

Texas A&M University - Central Texas
COUN 5363– Substance Abuse
Fall 2017
INSTRUCTOR AND CONTACT INFORMATION

COURSE INFORMATION

Instructor: Dr. Gerald Pennie, PhD., LPC, NCC
Phone: 713-417-6057
Email: gpennie@tamuct.edu
Office Hours: Tuesdays 10:00-2:00 Thursday 10:00-2:00

Course Overview and description: This course will focus on the theory and practice of addiction treatment. The course content requires a basic knowledge of substance abuse etiology and an understanding of counseling theories. The course will be taught face to face and is to be experientially based.

Required Reading - Textbooks:

Morgen, K. (2017). *Substance use disorders and Addiction*. Thousand Oaks, CA: SAGE Publications, Inc. ISBN: 9781483370569

Brewer, J. (2017). *The craving mind*. London: Yale University Press.

STUDENT LEARNING OUTCOMES:

1. Students will gain an understanding of the counseling profession and its speciality areas to include theories and etiologies of addition and addiction behavior, biopsychosocial case conceptualization and treatment planning, and diagnostic classifications system. **Final Treatment Plan**
2. Students will demonstrate understanding of a variety of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders to include multicultural and pluralistic characteristics and spiritual beliefs. **12 Step Meeting**
3. Identify crisis intervention, trauma-informed, and community-based strategies, suicide prevention strategies and diagnostic processes. **Case Studies**

STUDENT LEARNING OUTCOMES:

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

CACREP Standard	Activity	SLOs
Common Core for all students:		
a. History and philosophy of the counseling profession and its speciality areas (IIF1a);	Final Treatment Plan	SLO1
b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including inter-agency and interorganizational collaboration and consultation (IIF1b);	Final Treatment Plan Case Studies	SLOs 1&3
c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (IIF1c);	12 Step Meeting	SLO2
f. Professional organizations, including membership benefits, activities, services to members, and current issues (IIF1f);	Lectures Chp 1 & 2 Morgan Final Treatment Plan	SLO1

<p>g. Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (IIF1g);</p>	<p>Lectures Chp 1 & 2 Morgan Final Treatment Plan</p>	<p>SLO1</p>
<p>k. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);</p>	<p>Case Studies</p>	<p>SLO3</p>
<p>k. the impact of spiritual beliefs on clients' and counselors' worldview (IIF2g);</p>	<p>12 Step Meeting</p>	<p>SLO2</p>
<p>k. knowledge of theories and etiology of addictions and addictive behaviors (IIF3d);</p>	<p>Final Treatment Plan</p>	<p>SLO1</p>
<p>n. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (IIF5m).</p>	<p>Final Treatment Plan Case Studies</p>	<p>SLO 1 & 3</p>
<p>n. suicide prevention models and strategies (IIF51).</p>	<p>Case Studies</p>	<p>SLO3</p>
<p>Standards for CMHC</p>		
<p>1. Understands theories and models related to clinical mental health counseling (CMHC: 5C1b);</p>	<p>Final Treatment Plan</p>	<p>SLO1</p>

<p>2. Understands principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CMHC 5C1c);</p>	<p>Final Treatment Plan</p>	<p>SLO1</p>
<p>3. Knows the neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CMHC: 5C1d);</p>	<p>Lectures Chp 3 Morgan and Brewer Chps 1-3 Final Treatment Plan</p>	<p>SLO1</p>
<p>4. Knows the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CMHC: 5C2b);</p>	<p>Final Treatment Plan 12 Step Meeting</p>	<p>SLO 1 & 2</p>
<p>5. Understands the mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CMHC: 5C2c);</p>	<p>Final Treatment Plan Discussion Posts</p>	<p>SLO1</p>

<p>6. Understands the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)(CMHC:5C2d);</p>	<p>Final Treatment Plan Case Studies Discussion Posts</p>	<p>SLO 1 & 3</p>
<p>7. Understands the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CMHC:C52e);</p>	<p>Final Treatment Plan Case Studies Discussion Posts</p>	<p>SLO 1 & 3</p>
<p>8. Understands impact of crisis and trauma on individuals with mental health diagnoses (CMHC:5C2f);</p>	<p>Case Studies Discussion Posts</p>	<p>SLO3</p>
<p>9. Understands the impact of biological and neurological mechanisms on mental health (CMHC:5C2g);</p>	<p>Final Treatment Plan Discussion Posts</p>	<p>SLO 1</p>
<p>10. Understands classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for ap-</p>	<p>Lectures Chp 2 & 3 Stevens and Smith Final Treatment Plan Discussion Posts</p>	<p>SLO 1</p>

<p>appropriate medical referral and consultation (CMHC:5C2h);</p>		
---	--	--

COURSE REQUIREMENTS

Quiz (30 points):

One quiz will be given across the semester in order to assess student learning of course material, content, and experiences. The quiz cannot be made-up without prior approval by the course instructor.

Discussion Posts (5 x 4 points each = 20 points total): Each week students will be expected to respond to blackboard posts covering a variety of content from that week’s readings. Each post will need to be at least 250 words. Posts will be open from Friday to the following Tuesday at 11:59 p.m.

Reflection Paper: The Person of the Counselor (10 points) (All papers in this class require students to conform to APA guidelines.)

Effective counselors engage in continual self-review. This paper will be a starting point for you to consider your growth as a professional counselor and effectively working with populations dealing with addiction issues. . Write a 3-4 page paper in which you review the following:

- Identify at least two strengths you would bring to a counseling session with a client suffering from a substance abuse problem. For each, provide one example of a counseling situation in which it might manifest.
- Describe at least two potential challenges you might face in providing substance abuse counseling in light of your own attitudes and beliefs about substance abuse, addiction, and substance abuse counseling.
- Explain how you might address each of the challenges you described.

Abstinence Exercise and Paper (50 points)

This exercise is designed to help you experience some of the feelings/thoughts that addicted individuals experience when they quit their drug or behavior of choice. This exercise requires that you give up a substance (e.g., nicotine, caffeine, or alcohol) or a behavior (e.g., Internet use, eating sweets, playing video/computer games, watching television, cell-phone usage) for a period of **four (4) weeks (see dates in the course calendar)**. For those of you who have difficulty identifying a substance or behavior, please contact me so we can discuss what might be a challenge for you to give up for this time period.

During this assignment you will (a) write an introductory **letter to your substance/behavior**, (b) engage in the **online support group discussion**, and (c) write a **summary paper** which will serve as the conclusion to the 4 week exercise. This assignment will have the following components:

A “Letter to my Substance/Behavior” – written in the first person to the substance/behavior from which you are abstaining, will be due before the abstinence period begins. This 1 – 2 page paper is to be written to the substance or behavior from which you are abstaining. This is to be written in the first person (e.g., “caffeine, you have always been there for me in the morning...”) and should cover the following 5 areas: **(worth 15 points)**

- 1) How my addictive substance/behavior is loved and is considered a “friend”
- 2) How my addictive substance/behavior is sensual (appeals to my senses)
- 3) How my addictive substance/behavior provides “healing” or is a “balm” to my emotional wounds
- 4) How my addictive substance/behavior controls and promotes my feelings of helplessness and entrapment
- 5) How my addictive substance/behavior is hated – what it has “cost” me

Support Group Participation online– This group discussion will act as a way for you to express your feelings and reactions to your goal of abstinence, especially focusing on times you “lapse” or experience temptation. It is especially important to indicate times when it was both difficult and easy to abstain, as well as those specific circumstances during which you “slipped” (birthdays, holidays, and weekends seem especially difficult). you will be required to log into the group discussion by day three of each week to make your initial post and then respond by day 5 of the same week to a minimum of two (2) support group members. I will be logging into each group and following your discussion and contributing to the discussion. **(worth 20 points)**.

A summary paper – This is to be a *minimum* two to three page paper describing the abstinence experience (e.g., did you succeed or fail, what influenced you, what was the process like for you, etc.) and will serve as the conclusion to your overall experience (worth 15 points).

12 Step Meeting Assignment (15 points) (All papers in this class require students to conform to APA guidelines.)

Each student will attend one AA/ NA, CA (etc...) or Alanon /Alateen meeting. Students are required to write a 3 page reaction paper covering their experience. AA, AL ANON, NA etc.... are 12 Step support groups which originated from Alcoholics Anonymous and has been adopted to fit differing circumstances. Topics to cover in this paper are listed below

1. Brief overview of the 12 Step program you attended for this project (AA, NA, AL ANON etc...)
 - i. What are the basic principles of the 12 Step program
 - ii. What role does a 12 Step program play in treatment
2. The procedure and date/time/location of the meeting
2. Personal reaction to the meeting

3. The potential relevance to working with clients with substance abuse issues.
4. How might this model support the medical model and use of pharmaceuticals in treatments in helping strategies to reduce the negative effects of substance use, abuse, dependence, and addictive disorders.

Case Studies: (3 x 5 points each = 15 points total)

Students are required to complete four (4) Case Study Assignment in class outlining key theoretical concepts, practice and solutions related to chemical dependency.

12 Step Speaker Meeting Assignment (10 points)

Students will view/listen to a “Speaker Meeting” of their choice on YouTube and write a two (2) page reflection paper over the guest speaker

FINAL PROJECT (75 points)

1. Substance Abuse Assessment and Intervention Plan

(All papers in this class require students to conform to APA guidelines.)

For this Final Project Option, you will apply the information you have learned in this course to critically analyze a specific case study (Final Project Case Study: Lisa) and develop a Substance Abuse Assessment and Intervention Plan based on it. Your Final Project must explain the choices you made in your plan and be supported with scholarly references from the professional literature (e.g., *text book, articles reviewed in class, others you research*)

Write a 4-6 **page** (not including references)

- Must include each of the eight required sections
- Must explain the choices you made to create the Substance Abuse Assessment and Intervention Plan and, where necessary, make clear how the concepts presented in the course relate to the plan covering the following eight (8) sections:

1. Substances abused and implications of abuse
2. Biological predispositions
3. Family considerations
4. Cultural considerations
5. Therapy model
6. Assessment and diagnosis
7. Treatment plan and intervention strategies
8. Ethical and legal considerations

Grading

Quiz (30 points)	30 pts
Case Studies (3 x 5 pts each)	15 pts
Discussion Posts (5 x 4 points each)	20 pts
Reflection Paper	10 pts
12 Step Meeting	15 pts
12 Step Speaker Meeting	10 pts
Abstinence Exercise	50 pts
Final Project	100 pts
Total	250 pts

Grading Criteria Rubric and Conversion

Rubrics for each assignment will be provided in CANVAS

Late Assignments and Make-up Work

Late work will be accepted at the discretion of the instructor. I do not accept late work. As such each student will be expected to submit assignments on time. Each request for make-up work will be evaluated on a case-by-case basis.

Grade Disputes

Conversations regarding grades and assignments are welcomed. It is required that grade disputes follow the **24/7 rule**. This means that students are required to wait **24 hours from the time of receiving a graded assignment to schedule an appointment**. This also means that students must schedule an appointment **within 7 calendar days** of receiving the assignment.

Communication Policy

In the event that you need to contact me via e-mail, please include **“COUN 5363”** and the title of the e-mail (e.g., homework question, attendance) in the subject line. For example, the subject line may read **“COUN 5363 – Attendance.”** I will respond to e-mail requests within **48 hours during the work week (excluding holidays)**.

Posting of Grades

- All grades will be posted in CANVAS
- Grades will be posted no later than two (2) weeks after due date.*

Copyright Notice.

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

Copyright. (2018) by (Gerald Pennie) at Texas A&M University-Central Texas, (College of Education); 1001 Leadership Place, Killeen, TX 76549; 254-(FACULTY COLLEGE PHONE); Fax 254-(FACULTY COLLEGE FAX); (gpennie@tamuct.edu)

COURSE OUTLINE AND CALENDAR

Week of	Topics	Readings//Videos	Assignments
Mar. 20	<p>Intro to course & Substance Abuse Counseling</p> <p>Substances of Abuse and the Body</p> <p>Biology, Genetics, Substance Abuse, and Addiction</p>	<p>Chp. 1 Morgan</p> <p>Article: Kelly, Saitz, & Wakeman (2016)</p> <p>Intro: Brewer (2017) Article: Ball Type A & Type B Alcoholics</p> <p>Watch video Pleasures Unwoven</p> <p>https://www.youtube.com/playlist?list=PL8BKmIP-MfjXA5c1dnEAUa9LQ8KPVJf12T</p>	<p>View The Art of Addiction</p> <p>Reflection Paper Due</p>
Mar. 27	<p>Assessment & Diagnosis</p> <p>Process Addictions Chp 3 (Morgen) Chp 7 Sussman</p>	<p>Chp 2 & 3 (Morgen) Chp 1 (Brewer)</p> <p>Watch video Brewer Ted Talk: A simple way to break a bad habit: https://www.ted.com/talks/judson_brewer_a_simple_way_to_break_a_bad_habit</p> <p>Brewer: Mindfulness for Addiction Masterclass https://theminfulnesssummit.com/sessions/mindfulness-for-addiction-judson-brewer/</p>	<p>Abstinence Assignment Week 1</p> <p>Case Study</p>
Apr. 4	Quiz 1	Abstinence Assignment: Week 2	

Apr. 11	Treatment Modalities & Treatment Planning 12-Step Philosophy Motivational Interviewing & CBT	Chps 4 & 9 (Morgen) Chp 9 (Switzer, 2017) Chps 5 & 6 (Morgen) Recommended articles: Miller, G. (2005). Miller & Moyers (2006) Petrocelli, J. V., (2002)	Abstinence Assignment: Week 3 Case Study
Apr. 18	Family Therapy	Chp 7 (Morgen) Article: Dayton (2009); Family and Addiction Movie: Shattered Spirits https://www.youtube.com/watch?v=rQh2yyIJ98U	Abstinence Assignment Ends: Week 4 Case Study
Apr. 25	Globalization, Diversity, Select Populations & Substance Abuse	Chp 3 (Fetting) Chps 11 & 12 (Stevens & Smith) Ted Talk: Johann Hari: Everything You Think you Know About Addiction is Wrong	Abstinence Paper Due
May 1	Relapse & Recovery Prevention	Chp 10 (Morgen) Kelly & White (2012) Chp 13 (Morgan)	12 Step Assignment Due Case Study
May 8	Final Projects Due		

Student Learning Outcome (SLOs) Grading Rubrics

SLO 1	Competence				
Final Treatment Plan	No	Some	Basic	Above Average	Superior
History and philosophy of the counseling profession and its speciality areas (IIF1a);					
The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (IIF1b);					
Professional organizations, including membership benefits, activities, services to members, and current issues (IIF1f);					
Professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (IIF1g);					
Knowledge of theories and etiology of addictions and addictive behaviors (IIF3d);					
Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (IIF5m).					
Understands theories and models related to clinical mental health counseling (CMHC: 5C1b);					
Understands principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CMHC 5C1c);					
Knows the neurobiological and medical foundation and etiology of addiction and co-occurring disorders (CMHC: 5C1d);					
Knows the etiology, nomenclature, treatment, referral, and prevention of					

mental and emotional disorders (CMHC: 5C2b);					
Understands the mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks (CMHC: 5C2c);					
Understands the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)(CMHC:5C2d);					
Understands the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CMHC:C52e);					
Understands the impact of biological and neurological mechanisms on mental health (CMHC:5C2g);					
Understands classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation (CMHC:5C2h);					

SLO 2	Competence				
	No	Some	Basic	Above Average	Superior
12 Step Meeting					
Counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (IIF1c);					
The impact of spiritual beliefs on clients' and counselors' worldview (IIF2g);					

Knows the etiology, nomenclature, treatment, referral, and prevention of mental and emotional disorders (CMHC: 5C2b);					
---	--	--	--	--	--

SLO 3	Competence				
	No	Some	Basic	Above Average	Superior
Case Studies					
The multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (IIF1b);					
Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);					
Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (IIF5m).					
Suicide prevention models and strategies (IIF5l).					
Understands the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)(CMHC:5C2d);					
Understands the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders (CMHC:C52e);					
Understands impact of crisis and trauma on individuals with mental health diagnoses (CMHC:5C2f);					

Academic honesty statement:

Texas A&M University - Central Texas expects all students to maintain high standards of honor in personal and scholarly conduct. Any deviation from this expectation may result in a minimum of a failing grade for the assignment and potentially a failing grade for the course. All academic

dishonesty concerns will be reported to the university's Office of Student Conduct. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. When in doubt on collaboration, citation, or any issue, please contact me before taking a course of action. More information can be found at <http://www.tamuct.edu/departments/studentconduct/academicinteg>

UNILERT:

Emergency Warning System for Texas A&M University – Central Texas

UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account.

Connect at [Unilert](https://www.tamuct.edu/departments/security/unilert.php) [https://www.tamuct.edu/departments/security/unilert.php] to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements.

This course will use the TAMUCT Instructure Canvas learning management system.

Logon to TAMUCT Canvas [https://tamuct.instructure.com]

Username: Your MyCT username

(xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

Technology Support.

For technology issues, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

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

When calling for support please let your support technician know you are a TAMUCT student.

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

COURSE AND UNIVERSITY RESOURCES, PROCEDURES, AND POLICIES

Drop Policy.

If you discover that you need to drop this class, you must complete a Drop Request Form, found through the [Registrar's web page](#):

<https://www.tamuct.edu/departments/business-office/droppolicy.php>

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the

procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Academic Accommodations.

At Texas A&M-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion webpage](http://www.tamuct.edu/departments/access-inclusion):
<http://www.tamuct.edu/departments/access-inclusion>.

TAMUCT supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#), please visit: <http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>.

Tutoring.

Tutoring is available to all TAMUCT students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Kim Wood at k.wood@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University – Central Texas is a free workspace open to all TAMUCT students from 10am-4pm Monday-Thursday during the Summer semester (June 5, 2017 to July 27, 2017). Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available). Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library.

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are availa-

ble. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [homepage](https://tamuct.libguides.com/): <https://tamuct.libguides.com/>