COUN 552 INTERNSHIP
COURSE SYLLABUS: Summer I 2016
10 Week Schedule

Instructor: Kevin C. Snow, PhD, M.A., NCC, ACS
Office Location: Binnion 229B
Office Hours: By appointment
University Email Address: Kevin.Snow@tamuc.edu
Course Meeting Day/Time: M 7:20p-10:00p  Location: Binnion

COURSE INFORMATION
Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required


**Special Topics Readings:** additional readings will be assigned throughout the semester for some classes. These readings will come from current journals and related sources on topics relevant to weekly topics (including relevant national and international news items). These readings will be posted in Word or PDF format via eCollege for the assigned week. Please check eCollege for each week to locate these readings. All course readings must be done each week prior to class**

Optional
Course Description
552. Internship. Three semester hours.
Primary interest is on integration of process, conceptual, professional, and personal skills. Provides extensive supervised experience in a setting closely aligned with student's chosen program. Course is repeated for two, three-credit hour courses, each requiring approximately 20 weekly hours (300 total in each) of field experience, to meet master’s requirement of six hours of internship. Prerequisites: Application form returned to department several months before actual enrollment in this course (check department for availability and due dates); grade of "B" or better in COUN 516 and 551. Students must receive a grade of “B” or better in first semester of 552 to progress to second semester of 552, and a “B” or better in second semester of 552 to graduate.

GENERAL COURSE INFORMATION
Internship provides extensive supervised on-the-job experience in a community counseling, school counseling, or student affairs setting closely aligned with the student's professional career goals.

COURSE OBJECTIVES include, but are not limited to, the following:
The student will demonstrate understanding and appropriate application of:
1. essential interviewing and counseling skills so that the student is able to develop, maintain, and successfully terminate a therapeutic relationship; (5c)
2. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions; (5d)
3. models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling; (5d)
4. an orientation to wellness and prevention as desired counseling goals; (5a)
5. self awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;
6. four major areas of competence (Process and Communications skills, Conceptualization skills, Personalization skills, and Professional Skills);
7. self-care strategies essential to the counselor role; (1d)
8. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

CONTENT AREAS include, but are not limited to, the following:
I. Requirements for internship
II. Professional conduct during internship
III. Receiving and using supervision
IV. Crisis intervention: Procedural guidelines
V. Legal and ethical issues
VI. Applying desirable direct services at field sites (see desirable experiences list)
VII. Applying desirable indirect services at field sites (see desirable experiences list)
VIII. Using appropriate professional resources at field sites (see desirable experiences list)

TEXES COMPETENCIES THAT RELATE TO THIS COURSE (TEXES is the state examination required for school counselor certification.)
Competency 001 (Human Development). The school counselor understands processes of human development and applies this knowledge to provide a developmental guidance program, including counseling services, that meets the needs of all students.

Competency 002 (Student Diversity). The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

Competency 003 (Factors affecting Students). The school counselor understands factors that may affect students' development and school achievement and applies this knowledge to promote students' ability to achieve their potential.

Competency 006 (Counseling). The school counselor understands how to provide effective counseling services to individuals and small groups.

Competency 007 (Assessment). The school counselor understands principles of assessment and is able to use assessment results to identify students' strengths and needs, monitor progress, and engage in planning to promote school success.

Competency 008 (Collaboration with Families). The school counselor knows how to communicate effectively with families and establish collaborative relationships that enhance work with students.

Competency 009 (Collaboration with Others in the School and Community). The school counselor understands how to work collaboratively with other professionals and with community members to promote positive change and to facilitate student learning.
Competency 010 (Professionalism). The school counselor understands and complies with ethical, legal, and professional standards relevant to the profession.

**COURSE REQUIREMENTS**

**Instructional/Methods/Activities Assessments**

Lecture, Discussion, Seminar, In-Class Activities, Assignments, Experiential Activities, and Supervised Application.

*All written assignments are to be uploaded to eCollege by the due date/time in the appropriate drop box. If not specified, due dates are by class time the day of the assignment listed on the course calendar. Late assignments are NOT accepted and will result in a grade of zero (extenuating circumstances may apply based on communication in advance with the professor). Furthermore, all written assignments, unless noted otherwise must be in full APA 6 formatting with a cover page and references if used. Please refer to the APA 6 style guide or the OWL at Purdue APA 6 website for guidance in APA writing: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

***As this is a summer course, some extra flexibility may be required within the schedule to adjust things depending on class size and other course needs***

1. The 600 clock-hour total (300 split) for supervised experience must include a minimum of 240 hours (120 split) of direct service work with clientele appropriate to the community, school, or student affairs program emphasis area.

2. On-campus class meetings will be arranged by the instructor of record to meet the instructional needs of the section to which the student is assigned. A schedule of these meeting times will be published by the instructor of record. Individual supervision sessions will occur at the discretion of the instructor of record.

3. Weekly interaction with an average of one hour per week of individual and/or triadic supervision, throughout the internship (usually performed by the on-site supervisor)

4. An average of one and one half hours per week of group supervision provided on a regular schedule throughout the internship, usually performed by a program faculty member
5. The student will negotiate a *Field Experience Contract* with the on-site supervisor. This contract constitutes an agreement between the student, field supervisor and instructor of record and specifies the student’s activities, hours, and supervision arrangements.

6. The student will submit a *Weekly Activity Log* to the instructor that will document a cumulative record of hours including:
   a. direct on-site contact hours
   b. on-site individual supervision
   c. on-site group supervision with other interns
   d. on-campus group supervision
   e. indirect hours on site (excluding supervision)
   The activity log will also include brief descriptions of the student's on-site activities and reactions.

7. The student will submit audio and/or video recordings, for use in supervision, of the student's interaction with clientele appropriate to the student's field setting. The number and specific requirements for these recordings will be published by the instructor of record.

8. The student is expected to perform activities that a regularly employed staff member in the setting would be expected to perform. A regularly employed staff member is defined as a person occupying the professional role to which the student is aspiring.

9. The student will complete an evaluation of field site experiences during the last week of the semester. These evaluations will be filed with the department’s Coordinator for Field Placement.

10. The student will maintain professional liability insurance throughout internship.

**ASSIGNMENTS**

1. Students will spend a minimum of CACREP=300 hours (Approximately 20 hours/week) at the field experience site, with documentation of such on a Record of Hours Form.

2. Students will negotiate a Field Experience Contract and an Emergency Contact with their on-site supervisors.

3. Case Study-Students will develop a comprehensive written case study that will include a general idea of how change occurs applied to an individual case, the development of a treatment plan, incorporating diagnostic inferences as well as intervention strategies. A Case Study
guide will be handed out in class. Internship I and II will have slightly different expectations reflecting developmental differences. Students will present this case study orally to the class and submit a written copy of the Case Study to the instructor. Use the Jongsma texts to construct this.

4. Theory of Change Paper is also required at the end of semester for Intern 2 students (see guidelines at end of syllabus or in Master’s Student Handbook).

5. Presentation of a therapeutic intervention with rationale for its use relevant to a case (can be connected to your case study). Outline will be distributed. Utilize Jongsma texts for guidance too.

6. Two 10 Minute Transcripts. Following the provided format in detail, twice in the semester students will transcribe a 10-minute section of one of their recorded counseling sessions. For each transcript, students will include a summary of client statements, verbatim counselor response, and alternate counselor response (for each statement), and discussion of counselor self-awareness (what were you thinking or feeling when you made the statement, countertransference issues, etc.). You will be tempted to transcribe your “best work” but you will learn much more if you transcribe a section you are uncertain about, a problem area, etc.

7. Class Meetings—**Attendance is mandatory.** Students may also be required to meet with the instructor for individual supervision. Refer to the university policy for percentage breakdown. Weekly Participation and Reading. Active and appropriate participation in class. Participation includes constructively offering and receiving feedback from instructor and peers, as well as willingly interacting in any group assignment or discussion. Missing more than 1 class will result in a failing grade. If you have an issue with this policy than please drop the course and take it during another semester.

8. A selected number of audio/video recordings with a typed analysis will be brought to group supervision (**3-5 per student; minimum of 3**). Recordings WILL NOT BE ACCEPTED after the due date. Recordings that are not clear will be returned to the student without credit. **BE SURE THE TAPE IS CLEAR AND AUDIBLE!** Each tape will be critiqued in class where possible. During class, you need to be prepared to provide each other with constructive feedback. Your Field Supervisor will give you direction on case management; your instructor will be
emphasizing your skills, interventions and conceptual understandings of your clients. There will also be a strong emphasis on "you" in relationship to the therapeutic relationship. Refresh yourself concerning the aim of Supervision, if you have not already done so, and be prepared to engage in meaningful interaction. Please remind each other and yourself to destroy all recordings before the semester ends.

AUDIO/VIDEO RECORDING RULES
Recordings will be turned in on time. We will review at least one each week. Unclear recordings will be returned to students with no grade. Recordings must be accompanied by a release from signed by client. Recordings will be accompanied by an analysis (see handout). Recordings will have student's name and session # labeled clearly; you are responsible for recording in a standard format playable on any PC computer- test your recordings on a PC prior to bringing them to class.

AUDIO/VIDEO RECORDING EVALUATION
Your instructor will evaluate your counseling effectiveness on each recording. The evaluations will be holistic with an emphasis on Process and Communication Skills demonstrated on the tape itself, and Conceptualization Skills demonstrated on the tape and in your self-critique. Ratings will be in one of two categories:

Unsatisfactory
Recordings receiving this rating range from detracting (serious or frequent misapplication of counselor role) to adequate (slightly facilitative). Clear changes in counselor performance would be necessary in subsequent sessions for substantive progress.

Satisfactory
Recordings receiving this rating are effective (productive involvement with client, likely positive outcome).

As in the other clinical courses, learning in this course is developmental, a tape which earns a satisfactory at the beginning of the course would, if turned in later in the course, probably receive a lower rating. Basically, this means that standards for a given rating get higher as the semester progresses.

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES
Students will be evaluated on their continued development and demonstration of the following skills and competencies. A mid-term & end-of-semester evaluation will be conducted.
Process Skills: These include skills learned in Pre-Practicum and refer to counselor behaviors that can be observed either through two-way mirrors, videotaping, or audio-taping. These skills enhance the process of counseling and will be evaluated in their execution rather than their choice.

Conceptual Skills: Most of the counselor's covert behaviors are found here. Conceptual skills reflect deliberate thinking and case analysis. There are two kinds of thinking in this area: conceptualization during the session and between the sessions. Kinds of behaviors that represent these skills include:

- understanding what the client is saying;
- identifying themes in the client messages;
- choosing strategies appropriate to client goals;
- recognizing even subtle improvement by the client.

Personalization Skills: These include both easily observable and subtle behaviors. Because counseling is a very personal activity, these skills will indicate how well the student has adjusted to the role of helper. Examples of these might include:

- comfort with the responsibility of being a counselor;
- being able to separate one's own issues from those of the client.

Professional Skills: These include ethical behaviors both within, and outside, counseling sessions. Examples include, but are not restricted to, the following:

- completing paper work on time,
- safeguarding confidentiality,
- behaving professionally in field placement,
- dressing appropriately for counseling contacts,
- not being defensive with an accusing client,
- being able to handle a range of personal emotions, and
- being able to accept constructive critique.

**Final Grade = 200 points (250 for Internship 2)**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance, readings, participation</td>
<td>20</td>
</tr>
<tr>
<td>Recordings with written critiques</td>
<td>50</td>
</tr>
<tr>
<td>Case Study</td>
<td>25</td>
</tr>
<tr>
<td>Two 10 Minute Transcripts</td>
<td>50</td>
</tr>
<tr>
<td>Presentation of Therapeutic Intervention</td>
<td>25</td>
</tr>
<tr>
<td>Demonstration of Skills</td>
<td>30</td>
</tr>
</tbody>
</table>

8
GRADING

Grading Scale
90-100 = A
80-89 = B
70–79 = C
60–69 = D
59> = F

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES
The following is a general description of the qualities of performance that meet grade criteria for this course.
An "A" represents an exceptionally high level of effectiveness in the integrated use of process and communication, conceptualization, personalization, and professional skills. Students who achieve this grade are usually more comfortable with feedback and have a positive view of the opportunities presented in training and supervision. A "B" represents an expected level of effectiveness. Students demonstrate a satisfactory skills level, and have a uniformly beneficial effect on the clients at their field placement.
A "C" represents a minimal level of effectiveness, and is a restricted or qualified endorsement. Students with this grade are functioning below the level required for field placement. There are usually severe limitations in certain areas. Students who fail to grasp and consistently demonstrate basic communication and interpersonal skills will generally earn this grade.
When students demonstrate personal limitations that might impede future performance, or consciously violate ethical standards, and are ineffective and harmful to clients, then these students will not receive the instructor's endorsement to continue with the program.

Interaction with Instructor Statement
Good communication is essential to the counseling profession and to getting the most out of your education. If you have any special needs, questions, concerns, or personal issues that impact the class and/or your attendance in class, please let me know in as much advance as possible. I cannot help unless I am aware, but do not wait until the last minute to communicate with me. Therefore, if you need to reach me the best way to do so is via email using your official university email (or email me through eCollege). I make every effort to return emails within 24-48 hours, M-F. I check email many times a day. Please be respectful of my free time on weekends and evenings, and understand any email sent after Fridays at 5pm may not be answered until the following Monday. In particular, do not wait until the last
minute or weekends to contact me about assignments with pending deadlines. It is your responsibility to manage your time appropriately and plan for all assignments.

**Use of Technology, Cell Phones, Computers, Etc.**

Students may only use computers or other electronic devices to take notes in class or for research during in-class assignments at the professor’s discretion. No cell phones are to be used in class! The professor reserves the right to ban all technology if students abuse this policy. Students who are caught texting or using their cell phone or other electronic devices for non-academic reasons in class may be asked to turn over the devices to the instructor or may be asked to leave the class. Students are held to the highest professional standards in class and this extends to use of technology. If a student has a job where they are on call or will need to take a call for other emergency purposes, they are expected to discuss this with the professor prior to each class session. Students who use technology-assisted devices due to a disability, please see ADA policy below.

**COURSE OUTLINE/CALENDAR**

<table>
<thead>
<tr>
<th>Class #</th>
<th>Date</th>
<th>Topic (tentative list)</th>
<th>Readings/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5/9/16</td>
<td>Course Introduction; Review syllabi, course requirements, &amp; engage in opening activities; Review of current skills &amp; clinical experience **Discuss use of recording technology &amp; assignment: no banned tech, must follow reasonable confidentiality &amp; privacy standards, must include informed consent Recordings &amp; Case Study Sign-up (1-2 each week)</td>
<td>**What recording technology will you use and how does it meet ethics, privacy, &amp; confidentiality standards? (submit a 1 page minimum essay by next class addressing this issue; instructor reserves the right to refuse or modify your plan) **SUBMIT ALL REQUIRED PAPERWORK FOR INTERNSHIP INCLUDING PROOF OF LIABILITY INSURANCE This will be a shorter meeting to cover paperwork, course requirements, etc.</td>
</tr>
<tr>
<td>2</td>
<td>6/6/16</td>
<td>Ethical &amp; Legal Issues Recordings &amp; Analyses Skill Development</td>
<td>Read Yalom Ch. 1 &amp; Special Topics Reading (if any) Recorded Site Hours</td>
</tr>
<tr>
<td>3</td>
<td>6/13/16</td>
<td>Clinical Interview,</td>
<td>Read Yalom Ch. 2 &amp; Special Topics</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Activity</td>
<td>Reading/Assignments</td>
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<tr>
<td>4</td>
<td>6/20/16</td>
<td>Assessment in Diagnosis &amp; Treatment Planning; Recordings &amp; Analyses; Skill Development</td>
<td>Read Yalom Ch. 3 &amp; Special Topics</td>
</tr>
<tr>
<td>5</td>
<td>6/27/16</td>
<td>Assessing Therapeutic Progress and Alliance; Recordings &amp; Analyses; Skill Development</td>
<td>Read Yalom Ch. 4 &amp; Special Topics; Submit Transcript One</td>
</tr>
<tr>
<td>6</td>
<td>7/4/16</td>
<td>University Closed for Holiday</td>
<td>Have a picnic and watch fireworks!</td>
</tr>
<tr>
<td>7</td>
<td>7/11/16</td>
<td>Recordings &amp; Analyses; Skill Development; Special Topic</td>
<td>Read Yalom Ch. 6 &amp; Special Topics</td>
</tr>
<tr>
<td>8</td>
<td>7/18/16</td>
<td>Recordings &amp; Analyses; Skill Development; Special Topic</td>
<td>Read Yalom Ch. 7 &amp; Special Topics</td>
</tr>
<tr>
<td>9</td>
<td>7/25/16</td>
<td>Recordings &amp; Analyses; Skill Development; Special Topic</td>
<td>Read Yalom Ch. 8 &amp; Special Topics</td>
</tr>
<tr>
<td>10</td>
<td>8/1/16</td>
<td>Recordings &amp; Analyses; Skill Development; Special Topic</td>
<td>Read Yalom Ch. 9 &amp; Special Topics</td>
</tr>
<tr>
<td>11</td>
<td>8/8/16</td>
<td>Recordings &amp; Analyses; Individual Evaluation Meetings with Instructor During Class</td>
<td>Read Yalom Ch. 10 &amp; Special Topics</td>
</tr>
</tbody>
</table>

The instructor reserves the right to amend this document as necessary.

**COURSE AND UNIVERSITY PROCEDURES & POLICIES**
ADA Statement for 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

Student Conduct
All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook). Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:
http://www.albion.com/netiquette/corerules.html

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.

Cheating, plagiarizing, or other unacceptable conduct behaviors (see Code of Student Conduct for full list of such behaviors) will be handled severely according to professor’s discretion and university policy to include a failing grade on the assignment, an “F” for the course, or submission to the disciplinary committee- any combination of these responses or others listed in the code of conduct will be taken on such behavior occurs.

Professional Conduct
Students are expected to adhere to the Code of Ethics of the American Counseling Association. Any behavior, which is deemed unethical, will be grounds for review of the student by the program faculty.

UNIVERSITY CLOSING DUE TO WEATHER
Check http://www.tamu-commerce.edu/http://www.tamu-commerce.edu/ regarding class cancellations. Also, KETR radio on 88.9 FM and television channels 4, 5, and 8 (channel 7 for Tyler & Longview Area).

THEORY OF CHANGE PAPER GUIDELINES FOR INTERNSHIP 2

In efforts to insure that students are achieving overall program learning objectives and that excellence is maintained in the preparation of counselors, each student’s learning of overall program objectives is evaluated in the manner described below.

Counseling Program
During Internship 2 (Weeks 10-13 during 15-week terms; Weeks 8-9 during 10-week terms) students will submit a written project in which they address the following:

1. Identify a theory-of-choice.
2. Thorough discussion of theory including, but not limited to, the following:
   - Founder(s)/developer(s)/advancers (who has added to or modified the theory)
   - Basic belief about human nature
   - Nature of change
   - Descriptions of specific techniques/interventions associated with theory
   - Descriptions of other techniques/interventions from other theories that integrate well with techniques/interventions associated with theory
   - Discussion of how core conditions/response dimensions can be integrated with theory
3. Application of theory in group settings, including how application might differ depending upon stage of group development.
4. Application of theory in working with individuals from diverse groups, including specific groups with which theory might not be particularly viable.
5. Description of investigation/research project in which effectiveness of particular technique/intervention associated with theory of choice.

These written projects will be evaluated using the following rubrics:

**Basic knowledge of theory-of-choice**

0 – Cannot identify theory of choice
1 – Identifies theory of choice, including founder/developer. Unable to discuss basic human nature or nature of change
2 – Identifies theory of choice, including founder/developer. Discusses basic human nature in light of theory. Unable to discuss nature of change
3 – Identifies theory of choice, including founder/developer. Discusses basic human nature AND nature of change in light of theory.

4 - Identifies theory of choice, including founder/developer. Discusses basic human nature AND nature of change in light of theory. Discusses recent developments with regards to theory, including recent contributors to theory development.

**Application knowledge of theory-of-choice**

**0** – Identifies/lists techniques/interventions associated with theory, but fails to describe/discuss them. Briefly discusses incorporation of core conditions/response dimensions. Fails to discuss incorporation of techniques/interventions from other theories.

**1** – Identifies/lists techniques/interventions associated with theory, describing/discussion 1 or 2.

**2** – Identifies techniques/interventions associated with theory, describing/discussing 3 or more. Adequately discusses incorporation of core conditions/response dimensions. Identifies/lists and describes/discusses incorporation of 1 or 2 techniques/interventions from other theories.

**3** – Identifies techniques/interventions associated with theory, describing/discussing 3 or more. Thoroughly describes/discusses incorporation of core conditions/response dimensions and identifies/lists and describes/discusses 1 or 2 techniques/interventions from other theories; OR adequately describes/discusses incorporation of core conditions/response dimensions and describes/discusses 3 or more techniques/interventions from other theories, and their incorporation into counseling within theory-of-choice.

**4** – Identifies techniques/interventions associated with theory, describing/discussing 3 or more. Thoroughly describes/discusses incorporation of core conditions/response dimensions and describes/discusses 3 or more techniques/interventions from other theories, and their incorporation into counseling within theory-of-choice.

**Theory-of-choice in group settings**

**0** – Unable to describe/discuss application of theory-of-choice in group settings.

**1** – Describes/discusses basic application of theory in group settings.

**2** – Describes/discusses thoroughly application of theory in group settings

OR describes/discusses basic application of theory in group settings and how basic application might vary depending upon stage of group development.

**3** – Describes/discusses thoroughly application of theory in group settings and how basic application might vary depending upon stage of group development.

**4** – Describes/discusses thoroughly application of theory in group settings including how that application might vary based upon stage of group development.
Theory-of-choice with diverse groups
0 – Describes/discusses theory and separately describes/discusses diverse groups. Fails to integrate at all both.
1 – Identifies 1 or 2 diverse groups and describes/discusses working with them within “bounds” of theory.
2 – Identifies all diverse groups with which theory might be viable. Describes/discusses working with 1 or 2 of these groups within “bounds” of theory.
3 – Identifies all diverse groups with which theory might be viable. Describes/discusses working with them within “bounds” of theory; OR identifies 1 or 2 diverse groups. Describes/discusses working with them within “bounds” of theory AND identifies groups with which theory might not be particularly viable.
4 – Identifies all diverse groups with which theory might be viable. Describes/discusses working with them within “bounds” of theory. Also identifies groups with which theory might not be particularly viable and describes/discusses reasons for inapplicability.

Theory-of-choice effectiveness investigation
0 – Unable to describe/discuss means of assessing effectiveness of technique/intervention associated with theory of choice.
1 – Discusses/describes, generally, means of assessing effectiveness of technique/intervention.
2 – Designs investigation that addresses 2 or 3 of content items described in 4
3 – Designs investigation that addresses 4 or 5 of content items described in 4 OR addresses in detail 2 or 3 of content items described in 4.
4 – Designs investigation that addresses the following in detail: Research question(s), Description of population and sample, Recruitment of participants, Specific means of assessing effectiveness, Description of technique/intervention, Informed consent and maintenance of confidentiality/privacy

TECHNOLOGY REQUIREMENTS
• To fully participate in online courses, you will need to use a current, Flash enabled browser. For PC users, the suggested browser is Internet Explorer 9.0 or 10. For Mac users, the most current update of Firefox is suggested.

• You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  o 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.

- Depending on your course, you might also need a:
  - webcam
  - microphone

For courses where interactive tools are used, like VoiceThread or ClassLive Pro, headphones are suggested for use with recording and playback. We recommend a webcam with an integrated microphone, such as the Microsoft LifeCam Cinema. All devices should be installed and configured before class begins.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. Java can be downloaded at: http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader
  - Adobe Flash Player

- 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.

- For additional information about system requirements, please see: https://secure.ecollege.com/tamuc/index.learn?action=technical
ACCESS AND NAVIGATION

Pearson LearningStudio (eCollege) Access and Log in Information

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to: http://www.tamuc.edu/myleo.aspx.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu. It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

Pearson LearningStudio Student Technical Support

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on ‘Live Support’ on the tool bar within your course to chat with a Pearson LearningStudio Representative.

- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson LearningStudio Technical Support Representative.

- **Email:** helpdesk@online.tamuc.org to initiate a support request with Pearson LearningStudio Technical Support Representative.

**Accessing Help from within Your Course:** Click on the ‘Tech Support’ icon on the upper left side of the screen inside the course. You will then be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.
**Note:** Personal computer 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, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

**Policy for Reporting Problems with Pearson LearningStudio**

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at helpdesk@online.tamuc.org or 1-866-656-5511.
2. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number.
3. Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number.
4. At that time, I will call the helpdesk to confirm your problem and follow up with you.

**PLEASE NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

**Internet Access**

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

**myLeo Support**

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at https://leo.tamuc.edu.

**Learner Support**

Go to the following link **One Stop Shop**- created to serve you by attempting to provide as many resources as possible in one location.
Go to the following link Academic Success Center- focused on providing academic resources to help you achieve academic success.