

**COUN 5313 – Crises Intervention and Management of Individuals  
Summer 2021  
Texas A&M University - Central Texas**

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Samantha Airhart-Larraga, Ph.D., LPC-S, LCDC, NCC  
**Class Time:** Online  
**Office:** WH 318Q  
**Email:** s.airhart-larraga@tamuct.edu  
**Office Hours:** virtual meetings available by appointment (send email to request appointment; will meet via Webex)

*This is a 100% online course, and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].*

**Student-instructor interaction:**

*Instructor will check email Monday through Friday between 8 a.m. and 5 p.m. and reply to student emails within 48 hours. Emails received Saturday and Sunday will be addressed on Monday.*

**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://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] 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.

**COURSE INFORMATION**

**Course overview and description:** This course is an examination of the dynamics, intervention strategies and treatment of a variety of crisis situations with individuals, couples, families, and communities including, but not limited to, suicide intervention, sexual assault, domestic violence, addiction, trauma, PTSD, grief, and natural and man-made disasters including a review of theories and approaches to crisis intervention and management.

**STUDENT LEARNING OUTCOMES:**

1. Develop an understanding of fundamental concepts, theories, strategies, and counseling skills needed to conduct effective crisis, trauma, and grief intervention.
2. Demonstrate knowledge of the effects of crises, disasters, and trauma on diverse individuals, families, communities, and cultures.
3. Demonstrate knowledge of crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.
4. Differentiate between maladaptive and developmentally or culturally appropriate responses to crises, disasters, and other trauma-causing events and evaluate the appropriate use of diagnosis in the treatment process.
5. Describe the nature and symptoms of secondary traumatic stress and compassion fatigue and begin to implement appropriate prevention and intervention strategies, including self care.

**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
<b>Common Core for all students:</b>		

a. The importance of counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (IIF1c);	Crisis, Trauma, and Grief Counseling Presentation	SLO 1, 3, 4
b. The importance of strategies for personal and professional self-evaluation and implications for practice (IIF1k);	Discussion Boards	SLO 5
c. The importance of self-care strategies appropriate to the counselor role (IIF1l);	Discussion Boards	SLO 5
d. Understand the effects of crisis, disasters, and trauma on diverse individuals across the lifespan (IIF3g);	Crisis, Trauma, and Grief Counseling Presentation	SLO 4
e. Evidence-based counseling strategies and techniques for prevention and intervention (IIF5j);	Online Trainings	SLO 1 & 2
e. Strategies to promote client understanding of and access to a variety of community based resources (IIF5k);	Crisis, Trauma, and Grief Counseling Presentation	SLO 1 & 2
e. Suicide prevention models and strategies (IIF5l);	Online Trainings	SLO 1 & 3
e. Understands crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (IIF5m);	Online Trainings	SLO 1 & 3
e. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (IIF7c);	Online Trainings, Discussion Boards	SLO 1 & 3
e. Procedures for identifying trauma and abuse and for reporting abuse (IIF7d);	Discussion Boards	SLO 1
i. Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a)	Crisis, Trauma, and Grief Counseling Presentation  Community Disaster Intervention Plan	SLO 4
i. Multicultural counseling competencies (IIF2c)	Crisis, Trauma, and Grief Counseling Presentation  Community Disaster Intervention Plan	SLO 4
i. Help seeking behaviors of diverse clients (IIF2f)	Crisis, Trauma, and Grief Counseling Presentation  Community Disaster Intervention Plan	SLO 4
<b>Standards for Clinical Mental Health Counseling (CMHC) track</b>		
1. Understands the impact of crisis and trauma on individuals with mental health diagnoses (CMHC: 5C2f);	Crisis, Trauma, and Grief Counseling Presentation	SLO 1

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

Briere, J. N., & Scott, C. (Eds.). (2015). *Principles of trauma therapy: A guide to symptoms, evaluation, and treatment* (2<sup>nd</sup> ed.). SAGE.

Jackson-Cherry, L. R., & Erford, B. T. (Eds.). (2018). *Crisis assessment, intervention, and prevention* (3rd ed.). Pearson.

### **Required Articles:**

Crunk, A. E., Burke, L. A., & Robinson, E. H. M. (2017). Complicated Grief: An Evolving Theoretical Landscape. *Journal of Counseling & Development, 95*(2), 226–233. <https://doi.org/10.1002/jcad.12134>

Edgar-Bailey, M., & Kress, V. (2010). Resolving Child and Adolescent Traumatic Grief: Creative Techniques and Interventions. *Journal of Creativity in Mental Health, 5*(2), 158–176. <https://doi-org.tamuct.idm.oclc.org/10.1080/15401383.2010.485090>

Gentry, J. E., Baranowsky, A. B., & Rhoton, R. (2015). Trauma competency: An active ingredients approach to treating Posttraumatic Stress Disorder. *Journal of Counseling & Development, 95*(3), 279–287. <https://doi.org/10.1002/jcad.12142>

Paylo, M. J., Darby, A., Kinch, S., & Kress, V. E. (2014). Creative Rituals for Use With Traumatized Adolescents. *Journal of Creativity in Mental Health, 9*(1), 111–121. <https://doi-org.tamuct.idm.oclc.org/10.1080/15401383.2013.859992>

Peterson, N. L., & Goldberg, R. M. (2016). Creating Relationship Trees With Grieving Clients: An Experiential Approach to Grief Counseling. *Journal of Creativity in Mental Health, 11*(2), 198–212. <https://doi-org.tamuct.idm.oclc.org/10.1080/15401383.2016.1181597>

Rosshem, B. N., & McAdams III, C. R. (2010). Addressing the Chronic Sorrow of Long-Term Spousal Caregivers: A Primer for Counselors. *Journal of Counseling & Development, 88*(4), 477–482. <https://doi.org/10.1002/j.1556-6678.2010.tb00048.x>

### **Recommended Textbook(s):**

Kolski, T. D., Myer, R., & Jongsma, A. E. *The crisis counseling and traumatic events treatment planner, with DSM-5 updates*, (2<sup>nd</sup> ed.). Wiley.

**COURSE REQUIREMENTS/METHODS OF EVALUATION EMPLOYED**  
**ALL ASSIGNMENTS DUE FRIDAYS AT 11:59 P.M.**

**Online Training (15 points):** Each student will individually complete Counseling on Access to Lethal Means (CALM) training. This training is designed to deepen students' knowledge and skills in crisis intervention. Print the corresponding certificate of completion and turn in via Canvas. CALM Training: <https://zerosuicidetraining.edc.org/enrol/index.php?id=20>

**Crisis, Trauma, and Grief Counseling Research Paper (30 points):** Each student will complete a 7-9 page paper (not counting title page, abstract, and reference page) using APA 7 formatting covering (1) the latest research in the topic area, (2) multicultural considerations related to the topic, (3) evidence-based counseling strategies recommended for the topic area, and (4) vicarious trauma considerations for the counselor related for the topic area. **The topic must be approved by the professor by the 2<sup>nd</sup> week of class** (send via email). Each student must use a minimum of 10 peer-reviewed sources within the last 10 years (2011 to 2021). **Paper should be submitted in WORD format** (not pdf). *Rubric for the assignment posted on Canvas.*

Topic ideas:

- Suicide (Select an age cohort such as adolescent, college aged, mid-life, elderly);
- Trauma (Select an age cohort such as adolescent, college aged, mid-life, elderly);
- Grief (Select an age cohort such as adolescent, college aged, mid-life, elderly);
- PTSD
- The role of spirituality/religion in adaptation to trauma, grief, or disaster;
- Compassion fatigue and trauma;
- Trends in victimology;
- Survivor/victim issues associated with one of the following categories: homicide, domestic battery, relationship violence including stalking, sexual assault as adult or child, hate crimes;
- Disaster response

**Community Disaster Intervention Plan Presentation (25 points): \*\*\*Group Project\*\*\*** Based on an actual community event that has taken place within the last 18 months (January 2020 to present), each group consisting of 2-3 students will record a 15 minute presentation using a visual format such as powerpoint or prezi addressing the following. The students must use 5 peer-reviewed journal articles (current 2011 to present). A word document with references must be submitted along with the presentation. *Rubric for the assignment posted on Canvas.*

- Description of the event (what happened, location, community affected, etc);
- Strengths and areas of resilience within the community;
- Areas of need within the community;
- Multicultural considerations of the community;
- Community / disaster / crisis intervention model – description of the model & empirical evidence for why this model will work within the community;
- Your thoughts, reactions, and observations regarding the community event & intervention model.

To help with the topic, here are some Disaster Mental Health Resources:

- <https://www.counseling.org/knowledge-center/mental-health-resources/trauma-disaster#disaster>
- <https://disasterinfo.nlm.nih.gov>
- [https://pcit.ucdavis.edu/wp-content/uploads/2012/08/23\\_childtraumahandout.pdf](https://pcit.ucdavis.edu/wp-content/uploads/2012/08/23_childtraumahandout.pdf)
- <https://www.samhsa.gov/find-help/disaster-distress-helpline/warning-signs-risk-factors>
- <https://www.ready.gov/community-preparedness-toolkit>

**Weekly Discussion Board (30 points):** Students will be expected to participate in the weekly discussion board. Each week, a prompt will be posted to the discussion board. Students will respond to the discussion board prompt **citing the book or other outside resource(s) to support their response**. The response should be minimum of 1 complete paragraph, no more than 2 paragraphs. Students are expected to respond to another student's post. Each initial post will be worth 3 points (to get full credit, a citation must support the response) and each response to a classmate is worth 0.75 points. As with all classroom and online discussions, **please be kind and respectful**. *Rubric for the discussion board posted on Canvas.*

**\*\*Extra Credit (5 points):** Students can watch on-demand webinars from NCTSN (<https://learn.nctsn.org/course/index.php?categoryid=3>) related to trauma. You'll need to create a free account to access the trainings. For each webinar attended, students will receive 1 point toward their final grade (with up to 5 points total). To receive credit for attending the webinar, students must submit the following (for each webinar): (1) Name of Workshop, (2) Presenter(s) Name and Credentials, (3) Paragraph Describing the Workshop

and What You Learned. Submit the extra credit assignment on canvas.

### Grading Criteria and Conversion

Grades will be determined by how many points are earned over the semester. The menu of evaluations and their points appears next:

### Nature of Activity Point Potential

Activity	Points
CALM Training	15 points
Weekly Discussion Board	30 points
Crisis, Trauma, and Grief Counseling Presentation	30 points
Community Disaster Intervention Plan	25 points
Total	100 points

### Grade Equivalent:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

59 - Below = F

**Posting of Grades:** Grades will be posted on the Canvas Gradebook. Grades will be posted within two weeks of assignment submission. Please check Canvas for grades and feedback on assignments.

**Late work policy:** 20% off the total grade for each day that the assignment is late. Nothing accepted after 5 days.

**Plagiarism Note:** all cases of plagiarism (intentional and unintentional) will be reported to student affairs and the student will receive a zero on the assignment.

## COURSE CALENDAR

Week	Assigned Readings / Videos	Assignments Due (due Fridays at 11:59 pm)
Week 1: June 7 – June 11, 2021	Jackson-Cherry & Erford: Chapters 1, 2, & 3  <i>Optional</i> - Video: When Helping Hurts: Sustaining Trauma Workers	<b>Discussion Board 1</b>
Week 2: June 14 – June 18, 2021	Jackson-Cherry & Erford: Chapters 4 & 6  Video: Safety Planning with Suicidal Clients Video: Using a Mood Scale for Suicide Assessment	<b>Discussion Board 2</b>  <b>Research Paper Topic Due</b>
Week 3: June 21 – June 25, 2021	Jackson-Cherry & Erford: Chapter 12 & 13	<b>Discussion Board 3</b>  <b>CALM Training Due</b>
Week 4: June 28 – July 2, 2021	Briere & Scott: Chapters 1 & 2  Article: <i>Trauma Competency: An Active Ingredients Approach to Treating Posttraumatic Stress Disorder</i>	<b>Discussion Board 4</b>
Week 5: July 5 – July 9, 2021	Briere & Scott: Chapters 4 & 6  <i>Optional</i> - Video: Bessel van der Kolk on Understanding Trauma	<b>Discussion Board 5</b>
Week 6: July 12 – July 16, 2021	Briere & Scott: Chapter 11  Article: <i>Creative Rituals for Use with Traumatized Adolescents</i>	<b>Discussion Board 6</b>  <b>Community Disaster Intervention Presentation Due</b>
Week 7: July 19 – July 23, 2021	Jackson-Cherry & Erford: Chapter 5  Article: <i>Complicated Grief – An Evolving Theoretical Landscape</i>  Video: Confronting Death and Other Existential Issues in Psychotherapy  <i>Optional</i> – Video: Viktor Frankl on The Search for Meaning	<b>Discussion Board 7</b>
Week 8: July 26 – July 30, 2021	Article: <i>Creating Relationship Trees with Grieving Clients</i>  Article: <i>Resolving Childhood and Adolescent Traumatic Grief</i>  Article: <i>Addressing the Chronic Sorrow of Long-Term Spousal Caregivers</i>	<b>Discussion Board 8</b>  <b>Crisis, Trauma, and Grief Counseling Research Paper Due</b>

**\*\*Professor reserves the right to amend the syllabus at any time**

2 Academic Calendars and Registration Schedules

May 14, 2021	Deadline to Withdraw from the University for 16- and Second 8-Week Classes	August 13, 2021	Deadline to Withdraw from the University for 10- and Second 5-Week Classes
May 14, 2021	Spring Semester Ends	August 13, 2021	Deadline for Applications for Tuition Rebate for Summer Graduation (5pm)
May 14, 2021	Deadline for Applications for Tuition Rebate for Spring Graduation (5pm)	August 13, 2021	Deadline for Summer Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee
May 14, 2021	Deadline for Spring Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.	August 13, 2021	Summer Commencement Ceremony Bell County Expo 7 pm
May 15, 2021	Spring Commencement Ceremony at Texas A&M University-Central Texas	August 17, 2021	Deadline for Faculty Submission of 10-Week and Second 5-Week Final Class Grades (due by 3pm)
May 17, 2021	Classes Begin for Minimester	August 17, 2021	Deadline for Theses to Clear Graduate School Office for Summer Semester
May 18, 2021	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)		
May 18, 2021	Deadline for Theses to Clear Graduate School Office for Spring Semester		
May 31, 2021	Memorial Day (University Closed)		
June 4, 2021	Minimester Ends		
June 7, 2021	Add, Drop, and Late Registration Begins for 10-, 8- and First 5-Week Classes. \$25 Fee assessed for late registrants		
June 7, 2021	Classes Begin for First 5-, 10-, and 8-Week Summer Session		
June 10, 2021	Deadline to Drop First 5-Week Classes with No Record		
June 14, 2021	Deadline to Drop 8-Week Classes with No Record		
June 22, 2021	Deadline to Drop 10-Week Classes with No Record		
June 25, 2021	Deadline to Drop First 5-Week Classes with a Quit (Q) or Withdraw (W)		
July 1, 2021	Deadline for Teacher Education Program Applications		
July 2, 2021	Deadline for Summer Graduation Application		
July 5, 2021	Independence Day (University Closed)		
July 9, 2021	Classes End for First 5-Week Session		
July 9, 2021	Deadline to Withdraw from the University for First 5-Week Classes		
July 12, 2021	Add, Drop, and Late Registration Begins for Second 5-Week Classes. \$25 Fee assessed for late registrants		
July 12, 2021	Classes Begin Second 5-Week Summer Session		
July 13, 2021	Deadline for Faculty Submission of First 5-Week Final Class Grades (due by 3pm)		
July 15, 2021	Deadline to Drop Second 5-Week Classes with No Record		
July 15, 2021	Deadline for Clinical Teaching/Practicum Applications		
July 23, 2021	Deadline for Final Committee-Edited Theses with Committee Approval Signatures for Summer Semester to Graduate School Office		
July 23, 2021	Deadline to Drop 10-Week Classes with a Quit (Q) or Withdraw (W)		
July 30, 2021	Classes End for 8-Week Session		
July 30, 2021	Deadline to Drop Second 5-Week Classes with a Quit (Q) or Withdraw (W)		
July 30, 2021	Deadline to Withdraw from the University for 8-Week Classes		
August 1, 2021	Deadline for GRE/GMAT Scores to Graduate School Office		
August 3, 2021	Deadline for Faculty Submission of 8-Week Final Class Grades (due by 3pm)		
August 13, 2021	Classes End for 10- and Second 5-Week Sessions		

## 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](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

Web Chat: [<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.aspx?InstID=caed95b9-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>].

If you know of potential honor violations by other students, you may submit a report, [[https://cm.maxient.com/reporting-form.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reporting-form.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 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/index.html) [<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](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. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. 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](mailto: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.

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### **University Writing Center**

The University Writing Center (UWC) at Texas A&M University-Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering 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. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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](https://tamuct.mywconline.com/) [<https://tamuct.mywconline.com/>]. 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].

**For Fall 2020, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.**

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### 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/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?TAMUCentral-Texas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentral-Texas&layout\_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. 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.

**Portfolio:** As part of the evaluation for the CMHC program, students will assemble an e-portfolio documenting their learning from their involvement in the following activities. This portfolio will be built digitally. The required portfolio items will be assignments in the different CMHC courses.

- 1) Professional Development
  - a) Professional Organization Membership (Foundations Course)
  - b) Workshop/Training Attendance or Presentation – (1 per long term)
  - c) LPC (s) Interview (Foundations, Family, Consultation, Crisis Courses)
  - d) Resume (Requires Career Center Evaluation – Group Course)
- 2) Wellness
  - a) Self-Care Plan (Assessment, plan, reflection) (Ethics Course)
  - b) Attend Four Counseling Sessions (Foundations Course)
- 3) Professional Practice
  - a) Theory Integration Paper (Theories Course )
  - b) Transcripts (Methods & Practicum Courses – 30 minutes)
  - c) Case Conceptualization (with theory in practice) (Family, Substance Abuse, Practicum, Internship 1&2 Courses)
  - d) Formative and Summative Assessments
    - i) CCS-R (Practicum / Internship 1&2 Courses)
  - e) Liability Insurance (Practicum / Internship 1&2 Courses)
  - f) Hours Logs (Practicum / Internship 1&2 Courses)
- 4) Multicultural Competence
  - a) AMCD Codes (Culture Course)
  - b) Diversity Interview (Foundations, Culture Courses)
  - c) CIA Project (Culture Course)
- 5) Group Counseling Work
  - a) ASGW Best Practices (Group Course)
  - b) Group Journal (min 10 hours) (Group Course)
- 6) Ethical Foundations
  - a) ACA Codes of Ethics (Ethics Course)
  - b) LPC Rules (Ethics Course)
  - c) Ethics and the Discipline Presentation (Ethics Course)
  - d) 2 Ethical Dilemma (Ethical Decision Making Models Paper) (Ethics Course)
- 7) Advocacy & Social Justice
  - a) Advocacy and Social Justice Competencies (Culture Course)
  - b) CIA Project (Culture Course)
  - c) Service Learning Project (Culture Course)