

**Substance Abuse - 10594 - SOWK 4334 - 13**  
**Spring 2019**  
**Texas A&M University-Central Texas**

**COURSE DESCRIPTION**

This course serves as an introduction to the field of Social Work. Primary goals are to give students a foundational knowledge of substance abuse disorders, case management, and treatment theories. This will be accomplished by familiarization with DSM-V diagnosis and application of theoretical models of treatment approaches such as motivational interviewing and Cognitive Behavioral Therapy.

**COURSE DATES, MODALITY, AND LOCATION**

**January 14 - May 10, 2019**  
*Warrior Hall, Room 305*

*This course meets face-to-face on Monday evenings from 7pm-10pm in Warrior Hall Rm 305, with supplemental materials made available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].*

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Tammy Day LMSW, LCDC  
**Office:** Meetings in the Social Work Department, 4th floor of Warrior Hall, or via Video Chat  
**Phone:** 254.458.9600  
**Email:** t.day@tamuct.edu

**Office Hours:**  
*Monday - Friday 12:00-1:00 PM and 7:00-8:00 pm Tuesday – Sunday via phone call or video chat by appointment*

**Student-Instructor Interaction:**  
*I will be checking and replying to student emails daily. Please give up to 24 hours for a response. Alternative ways we can connect is by making an appointment to meet. We can meet virtually by way of video chat using Skype or Duo. Please feel free to contact me by phone during office hours.*

**Teaching Methods:**  
The primary teaching approach for this class will be lectures accompanied by videos, PowerPoint presentations, interactive group activities, and a final project. This course will have web materials provided through Canvas.

All "presentations" are considered informal and only require speaking about what was covered in the project.

**COURSE OBJECTIVES**

**Student Learning Outcomes:**  
Upon completion of the course, students will be able to:

1. Define basic terminology used in the field and differentiate between substance experimentation, misuse, abuse, and dependence.
2. Identify types of theoretical models that can be used when working with clients who are users of substances as well as co-occurring disorders. Recognize and understand the interplay between neurobiology and substance use. (Drugs, Brain and Behavior)
3. Identifying community resources that apply when working with Substance Abuse or Co-occurring disorders.
4. Demonstrate an understanding of how and why some people use substances without problems, whereas others develop significant problems as a result of their use. (Experimentation, use, abuse and dependence)
5. Recognize the biological, psychological, and social effects resulting from the use of specific substance categories.
6. Individual Substance Abuse Counseling: Students will learn techniques to assess different types of diagnosis that apply to determining treatment level, as well as developing a relapse prevention plan for a client with Substance Use Diagnosis.
7. Group Substance Use work: Identify different types of groups i.e.: psycho-educational groups, process groups, 12-step groups, small group dynamics. Students will learn the importance of group process and the necessary factors to help in the growth and recovery process of group members (Group Application Assignment).
8. Discuss and evaluate various approaches to treating alcohol and other drug abuse (Resource Project) and (Theory Assignment) , the importance of case management, the application of Maslow's Hierarchy of Needs in ensuring clients basic needs are met to promote homeostasis and stability prior to engagement of counseling.
9. Recognize the importance of socio-cultural factors with respect to all aspects of substance use and abuse.
10. Familiarity with legal implications of substance abuse i.e.; child welfare, criminal law and civil liability.
11. Students will learn about theoretical models of treatment I.e.: cognitive behavioral therapy

### **Instructor Expectation:**

Each student is expected to be an active listener and learner. It is the student's responsibility to read the assigned material and to come to class prepared for discussion and with assignments completed in their entirety. Since a portion of the class time will be devoted to addressing student questions, interactive group activities, and class discussions, students should be prepared to make the best use of the time allotted.

### **Competency Goals Statements (Certification or Standards):**

The Social Work Program curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the program endeavors to develop social workers who promote human and community well-being by being able to demonstrate the following 9 core competencies upon graduation:

*Competency 1: Demonstrate Ethical and Professional Behavior*

*Competency 2: Engage Diversity and Difference in Practice*

*Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice*

*Competency 4: Engage in Practice-Informed Research and Research-Informed Practice*

*Competency 5: Engage in Policy Practice*

*Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities*

*Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities*

*Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities*

*Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities*

Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. There are 41 total practice behaviors. The complete list of practice behaviors can be found by reviewing the student handbook.

**Course Related CSWE Practice Behaviors:**

This course provides content that helps to prepare you, the generalist social work student, to engage in the following CSWE competencies and related practice behaviors:

- 1.2 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- 2.1 Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- 3.1 Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- 4.3 Use and translate research evidence to inform and improve practice, policy, and service delivery
- 5.1 Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- 5.2 Assess how social welfare and economic policies impact the delivery of and access to social services

**COURSE REQUIREMENTS**

**Final Points & Percentages:**

- A = 90% to 100% (415 to 500 points)
- B = 89% to 80% (380 to 414 points)
- C = 79% to 70% (345 to 379 points)
- D = 69% to 60% (210 to 344 points)

**Posting of Grades:**

Please allow 3-5 days for grades to be posted. The goal is always to get students grades posted in a timely manner. An email will be sent if there are any anticipated delays in meeting this goal.

**Grading:**

Each assignment will be graded on content, overall clarity, organization, APA format. *Class participation is weighted heavily and is based on attendance and class discussions. Attendance includes being on-time for class.*

|  |            |
|--|------------|
| Class Participation                    | 100 points |
| Community Resource Project             | 100 points |
| Theory Application Assignment          | 100 points |
| Group Application Assignment           | 100 points |
| Final Project: Relapse Prevention Plan | 100 points |

**Late Work:**

Late work will only be accepted with written excuse i.e. medical, emergency, or exceptional personal circumstance.

**Required Reading and Textbook(s):**

Downloadable PDF:

This will be the primary book for reading assignments and the material will also be included in class discussion.

<https://www.drugabuse.gov/publications/principles-drug-addiction-treatment-research-based-guide-third-edition>

NIDA. (2018, January 17). Principles of Drug Addiction Treatment: A Research-Based Guide (Third Edition). Retrieved from <https://www.drugabuse.gov/publications/principles-drug-addiction-treatment-research-based-guide-third-edition> on 2019, January 2

A hardcopy of this book (Drugs, Brains and Behavior) will be provided on the first day of class.

<https://www.drugabuse.gov/publications/drugs-brains-behavior-science-addiction/preface>

NIDA. (2018, July 20). Drugs, Brains, and Behavior: The Science of Addiction. Retrieved from <https://www.drugabuse.gov/publications/drugs-brains-behavior-science-addiction> on 2019, January 2

**Resources:**

Will be posted on Canvas throughout the semester. These are not required reading. They are resources that will assist in completion with coursework, projects, and topics discussed in class.

**COURSE OUTLINE AND CALENDAR**

|                |  |   |
|----------------|--|---|
| <b>1/14/19</b> | <ul style="list-style-type: none"> <li>• Class introduction and syllabus overview</li> <li>• Students will identify what they hope to learn from this class</li> <li>• Begin discussion about Community Resources</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Competency 1</b></li> <li>• <b>Class Icebreaker</b></li> <li>• <b>Introduction to Community Resource Assignment due 2/4/19</b></li> </ul> |
| <b>1/21/19</b> | <b>NO CLASS/University closed to observe Martin</b>  |   |

|                | <b>Luther King Day</b>   |  |
|----------------|--|--|
| <b>1/28/19</b> | <ul style="list-style-type: none"> <li>• Drug use, science of addiction, drug trends, and harm reduction</li> <li>• Video on psychodynamic factors, treating substance related disorders: biological, behavioral and psychodynamic approaches, and major changes to the DSM-V</li> <li>• Use, tolerance, withdrawal, dependence, and assessment overview</li> <li>• Instructor presentation on Substance Abuse and Mental Health</li> <li>• Continued discussion of Community Resources</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Competency 4</b></li> <li>• <b>Drugs, the Brain and Behavior</b></li> <li>• <b>Ability to define psychodynamic/bio-psycho social aspects of addiction for 2/4/19 class</b></li> <li>• <b>Reading for 2/4/19 p. 9-12 and 32-38</b></li> </ul> |
| <b>2/4/19</b>  | <ul style="list-style-type: none"> <li>• What is drug addiction treatment? Types of treatment. How effective is drug treatment? Cost effectiveness, and engaging clients in entering treatment.</li> <li>• Community Resource Assignment Presentations</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Pg. 9 Components of Comprehensive Drug Abuse Treatment Discussion</b></li> <li>• <b>Speaker to discuss inpatient and outpatient treatment</b></li> <li>• <b>Community Resource Assignment due</b></li> </ul>                                 |
| <b>2/11/19</b> | <ul style="list-style-type: none"> <li>• Cannabis use, legalization, CBD oil, DAB, and topics surrounding the legal implications including incarceration, Child Welfare involvement, liability, and pros and cons to legalization, other drugs of abuse</li> <li>• Select Group types for Group Application Assignment</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Classroom discussion on legalization, uses for medical treatment</b></li> <li>• <b>Statistics on addiction, relapse, and economic impact</b></li> <li>• <b>Introduction to Group Application Assignment due 2/18/19</b></li> </ul>           |
| <b>2/18/19</b> | <ul style="list-style-type: none"> <li>• Identify types of group work in Substance Abuse and Mental Health</li> <li>• Class will participate in several class activities that can be used i.e.: icebreakers, psycho-educational, process group, and support</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Competency 6</b></li> <li>• <b>Resource reading provided</b></li> </ul>  |
| <b>2/25/19</b> | <ul style="list-style-type: none"> <li>• Class Discussion and Presentations on Group Application Assignment</li> <li>• Each student will select a theoretical model that they identify could be helpful in working with clients</li> <li>• Overview of resources for Theory Application assignment</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Discuss group work and theoretical models</b></li> <li>• <b>Introduction to Theory Application Assignment due 3/4/19</b></li> <li>• <b>Group Application Assignment due</b></li> </ul>   |
| <b>3/4/19</b>  | <ul style="list-style-type: none"> <li>• Mandated Reporting and Substance Abuse</li> <li>• Criminal thinking, Behavioral Change model and Seeking Safety model, Harm Reduction model</li> <li>• Safety planning, risk for suicide and homicide, domestic violence, and other risk-taking</li> <li>• Continued Discussion of theories and their applications</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Class Discussion on models</b></li> <li>• <b>Video</b></li> <li>• <b>Discuss Theory Application Assignment questions</b></li> <li>• <b>Identifying risk behaviors and application of harm reduction model to identified risk</b></li> </ul>  |

|                |  |  |
|----------------|--|--|
|                |  |  |
| <b>3/18/19</b> | <ul style="list-style-type: none"> <li>• Class discussion and Theory Application presentations</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Theory Application Assignment due</b></li> <li>•</li> </ul>  |
| <b>3/25/19</b> | <ul style="list-style-type: none"> <li>• Barriers to change, treatment and working with resistant clients, court mandated clients. Compliance, limits of confidentiality.</li> <li>• Consequences of continued use, and development of barriers</li> <li>• Brief overview of Texas 448</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Students will be able to identify barriers for clients</b></li> <li>• <b>Practice Behavior 3.1</b></li> </ul>  |
| <b>4/01/19</b> | <ul style="list-style-type: none"> <li>• Principles of effective treatment</li> <li>• Identifying substance use triggers; people, places and things, internal, external and sensory</li> <li>• Identifying barriers to treatment</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Handout provided on trigger identification</b></li> <li>• <b>Class discussion</b></li> <li>• <b>Reading for next class p. 5-7 (Principles of Drug Addiction Treatment)</b></li> </ul>                |
| <b>4/08/19</b> | <ul style="list-style-type: none"> <li>• Coping skills, 12-steps and the history, review of the concepts of AA/NA</li> <li>• Holistic Approaches to recovery, Nutrition and Wellness model</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Class Discussion on Holistic Approach and 12-step programs</b></li> </ul>  |
| <b>4/15/19</b> | <ul style="list-style-type: none"> <li>• Relapse Prevention Planning</li> <li>• Resources for RPP- Relapse Prevention Planning, concepts and final project</li> <li>• Overview of national agencies (NIDA)- National Institute of Drug Abuse, and (NIAAA) National Institute of Alcohol Abuse and Alcoholism, and (CSAT) Center for Substance Abuse Treatment</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Reading for next class p. 24-25 (Principles of Drug Addiction Treatment)</b></li> <li>• <b>Gorski's Model of Relapse Prevention</b></li> <li>• <b>Introduce RPP Assignment due 5/6/19</b></li> </ul> |
| <b>4/22/19</b> | <ul style="list-style-type: none"> <li>• Opioid Crisis, MAT- Medication Assisted Treatment and programs available for clients</li> <li>• Overview of issues related to use and availability, ethical issues surrounding treatment, access to treatment, and types of medical interventions</li> <li>• Intro to the new Recovery Support services, type of service they provide, served client population and the goals of the program</li> <li>• Continued discussion of RPP Assignment</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Speaker from Medmark Clinic in Waco - A Medication Assisted Treatment Facility</b></li> <li>• <b>Speaker from RSS- Recovery Support Services for Bell and McLennan Counties</b></li> </ul>           |
| <b>4/29/19</b> | <ul style="list-style-type: none"> <li>• Look at RPP-Relapse prevention plan models and components based on Gorski's work on Relapse Prevention</li> <li>• Behavioral Contracts and refocus plans. What they are and how they can assist clients with behavioral modification.</li> <li>• Elements of a Relapse Prevention Plan</li> <li>• Goal of the relapse prevention plan</li> <li>• Appropriate use of the relapse prevention plan, how</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Will review information from Terrance Gorski's website</b></li> <li>• <b>Look at some relapse prevention plan examples</b></li> <li>• <b>Review for final project</b></li> </ul>                     |

|        |  |  |
|--------|--|--|
|        | to implement one as a part of treatment with a client  |  |
| 5/6/19 | <ul style="list-style-type: none"> <li>• Relapse Prevention Plan Assignment presentation and discussion</li> <li>• Students will be able to learn from each other's topics and the outcome of implementation as a part of treatment</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Class discussion on Relapse Prevention Plan</b></li> <li>• <b>Relapse Prevention Plan turned in at the end of class</b></li> </ul> |

## PROJECTS

### **Community Resource Assignment:**

Each student will draw from a selected list of community resources that clients facing issues with substance abuse or mental health may need. The areas are as follows:

|                                 |                       |                           |                                     |
|---------------------------------|-----------------------|---------------------------|-------------------------------------|
| Access to Treatment - Inpatient | HIV/STI               | Recovery Support Services | 12 Step Meetings/Support Groups     |
| Education                       | Counseling Outpatient | Shelter                   | Transportation                      |
| Medication Assisted Treatment   | Housing               | Healthcare                | Legal                               |
| Dental                          | Mental Health         | Parenting                 | Education/Vocational Rehab Services |
| Food                            | Financial Assistance  | Drug/Alcohol Education    | Driver's License                    |

Student's goal is to identify and share community resources. These resources are helpful when doing case management with Substance Abuse clients who are co-occurring (dual diagnosis of substance abuse and mental health). Each student will receive one of these topics listed above and will gather resource information as if they were assisting a client with that particular issue as a part of case management. This activity will assist in knowledge with types of local resources that may be needed when working with clients who have substance abuse or co-occurring disorder. At the conclusion of the activity the lists will be compiled into one list to be used as a resource for all students that will be posted in Canvas on the last day. This will be useful when you get to your field class and when working with a placement agency.

### **Group Application Assignment:**

Each student will present a 1-2 p. paper on a chosen Group type and how it applies to treatment. Students will select from the list a Group type they would like to research and present.

**Theory Application Assignment:**

Each student will randomly select one of the group work models that can be used in working with clients in treatment of substance abuse/mental health. Below is a list that students can select from. There may be a particular activity or model that you are interested in applying and would like to share with the class. Key elements to the assignment are how are these specific to working with clients who are substance using, and their effectiveness and application. Goals of this assignment are to give the student a brief overview of the types of therapeutic models that can be used to assist clients in an intervention or treatment. You are welcome to choose one of your own selection if it is not listed. Please notify instructor of which theory application you will use.

|                                   |   |   |
|-----------------------------------|---|---|
| Motivational Interviewing         | Cognitive Behavioral Therapy                    | Solution Focused Therapy                            |
| Dialectical Behavioral Therapy    | The Matrix Model                                | EMDR- Eye movement Desensitization and Reprocessing |
| Motivational Enhancement Therapy  | Multi Systemic Family Therapy                   | Brief Strategic Family Therapy                      |
| Alternative or Holistic Therapies | Music Therapy                                   | Art Therapy   |
| Reality Therapy                   | Contingency Management Interventions/Motivation | Horticultural Therapy                               |
| Experiential Therapy              | Neurofeedback                                   | Aftercare   |
| Life Skills Development           | Holistic Therapy                                | Meditation  |
| Case Management                   | 12-Step Groups                                  | Medication Assisted Treatment                       |
| Recovery Support Services         | Outpatient Treatment                            | Inpatient Treatment                                 |
| Crisis Intervention               | Outreach and engagement                         | Parenting   |

**Relapse Prevention Plan (Final Project):**

Students will construct a Relapse Prevention Plan. This will assist students with knowledge of interventions when a client is at risk for relapse, part of Competency 10: Planned Change Specific to Assessment and Client Intervention. This concept will be introduced, and students will develop their own RPP. This will require research from evidenced based sites i.e.: NIDA-National Institute on Drug Abuse. Please feel free to review examples of Relapse Prevention Plans online. The grading will be not on the length of the plan, it will be on content and clarity. This will ensure the clients needs are addressed when at risk for relapse. We will discuss all of the key elements of the project during the course of the semester.

**TECHNOLOGY**

**Requirements:**

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal. Username: Your MyCT email address. Password: Your MyCT password

**Canvas Support:**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953. For issues related to course content and requirements, contact your instructor.

**Other Technology Support**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

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

*Please let the support technician know you are an A&M-Central Texas student.*

**UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES****Drop Policy:**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic 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.

For more [information regarding the Student Conduct process](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel),  
[<https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel>].  
If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),  
[[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].

### **Academic Accommodations:**

At Texas A&M University-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 Office 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 Office 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](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [<https://www.tamuct.edu/student-affairs/access-inclusion.html>].

### **Important Information for Pregnant and/or Parenting Students:**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring:**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

### **University Writing Center:**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University-Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday

thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays. 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 UWC is here to help!

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) or by making an appointment via [WCOnline](#). In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

### **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 85,000 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 A&M-Central Texas 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 24 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 A&M-Central Texas 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 available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

### **911 Cellular: Emergency Warning System for Texas A&M University-Central Texas**

911Cellular 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 911Cellular through their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. [Warrior Shield](https://www.tamuct.edu/police/911cellular.html) [https://www.tamuct.edu/police/911cellular.html] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to

change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

**A Note about Sexual Violence at A&M-Central Texas:**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

**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 (Tammy Day LMSW, LCDC) at Texas A&M University-Central Texas, 1001 Leadership Place, Killeen, TX 76549; 254-519-5406; Fax 254-519-8017; (t.day@tamuct.edu)