Human Services Department Rehabilitation Services Training Program  
RHB 422-020: Advanced Chemical Substance Use & Abuse  
Fall 2018 August 27, 2018 – December 14, 2018

**Instructor:** Amanda Pruit, MS, LPC  
**Course Time & Location:** Human Service Telecommunications (HSTC) building, Room 321  
Wed 4:30 pm - 7:00 pm

**Office:** *HSTC Room 201k  
**Office Phone:** 936.468.6734  
**Office Hours:** Wed 3:00 pm - 4:00 pm  
**Credits:** 3 Credit Hours  
**Email:** pruitag@sfasu.edu Please only email through your SFA email account (DO NOT email from D2L). I will not communicate through D2L emailing system.

**Office:** Please check in at Counseling Clinic room 202 business office / Do not enter clinic

**II. Intended Learning Outcomes/Goals/Objectives:**  
Through the activities and objectives in RHB 422 students will become prepared, competent, successful, caring and enthusiastic rehabilitation professionals. They will continue to develop a sense of service, leadership, professional and intellectual growth. Through regular class attendance, projects exams, and discussions students will gain academic excellence within the subject area with an emphasis on life-long learning and development. Students will also be given the opportunity for collaboration and be encouraged toward openness to new ideas. As described in this syllabus, RHB 422 follows the missions, vision and core values of the College of Education and Stephen F. Austin State University, which is aligned with the rehabilitation curriculum and

**Course Description**  
Advanced Chemical Substance Use & Abuse coursework affords the human service student the opportunity to expand knowledge and skills in applying interdisciplinary academic theory to professional practice. The course will include: theoretical and applied information regarding community based and service organizations. A variety of delivery systems, staffing procedures, emergency services, treatment paradigms and the need for collaboration among service settings are discussed.

*A complete list of standards associated with Programs and Student Learning Outcomes, assignments, and assessments are located on the Perkins College of Education Website.*
experiences. This course is designed to meet Commission on Undergraduate Standards and Accreditation (CUSA) established by Council on Rehabilitation Education (CORE) as described in the following matrix:

<table>
<thead>
<tr>
<th>Objectives/Learning Outcomes</th>
<th>Activities</th>
<th>Standard</th>
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<tbody>
<tr>
<td><strong>Service Delivery Systems and Professionals</strong>&lt;br&gt;Broad exposure to helping systems &amp; professionals in local communities Knowledge, skills &amp; attitudes (KSA) in areas such as: substance abuse treatment programs, community-based rehabilitation programs, medical &amp; allied health supports, churches &amp; faith-based organizations, natural &amp; peer supports Allied professions: physical therapy, occupational therapy, speech &amp; language</td>
<td>Assigned text readings and exams, lectures, discussions &amp; in class activities</td>
<td>CUSA: Area C2</td>
</tr>
<tr>
<td><strong>Community Inclusion &amp; Integration</strong>&lt;br&gt;KSA with collaboration with agencies &amp; related professionals, personal paradigm exploration for helping consumers</td>
<td>Assigned text readings and exams, lectures, discussions &amp; in class activities</td>
<td>CUSA: Area C3</td>
</tr>
<tr>
<td><strong>Interpersonal &amp; Professional Communication</strong>&lt;br&gt;KSA in the following content</td>
<td>Assigned text readings and exams, lectures, discussions &amp; in class activities</td>
<td>CUSA: Area C4</td>
</tr>
<tr>
<td>Areas</td>
<td>Ethics &amp; Professional Practices KSA in the following areas: Ethical Codes/Rule-Based Ethics, Scope of Practice, Malpractice, Health Insurance Portability &amp; Accountability Act (HIPPA), Regulations, Confidentiality, Responsibility, Integrity, Accountability, Informed Consent, Release of Information, Client Rights, Cultural Sensitivity, Mandated Reporting, Technique for Professional Self-Evaluation (&quot;Walking the Walk&quot;)</td>
<td>Assigned text readings and exams, lectures, discussions &amp; in class activities</td>
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<td>-------------------------------------------</td>
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<tr>
<td>Helping skills (review), case management, Assessment (drug, alcohol &amp; substance abuse), support, systems Group facilitation skills (peer &amp; support groups), Written communication (report writing, progress notes, treatment planning documents), Professional management: professionalism confidentiality, case management</td>
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**III. Course Assignments, Activities, Instructional Strategies:**

Each student will (1) Complete three exams (2) Complete an Assessment/Case Conceptualization Project (3) Complete an assigned Chapter Presentation (4) Fulfill attendance and participation requirements

**(1) Exams (3 total exams)**

- There will be three exams comprised of multiple choice questions. Questions will be drawn from course lectures, discussion, and **readings.**
• **IT IS ESSENTIAL TO READ YOUR TEXT. LECTURES WILL NOT COVER ALL TEST MATERIAL.**

• **You cannot be late to class on exam days.** Once the exam has started you will not be able to begin the exam. Without prior permission and excuse (documented illness), you will not be able to make up the exam. Any make up exams must be completed within one week of the original exam date (before the next class period).

• You will have **1.5 hrs** of class period to complete the exam.

• **Weeks 5,10, and exam week 16 – 100 points each; 300 total points**

(2) **Assessment/Case Conceptualization Project**

Use the *Guidelines for Assessment/Case Conceptualization* in D2L as a guide for your submitted case conceptualization. Papers are to be in an academic form, using APA format. You will be expected to use at least two references, which can include the text or other relevant academic publications. Use academic research and peer-reviewed journal articles only (Wiki pages and blogs are not either of these). Your submitted document must contain all items listed in the guidelines (use APA format headings). Your paper will be **four to five pages** in length and include a title and reference page (title and reference page does not count toward page count).

Begin working on this now. Start with reviewing your books and deciding what diagnosis you would like to examine. Start early and ask questions! You will have opportunities in every class to ask clarification questions. Chances are that your classmates have the same questions, so ask the questions in class. This is a great assignment to practice application of your knowledge of the psychological sciences. In this professional field you will either formally (as in this project) or informally put together case conceptualizations all the time. You will become better and better at what you do, the more scenarios you are exposed to, so don’t be afraid to push yourself on this assignment!

<table>
<thead>
<tr>
<th>Reflection Paper Rubric</th>
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<tbody>
<tr>
<td><strong>Format</strong></td>
<td>APA Formatting *see other sections of syllabus</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>Well written, proper grammar, syntax, punctuation, paragraphing</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Coherent, logical thought progression, succinct, balanced</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Demonstrates an understanding of the material, application of reading to research/everyday life *Academic, peer reviewed, research support</td>
</tr>
<tr>
<td><strong>Length</strong></td>
<td>Your grade will automatically be reduced, if you do not meet minimum length requirements</td>
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</table>
Due Week 14 – 150 total points

(3) Chapter Presentation – all standards assessed in this assignment
• Groups of three will complete and present a visual and oral presentation, e.g. ppt, from an assigned chapter in the Kuhn text. Students will each participate in the presentation and each upload a completed presentation to D2L DropBox before the day the presentation is due. Presentations will begin after the first exam.

• Each presentation should last 30 – 40 minutes plus 10 minutes of Q&A

• Elements graded are:
  o Creative – Use media, activities, anything that accentuates the presentation experience!
  o Comprehensive – Cover the entire chapter. You will need to present for at least 30 minutes. Plus 10 minutes of Q&A. Cover important information. Students will be responsible for and tested on material from all of the Kuhn chapters assigned.
  o Clarity – Your material must be organized and clearly presented. You must also present your material clearly.
  o Correct – Be sure that your presentation is factual! Do not add information that is not in the chapter or that is supported by empirical evidence (any additional information will need to be referenced and cited).

• You will EACH post your completed visual presentation, e.g. ppt to me prior to the day you present (no later than noon the day you present).

• Your presentation will be posted to the class on D2L for reference for your classmates.

• Due to scheduling every week, There are no make-ups for this assignment. Please contact the instructor (and your partner) as soon as possible, if there is an emergency and you are unable to complete the presentation. Emergencies must be valid and documented and per the instructor’s discretion.

• 100 total points

(4) Attendance /Participation
• Attendance is required (it’s easier to learn when you are here!). Students who miss class will miss substantial amounts of information. Since this class meets once a week, more than 1 absence is strongly discouraged. If a student must miss class it is the responsibility of that student to contact the teacher or another student to make arrangements to obtain missed work. Absences beyond allowable amount will result in an automatic reduction in a student’s participation/attendance grade.
• Each person will be allowed **two** unexcused absences, after which each unexcused absence will result in a **twenty point deduction** from the possible 100 point total for attendance and participation.

• Please do not come to class consistently late or leave early. This is disruptive to your fellow students. You will lose attendance and participation points for the days you are **late or leave early**; half credit will be dedicated from attendance/participation grade.

• You will not receive attendance/participation points for exam days.

• **You cannot be late to class on exam days.** Once the exam has started you will not be able to begin the exam. Without prior permission and excuse (documented illness), you will not be able to make up the exam. Any make up exams must be completed within one week of the original exam date (before the next class period).

• **IT IS YOUR RESPONSIBILITY TO SIGN THE ROLL GIVEN TO THE CLASS EACH MEETING. IF YOU DO NOT SIGN IT, I CANNOT COUNT YOU AS PRESENT.**

• Participation Expectations
  - *Examples of Participation Do’s are:*
    1. Speaking up in class with questions
    2. Demonstrating knowledge of material in response to question
    3. Participating appropriately in class discussion or other activities
  - *Examples of Participation Don’ts are:*
    1. Not speaking up at all in class, ever
    2. Not dominating class discussions or other activities
    3. Not having side conversations during class
    4. Not texting or paying attention in any way to your phone

• **10 points per class – 100 total points**

IV. Grading Criteria:

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<tbody>
<tr>
<td>90 - 100%</td>
<td>A</td>
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</tr>
<tr>
<td>80 - 89%</td>
<td>B</td>
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<tr>
<td>70 - 79%</td>
<td>C</td>
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<tr>
<td>60 - 69%</td>
<td>D</td>
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<tr>
<td>&lt; 60%</td>
<td>F</td>
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</table>

I will not round grades up or down. Do not ask me to round (or down) your grade; I will not respond to the request. The grade you earned is the grade you will receive. If you believe an assignment was omitted in the final calculation, please let me know and we can reexamine the calculation.

Grades will be based on the cumulative point system shown below (you can calculate your grade percentage by dividing your total number of points by the possible total):

| Exam 1  | 100 | 16% |
Grades and Expectations

Grades will be assigned based on your performance on written assignments, projects, and examinations. Additionally, please see the instructor before assignment due date for extension on possible late assignments. No credit will be given for late assignments without prior approval from course instructor. Please contact me via email (not through D2L) Pruitag@SFASU.edu for a possible extension on assignments expected to be late. You will receive 25% off an assignment per day starting after the day and time the assignment is due. Please do not wait until the last minute to upload or complete your assignments.

V. Tentative Course Outline/ Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture / Presentations</th>
<th>Preparation and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One 8/29/18</td>
<td>Review Syllabus, Timeline, and Class Activities</td>
<td>Syllabus Person First Lecture</td>
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<td>Person First Lecture</td>
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</tr>
<tr>
<td>Week Two 9/5/18</td>
<td>Miller Chapter 1 Addiction Counseling Influences, and Models of Addiction</td>
<td>Read: Miller Chapter 1</td>
</tr>
<tr>
<td>Week Three 9/12/18</td>
<td>Miller Chapter 2 Theories and Counseling Applied to Addiction Treatment</td>
<td>Read Miller Chapter 2 Presentation: Buzzed: Alcohol</td>
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<tr>
<td></td>
<td>Buzzed: Alcohol</td>
<td></td>
</tr>
<tr>
<td>Week Four 9/19/18</td>
<td>Buzzed: Chapter 14 Drug Basics Buzzed: Chapter 13 Brain Basics</td>
<td>Read Buzzed: Chapter 13 Brain Basics</td>
</tr>
<tr>
<td>Week</td>
<td>Activity</td>
<td>Reading Material</td>
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<tr>
<td>Week Five</td>
<td>Exam 1</td>
<td>Review Exam</td>
</tr>
<tr>
<td>9/26/18</td>
<td>Miller Chapter 3 Assessment and Diagnosis of Addiction Buzzed: Marijuana</td>
<td>Read Miller Chapter 3 and Buzzed Alcohol Buzzed Marijuana Presentation: Buzzed: Marijuana</td>
</tr>
<tr>
<td>Week Six</td>
<td>Miller Chapter 3 Assessment and Diagnosis of Addiction Buzzed: Marijuana</td>
<td>Read Miller Chapter 3 and Buzzed Alcohol Buzzed Marijuana Presentation: Buzzed: Marijuana</td>
</tr>
<tr>
<td>10/3/18</td>
<td>Miller Chapter 4 Co-occurring Disorders and Behavioral Addictions</td>
<td>Read Miller Chapter 4 and Buzzed: Marijuana Presentation: Buzzed: Marijuana</td>
</tr>
<tr>
<td>Week Seven</td>
<td>Miller Chapter 4 Co-occurring Disorders and Behavioral Addictions</td>
<td>Read Miller Chapter 4 and Buzzed: Marijuana Presentation: Buzzed: Marijuana</td>
</tr>
<tr>
<td>10/10/18</td>
<td>Miller Chapter 5 The Core Treatment Process for Addictions Buzzed: Opiates</td>
<td>Read Miller Chapter 5 and Buzzed Opiates Presentation: Buzzed: Opiates</td>
</tr>
<tr>
<td>Week Eight</td>
<td>Miller Chapter 5 The Core Treatment Process for Addictions Buzzed: Opiates</td>
<td>Read Miller Chapter 5 and Buzzed Opiates Presentation: Buzzed: Opiates</td>
</tr>
<tr>
<td>10/17/18</td>
<td>Miller Chapter 6 Treatment Related Issues and Counseling Approaches</td>
<td>Read Miller Chapter 6 and Review Exam</td>
</tr>
<tr>
<td>Week Nine</td>
<td>Miller Chapter 6 Treatment Related Issues and Counseling Approaches</td>
<td>Read Miller Chapter 6 and Review Exam</td>
</tr>
<tr>
<td>10/24/18</td>
<td>Miller Chapter 7 Relapse Prevention Buzzed: Sedatives</td>
<td>Read Miller Chapter 7 and Buzzed: Sedatives Presentation: Buzzed: Sedatives</td>
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<tr>
<td>Week Ten</td>
<td>Exam 2</td>
<td>Exam 2</td>
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<tr>
<td>10/31/16</td>
<td>Miller Chapter 7 Relapse Prevention Buzzed: Sedatives</td>
<td>Read Miller Chapter 7 and Buzzed: Sedatives Presentation: Buzzed: Sedatives</td>
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<tr>
<td>Week Eleven</td>
<td>Miller Chapter 7 Relapse Prevention Buzzed: Sedatives</td>
<td>Read Miller Chapter 7 and Buzzed: Sedatives Presentation: Buzzed: Sedatives</td>
</tr>
<tr>
<td>11/7/18</td>
<td>Miller Chapter 8 Self-Help Groups Buzzed: Sedatives</td>
<td>Read Miller Chapter 8 and buz...</td>
</tr>
<tr>
<td>Week Twelve</td>
<td>Miller Chapter 8 Self-Help Groups Buzzed: Sedatives</td>
<td>Read Miller Chapter 8 and buz...</td>
</tr>
<tr>
<td>11/14/18</td>
<td>Miller Chapter 9 Elaboration on Specific</td>
<td>Read Miller Chapter 9 and buz...</td>
</tr>
<tr>
<td>Week Thirteen</td>
<td>Happy Thanksgiving!</td>
<td>No Class</td>
</tr>
<tr>
<td>11/21/18</td>
<td>Miller Chapter 9 Elaboration on Specific</td>
<td>Read Miller Chapter 9 and buz...</td>
</tr>
<tr>
<td>Week Fourteen</td>
<td>Miller Chapter 9 Elaboration on Specific</td>
<td>Read Miller Chapter 9 and buz...</td>
</tr>
</tbody>
</table>
## Therapies and Techniques Relevant to Addiction Counseling

### Presentations:
- **Buzzed: Stimulants**

### Due: Assessment/Case Conceptualization Project

<table>
<thead>
<tr>
<th>Week Fifteen</th>
<th>Miller Chapter 10 Culturally Sensitive Addiction Counseling</th>
<th>Read Miller Chapter 10 and Exam Review</th>
</tr>
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<tbody>
<tr>
<td>12/5/18</td>
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</table>

<table>
<thead>
<tr>
<th>Week Sixteen</th>
<th>Final Exam</th>
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<tbody>
<tr>
<td>12/12/18</td>
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*** Note: Dates for some topics COULD change due to scheduling issues or guest speakers, etc. Advanced Notice will be given. 

### Instructor’s Statement

The instructor reserves the right to adjust the syllabus schedule as needed to meet the needs of this particular class. Changes will be communicated with students in a timely manner. It is your responsibility to keep informed about discussion topics and assignments. If in doubt, check with your instructor. This syllabus serves as a type of contract. Staying in this course indicates that you have read and agree to the terms of the course.

### VI. Required Textbook:


Although, I will not require purchase of the Publication Manual of the American Psychological Association APA), Sixth Edition, **you will be expected to utilize APA format** for all of your writing in this course. There are various resources to obtain reference to APA formatting, e.g. Purdue Owl. It is recommended that you purchase this manual though, as your writing in this field will usually be expected to be in APA format.

### Other Resources
http://www.niaaa.nih.gov/
www.tcada.state.tx.us
www.recoverymonth.gov
www.samhsa.gov
http://texashotjobs.org
http://mentalhealthscreening.org

Additional resources as recommended

VII. Course Evaluation:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation
2. Instruction evaluation purposes
3. Making decisions on faculty tenure, promotion, pay, and retention

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences...
during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

**Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6**
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/)

**Student Academic Dishonesty: Policy 4.1**
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one’s paper or presentation without giving the author credit.

Although I do not expect that this will be a problem, any student caught cheating can expect, at minimum, serious penalties. Such penalties may include failure of the assignment and/or the course. Further disciplinary action may result per university policy.

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion
from the university.

If you use ANY electronic devices or ANY written materials for ANY reason during an exam (or any other type of cheating), I will collect the exam from you and you will automatically receive 0% on the exam. You will be also reported to the academic integrity committee for investigation.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades Semester Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at http://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment
to all members of the profession. The Texas educator, in accepting a position of public
trust, shall measure success by the progress of each student toward realization of his or
her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in
the community, shall cooperate with parents and others to improve the public schools
of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators.
This can be found at https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch
=247&rl=Y.

Additional Information:
To complete Certification/Licensing Requirements in Texas related to public education
and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical
teaching and prior to employment as an educator. The public school campuses are
responsible for completing the criminal background check. A person who is enrolled
or planning to enroll in a State Board for Educator Certification-approved educator
preparation program or planning to take a certification examination may request a
preliminary criminal history evaluation letter regarding the person's potential
ineligibility for certification due to a conviction or deferred adjudication for a felony
or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding
evaluation of an individual’s self-reported criminal history. In addition, the
agency obtains your name-based Texas criminal history information. The service is
provided to the requestor for a non-refundable fee. The requestor will receive an
evaluation letter by email from agency staff advising of potential ineligibility for
educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator
certification due to a conviction or deferred adjudication for a felony or
misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not
have a conviction or deferred adjudication for a felony or misdemeanor offense.
In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/<http://www.texes.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.

Statement on Harassment, Assault, AND discrimination
If you encounter personal problems of any kind on or off campus, please reach out for help. This specifically includes being the victim of sexual assault, domestic violence, harassment based on sex or gender, discrimination based on race, religion, or national origin, or hate speech of any kind.
If you are the victim of any of these types of violations on campus, immediately call campus security (936-468-2608 for non-emergencies) or see the Assistant Dean of Student Affairs (Hollie Smith, Suite 3.105 Baker Pattillo Student Center, 936-468-7249) or the Title IX Coordinator (Michael Walker, Rusk Building, Room 301, 1936 North Street; 936-468-8293); You may also seek out the Campus Health Clinic (On the S.E. corner of Raguet and East College Streets; 936.468.4008); the campus counseling centers (Student Counseling Services - 3rd Floor, Rusk Bldg; 936.468.2401 and the Department of Human Services Counselor Education Counseling Clinic 2100 Raguet St., Human Services and Technology Building; 936.468.1041).

Stephen F. Austin State University strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful discrimination on the basis of race, color, religion, national origin, sex, age, disability, genetic
information, citizenship, and veteran status. Additionally, Stephen F. Austin State University prohibits discrimination on the basis of sexual orientation, gender identity, and gender expression. Unlawful discrimination based on sex includes discrimination defined as sexual harassment.

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. It reads:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Sex discrimination includes sexual harassment and sexual assault.

It is the policy of Stephen F. Austin State University (SFA), in accordance with federal and state law, to prohibit unlawful discrimination as outlined in University policy 2.11 (Discrimination Complaints/Sexual Harassment).

**IX: Other information:**

**Writing Style**

All papers must conform to APA style, which is described in detail in the Publication Manual of the American Psychological Association (6th ed.). Be careful not to use sexist, racist, or inappropriate language in your paper. Use of person-first language is required. For example, when describing a person with schizophrenia, use the phrase “Person with schizophrenia,” do NOT use a phrase such as “schizophrenic.” In other words, focus on the person, not the illness or disability.

APA, grammatical, and/or spelling errors will result in a lower grade on your work. Refer to the attached writing hints for editorial assistance.

Free peer tutoring and study skill coaching are available at the Academic Assistance Resource Center (AARC) [First Floor, Steen Library, (936) 468-4108]. Students striving for an “A” and students struggling for a “C” agree that they benefit from tutoring sessions. To find out how the AARC can help you, call for walk in hours or to make an appointment.

**Preparation for and participation in class**

Bring necessary materials to class, and read assignments prior to class. We depend on one another to ask pertinent and insightful questions. Ways you can contribute to class discussions include offering your perspective on the topic; sharing your own or a friend’s/family member’s relevant experience or reactions; asking questions about pertinent points that are unclear, confusing, incomplete; and/or offering relevant media examples. Questions to consider: Did I come to class with all reading and assignments completed? Did I participate in large and small group discussions?

PREPARATION IS ESSENTIAL TO EARN PARTICIPATION POINTS.

**Professionalism**

The format of this class will be lecture, discussion, and experiential activities. The primary responsibility for leading the discussion and related activities belongs to the
instructor. It is expected, however, that you have read the material beforehand and are prepared to discuss it. Since this class is dependent upon participation, it is important you attend every session.

Please do not come to class consistently late or leave early. This is disruptive to your fellow students. You will lose at least half of your attendance and participation points for the days you are late or leave early.

Part of your success in this class and in your college experience is related to sharing your ideas in class, collaborating and working equitably with colleagues, and treating colleagues and the instructor with respect both in and out of class. Professionalism also includes appropriate behaviors during lectures and presentations. When someone is speaking to the class or making a presentation, professionals do not engage in conversations, read the paper, check their email, or participate other distracting behaviors that detract from the audiences’ attention to the speaker. Question to consider: Based on the expectations described, how well did I demonstrate professionalism throughout the course?

Students are expected to respect one another in the classroom. This includes not talking while other students or the instructor are talking and being courteous and non-judgmental regarding the comments of other students. If you feel uncomfortable with what someone is saying (or the course content), pause and try to see the world from their perspective. Ask yourself, why am I feeling uncomfortable? It may be an opportunity for personal growth.

**Basic Ground Rules**
As a student, you will be treated and respected as an adult. Due to the nature of discussions involved in this class, it is important that we respect each other’s opinions and values. Likewise, there should be empathy and understanding for the personal impact that can occur in those with whom we interact or discuss in class. You are expected to participate in classroom activities and discussions in such a manner as to maximize learning for yourself and your classmates.

The following are the basic ground rules of this class:

- **Value differences**
- One person speaks at a time
- Laugh with each other – not at each other
- Maintain confidentiality
- Have consideration for opinions other than your own
- No one dominates – everyone participates
- Keep an open mind – seek to understand others’ viewpoints

**Confidentiality**
Being involved in class discussion and small groups usually entails some amount of personal self-disclosure. Because of the nature of vulnerability, trust, and openness needed to learn about this topic, it is extremely important that confidentiality be maintained. Revealing personal information others have shared is a breach of confidentiality and is unethical. If you would like to share with others regarding your experiences, please reveal only your own reactions and understandings, and avoid using names or identifying features of your classmates. It is expected that any person participating in a discussion, demonstration, role-play, or group activity will have his/her confidentiality respected.

It is also disrespectful to leave cell phones, etc. on during class. The last thing we want is to create an atmosphere in which it is difficult to learn. Friendly reminder: turn cell phones, etc. on silent before class. I will leave mine on vibrate should there be an urgent message from the University.

Writing Hints

• Always hand in typed papers unless the instructor tells you otherwise.
• Be sure to include an APA formatted cover page that includes a title for the paper, your name, and the course number.
• Avoid the word "subjects" when referring to people. English and math are subjects. Use the word "participant" instead.
• Do not use one or two sentences as a paragraph.
• Don’t misspell words. Use a dictionary or a friend to check your spelling. It’s not cheating to get help with spelling or punctuation. It is cheating if someone writes your paper for you.
• Make clear and logical transitions between paragraphs. This is one of the most difficult parts of writing, but it is a very important part.
• Always cite the source for any information that is not "common knowledge." Not citing a source in this instance is plagiarism.
• Use direct quotes sparingly. Quotes should be used to enhance what you are writing, not say it for you. When you paraphrase be careful not to use too many of the author’s words, since that would be quoting.
• Avoid jargon, clichés, slang, and abbreviations in a professional paper.
• State your ideas clearly and concisely. Nothing ruins good writing like overwriting.
• After you have edited your paper, read it aloud. If it does not sound the way you want then you need to do more editing.
• Write in complete sentences. Avoid run-on sentences.
• Learn when to use colons, semicolons, and apostrophes. Avoid overusing commas.
• Use the following Latin abbreviations only in parentheses: "e.g." (which means "for example") and "i.e." (which means "that is" or "in other words").
• Make sure your subjects and verbs agree in any sentence (i.e., do not mix plural and singular in the same thought). For example, do not write the following sentence: "A person needs to know their values if they are going to be counselors." A more appropriate sentence would be either "People need to
know their values if they are going to be counselors." Writing in the plural form rather than the singular will help you avoid this error.

• Don’t interchange "that" and "who" when writing about people. Do not write: "There are many people that . . . " The sentence should read: "There are many people who . . . "

• Technical papers should not include your opinion unless you can support it with research. If you need to express your personal view it goes in the discussion section.

• Do not start a sentence with the word "however." It is acceptable, however, to move the word "however" to another part of the sentence.

• Do not use the word "etc." in a technical paper.