pm in a six-day workweek. You will choose your workweek: Monday-Saturday, Sunday-Friday, or Saturday-Thursday. Let Ms. Phillips know which workweek you select, and be aware that you do not have to be available for more than three days a week, but you do have to pick your workweek.
6. With only emergency exceptions, no session with any client should exceed 50 minutes in length. An example of an emergency might be decompensated client or one who is actively suicidal. Time sessions discreetly and include that information in your chart note.
7. You should write your session note (SOAP format) immediately and send it as an encrypted email attachment to Ms. Phillips and me no later than 24 hours following the conclusion of your session. For now, Ms. Phillips or I will enter your contact note in the chart, but you are solely responsible for timely dispatch of your SOAP notes. (Consequences of failure to do this will range from gentle chastening to suspension, depending on how egregious the violation.)
8. For now, we will see only individuals in this format, adults, and older children – no very young children, couples, or families. If you have a child you believe you can work with effectively, make a case for it, and I will decide whether it’s a good idea or not.
9. In this format, we will not for now record sessions, but you and I will speak in concrete terms about each of your sessions (we will do that via a separate Doxy.me meeting, which I will initiate as the “provider,” and in which we will discuss all your active cases) Your SOAP notes must be slightly more detailed (and perhaps conscientiously written) than typical past notes. If you are unfamiliar with our SOAP note protocol, I will send it to you or post it on D2L.
10. You may continue with scheduled weekly sessions during the time between the end of the spring semester until the beginning of summer.
11. To engage in teletherapy with clinic clients, you must have documented training by an approved provider, with a certificate of completion on file with the clinic through Ms. Phillips.
12. Staffings will be by Zoom, initiated by me, and I expect you to be there, camera on and mic ready to unmute. While we staff cases, ***we cannot compromise client identities in any way, until the Zoomists have corrected their security problems (they are working on this).*** This means that we must avoid using names, towns, detailed family, or personal data, etc., that would make client identification possible. I will record and then erase these meetings, once I am sure that you attended and have noted important directions we have taken with the cases we have reviewed.
13. You and I will meet weekly on doxy.me at a regularly scheduled time. We will discuss for 30 minutes to an hour your cases. You will then let Ms. Phillips know what cases we have discussed and a brief summary of their outcome. You will send her the appropriate contact charting(s) for what we have discussed within 24 hours.

***Our Contractual Agreement:***

Through the university I am offering this practicum course to you (and a grade in it) in exchange for your doing the work specified in this syllabus, and otherwise complying with clinic and university regulations and requirements. If you choose to continue your enrollment in the course, I will assume that this agreement is consummated. You and I will thus be responsible for the content of this syllabus and complying with its specifics. Each of us is further acknowledging that we will abide by and accept the outcomes generated in this course through the appropriate application of the guidelines of its syllabus.

***General Objectives of the Course (Measurable Student Learning Outcomes):***

By course’s end the student clinician (i.e., each o’ y’all) should be able to do the following things:

1. Orally formulate any psychological assessment case through appropriate planning (creating an adequate assessment plan) and data collection, such that you should be able to present the case in an acceptable way to fellow student clinicians and clinic supervisors.
2. Write an adequate and accurate psychological report based on a relevant case formulation.
3. Formulate any psychotherapy case based on adequate data collection and the effective and complete creation of a treatment plan, within the context of an articulable model of personality, psychopathology, and change.
4. Present an assessment or a psychotherapy case to other student clinicians and your clinic supervisors in a “grand rounds” or other format specified by the clinic Director, another supervisor, the Clinic manager, or me, such that you have adequately described the case as it stands at the time.
5. Behave always while in the clinic in an ethically and professionally appropriate fashion, as determined jointly by the clinic director, the clinic manager, and me. This goal refers to your actions with clients and their families, your fellow student clinicians, all departmental and clinic staff, and record keeping (including case notes and recording your hours accurately – for now depositing them with Ms. Phillips).

***Required Textbooks:***

None.

***Recommended for Your Consideration***

Flanagan, D. P., Ortiz, S. O., & Alfonso, V. C. (2013). *Essentials of cross-battery assessment* (3rd ed.). Hoboken, NJ: John Wiley. ISBN-13: 9780470621950

London, P. (2014). *The modes and morals of psychotherapy*. (2nd ed.) Abington, UK. Taylor & Francis. (ISBN-13: 978-0891162902)

Safran, J., & Segal, Z. (1996). *Interpersonal process in cognitive therapy.* Northvale, NJ: Jason Aronson.

Shapiro, D. (1985). *The psychotherapy of neurotic character*. New York: Basic Books.

***Course Assignments and Requirements:***

By enrolling in this course, you have *de facto* taken a pre-professional position in the Community Psychology Clinic. Dr. Tochkov, so to speak, is the CEO, and I am your foreman. It’s a job like ‘most any other job. You need to carry out your duties quickly and efficiently to the best of your abilities, lest you lose your job or suffer some other sanctions. You can do your job best by reading and adhering to the manual of the Community Psychology Clinic that has been prepared by Dr. Tochkov and other staff. To the extent that you do so, and in the process accomplish the learning objectives outlined above, you will pass the course with a good grade.

***Grading Procedures:***

In general, I will base your grade on the degree to which you consistently follow the guidelines provided using the manual and the following rubric. Dr. Tochkov (when she is available) and I will typically working in concert with Dr. Lauderdale and me. I alone will evaluate your writing.

|  |
| --- |
| **Professionalism** |
| 1. Consistently displays conduct consistent with professional & ethical standards; behaves respectfully toward peers, supervisors, the Clinic Administrator & others; appropriately demonstrates an understanding of real and ascribed power differentials between self & others
 |
| 1. Demonstrates an understanding and full compliance with legal requirements for training & practice
 |
| 1. Establishes and maintains an appropriate work schedule, defined cooperatively with, and as documented by, the Clinic Manager
 |
| 1. Increases and implements clinical knowledge of evidence-based techniques and strategies as needed in psychotherapy, counseling, assessment, & consulting
 |
| 1. Dresses, speaks, and in all other relevant ways behaves in such a way as to convey a professional image when at the clinic or other placement site
 |
| 1. Abides by and follows all clinic guidelines for reports, charting & file maintenance, including considerations of content and timeliness
 |
| **General Competence**  |
| 1. Recognizes the boundaries of his/her competencies and limits on his/her expertise
 |
| 1. Takes responsibility for compensating for deficiencies or failures in a timely manner
 |
| 1. Takes responsibility for assuring client welfare when faced with the boundaries of his/her expertise
 |
| 1. Provides only those services and applies only those techniques for which s/he is qualified by education, training, supervision, or expertise
 |
| 1. Demonstrates oral and written language skills consistent with a graduate level education
 |
| 1. Demonstrates the ability to understand and follow directions, complies fully with directives of supervisors
 |
| **Social & Emotional Maturity**  |
| 1. Demonstrates appropriate self-control (e.g., anger and other impulse control) in relationships with supervisors, the Clinic Administrator, peers & clients
 |
| 1. Speaks and otherwise behaves honestly
 |
| 1. Can articulate his/her own beliefs, values, needs & limitations, including the effects these characteristics have on his/her practice of psychology
 |
| 1. Effectively receives, integrates, and uses feedback from peers, instructors & supervisors
 |
| 1. Exhibits appropriate levels of self-assurance, confidence, and trust in own ability
 |
| 1. Seeks to informally resolve conflicts/problems directly with the other individuals involved
 |
| 1. Contributes appropriately to supervisory discussions (including staffings) and refrains from disrupting the effectiveness of classroom, field site, or supervisory settings
 |
| **Integrity & Ethical Conduct**  |
| 1. Refrains from making statements orally or in writing that are false, misleading, or deceptive
 |
| 1. Avoids improper and potentially harmful dual relationships
 |
| 1. Respects the fundamental, rights, dignity, and worth of all people
 |
| 1. Respects the right of individuals to privacy, confidentiality, and choice regarding self-determination and autonomy
 |
| 1. Respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status
 |
| 1. Adheres to the professional standards defined by the American Psychological Association, the Texas State Board of Examiners of Psychologists, and all other relevant ethical codes
 |
| **Clinical Competence**  |
| 1. Oral Formulation of Assessment Cases
 |
| 1. Understands and accepts the importance of implementing unconditional positive regard, genuineness (authenticity), and appropriate empathy when establishing and maintaining relationships with clients
 |
| 1. Demonstrates and implements with clients unconditional positive regard (nonpossessive warmth), genuineness (authenticity), and appropriate empathy
 |
| 1. Demonstrates a capacity for understanding the influence of others on his/her own development (e.g., family of origin, peer group, etc.)
 |
| 1. Demonstrates a willingness and an ability to explore his/her own emotions, behavior, and cognitions to enhance self-awareness and self-knowledge
 |
| 1. Consistently demonstrates excellent interpersonal skills, exhibiting a genuine interest in and appreciation of others, a respect for others, and an ability to interact appropriately
 |
| 1. Demonstrates a potential for working effectively with others in situations involving distressing emotions (his/her emotions and those of others)
 |
| **Technical Competence** |
| 1. Formulates, with or without discussions with others, the crucial facets of a case before beginning treatment or assessment, during the course of the procedures, and on closing
 |
| 1. Selects appropriate, evidence-based assessment or intervention procedures that are consistent with the case’s current formulation
 |
| 1. Administers, scores, and interprets all assigned or self-selected assessment procedures used with clients
 |
| 1. Implements all assigned or self-selected treatment or other intervention procedures used with clients
 |
| 1. Masters the elements of psychological report writing, including the rhetorical conventions advocated by the supervisor and considerations of empirical accuracy
 |
| 1. Presents assessment or psychotherapy cases effectively to staff (Grand Rounds)
 |
| 1. Presents assessment or other technical procedures formally to supervisors and peers (Grand Rounds)
 |

Your grade in the course will be based on the percentage of possible points that you earn using this table, such that 90% or more will get you an A, 80% or more a B, 70% or more a C, and (in a more macabre light) so on. As your instructor of record, I will enter the point values you earn, but I will always consult with Dr. Tochkov as Clinic Director if she is available. When we make a determination, we should be able to point to specific situations and behaviors (or their absence) that have led us to our conclusions. If you should ask us for those things if you contest our evaluation, showing us where we are wrong.

Ultimately, I will assign you 0, 1, or 2 points for each item that is relevant for you. (Now, during our current plague and with the restrictions imposed on us, I will not have any data on some of these components.) If you were to provide me data on all 39 elements, your maximum score would be 78, prorated to a 100-point basis. Thus, 70 points or more will net you an A, and 62 or more, a B.

***Attendance:***

As defined above. Consider it a job. Don’t miss any assigned meeting, including, but not limited to, staffings, trainings, therapy sessions, supervision, and so on, without legitimate cause. When we are out of virtual clinic and back in our space, you will need to be available to work in and in the clinic as we have scheduled you. And it will affect your grade if you do (see above).

***Conduct:***

Admission and attendance in a college or university form an honor and a privilege. Where tuition and other expenses are subsidized, either by private or public funds, the person has received an additional trust that inherently entails conducting one's affairs as a student within the constraints of civil society. In this class I will expect you behave in a way that is respectful of others, their right to receive (and deliver) elements of a college education, and their identities as unique persons in the world. I expect us all to act toward others as we would like them to act toward us. **All of this is explicit or implicit in the grading rubric above.**

I will also expect you not to plagiarize, steal or otherwise procure tests or other class materials that are not supposed to be publicly available (including copyright violations), or cheat on examinations. I will give you an F for any of these actions, and I will make an appreciable effort to have you dismissed from the university.

Faculty members are also required to include in their course syllabi the following statement: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct)

***Non-discrimination pOLICY***

Faculty members teaching courses must also include in their syllabuses the following disavowal of discriminatory practices by the university (I have touched it up to name the university correctly, and to eliminate an unnecessarily ugly passive voice construction). I have not changed the substance of the passage at all, except to say *who* will maintain the appropriate environment – passive voice constructions inherently hide the subject of an action:

[Texas] A&M [University]-Commerce will comply in the classroom, and in online courses*,* with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, [we will maintain] an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression ~~will be maintained~~.

***REQUESTS FOR SPECIAL ACCOMMODATIONS:***

*The university encourages/requires faculty members to include in their course syllabi the following statement:*

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

***Campus COncealed Carry***

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to ((<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 911.

Note that, since all or part of our class will occur in the university space dedicated to the use of the Community Counseling & Psychology Clinic, you will for the most part not be able to carry a weapon to our classes, concealed or not.

**Note that by law you cannot conceal and carry a firearm onto the premises of our clinic, or any other for that matter.**

**Appendix 1**

## The following pages are of equal importance to those above, as they include material instructors are required to include in their syllabuses. I have deleted the portions I have already included above.

## COURSE REQUIREMENTS

### Minimal Technical Skills Needed

**Understanding and use of D2L and Microsoft Office, managing an appropriate internet browser.**

## TECHNOLOGY REQUIREMENTS

### Browser support

content that I have already provided above.

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

* Ensure that your browser has JavaScript and Cookies enabled.
* For desktop systems, you must have Adobe Flash Player 10.1 or greater.
* The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

| **Browser** | **Supported Browser Version(s)** | **Maintenance Browser Version(s)** |
| --- | --- | --- |
| Microsoft® Edge | Latest | N/A |
| Microsoft® Internet Explorer® | N/A | 11 |
| Mozilla® Firefox® | Latest, ESR | N/A |
| Google® Chrome™ | Latest | N/A |
| Apple® Safari® | Latest | N/A |

### Tablet and Mobile Support

| **Device** | **Operating System** | **Browser** | **Supported Browser Version(s)** |
| --- | --- | --- | --- |
| Android™ | Android 4.4+ | Chrome | Latest |
| Apple | iOS® | Safari, Chrome | The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.Chrome: Latest version for the iOS browser. |
| Windows | Windows 10 | Edge, Chrome, Firefox | Latest of all browsers, and Firefox ESR. |

* You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
	+ 512 MB of RAM, 1 GB or more preferred
	+ Broadband connection required courses are heavily video intensive
	+ Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
* You must have a:
* Sound card, which is usually integrated into your desktop or laptop computer
* Speakers or headphones.
* \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
* Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp) <http://www.java.com/en/download/manual.jsp>
* Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

 Pop-ups are allowed.

 JavaScript is enabled.

 Cookies are enabled.

* You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
	+ [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
	+ [Adobe Flash Player](https://get.adobe.com/flashplayer/) *(version 17 or later)* <https://get.adobe.com/flashplayer/>
	+ [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
	+ [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
* At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff**. Microsoft Word is the standard word processing software**, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 orhelpdesk@tamuc.edu**.**

Note**:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

### Brightspace Support

## Need Help?

### Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

### Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “click here**”** to submit an issue via email.

### System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## University Specific Procedures:

### Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html) <http://www.albion.com/netiquette/corerules.html>

### TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

### Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

## ADA Statement

### Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information, or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## Campus Concealed Carry Statement

 Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf)

document and/or consult your event organizer.

Web url: <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

**Appendix 2**

# Agreement to Maintain Confidentiality in Clinical Observation

*Make a copy of this page, read it, and sign it before coming to the first class.*

As a part of my training in psychology, counseling, or social work at Texas A&M University- Commerce, I herewith acknowledge that I have chosen to observe clinical exchanges between professionals, or other professionals in training, and other persons who are actual clients, or who are offering their own content (expressed thoughts and feelings) in an effort to play the role of a client for pedagogical purposes. I understand that all such exchanges are to be kept in strictest confidence and otherwise treated in accordance with the codes of ethics of the American Psychological Association and the American Counseling Association. I agree that my ethical and legal obligations include (without being limited to) discussing what I have observed in no place but the observation area from which I have seen and heard it, or in an appropriate supervision session with my clinical supervisor or teacher as designated by the university. I agree to comply with this restriction, and I further agree that I will never discuss the observations I make, or the identities of the persons observed, with any outside party, including other students in training who were not privy to the observations themselves or legitimately a part of the supervision sessions mentioned above.

Printed Name of Student in Training Date

Signature of Student in Training

Signature of Witness