

Course number, Course CRN, COURSE TITLE
MFT 5381-110, 11471, Adolescent in Family Therapy

Spring 2022

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This is a Web enhanced course which will have 9 face-to-face meetings and the rest of the time will be spent doing online asynchronous learning activities. Be sure to note the face-to-face classes 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: Jan. 18, 2022 – May 13, 2022

Class Day: Thursdays (See Course Calendar for face-to-face meetings)

Class Time: 11am-1:45pm

Location: Warrior Hall 311 & 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 Tuesdays 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 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. If you email me on the weekend or a holiday, I will make every effort to reply to your email by the following business day.

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.

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

COURSE INFORMATION

Course Overview and Description

In this course, students will explore marriage and family therapy theories in relation to treatment of various disorders in adolescence. Study relational, systemic, and contextual factors that are considered in and behavioral health systems which treat adolescents.

Prerequisite(s): MFT 5301, MFT 5302 and PSYC 5304.

Course Learning Outcomes

1. Student Learning Outcomes

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

- a. Students will assess how contextual issues affect individual lives and relational dynamics. (SLO-3)
- b. Students will assess the influence of their social location and personal experiences on the conceptualization and intervention of cases. (SLO-5)

It targets these SLO's through the following Course Learning Outcomes:

- 2.1 Students will recognize contextual and systemic dynamics (e.i., gender, age,

socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context) SLO-3

2.2 Students will understand the clinical needs and implication of persons with comorbid disorders SLO- 5

2.3 Students will understand the legal requirements and limitations for working with vulnerable populations. SLO-5

Required Reading and Textbook(s)

Textbooks:

Micucci, J. A. (2009). *The adolescent in family therapy: Harnessing the power of relationships* (2nd ed.). The Guilford Press. ISBN- 978-1606233306

Textbooks (Recommended):

American Psychological Association (2020) *Publication manual of the American Psychological Association (7th ed.)*. American Psychological Association. ISBN- 978-1433832161

Articles:

Arnett, J. J. (2006). G. Stanley Hall's adolescence: Brilliance and nonsense. *History of Psychology*, 9, 186-197.

Jenson, L. A. & Arnett, J. J. (2012). Going global: New pathways for adolescents and emerging adults in a changing world. *Journal of Social Issues*, 68, 473-392.

Sori, C. F. & Hecker, L. L. (2015). Ethical and legal considerations when counselling children and families. *Australian and New Zealand Journal of Family Therapy*, 36, 450-464.

Additional readings may be assigned throughout the course by instructor. All readings can be found in Canvas under their assigned week.

COURSE REQUIREMENTS

All assignments must be the student's own 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 when indicated. Assignment due dates are indicated on the Course Calendar.

Assignments:

- 1. Class Participation:(9x2pts=18pts (2pts for each face-to-face 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, 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 participating in role play activities, 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/viewing the assigned materials 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.

2. **Online Content Quizzes:(3x2pts=6pts)** In an effort to ensure each student has read/viewed and comprehended some of the material within the course, 3 timed quizzes over course content will be given throughout the semester. Each quiz will have true false and/or multiple-choice questions related to the course content for the week indicated in the Course Calendar. Quiz dates are indicated in the Course Calendar as well. (Addresses CLO 2.1)
3. **Discussion Boards:(6x2pts=12pts)** 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 in the weeks indicated on the Course Calendar. The **initial post should be between 225 and 250 words** and will be worth 1pt. Students **may not exceed 250 words. It is vitally important to be clear and concise.** Referencing and citing research articles, the textbook, or webinars from the course is required in this post. References and citations do not count in the word count parameters. Students must refrain from quoting materials. Students should always use their own words.

Students are also required to respond to at least two other initial posts and each response is worth .5 points. The responses must be between 75 and 100 words each and should expand the conversation. **Students must not exceed 100 words.** If a student only states that 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 a synthesis of other scholarly or personal information that informs the discussion. Replies to posts **may not quote the initial post nor include quotes from other resources** but should reference and cite articles or textbooks from the course, when applicable.

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, from textbooks or research articles may not be used in posts. (Addresses CLO 2.1, 2.2 & 2.3)
4. **Webinar Certificates:(10x2pts=12pts)** Students will complete webinars from the following website: [<https://www.txhealthsteps.com/>] and submit a certificate on Canvas for each training on the dates indicated on the Course Calendar. (Addresses CLO 2.1, 2.2 & 2.3)
 5. **Adolescent Family Therapy Role Play:(12pts)** Students will partner with 2 other students from class. Each student will play the part of the therapist while the partners play the adolescent and parent. The student serving as the therapist will conduct a portion of a session with the family unit (role plays should be approximately 20 minutes). The therapist will demonstrate family therapy model interventions/techniques based on relevant information from the course. The family unit issue will be based on the topic for the weeks preceding the therapist’s assigned date. Group composition and each therapist’s assigned week will be determined during the first week of class. Students will also turn in a 1–2-page handout on Canvas and provide it to the class on the day of their presentation. This handout will describe the family scenario, the plan for session (including therapy model, techniques etc.) and the purpose and expected outcome of the therapist’s process. APA style references and citations should be included in the handout. (Addresses CLO 2.1 & 2.2)
 6. **Case Study Paper:(22pts)** Students will describe a culturally informed treatment intervention plan to use while working with an adolescent(s) in family therapy. Students will author a paper describing an adolescent involved family scenario of their own creation or taken from a TV series or movie. The TV series or movie family scenario is recommended, so the student can also show a clip during their presentation. The student should provide specifics about the characteristics of the family and adolescent (diagnoses, cultural, family dynamics, etc.), and so forth. Students should detail the goals and objectives for treatment, therapy model, the interventions/ techniques, and the potential outcomes of treatment. The paper should be 5-10 pages long and include 3-4 scholarly references that have been published in the last 10 years including the textbook. The paper should be written in 7th edition APA student paper style format. (Addresses CLO 2.2)
 7. **Case Study Presentation:(10pts)** Students will present their case study from their paper (20-25 minutes) to the class using a PowerPoint format (and video, if applicable). Presentation dates and the order of presentations will be assigned at the beginning of the course. (Addresses CLO 2.2)

Grading Criteria Rubric and Conversion

Assignment Points

Assignment	Point Value
Class Participation (2pts per F2F class meeting)	18
3 Online Content Quizzes (2pts per quiz)	6
6 Discussion Boards (2pts per discussion board)	12
10 Webinar Certificates (2pts per certificate)	20
Adolescent Family Therapy Role Play	12
Case Study Paper	22
Case Study Paper Presentation	10
<i>Total Possible Points:</i>	100

Grade Conversion

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 Board Rubric

Criteria	Non-Performance - Adequate Performance	Proficient - Distinguished Performance
<p><u><i>Initial Post</i></u> Post was well written, fully addresses and develops all aspects of the prompt. Post was factually correct, reflective and provided a substantive contribution. Post contributes to discussion with clear, concise comments. Cites scholarly resources such as textbooks or research articles. Advances discussion. Post was within the required word count range. Uses APA 7th edition format. (1pt)</p>	0-.5pts	.75-1
<p><u><i>Peer Response 1</i></u> Demonstrates analysis of others' posts. Extends meaningful discussion by building on previous posts. Advances discussion with new ideas or considerations. Meets word count parameters. Uses APA 7th edition format. (.5pt)</p>	0-.25pts	.5
<p><u><i>Peer Response 2</i></u> Demonstrates analysis of others' posts. Extends meaningful discussion by building on previous posts. Advances discussion with new ideas or considerations. Meets word count parameters. Uses APA 7th edition format (.5pt)</p>	0-.25pts	.5

Adolescent Family Therapy Role Play

Criteria	Non-Performance - Adequate Performance	Proficient - Distinguished Performance
Presented a clear, accurate and informed demonstration of family therapy model, techniques, interventions, etc. with an adolescent involved family unit. (3pts)	0-2.25pts	2.5-3pts
Therapist actively engaged the family from a systemic perspective. (3pts)	1.75-2pts	2.5-3pts
Clear evidence of the application of research related to the specific characteristics of the adolescent and family unit in family therapy was demonstrated (i.e., client culture, symptomology, developmental stage, etc. were considered). (4pts)	0-2.75pts	3-4pts
Student provides a detailed handout that includes APA style citations and references with minimal errors. (2pts)	0-1.5pts	1.75-2pts

Case Study Paper

Criteria	Non-Performance - Adequate Performance	Proficient - Distinguished Performance
Student summarized an adolescent involved family therapy scenario and provided specifics about the characteristics of the family and adolescent and the issue (5pt)	0-4pts	4.25-5pts
Student thoughtfully and thoroughly provided detailed goals and objectives for treatment, family therapy model as well as identified and	0-5.5pts	5.75-7pts

described the interventions/ techniques they would use with the family. (7pt)		
Student's treatment plan and interventions were research informed and appropriate for family characteristics and issue addressed. (7pt)	0-5.5pts	5.75-7pts
Paper stayed within page requirement and contained 3-4 scholarly references that have been published in the last 10 years as well as the textbook. Paper is written in APA 7 th edition student format with minimal errors. (3pts)	0-2.25pts	2.5-3pts

Posting Grades

Grades will be posted in Canvas within 2 weeks of the assignment due date. 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 are submitted by the due dates and times. **Late work (work not submitted by 11:59pm on the due date) will not be accepted.** Work must only be submitted to 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 class meetings and assignment due dates.

Class Date/Format	Topic	Assigned Readings from Textbooks/Articles	Assignment Due

Week 1 – 1/20 Face to Face	Introduction to Course	Review Syllabus	
Week 2 – 1/27 Face to Face	History of Adolescents	Arnett (2006) The Promise of Adolescence Ch. 1	Online Quiz 1: Due Thursday by 11:59pm (Week 2 content)
Week 3 – 2/3	Adolescent Development	Micucci Ch. 2 Adolescent Development Explained The Promise of Adolescence Ch. 2	Discussion Board 1: Initial Post due by Wednesday at 11:59pm & 2 Responses due by Friday at 11:59pm
Week 4 – 2/10 Face to Face	Adolescents & Systemic Thinking	Micucci Ch. 1 & 3 The Promise of Adolescence Ch. 3	Online Quiz 2: Due Thursday by 11:59pm (Week 4 content)
Week 5-2/17	Cultural Considerations: Global	WHO Recommendations on Adolescent Health Jenson & Arnett, 2012	Discussion Board 2: Initial Post due by Wednesday at 11:59pm & 2 Responses due by Friday at 11:59pm
Week 6– 2/24 Face to Face	Cultural Considerations: National	Demographic Turning Points for the US The Promise of Adolescence Ch. 4 Youth Risk Behavior Survey Summary	Online Quiz 3: Due Thursday by 11:59pm (Week 6 content)
Week 7–3/3	Ethics	Sori & Hecker (2015)	Discussion Board 3: Initial Post due by Wednesday at 11:59pm & 2 Responses due by Friday at 11:59pm Webinar: Teen Consent & Confidentiality certificate due by Mar. 3, 2022, at 11:59pm Webinar: Recognizing, Reporting, and Preventing Child Abuse certificate due by Mar. 3, 2022, at 11:59p

Week 8 – 3/10 Face to Face	Assessment & Treatment	Micucci Ch.4	Webinar: Youth Suicide: Addressing Risks, Plans and Behaviors certificate due by March 10, 2022, at 11:59pm Webinar: Addressing Adverse Childhood Experiences through Trauma-Informed Care certificate due by March 10, 2022, at 11:59pm
SPRING BREAK March 14-18			
Week 9 – 3/24	Mental Health: Depression & Anxiety	Micucci Ch. 6 & 7	Discussion Board 4: Initial Post due by Wednesday at 11:59pm & 2 Responses due by Friday at 11:59pm
Week 10 – 3/31 Face to Face	Mental Health: Depression & Anxiety		Webinar: Childhood and Adolescent Depression certificate due by March 31, 2022, at 11:59pm Webinar: Childhood Anxiety Disorders certificate due by March 31, 2022, at 11:59pm Role Plays due in class
Week 11 – 4/7 TAMFT Conference	Mental Health: Eating Disorders & Psychosis	Micucci Ch. 5 & 9 Readings on Canvas	Discussion Board 5: Initial Post due by Wednesday at 11:59pm & 2 Responses due by Friday at 11:59pm
Week 12 – 4/14	Mental Health: Defiant and Disruptive Behavior & School Problems	Micucci Ch. 8 & 10	Discussion Board 6: Initial Post due by Wednesday at 11:59pm & 2 Responses due by Friday at 11:59pm
Week 13 - 4/21 Face to Face	Mental Health: Defiant and Disruptive Behavior & School Problems		Webinar: High-Risk Behaviors in Young People: Screening and Intervention certificate due by April 21, 2022, at 11:59pm Webinar: ADHD Diagnosis and

			Management certificate due by April 21, 2022, at 11:59pm Role Plays due in class
Week 14 – 4/28	Mental Health IPV & Substance Abuse	Readings on Canvas	Webinar: Interpersonal Violence certificate due by April 28, 2022, at 11:59pm Webinar: Adolescent Substance Use certificate due by April 28, 2022, at 11:59pm
Week 15 – 5/5 Face to Face	Case Study Paper Presentations		Case Study Paper Presentations: due by Thursday at 11:59pm Case Study Paper: due by May 5, 2022, at 11:59pm
Week 16 – 5/12 Face to Face	Case Study Paper Presentations		Case Study Paper Presentations: due by Thursday at 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 Warrior Center for Student Success, Equity 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, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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 Spring 2022 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](https://tamuct.mywconline.com/) [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](https://tamuct.mywconline.com/) [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. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. 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].

ADDITIONAL POLICY STATEMENTS

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 254-501-5805.

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