

**Course number, Course CRN, COURSE TITLE
MFT 5356-110, 80945, Combat Related Trauma**

Fall 2021

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This class is 100% online with 25% synchronous and 75% asynchronous. The asynchronous part of this class will include some discussion board posts, reading/video viewing, quizzes, and paper preparation. Be sure to note the synchronous class dates listed in the Course Calendar. The online interactions for the course will rely on TAMUCT's learning management system (Canvas). See the Technology Requirements section of the syllabus for more information on accessing/using Canvas. See the Course Calendar for dates and times of class meetings.

Course Dates: Aug. 23, 2021 – Dec. 10, 2021

Class Day: Tuesdays

Class Time: 6pm-8:45pm (See Course Calendar for synchronous meetings)

Location: CANVAS

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Felicia J. Holloway, PhD, LPC-S, LMFT-S

Office: WH 318-O

Email: fholloway@tamuct.edu

Office Hours

My office hours will be virtual on Mondays and Thursdays from 10:00 AM – 2 PM. I can accommodate meeting other times as well by request. An appointment must be made with me by email to schedule a meeting time.

Student-instructor interaction

My goal is to ensure there are open lines of communication between you and I that are easily accessible and effective. Taking time during our class period to ask questions is an expedited way to gather needed information, so I highly encourage you to do so. Please keep in mind that our learning environment is collaborative and should allow for all students to contribute to the learning process. With that in mind, please be self-aware about thoughtfully contributing to class as well as intentionally making space for others' contributions. If a question occurs outside of our class meetings, an Email is the most effective way to reach me. Monday-Friday I check emails daily and respond within two business days. On the weekend you can expect me to check emails at least once, as time permits.

If you would like a meeting outside of class I am available during my office hours. To confirm time is set aside for your academic needs, emailing me in advance to request a meeting time to make an appointment is required.

WARRIOR SHIELD

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

Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://www.tamuct.edu/police/911cellular.html) [https://www.tamuct.edu/police/911cellular.html] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Fall 2021 Return to Campus Plan.

For the most recent campus information regarding COVID-19 see the Texas A&M University-Central Texas Fall 2021 Return to Campus Plan [https://www.tamuct.edu/covid19/]

COURSE INFORMATION

Course Overview and description

Explore the unique characteristics and symptoms of grief, PTSD, and combat related trauma. Study systemic treatment options in order to help clients meet their treatment goals.

Course Objective or Goal

This course targets two of the MFT program's Student Learning Outcomes:

1. Assess how contextual issues affect individual lives and relational dynamics. (SLO-3)
2. Formulate treatment plans based on individual issues, relational dynamics, and contextual issues. (SLO-4)
3. Develop collaborative relationships with other mental health professionals and agencies within the local community (SLO-6)

Student Learning Outcomes

Students will gain knowledge of:

1. Identify symptoms related to trauma experiences and PTSD (SLO 3)
2. Identify components and dynamics of grief and loss (SLO 3)
3. Understand the impact of trauma and grief on military families (SLO 3&4)
4. Gain knowledge of effective treatment interventions for trauma and grief (SLO 4)
5. Explore systemic community approaches to support military families' who experience trauma and grief (SLO 6)

Required Reading and Textbook(s)

Casey, P. R. & Strain, J.J. (Ed.). (2016). *Trauma-and stressor-related disorders: A handbook for clinicians*. American Psychiatric Association.

Neimeyer, R.A. (Ed.). (2015). *Techniques of grief therapy: Assessment and intervention*. Routledge.

COURSE REQUIREMENTS

All assignments must be the students on work (see the academic integrity section). Do not copy directly from the text or research articles when completing assignments. Written work must follow the American Psychological Association (APA), 7th ed. publication guidelines. Assignment due dates are indicated on the Course Calendar.

Assignments:

1. **Class Participation:(20pts – 5pts for each synchronous class)** Students will be expected to be present for class. Class participation is vital to the learning experience. Participation points are based on students being present, on-time, prepared, visible, remaining for the entire class period and being actively engaged in the class activities. Examples of engagement in class includes but is not limited to answering questions, providing thoughtful input based on the course content and one's own experience, respectfully inquiring about the material or a fellow student's perspective, etc. Students will be responsible for reading the assigned materials in the textbook and any other resources provided by the instructor in Canvas before class.

Cooperative group learning experiences will be promoted throughout the course. The goals will focus on shared decision-making, individual and group responsibilities, and effective written and or communication skills. Students are expected to be professional and respectful during their participation in the course.

Per the University catalog, students may request make-up consideration for valid and verifiable reasons, such as illness, death in the immediate family, legal proceedings, or participation in university-sponsored activities. Students participating in university-sponsored activities are responsible for obtaining a written explanation for their absence from the faculty/staff member responsible for the activity. In all cases, students are encouraged to notify the faculty member of the course in advance of any absence. (SLO 1-5)

Synchronous Class Guidelines:

- Be sure you have chosen a quiet place where you can participate in class without interruptions.
 - Be sure your face is fully visible on screen.
 - Wear earphones with a mic, if possible, to reduce background noise.
 - Join class early and test your mic and video feed.
 - Be sure you are not driving or participating in any other activities while in class, including doing classwork, texting, emailing, to name a few.
 - Students should use a computer for synchronous class meetings whenever possible. Cell phones do not typically have the same functionality but can be a very handy back up if the internet or computer fails.
 - When using your computer, close out all other browsers and applications and use an ethernet cord, if possible, to increase internet quality.
2. **Introduction Discussion Board:(5pts)** Students will introduce themselves, tell a bit about their life and interests, briefly share their professional goals and the origins of those goals as well as describe their hopes for their learning experience in this course. This post should be at least 250 words. Students must respond to at least two other students' posts. Response to posts should be no less than 50 words and discuss similarities/differences in professional goals, interests, etc. and resources, ideas, contacts to help with said goals or interests.
 3. **Discussion Boards:(6x5pts=30pts)** Discussion boards help to generate cooperative exploration of the course content in hopes of enhancing the learning experience with a deeper synthesis of knowledge. Students will complete discussion boards on the weeks indicated on the Course

Calendar. The initial post should be at least 250 words and will be worth 3pts. Referencing and citing research articles or the textbooks from the course is required in this post. Students are also required to respond to at least two other initial posts and each response is worth 1 point. The responses should be at least 100 words each and should expand the conversation. If a student just states why they agree or disagree they will not earn full credit. Students should be curious and generate new questions or considerations in their responses as well as include synthesis of other scholarly or personal information that informs the discussion. Replies to post should not quote the initial post nor include quotes from other resources but should reference and cite articles or textbooks from the course, when applicable. (SLO 1-5)

Discussion Board Etiquette

- Students are expected to be courteous and respectful with their language and tone
- Curiosity about varying perspectives is encouraged. Avoid why questions.
- Broad generalizations about groups of individuals should be avoided.
- Be open to new ideas and alternative perspectives.
- Quotations of the initial post or from textbooks or research articles should not be use in posts.

4. **Reflection Paper:(30pts)** Students will write a 10–12-page scholarly reflection paper on their understanding of the impact of combat trauma and grief on individuals and their families and how therapists can best serve these families. The paper should follow APA 7th ed. publication guidelines and reference the course textbooks and scholarly journal articles published in the last 10 years that inform their understanding of the topic. See rubric for more details. (SLO1-5)
5. **Course Content Quizzes:(5ptsx3 =15pts)** In effort to ensure each student has read/viewed and comprehended the materials within the course, 3 timed open book/notes quizzes over course content will be given throughout the semester. Each quiz will have 10 true false or multiple-choice questions related to the course content for the week(s) indicated in the course calendar. Quiz dates are indicated in the course calendar as well. (SLO 1-5)

Grading Criteria Rubric and Conversion

Assignment Points and Grade Conversion

Assignment	Point Value
Class Participation (5pts per synchronous class)	20
Introduction Discussion Board	5
6 Discussion Boards (5 pts per discussion board)	30
3 Course Content Quizzes (5pts per quiz)	15
Reflection Paper	30
<i>Total Possible Points:</i>	100

Final course grades will be based on the point totals listed below.

Letter Grade = Points

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 59 and below

Rubrics

Discussion Rubric

Criteria	Non-Performance – Adequate Performance	Proficient - Distinguished Performance
<p><u>Initial Post</u> Posts well written response that fully addresses and develops all aspects of the prompt. Posts factually correct, reflective and substantive contribution. Contributes to discussion with clear, concise comments. Cites scholarly resources such as the textbook or research articles. Advances discussion. Meets or exceeds minimum word count. Uses APA 7th edition format. (3pt)</p>	0-2.25pts	2.5-3
<p><u>Peer Response 1</u> Demonstrates analysis of others' posts. Extends meaningful discussion by building on previous posts. Advances discussion with new ideas or considerations. Meets or exceeds minimum word count. Uses APA 7th edition format. (1pt)</p>	0-.5pts	.75-1
<p><u>Peer Response 2</u> Demonstrates analysis of others' posts. Extends meaningful discussion by building on previous posts.</p>	0-.5pts	.75-1

<p>Advances discussion with new ideas or considerations. Meets or exceeds minimum word count. Uses APA 7th edition format (1pt)</p>		
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Reflection Paper Rubric

Criteria	Non-Performance – Adequate Performance	Proficient - Distinguished Performance
<p><i>Title Page/ Abstract</i> Author clearly identifies the subject of their paper. In 250 words or less, present the key points made in each major section of the paper. (2pts)</p>	0-1.5pts	1.75-2pts
<p><i>Overview of Trauma & Grief Experience</i> Author clearly identifies symptomology, common issues and challenges related to the impact of trauma and grief particularly as they effect military families and individuals who have been deployed. Demonstrates comprehensive and relevant knowledge. References appropriate number of scholarly sources. Most scholarly sources are primary sources and the textbooks. Sources help inform the reader about the topic. (10 pts)</p>	0-7.75pts	8-10pts
<p><i>Discussion of effective therapeutic interventions</i> Author describes clearly and thoroughly relevant interventions, their purpose, and potential outcome for individuals and families. Demonstrated a systemic perspective in their approach to interventions. References appropriate number of scholarly sources. Most scholarly sources are primary sources. Sources help</p>	0-7.75pts	8-10pts

inform the reader about the topic. (10 pts)		
<i>Conclusion / Summary and Reference Section / Appendices</i> Author clearly and concisely summarizes knowledge of impact of trauma and grief on military families and relevant systemic interventions. Reference page is included, accurate and formatted in APA style. (5pts)	0-3.75pts	4-5pts
<i>Writing Style, Grammar, Spelling & Organization</i> Paper is clearly, logically, and concisely written in APA format. Page minimum was met. Paper is written with little to no errors. Direct quotes of scholarly resources are rarely used within the paper. (3pts)	0-2.25pts	2.5-3pts

Posting of Grades

Grades will be posted in Canvas within 2 weeks of the assignment due. Grades will be posted on the Canvas grade book where students can monitor the status of their grade easily. Students' final grades are based on their total points earned. Students can calculate an estimate of their grades, at any time, by adding their total points earned and comparing it to the chart above.

There will be no negotiation of grades or course policies. Students should be diligent in working toward the grade they desire in this course.

Grading Policies

Assignments are expected to be turned in on time. Students should make plans to ensure that all assignments and exams are submitted by the due dates and times. **Late work will not be accepted.** Work must only be submitted in Canvas. Any work submitted via email will not be graded.

COURSE OUTLINE AND CALENDAR

*Each week course content will be available in the module associated with that week on Canvas. Be sure to check Canvas weekly for online content to review as part of the course. Online content may include videos, articles, etc. in addition to the textbook assigned readings. Weekly reading assignments should be done before synchronous class meetings and assignment due dates.

Class Date/Format	Topic	Assigned Readings from Textbooks	Assignment Due
Week 1 – 8/24	Online Class Introduction to Course	Review Syllabus	Introduction Discussion Board Initial Post due by Thursday at 11:59pm & 2 responses due by Sunday at 11:59pm
Week 2 – 8/31 Synchronous Class Meeting	Introduction to Trauma	Casey & Strain Ch. 1 & 2	
Week 3 – 9/7	Adjustment Disorders	Casey & Strain Ch. 3 & 4	Online Quiz Due by Sunday, 9/12/2021 by 11:59pm (Week 3 content)
Week 4 – 9/14	Acute Distress Disorder & PTSD	Casey & Strain Ch. 5 & 6	Discussion Board Due Initial Post due by Thursday at 11:59pm & 2 responses due by Sunday at 11:59pm
Week 5 – 9/21	Disintegrated Experience & PCBD	Casey & Strain Ch. 7 & 8	Online Quiz Due by Sunday, 9/26/2021 by 11:59pm (Week 5 content)

Week 6 – 9/28 Synchronous Class Meeting	Treatment Approaches for Trauma	Casey & Strain Ch. 9	
Week 7 – 10/5	Introduction to Grief	Neimeyer Part 1 & 2	Online Quiz Due by Sunday, 10/10/2021 by 11:59pm (Week 7 Content)
Week 8 – 10/12	Coping with Grief	Neimeyer Part 3	Discussion Board Due Initial Post due by Thursday at 11:59pm & 2 responses due by Sunday at 11:59pm
Week 9 – 10/19	Attending to the Body	Neimeyer Part 4	Discussion Board Due Initial Post due by Thursday at 11:59pm & 2 responses due by Sunday at 11:59pm
Week 10 – 10/26 Synchronous Class Meeting	Working with Emotion	Neimeyer Part 5	
Week 11 – 11/2	Reconstructing the Self	Neimeyer Part 6	Discussion Board Due Initial Post due by Thursday at 11:59pm & 2 responses due by Sunday at 11:59pm
Week 12 – 11/9	Re-storying Narratives of Loss	Neimeyer Part 7	Discussion Board Due Initial Post due by Thursday at 11:59pm & 2 responses due by Sunday at 11:59pm
Week 13 – 11/16 Synchronous Class Meeting	Reorganizing the Continuing Bond	Neimeyer Part 8	
Week 14 – 11/23	Re-envisioning the Loss	Neimeyer Part 9	
Week 15 – 11/30	Mobilizing Systems	Neimeyer Part 10	Discussion Board Due Initial Post due by Thursday at 11:59pm & 2 responses due by Sunday at 11:59pm
Week 16 – 12/7	Group Work & Recruiting Ritual	Neimeyer Part 11 & 12	Reflection Paper is Due online 12/7/21 by 11:59pm

(Course Calendar may be altered by the instructor throughout the semester as needed.)

Important University Dates

You can access the current Academic Calendar at the link below for important university dates:

<https://www.tamuct.edu/registrar/academic-calendar.html>

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

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.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

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

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 the [Drop Request](#) Dynamic

Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Once you submit the completed 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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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://www.tamuct.edu/student-affairs/student-conduct.html),
[<https://www.tamuct.edu/student-affairs/student-conduct.html>].

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].

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, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required)
[<https://tamuct.instructure.com/courses/717>]

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 [Student Affairs](https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, 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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University—Central Texas (A&M—Central Texas) is a free service open to all A&M—Central Texas students. For the Fall 2021 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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-to-one session with a trained and experienced writing tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WOnline at <https://tamuct.mywconline.com/>. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams 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>].

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 Wellness and 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/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/bit) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

OTHER POLICIES

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.