

COUN 5350-110, 80168, Group Procedures for Counseling

FALL 2022

Texas A&M University - Central Texas

Class Time: 6-845pm Tuesday Nights

Mode of instruction and course access:

This course is taught primarily as an integrative hybrid. This means that the majority of this course will make use of in-person approaches that include lecture, seminar, and simulated lab role play. There will be occasions in which the course will meet online, denoted in the syllabus as (ONLINE WEEK). You will be required to post a response to the discussion and at least one meaningful response to a classmate. Your postings should reflect insightful and intelligent points. I reserve the right to decide if the student's effort and insight will receive full credit.

This course makes use of the Canvas Learning Management System. Please see the TECHNOLOGY REQUIREMENTS AND SUPPORT section of this document.

INSTRUCTOR AND CONTACT INFORMATION Professor: Dr.

Jeremy Berry, PhD., LPC-S, NCC

Email: jeremy.berry@tamuct.edu

Office Hours: M: 10-3 Tues: 130-6; Wed: 1030-3; Thurs 1-6

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

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp) [https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/)

[<https://www.tamuct.edu/covid19/>]

Course Overview

Explore group therapy and group procedures with special emphasis on the development of group counseling skills with children, adolescents, adults, special populations, and related ethical concerns while supervised.

Student Learning Outcomes

1. Students will demonstrate an understanding of principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, therapeutic factors of group work, leadership styles, commonalities, and distinguishing features.
2. Students will demonstrate an understanding of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, structure of the group, and methods of evaluation of effectiveness.
3. Student will demonstrate participation in a minimum of 10 hours of weekly group sessions.

In accordance with CACREP best practice standards, the following areas will be promoted in this course (Section II.F.6) Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:

CACREP Standard	Activity	SLOs
Ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (IIF1i);	Group Proposal	SLO 1 & 2
Multicultural counseling competencies (IIF2c);	Group Proposal; Role Plays	SLO 1 & 2
Help-seeking behaviors of diverse clients (IIF2f);	Group Proposal	SLO 1 & 2
Counselors' roles in identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination (IIF2h);	Group Proposal	SLO 1 & 2
Therapeutic factors and how they contribute to group effectiveness (IIF6c);	Group Participation	SLO 3
Therapeutic foundations of group counseling and group work (IIF6a);	Group Participation	SLO 3
Types of groups and other considerations that affect conducting groups in varied settings (IIF6f);	Group Proposal	SLO 1 & 2
Characteristics and functions of effective group leaders (IIF6d);	Group Participation; Role Plays	SLO 2 & 3
Dynamics associated with group process and development (IIF6b);	Group Participation	SLO 3

Approaches to formation, including recruiting, screening, and selecting members (IIF6e); and	Group Proposal	SLO 1 & 2
ethical and culturally relevant strategies for designing and facilitating groups (IIF6g);	Group Proposal	SLO 1 & 2
Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term (IIF6h);	Group Participation	SLO 3
multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Group Proposal	SLO 1 & 2
multicultural competencies and help-seeking behaviors of diverse clients (IIF2c & f);	Group Participation	SLO 3
the importance of research in advancing the counseling profession, and identification of evidence-based practices (IIF8a & b);	Group Proposal	SLO 1 & 2
Standards for Clinical Mental Health Counseling (CMHC) track		
Techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC:VC3b);	Group Proposal	SLO 1 & 2

Student-instructor Interactions

Learning is best fostered when open lines of communication are maintained among students and between students and the instructor. The best way to ask me a question or make a comment outside of the classroom is via my university email <sam.Berry@tamuct.edu>. I will check this email account daily M-F. I will strive to respond to you within 48 hours of receiving your message. I will also create a space in the discussion boards for you to pose general class questions to your colleagues. This is often a good place for students to help each other find the answers to course-relevant questions. Please remember to maintain appropriate decorum in these interactions. During my posted office hours I can meet with you in person, by phone, or via WebEx. If you need to meet with me outside of my regularly scheduled office hours, just let me know and we can find a time.

Required Reading

- Chen, Mei-whei., & Rybak, C. (2018). *Group leadership skills: Interpersonal process in counseling and therapy* (2nd ed.). Thousand Oaks: Sage.

Recommended Reading

- Paleg, K., & Jongsma, A. E. (2015). *The group therapy treatment planner* (2nd ed.). Wiley.

****A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore.****

What you will be graded on:

- I. Professionalism: (10% of your grade):** As students enrolled in graduate training programs designed to prepare you for careers as professionals in the mental health field, your developing skill set should include a variety of abilities and dispositions generally referred to as “professionalism”. In this course, your professionalism will be evaluated based on your ability to meet deadlines for course assignments, the technical quality of your writing, and your demeanor when interacting with the instructor, your colleagues, and the clinician leading group sessions.

II. Group Participation: (15% of your grade): Students will participate in weekly 1.5-hour facilitated Group Participation sessions on Monday nights where the emphasis will be on engaging with and understanding group processes and dynamics. Attendance is required. To get the most benefit from this experience you should have your camera on throughout the group experience and be in a secure location where other people outside of the class cannot see or hear group interactions. Beyond the first absence, missing additional group meetings will result in a 2.5-point reduction of your group participation grade for each absence. The Group Participation will be completed by meeting at the scheduled time (will be discussed the first night of class) with a clinician who will be hosting it. You will access the link to the virtual group meeting via WebEx from our Canvas page, and the therapist will also log into this link. I will make any necessary announcements and take attendance and then shift hosting privileges to the clinician so that you can participate without my presence. There will be 10 group sessions in total.

SLOs assessed: 3

III. Group Experience Journal: (20% of your grade): As you will read about in chapter 15 of Chen and Rybak's (2018) text, reflective writing on the group experience has many benefits. Students will maintain a weekly journal (8 journal entries total) that describes their reflection on group participation. Journal responses should include: your reaction to your experience regarding the group, how the group experience coincides with your assigned readings, questions you have regarding the group procedures, and what you learned about yourself.

SLOS assessed: 1, 2, & 3

IV. Skills Role Plays (15% of your grade): This assignment was designed to give you an opportunity to practice some micro skills relevant to leading groups and get feedback on your development. You will be presented with a series of prompts describing possible situations that could arise in a group, and you will make a video recording of how you would respond if you were the group leader in that situation. Instructions will be provided about how to record your video response from within Canvas.

SLOs assessed: 1 & 2

V. Group Proposal: (40% of your grade) Important goal of the course is that you learn to distinguish among the major approaches to group work (i.e., group therapy, group counseling, task, psychoeducational, etc.), under what conditions each is most applicable, and how group work may best be adapted to your potential counseling or mental health work setting. This activity is designed to help you gain these competencies and involves your preparing a typewritten 20 to 25-page proposal describing a group you might conduct in your desired work setting (e.g., communication skills for adolescents in a residential setting, parenting skills training for incarcerated adults, a reality training group for residents of a nursing home, etc.). You should provide sufficient information such that administrators at a potential site for this group would be able to determine if (a) this group would be likely to be helpful to their clients, (b) the group experience described is theoretically grounded and in keeping with best practices, and (c) it is real-world feasible that this group could be conducted. At minimum you should include:

- a. a description of the type of group proposed and the context/setting in which it would be conducted;
- b. a data-informed rationale for why the group is needed and why it would be effective;
- c. an explanation of how a particular theory (of your choosing) will inform goals, processes/exercises, techniques, and group leadership style;
- d. what overarching goals will be served by participation in the group;
- e. your plans for recruitment, screening, consent, orientation and other pre-group issues;
- f. session outlines for each planned group session that include (for each session) goals/objectives, materials required, primary planned tasks/processes/activities;
- g. description of methods you will use to evaluate the group;
- h. a budget for expected costs to facilitate the group;

Please consult the rubric posted in Canvas before you begin.

SLOs assessed: 1 & 2

Grading

Professionalism	10%
Group Participation	15%
Group Experience Journal	20%

Skills Role Plays	25%
Group Proposal	40%
TOTAL	100%

Course grades will be based on the percentage of total points earned by each student and will be assigned as follows:

A	90-100 %	B	80-89 %	C	70-79 %	D	60-69 %	F (<60 %)	
	Mastery of content		Above average understanding of content		Average understanding of content		Below average understanding of content		Failure to understand content

****Note: Do not trust Canvas to calculate your grade for you. If you are unable to do the calculations yourself, I will be glad to teach you how to calculate your grade.****

Late work policy

Assignments will have due dates posted in Canvas (typically Sunday evenings 11:59pm). Rather than levying late penalties on assignments that are turned in late, submission of an assignment after the posted deadline will result in a loss of points for “professionalism”. However, assignments will not be eligible for credit (i.e., grade of 0 assigned) if they are not submitted within one week of the posted deadline. If significant (documented) life events (e.g., illness) interfere with your ability to meet a deadline, you and the instructor will discuss whether late submission will result in loss of points and/or if submission past the 1-week cutoff would be permissible. The final decision will be made by the instructor.

Some Thoughts About Coursework Online

Sometimes Canvas/Webex won't work the way they should or when they should. This can be frustrating and discouraging. Rather than view these frustrations as negatives, I choose to view them as opportunities to increase one's skills in overcoming technology-related obstacles. This skill set will become increasingly valuable as our society's reliance on technology continues to grow. The best advice I can give you is to “play around” with the technology and figure out if you know how to use it before you *need* to use it. Good luck. Also, many students underestimate the amount of time they will need to devote on a regular basis when completing a course. You can expect to spend on average 12 hours/week for this course. Some weeks may be below average, but some weeks may be above this average.

Some Thoughts About This Course

What an exciting opportunity. For many of you this will be one of the last prerequisite courses you need to complete before beginning your fieldwork courses...working with real clients! You are transitioning from a focus primarily on theoretical underpinnings and foundational knowledge to an integration of this knowledge with the development of counseling skills. You are not expected to be “expert counselors” at this stage; you are expected to be committed to growth and skill development. Take advantage of this time to learn from each other and from the group experience. When I was in graduate school, my cohort enjoyed the group experience so much, we continued it for another semester outside of our required training. Fall term is compressed and can be intense, but I look forward to see your development in the short time we have together.

COURSE CALENDAR

WEEK	FREADING (BY WED)	SYNCHRONOUS: MONDAY 6- 7:30PM	TOPIC FOR ASYNCHRONOUS VIDEOS	TURN IN BY SUNDAY 11:59PM
Week 1 August 25th	Ch. 1, 15	Course Intro (Berry);		
Week 2 Sept. 1	Ch. 3	Course Lecture	History of Group Work; Theoretical Foundations	
Week 3 September 8 th (Online Week)	Ch. 2, 3, 4	Group Experience	Myths & Assumptions	
Week 4 September 15 th	Ch. 5, 6	Group Experience	Types of Groups	
Week 5 September 22 st (Online Week)	Ch. 7, 8	Group Experience (THERAPIST TBA)	Group Stages	Journal-1; Role Play-1
Week 6 September 29 th	Ch. 9, 10	Group Experience (THERAPIST TBA)	Leading a Group;	Journal-2;
Week 7 October 6 th (Online Week)	Ch. 11, 12	Group Experience (THERAPIST TBA)	Fundamental Skills	Journal-3; Role Play-2
Week 8 October 13 th	Ch. 13, 14	Group Experience (THERAPIST TBA)	Starting a Group;	Journal-4;
Week 9 October 20 th		Group Experience (THERAPIST TBA)	Structured Sessions	Journal-5; Role Play-3
Week 10 October 27 th		Group Experience (THERAPIST TBA)	Semi-structured Groups;	Journal-6
Week 11 (Online Week) November 3 rd		Group Experience (THERAPIST TBA)	Unstructured Groups	Journal-7 Role Play - 4
Week 12 November 10 th		Group Experience (THERAPIST TBA)	Conflict & Challenging Behaviors; Facilitating Communication	Journal-8
Week 13		Group Experience (THERAPIST TBA)	Focus on the Here-and-Now;	Journal-9 Role Play - 5

November 17 th				
Week 14 (NO CLASS) November 24 rd		THANKSGIVING	Process Illumination	Group Proposal Due 11/28
Week 15 Dec. 1 st		Group Experience (THERAPIST TBA)	Ending a Group;	Journal-10; Role Play - 6
Week 16 December 7 th			Creative Groups	
GROUP PROPOSAL DUE 11:59PM NOVEMBER 30TH (SUNDAY)				

#Professor reserves the right to amend the syllabus at any time#

Success in the Clinical Mental Health Counseling Program consists of more than grades.

Work habits and attitudes play a major role in the success of any counseling student. Any of the following actions are considered just cause for failure of Practicum and immediate dismissal from the Clinical Mental Health Counseling Program:

1. Dishonesty (cheating, plagiarism, etc.)
2. Unauthorized disclosure of confidential information
3. Negligence or misconduct
4. Mistreatment of clients, fellow students, research participants, or faculty
5. Abusing a client, fellow student, faculty member, or staff member
6. Violations of the rules, regulations, and principles in the Code of Ethics and Standards of Practice as identified by the American Counseling Association and Texas A&M University - Central Texas Code of Student Affairs.
7. Receipt of a failing grade in Practicum or Internship.
8. Willful submission of false information or alteration of any official records, counseling reports, papers, or examinations.

Professionalism (Confidentiality & Ethics)

In this course, you are entering an experience that involves a fair amount of role-playing as well as clinical experiences. A student colleague may say something personally important and confidential. It is your ethical obligation to maintain confidentiality. You are expected to abide by the American Counseling Association (2014) Code of Ethics, the American School Counselor Association (2016) Ethical Standards for School Counselors, International Association of Marriage and Family Counselors (2017) Code of Ethics, and the National Association of School Psychologists (2010) Principles for Professional Ethics, also see Texas A&M Central Texas (2018) Student Code of Conduct.

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.

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>].

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].

My interactions with you are based on an expectation of mutual trust and honor. You are required to do your own work on exams and assignments (unless I explicitly say otherwise) and to appropriately credit sources when submitting written assignments. Violation of this trust will result in an F in this course, and you will be reported to Student Services for violating the Academic Integrity policy.

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/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](#) 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: 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 2021 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday with satellite hours 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/>]. In addition, you can email Dr. Bruce Bowles Jr. at 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 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/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

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