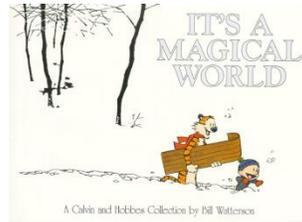


Psychology 508  
Theory and Techniques of Applied Psychology  
*Syllabus*  
(Revised January 2019)



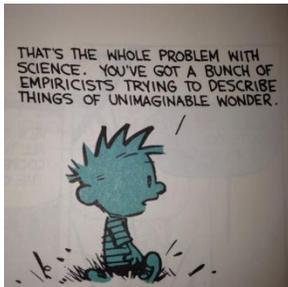
*Course Description from the Graduate Catalogue:*

An introduction to theoretical models and their applications which are useful across a range of practical human situations. These include educational contexts, individual and group consultation, and organizations. Both assessment and intervention models will be presented, with an emphasis on their relationship. Active practitioners will demonstrate selected intervention techniques. Prerequisite: Graduate standing.

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

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

 *Note: This syllabus is subject to small changes once the semester begins. These will include corrections and slight refinements in the assignment(s) – nothing huge.*



**Web Enhancement:**

To the extent that the university’s infrastructure permits, we will manage this course in part 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 (D2L Bright Space) and familiarize yourself with what is there (which will be added to as the semester D2L. Links to additional guidance are in appendix 1, which contains things the university requires us to include in our syllabuses.
2. You will turn in written assignments in D2L Bright Spaces.
3. Use this formula to name the files you turn in this way:  
YOURLASTNAME.YOURFIRSTNAME.AssignmentName.Date. If I were going to turn in “Report of Rorschach on a Child” assignment on May 11, 2019, the file name would be BALL.STEVE.RorschachOnAChild.5.11.2019. Check the Dropbox Protocol

- link on eCollege for more details. You will receive written feedback for most (if not all) of your written assignments by way of D2L and its email facility.
4. You may take exams online – but *only* if the infrastructure permits an adequate interface between D2L Bright Spaces and Respondus or related files.
  5. You will retrieve documents to read from me by way of the D2L, and web sites to read on the “Webliography” link on D2L. Some of the latter may be accessible by way of links placed strategically within each week’s overview and assignments (but probably not).
  6. You will probably want to check the Announcements on D2L daily.
  7. You will definitely need to check your university e-mail daily:  
(\_\_\_\_\_@leomail.tamuc.edu)
  8. **Do not send me an e-mail about this class except through the D2L email utility. I will not respond to other e-mails about this class.**
  9. If you have a question of general concern to the class (not just a possibly personal or private concern of your own), ask it through D2L email and send the email to everyone in the class. That way everybody has access to the question and the answer, and I (or whoever answers it, possibly a member of the class) won’t have to answer it more than once. It *may* also reveal that you have not read the syllabus, paid attention in class, or that your heart is filled with lassitude. I will ignore your e-mails if you are ignoring this requirement.
  10. In general, email is the way to communicate with me when we are not in class. I will almost always respond within 24 hours.

### ***Our Contractual Agreement:***

Through the university I am offering this course to you (and a grade in it) in exchange for your doing the work specified in this syllabus, and otherwise complying with university regulations and requirements. If you choose to continue your enrollment in the course (whether you attend or not), 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.

### ***Textbook:***

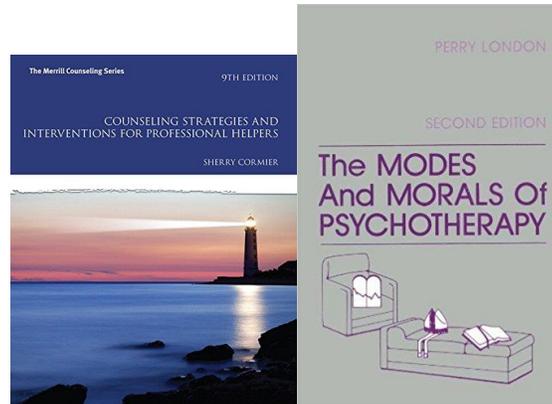
Cormier, S. (2016). *Counseling strategies and interventions for professional helpers*. (9th ed.) Boston, MA: Pearson. (ISBN-10: 0133905225)

### ***Optional Text:***

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

Amazon sells London’s book as a new paperback for \$41.57, and as a Kindle book for \$48.54. You can also rent the Kindle book for \$18.72. The choice again is yours.

Though I have a list of additional books in the syllabus, I have not requested these from the bookstore, and, while they may well be useful for you to have, you do not need to buy them for this semester. You may want to check them out as you mature as a therapist.



I will also provide selected handouts (online whenever possible, as either downloadable documents or as URLs), which I will announce, and for which you are also responsible.

### ***Suggested Additional Sources for the Future:***

Ivey, A. E., & Ivey, M. B. (2013). *Intentional interviewing and counseling: Facilitating client development in a multicultural society*. (8th ed.) Pacific Grove, CA: Brooks/Cole. [\$124.04 on Amazon.com (Prime)]

Perls, F. (1992). *Gestalt therapy verbatim*. (rev. ed.) Gouldsboro, ME: Gestalt Journal Press. [\$2.94 on Amazon.com]

Shapiro, D. (1985). *The psychotherapy of neurotic character*. New York: Basic Books. [\$20.64 on Amazon.com (Prime)]

### ***General Objectives of the Course:***

The general aim of this course is to provide master's level students in psychology with entry-level skills in applied psychology, i.e., those necessary to begin learning specific applications in practicum and other work settings. Students taking this course, most of whom are aiming for careers in the "helping professions," will be able to do the following at its successful conclusion:

1. Engage in basic clinical interviewing.
2. Describe and use the basic skills necessary in forming effective therapeutic (and assessment) relationships/alliances with persons functioning as clients. These skills are generally known as "microskills," and they are preliminary to developing an adequate therapeutic style undergirded by any specific theory of psychotherapy or counseling you may choose. Whether your approach is cognitive-behavioral, person-centered, psychoanalytic, psychodynamic, family systems, or even plain mindless behaviorism, you will be unlikely to be as effective until you have mastered these fundamentals.
3. Develop an articulable and usable approach to intentionality in a psychotherapeutic/counseling conversation (initial interview, ongoing therapy, even assessment).

4. Describe and, to a more limited extent, carry out the activities characteristic of the practice of psychology in applied settings, especially those involving clinical activities, organizational applications, and schools.
5. Understand and accept supervisory feedback, making appropriate behavioral changes as a consequence.
6. Give and receive appropriate and effective feedback with peers.
7. Develop a beginning and articulable understanding of selected theoretically developed and empirically supported (i.e., evidence based) approaches to psychotherapy/counseling.

***Topical Outline/Schedule:***

(Note: This course is organic, and as a result this preplanned schedule may change in the service of better learning.)

Unit N <sup>o</sup>	Topic	Preparation	Product
1	Initial planning Getting Acquainted The helping professions: psychology, counseling, social work, some psychiatry Ethical and cultural considerations The therapeutic relationship: what it is/what it isn't Exercises <sup>1</sup> Dreamwork seminar <sup>2</sup> Q&A	Arrive on time Review APA, NASP, and ACA ethical codes Assigned readings	Begin to see the process in action Begin daily journaling Practice the process; See the process in action
2	Attending to clients; Film: Person-centered work (Rogers) Dreamwork seminar Exercises Structure of the consulting room; Communication patterns and silence; Exercises	Assigned readings; review initial slide presentation; watch Rogers with Gloria	Continue daily journaling; Practice the process; See the process in action
3	Managing the therapeutic session: structure & intentionality; Film: Gestalt work (Perls, Steve) Effectively responding to cognitive content; Film: Solution-focused therapy Dreamwork seminar Exercises	Assigned readings; review initial slide presentation; watch	Continue daily journaling; Practice the process; See the process in action
4	<b>Pass/Fail Participation Feedback Distributed</b> Adding affective responding to the understanding of cognitive content; Film: McGoldrick video Exercises	Assigned readings	Continue daily journaling; Practice the process; See the process in action
5	Articulating issues and goals, treatment planning; Writing a treatment plan Exercises	Assigned readings	Continue daily journaling; Practice the process; See the process in action
6	Putting it all together – integrative strategies Becoming a therapist with a model of change: theoretical choices Cognitive therapies Emotion-focused therapies Exercises	Assigned readings	Continue daily journaling; Practice the process; See the process in action
7	Review personal skills development; <b>Final video recording with surprise partner</b>	Have a brief chat with your	Continue daily journaling

<sup>1</sup> The instructor will select exercises from the text and other sources to enhance your practical learning in relationship with the more conceptual parts of the course. These experiences are crucial to your learning and you should work hard, in journaling and in class discussions, to articulate your understanding as it develops.

<sup>2</sup> These experiences are designed to expose you in a more immediate sense to the practice, reality, and possibilities of psychotherapy. You should not approach them as you were a client, but rather as a participant learner. Never go farther with the experience than is comfortable for you – your call.

		assigned partner about possible topics you might discuss as an assigned "client" for taping	
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***Course Assignments and Requirements:***

1. **Regular class attendance is mandatory.** Skills development is the primary focus of this class and **reading will not substitute for supervised skills practice.** You will receive 7 points for each class you attend *in full*, up to a maximum of 100.
2. As defined by the instructor, appropriate levels of interaction/participation during classroom discussions, activities, and demonstrations. I will assign you a pass-fail grade at the 4th class meeting, with comments as appropriate. If I assign you a "fail" at the 4th week, and you do not improve to a passing level by the end of the semester (that is, if your participation grade remains a "fail") you will not pass the course. An appropriate (as defined by instructor) level of interacting/participation during classroom discussions, activities, and demonstrations is necessary to earn a grade of B or better. (The rubric here is simple: Do you appear to listen to others in the class, occasionally making appropriate remarks regarding content that suggest you are thinking about the processes we discuss – and do you shun off-topic, distracting, and HeyLAM remarks or behaviors during class.) I recognize that some of us are more introverted than others (I am one of those). Consequently, I watch closely for nonvocal evidence of participation, which can count for as much as frequent blathering.
3. The most important component of participation lies in your committing fully to skills training by practicing interviewing and relational skills during class sessions, as well as in preparing your video recordings. As resources permit, we will review these recordings in group supervision.
4. Students will make three video recordings of interview/relational sessions with an *assigned* class peer. For the video, recordings you will interview the same person, but this will change for the fourth and final video recording (see 5 below). The person who interviews you will not be the same person whom you interview. We will identify, define, discuss, and practice these skills in class. Submit each recording on its due date, accompanied by a written self-analysis of your performance (placed in the eCollege dropbox for the week that the recording is due). If you are going to post your video recordings to an eCollege dropbox (recommended), it will have to be in a format that I can *easily* use. I will provide specific instructions regarding recording procedures, content, and evaluation ("VIDEO RECORDING INSTRUCTIONS" on eCollege). If your recording is made on a DVD, then I can play it on a device I have access to and you need only give me the disc. At the end of the class, I delete all recorded copies of your interviews, and, as a matter of ethical propriety, I expect you to do the same.
5. Each student will make a final video recording with an assigned peer, demonstrating mastery of the skills acquired during the course. I will provide specific instructions regarding recording procedures, content, and evaluation (FINAL VIDEO RECORDING INSTRUCTIONS). We will review these recordings on the last day of class in group supervision. Alternatively, and depending on the flow of content this term, we may do these final interviews live, while the rest of the class observes.
6. You should write journals almost every day for the duration of the semester, and then turn in for a grade a typed 6-12 page summary of your journaled experience of this class, its content, and your individual experiences, focusing on the positive aspects which have assisted you in becoming a more effective therapist and interviewer. Turn in your journal summary in the dropbox for week 15. The

last day of class I will need to see a **hard copy of your actual journal, which I will flip through for no more than 30 seconds**. For your protection (and perhaps that of my feelings), I will not read it, but I want to see if you actually did it, making a review of your summary something that is not too bogus. The actual journal should of course be much longer than the summary. **The rubric for your journal summary is also straightforward: It should summarize a much larger number of comments, reflections, observation, critiques, self-reflections, insights, frustrations, and happy moments concerning the processes this course is about that you discuss in much more detail in your actual journal (which I have glanced at).**

7. A brief paper on your approach to intentionality in interviewing and psychotherapy. **The rubric here is perhaps a little less straightforward: Using-11 point Times New Roman type, double-spaced, with 1-inch margins top, bottom, right, and left, articulate your strategy for identifying possible directions to take a client (up to 16 points), your planned techniques for facilitating, within the framework of an articulated moral philosophy of psychotherapy, appropriate therapeutic movement (up to 16 points), a strategy (or operational criteria) for knowing when the movement has occurred or not (up to 16 points), a strategy for what to do when you are wrong (up to 16 points), a concrete example (up to 16 points), all in 10-16 pages (0 or 10 points) and with graduate level rhetoric consistent with Orwell’s “Politics and the English language” and the PowerPoint presentation on writing provided by the instructor (up to 10 points).**
  
8. An articulated statement of your emerging theory of therapeutic change. **This task too has a somewhat complicated rubric: Using-11 point Times New Roman type, double-spaced, with 1-inch margins top, bottom, right, and left, articulate your current model of how change occurs in a therapeutic or similar relationship, describing the fundamental processes that are necessary and sufficient for change to occur (up to 20 points), the role of core conditions (setting factors) in facilitating change, the role of the psychotherapist in facilitating therapeutic change (up to 20 points), factors that slow or block change, the role of cognition in facilitating or hindering change (up to 20 points), an example of the process with an argument both for and against your model of change as an adequate accounting for the things you describe in the example change (up to 20 points), all in 10-16 pages (0 or 10 points) and with graduate level rhetoric consistent with Orwell’s “Politics and the English language” and the PowerPoint presentation on writing provided by the instructor (up to 10 points).**
  
9. Two examinations over reading and class content.  
**Exam 1: online on or about mid-term**  
**Exam 2: online on or about the date of the scheduled final**
  
10. Here is a table specifying due dates and prep for several of the class assignments.

Assignment	Approximately Due:	Preparation
Video Recording #1	28 February	Make recording no later than 5 October Review recording Complete the self-evaluation of your performance on the recording
Video Recording #2	28 March	Make recording no later than 26 October Review recording Complete the self-evaluation of your performance on the recording
Video Recording #3	18 April	Make recording no later than 16 November

		Review recording Complete the self-evaluation of your performance on the recording
Final Video Recording	To be scheduled	Make recording no later than 4 December Review recording Be prepared to show recording to entire class on 4 December or 11 December as assigned
Intentionality Paper (in dropbox for week 12 of eCollege) (in dropbox for week 12 of eCollege)	25 April	Prepare according to the rubric above
Change Paper (in dropbox for week 14 of eCollege)	2 May	Prepare according to the rubric above
Journal Summary (in dropbox for week 15 of eCollege) with Confirmed Journal (in person)	Last day of class (the day of the scheduled final)	Write <u>multiple journal entries</u> 4 or more times per week concerning your ongoing development as a psychotherapist/counselor <u>each week of the semester</u> Prepare a summary of your journal experience by 10 December

### ***Grading Procedures:***

I will base your grade on the following components:

***Exams:*** Two multiple-choice format exams based on course content, @100 points apiece (total points = 200).

***Developmental Video Recordings:*** Three video recordings prepared according to instructions provided in the class, the first two @ 50 points apiece, and the last one at 100 points. I will grade these according to the following scheme (total points = 200):

√+ – exceptionally high performance, worth 45-50 points (90-100 for the final recording) (A)

√ – expected level of performance, worth 40-44 points (80-89 for the final recording) (B)

√– – minimal level of effectiveness or distracting, worth less than 40 points (80 for the final recording) (C or below).

Because learning in this course is developmental, a recording which earns a check plus (√+) at the beginning of the course would, if turned in later in the course, quite probably receive a lower rating. Basically, this suggestion means that the standards for a given rating get higher as the semester progresses. We will discuss these criteria in class, but they are also in part based on my judgment (and thus on criteria which can be articulated only on an *a posteriori* basis).

I would be foolish to suggest that these evaluations are entirely objective: I always consult my own inner template for good interviewing, which allows for something surprising that, doggone it, worked. Plus, the real key to this course is developing interviewing or therapeutic “intentionality,” which is itself devilishly difficult to define operationally. Moreover, some students come in with

strong intuitive skills, such that they are “naturals,” while others are, alas, *a priori*, much weaker. (Curiously, these *a priori* skill sets often appear to be inversely correlated with GPA and traditional measures of intelligence!) But the specific skills can be described, and I will provide you with a rubric for doing these videos and succeeding, once the semester begins.

***Final Live/Recorded Video.*** A final video recording, made in the clinic and reviewed in group supervision on the last class day, @ 100 points. We will use the same rubric for these products as for the first three videos.

***Paper on Intentionality.*** As described above, @ 100 points.

***Paper on Therapeutic Change.*** As described above, @ 100 points

***Journal Summary with Confirmed Journal.*** A journal summary as described above, @ 100 points.

***Participation and Effort.*** Pass-fail. You must pass this section in order to earn a grade of A or B in the course. Failing in participation and effort will net you an F in the course (see simple rubric above). If you pass participation and effort, and have no more than two absences (see below) you will get a grade based on the points accumulated on the tasks described above.

***Attendance:*** As described above (a maximum of 100 points). All other things being equal, you will perform better in this course if you come to class regularly. We are all adults and I understand that you may have many priorities, planned and unplanned, which exceed those of this course. Still, things happen in college classrooms which are crucial to becoming educated and for which it is difficult (perhaps impossible) to test. Sometimes these things are serendipitous and represent the most significant of our learnings; and of course in some class periods they may not happen at all. They usually are unpredictable and rely on spontaneous exchanges involving students and (sometimes) the professor. They may also occur before the instructor arrives, or at a break. In this class they will happen in the midst of the exercises you do, in and out of class, and when you are reflecting on them with other students. They are worth the wait and the occasional intervening tedium. When you are absent – even if someone takes notes for you (which is often useless in a class like this) – you will miss them. The nature of this course, involving as it does, supervised skills development, the acquisition of professional attitudes and conduct, and intensely relational experiential learning, intensifies the necessity of attending class.

As implied elsewhere, some (but not all) work in this course may be made up if it was missed due to an excused absence. University policy permits the instructor of a class to define valid excuses for an absence. I include, in general the following things as valid reasons for missing a class:

- (1) participation in an authorized university activity;
- (2) illness of the student or a first-degree relative who cannot be provided *necessary* care without the student's missing class;
- (3) documented alien abduction of the student exceeding 12 hours in duration;
- (4) death (or imminent death) in a student's immediate family; and
- (5) fulfilling one's legal responsibilities (jury duty, court hearings) as a citizen.

Such excuses must be documented to my satisfaction, including support for the notion that you had no choices (e.g., alternative university activities, legal continuance, sonogram of alien fetus, etc.). Your job is *not* an excuse for missing class for which I will let you make up the work. If you miss a classroom experience (viz., lecture, discussion, demonstration), I will not participate in your making up the experience (but I may help you find another way to do so).

<i>In order to earn a/an</i>	<i>you must earn</i>
A	810 points
B	720 points
C	630 points
D	500 points

### ***ASSIGNMENT RUBRICS:***

I will provide a complex rubric for the videos in a separate document. Simple rubrics are in the section treating of assignments (see above).

### ***CONDUCT:***

***General Considerations.*** 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,<sup>3</sup> 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 to 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.

I will also expect you not to plagiarize,<sup>4</sup> 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.

Here are some other dos and don'ts that will also be a part of our code of conduct in class:

1. Far beyond the particulars of this course, do respect the divine principle of the universe, which seems to be detectable both in ourselves and in other people, and which at the same time goes beyond any created thing. As one deity is said to have put it: "Inasmuch as you have done it to the least of these [e.g., other students and the teacher, other enemies], you have done it also to me."
2. Do remember that this course is about a limited area of empirical content; don't forget that there are bigger realities. This is just a course.
3. Don't talk trash in excess. Occasional right-brain language epithets may be okay for emphasis, but learn to use your language more elegantly than that (or remain silent).
4. Do take some time off from constant work during the semester. Do remember to reflect on things beyond the course. (This is not an injunction to ditch class, but rather a reminder to place your studies in perspective.)
5. Do let those who support and have supported your educational efforts know how much you appreciate them sometime during the term.

<sup>3</sup> All students at public colleges and universities in Texas receive at least partial subsidy of their college educations.

<sup>4</sup> A person who uses someone else's work as his or her own is guilty of plagiarism. The person does not have to quote other writers verbatim in order to plagiarize.

6. Don't attack the person of another member of the class.
7. Don't sexually (or otherwise) harass a member of the class.
8. Don't steal others' work.
9. Don't distort the truth, about either your data, its sources, or your colleagues.
10. Do be satisfied with where you are in your own professional development. Others may be farther along than you, but don't waste time envying them. Do work to become the person you were meant to be.

Section 11 - Faculty are 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)

### *Specific Conduct Issues Pertaining to This Class.*

1. Because of the clinical and psychological nature of this course and many of the activities it entails, students and faculty must conduct themselves in conformity with the current Code of Ethics of the American Psychological Association. This injunction applies especially to matters of confidentiality, but I will expect you to be familiar with the entire Code and its requirements (<http://www.apa.org/ethics/>). Comparable material from the National Association of School Psychologists and the American Counseling Association may be found at [http://www.nasponline.org/standards/2010standards/1\\_%20Ethical%20Principles.pdf](http://www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf) and <http://www.counseling.org/docs/ethics/2014-aca-code-of-ethics.pdf?sfvrsn=4>.
2. Every time that we meet class we will work on specific clinical skills, and subsequent skills will build on the ones developed in prior sessions. We are scheduled to meet on 15-16 occasions, and, frankly, you should not miss any of those classes (see also the absence policy above). Certain activities carried out under supervision in those classes will form part of the basis of your grade. Making up these activities due to an absence, excused or not, will not be an available option. Absence will thus likely lower your grade.

### ***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):

[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 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](mailto:StudentDisabilityServices@tamuc.edu)

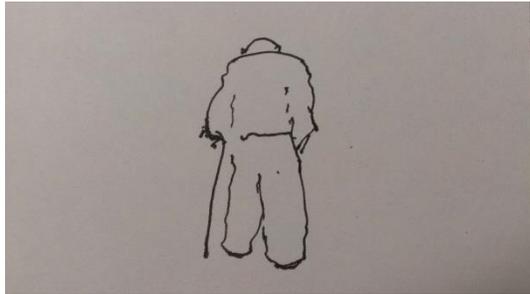
**CAMPUS CONCEALED CARRY**

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.

When we do our work in the space occupied by the Community Counseling & Psychology Clinic, you cannot conceal and carry, no matter what. That's the law.



***GUY TEACHING COURSE:***



Steve Ball

Associate Professor of Psychology

[academicstevie@yahoo.com](mailto:academicstevie@yahoo.com) (Note that by my employment agreement with this university, communication *from me to you* on this email address is not official.)

[steve.ball@tamuc.edu](mailto:steve.ball@tamuc.edu)

Office: Binnion 122

Phone (In Developmental Cognition Lab (which is also my office) – switches to fax after 7 rings, sometimes fewer, and sometimes in the middle of an answered call): 903-886-5586 – go to Binnion 101 to find me during office hours or during another appointed time

Office Hours: by appointment (specific times to be determined after classes begin)

Psychology 508  
Texas A&M University-Commerce  
Student Agreement Form

I have read and agree to abide by the terms of the document entitled " Psychology 508, Theory and Techniques of Applied Psychology, *Syllabus* (Revised May 2016)," and hereinafter referred to as "the syllabus." I understand and agree that my opportunity to receive the training that the course involves is contingent on my abiding by the terms of the syllabus, as well as in my compliance with any and all specific directives consistent with the syllabus and given me by the instructor of record. I further understand and agree that my failure to comply with the terms of the syllabus or such directives is a sufficient basis for my being removed from the course roll without notice. I also understand and agree that in carrying out the activities of this course I will be making use of space and resources allocated by Texas A&M University - Commerce to the Community Counseling and Psychology Clinic (hereinafter identified as CCPC). I further understand and agree that my activities as a part of this course which involve CCPC space and resources must be subordinate to the Clinic's policies, procedures, and ongoing activities. In particular, I understand and agree that I will respect the needs of Clinic personnel to carry out their activities and the rights of the Clinic's clients to privacy and confidentiality.

I understand and agree to both video recording and (if necessary) audio recording of my activities as part the requirements of this course. I further give my consent to the instructor of the course to use these recordings in the teaching of this course (for the semester in which the course is taken only), including group supervision in which other class members will view or hear the tapes, and in which the instructor or other class members may critique my actions.

Student Name (Printed): \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness Signature

\_\_\_\_\_  
Date

Agreement to Maintain Confidentiality in Clinical Observation

As a part of my training in psychology, counseling, or social work at Texas A&M University-Commerce University, I herewith acknowledge that I have chosen to observe clinical exchanges between professionals, or other professionals in training, and other persons who are actually 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 current codes of ethics of the American Psychological Association, the National Association of School Psychologists, 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

**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 <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7,

Device	Operating System	Browser	Supported Browser Version(s)
			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 \(version 17 or later\) https://get.adobe.com/flashplayer/](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 or [helpdesk@tamuc.edu](mailto:helpdesk@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>

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](#) webpage and [Procedure 13.99.99.R0.01](#).

<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 of 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>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<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](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<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](#) 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.