

**COUN 5313 – Crises Intervention and Management of Individuals
Summer 2022
Texas A&M University - Central Texas**

INSTRUCTOR AND CONTACT INFORMATION



Instructor: Samantha Airhart-Larraga, Ph.D., LPC-S, LCDC, NCC
Vita: [Dr. Airhart-Larraga's CV](#)
Pronouns: She, Her, Hers
Class Time: Online (Asynchronous)
Office: WH 318D
Email: s.airhart-larraga@tamuct.edu
Office Hours: Mondays 9 a.m. to 11 a.m.; 2 p.m. to 4 p.m.;
Tuesdays 2 p.m. to 6 p.m.
[book an appointment](#)

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

Student-Instructor Interaction:

I 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.

Office Hours:

I invite students to use the office hours option. Why use office hours? To discuss material you are struggling with, to discuss obstacles that you want to overcome related to class or the counseling program, to discuss what classes to take next semester, for professional advice, to establish a relationship, to discuss practicum / internship, and / or to inquire about potential research opportunities. For appointments with me, please book using the following link: <https://outlook.office365.com/owa/calendar/DrAirhartLarragasOfficeHours@tamuct.onmicrosoft.com/bookings/>

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>]
- 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: 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 and Counseling on Access to Lethal Means.
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.

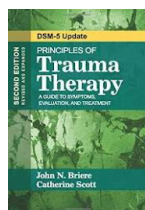
In accordance with CACREP best practices standards for all counselors-in-training development, the following areas will be promoted in this course:

CACREP Standard	Activity	SLOs
Common Core for all students:		
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 Podcast	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 Podcast	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 Podcast	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 Podcast Community Disaster Intervention Plan Presentation	SLO 4
i. Multicultural counseling competencies (IIF2c)	Crisis, Trauma, and Grief Counseling Podcast Community Disaster Intervention Plan Presentation	SLO 4
i. Help seeking behaviors of diverse clients (IIF2f)	Crisis, Trauma, and Grief Counseling Podcast Community Disaster Intervention Plan Presentation	SLO 4
Standards for Clinical Mental Health Counseling (CMHC) track		

1. Understands the impact of crisis and trauma on individuals with mental health diagnoses (CMHC: 5C2f);	Crisis, Trauma, and Grief Counseling Podcast	SLO 1
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Required Reading and Textbook(s):



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

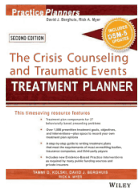
Gentry, J. E., Baranowsky, A. B., & Rhoton, R. (2015). Trauma competency: An active ingredients approach to treating Posttraumatic Stress Disorder. *Journal of Counseling & Development*, 95(3), 279–287. <https://doi.org/10.1002/jcad.12142>

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. (2014). *The crisis counseling and traumatic events treatment planner, with DSM-5 updates*, (2nd ed.). Wiley.

Required Videos – Videos can be accessed through the university library (psychotherapy.net)



Video: Using a Mood Scale for Suicide Assessment

Using a Mood Scale for Suicide Assessment



Video: Safety Planning with Suicidal Clients

Safety Planning with Suicidal Clients

Recommended Websites:

Grief Resources	<p>Mental Health Technology Transfer Center Network: https://mhhtcnetwork.org/centers/global-mhhtc/responding-covid-19-grief-loss-and-bereavement</p> <p>Centers for Disease Control and Prevention: https://www.cdc.gov/mentalhealth/stress-coping/grief-loss/index.html</p> <p>American Counseling Association: https://www.counseling.org/knowledge-center/mental-health-resources/grief-and-loss-resources</p> <p>Center for Grief Recovery and Therapeutic Services: https://www.griefcounselor.org/resources/helpful-websites/</p>
Trauma Resources	<p>National Center for PTSD: https://www.ptsd.va.gov/professional/consult/consultation_program1.asp?utm_source=google&utm_medium=paid_search&utm_campaign=ar-ncptsd-fy22&gclid=Cj0KCQjw6J-SBhCrARIsAH0yMZj_VWecSMPhssq8lZCt-IJM7YoPjUU7gVtqkWA51KJB7YczTQ4sZNywaAmpwEALw_wcB</p> <p>After Deployment.org: https://www.afterdeployment.org</p> <p>Association of Traumatic Stress Specialists: https://www.atss.info</p> <p>National Center on Domestic Violence, Trauma, and Mental Health: http://www.nationalcenterdvtraumamh.org</p>
Disaster Resources	<p>ACA Disaster Mental Health Resources: https://www.counseling.org/knowledge-center/mental-health-resources/trauma-disaster#disaster</p>

	<p>Child Reactions to Trauma: https://pcit.ucdavis.edu/wp-content/uploads/2012/08/23_childtraumahandout.pdf</p> <p>SAMHSA Warning Signs and Risk Factors for Emotional Distress: https://www.samhsa.gov/find-help/disaster-distress-helpline/warning-signs-risk-factors</p> <p>SAMHSA Disaster Technical Assistance Center (DTAC): https://www.samhsa.gov/dtac</p> <p>Ready.gov Community Preparedness Toolkit: https://www.ready.gov/community-preparedness-toolkit</p> <p>American Red Cross Disaster Services: https://www.redcross.org/about-us/our-work/disaster-relief.html</p> <p>International Critical Incident Stress Foundation, Inc.: https://icisf.org/</p> <p>National Association for School Psychologists: https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis</p> <p>National Threat Assessment Center: https://www.secretservice.gov/protection/ntac</p>
Crisis Resources	<p>National Suicide Prevention Lifeline: https://suicidepreventionlifeline.org</p> <p>SAMHSA Suicide Prevention Resources: https://www.samhsa.gov/tribal-ttac/resources/suicide-prevention</p> <p>SAFE-T Pocket Card: https://store.samhsa.gov/product/SAFE-T-Pocket-Card-Suicide-Assessment-Five-Step-Evaluation-and-Triage-for-Clinicians/sma09-4432</p> <p>American Foundation for Suicide Prevention: https://afsp.org/suicide-prevention-resources</p> <p>Suicide Prevention Resource Center: https://www.sprc.org</p> <p>National Institute of Mental Health, Suicide Prevention: https://www.nimh.nih.gov/health/topics/suicide-prevention</p>

COURSE REQUIREMENTS/METHODS OF EVALUATION EMPLOYED

ALL ASSIGNMENTS DUE SUNDAYS AT 11:59 P.M.

Online Trainings (15 points each; 30 points total): Individually complete two online trainings - Counseling on Access to Lethal Means (CALM) training and the Psychological First Aid Training (PFA). These trainings are designed to strengthen your understanding and skills in crisis intervention and management. Submit the corresponding certificate of completion via Canvas.

CALM Training

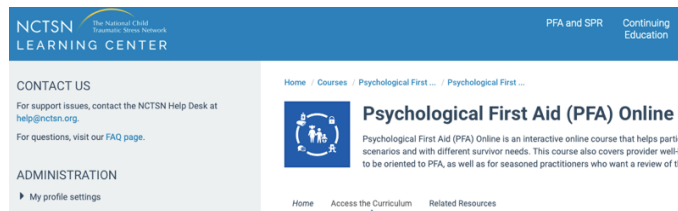
<https://zerosuicidetraining.edc.org/enrol/index.php?id=20>



Counseling on Access to Lethal Means
Home / Counseling on Access to Lethal Means

PFA Training:

<https://learn.nctsn.org/course/view.php?id=596>



Crisis, Trauma, and Grief Counseling Podcast (45 points): * Group Project ***** Each group consisting of 2-3 students will create and record a podcast (45 minutes) that covers: (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 counselors related for the topic area. The podcast does not need to be made available online. However, the recording must be submitted via canvas and will be made available to your classmates on canvas. Imagine that your target audience for your podcast is colleagues, professional counselors, and other mental health professionals. **The topic must be approved by the professor by the 2nd week of class** (submit via canvas). Each group must use a minimum of 10 peer-reviewed sources within the last 10 years (2012 to 2022). **A reference sheet should be submitted via canvas along with the podcast recording.** *Rubric for the assignment posted on Canvas.*

Topic ideas:

- Suicide (Select an age cohort such as adolescent, college aged, mid-life, elderly or population);
- Trauma (Select an age cohort such as adolescent, college aged, mid-life, elderly or population);
- Grief (Select an age cohort such as adolescent, college aged, mid-life, elderly or population);
- PTSD (again, focus on a specific age cohort or population)
- 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

Podcast resources:

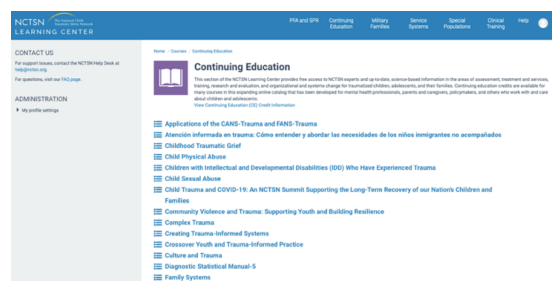
<https://improvepodcast.com/9-key-tips-on-how-to-plan-podcast-episodes/>
<https://castos.com/podcast-format/>

Community Disaster Intervention Plan Presentation (30 points): *Group Project***** Based on an actual community event that has taken place within the last 28 months (January 2020 to present), each group consisting of 2-3 students will create a presentation using a visual format such as PowerPoint or Canva (or another visual format) *and* record a 15-minute video addressing the following items. **You must be visible in the recording** (do not turn in a narrated PowerPoint, instead record yourself presenting to the class). The easiest way I've found to record myself presenting is to use Zoom. But Webex, Teams, or even Studio could be an option. You must use 5 peer-reviewed journal articles (current 2012 to present). **Please submit a word document with references along with the presentation; video presentation must be submitted in mp4 format.** *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.
- Peer evaluation (submitted separately via canvas)

Weekly Discussion Board (40 points): You will be expected to participate in the weekly discussion board. Each week, a prompt will be posted to the discussion board. Please respond to the discussion board prompt **citing the book or other outside resource(s) to support your response (using APA 7 formatting)**. You will need to include an in-text citation and a corresponding reference. Your response should be 1 to 2 paragraphs. Please use complete sentences and graduate-level writing. You are expected to respond to one colleague's post but are welcome to respond to more than one colleague. Each initial post will be worth 4 points (*to get full credit, a citation must support the response*) and each response to a colleague is worth 1 point. As with all classroom and online discussions, *please be kind and respectful.* *Rubric for the discussion board posted on Canvas.*

****Extra Credit (5 points):** You 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 2.5 points 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 you have earned over the semester. The menu of evaluations and their points appears next:

Activity	Points
CALM Training	15 points
PFA Training	15 points
Weekly Discussion Board	40 points
Crisis, Trauma, and Grief Counseling Podcast	45 points
Community Disaster Intervention Plan Presentation	30 points
Total	145 points

Grade Equivalent

A = 130.5 to 145 total points

B = 116 to 130.4 total points

C = 101.5 - 115.9 total points

D = 87 - 101.4 total points

F = 0 - 86.9 total points

COURSE POLICIES

Posting of Grades: Grades will be posted on the Canvas Gradebook. I will do my best to post grades within two weeks of assignment submission. Please check Canvas for grades and feedback on assignments.

Late work policy: You can request one (1) 48-hour extension on an assignment. Please send an email to request this extension. Beyond this one extension, I will deduct 20% off the total grade for each day that an assignment is late. Nothing accepted after 5 days.

Plagiarism Note: Plagiarism constitutes using others' ideas, words, or images without properly giving credit to those sources. If you turn in any work with your name attached to it, I assume that work is your own and that all sources are specified and acknowledged in the text (with quotations and/or proper citations). If this is not the case, I will follow university policy concerning plagiarism. All cases of plagiarism (intentional and unintentional) will be reported to student affairs and the student may receive a zero on the assignment. For more information on academic integrity, see the university webpage: <https://www.tamuct.edu/student-affairs/academic-integrity.html>.

ADDITIONAL LEARNER-CENTERED INFORMATION



Because we will be covering the topics of crisis intervention and management, trauma, grief, and disaster response, there could be potentially triggering information addressed in the course. *As always, self-care is very important.* I encourage you to engage in personal counseling to remain well. The university offers counseling services to our students. Please see this link for the student wellness and counseling center: <https://www.tamuct.edu/student-affairs/student-counseling.html>

COURSE CALENDAR

Week	Assigned Readings / Videos	Assignments Due (due Sundays at 11:59 pm)
Week 1: June 6 – June 12, 2022	Jackson-Cherry & Erford: Chapters 1, 2, & 3 Video: Using a Mood Scale for Suicide Assessment	Discussion Board 1
Week 2: June 13 – June 19, 2022	Jackson-Cherry & Erford: Chapters 4 & 6 Video: Safety Planning with Suicidal Clients	Discussion Board 2 Podcast Topic Due
Week 3: June 20 – June 26, 2022	Jackson-Cherry & Erford: Chapter 12 & 13 Podcast: https://podcasts.apple.com/us/podcast/the-abnormal-psychologist/id1528241176?i=1000552593101	Discussion Board 3 CALM Training Due
Week 4: June 27 – July 3, 2022	Briere & Scott: Chapters 1 & 2 Article: <i>Trauma Competency: An Active Ingredients Approach to Treating Posttraumatic Stress Disorder</i>	Discussion Board 4 PFA Training Due
Week 5: July 4 – July 10, 2022	Briere & Scott: Chapters 4 & 6	Discussion Board 5 Community Disaster Intervention Presentation Due
Week 6: July 11 – July 17, 2022	Briere & Scott: Chapter 11 Article: <i>Creative Rituals for Use with Traumatized Adolescents</i>	Discussion Board 6
Week 7: July 18 – July 24, 2022	Jackson-Cherry & Erford: Chapter 5 Article: <i>Complicated Grief – An Evolving Theoretical Landscape</i> Grief Fact Sheet # 4: Cultural Responsiveness	Discussion Board 7 Crisis, Trauma, and Grief Counseling Podcast Due
Week 8: July 25 – July 29, 2022	Podcast: https://podcasts.apple.com/us/podcast/the-abnormal-psychologist/id1528241176?i=1000558864150 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>	Discussion Board 8 (Due the last day of the semester – 7/29)

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

2 Academic Calendars and Registration Schedules

May 13, 2022	Deadline to Withdraw from the University for 16- and Second 8-Week Classes	August 12, 2022	Deadline to Withdraw from the University for 10- and Second 5-Week Classes
May 13, 2022	Spring Semester Ends	August 12, 2022	Deadline for Applications for Tuition Rebate for Summer Graduation (5pm)
May 13, 2022	Deadline for Applications for Tuition Rebate for Spring Graduation (5pm)	August 12, 2022	Deadline for Summer Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee
May 13, 2022	Deadline for Spring Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.	August 12, 2022	Summer Commencement Ceremony Bell County Expo 7 pm
May 14, 2022	Spring 2022 Commencement at Bell County Expo 7 PM	August 16, 2022	Deadline for Faculty Submission of 10-Week and Second 5-Week Final Class Grades (due by 3pm)
May 16, 2022	Classes Begin for Minimester	August 16, 2022	Deadline for Theses to Clear Graduate School Office for Summer Semester
May 17, 2022	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)		
May 17, 2022	Deadline for Theses to Clear Graduate School Office for Spring Semester		
May 30, 2022	Memorial Day (University Closed)		
June 1, 2022	Deadline for Teacher Education Program Applications		
June 3, 2022	Minimester Ends		
June 6, 2022	Add, Drop, and Late Registration Begins for 10-, 8- and First 5-Week Classes. \$25 Fee assessed for late registrants		
June 6, 2022	Classes Begin for First 5-, 10-, and 8-Week Summer Session		
June 9, 2022	Deadline to Drop First 5-Week Classes with No Record		
June 13, 2022	Deadline to Drop 8-Week Classes with No Record		
June 21, 2022	Deadline to Drop 10-Week Classes with No Record		
June 24, 2022	Deadline to Drop First 5-Week Classes with a Quit (Q) or Withdraw (W)		
July 1, 2022	Deadline for Summer Graduation Application		
July 1, 2022	Deadline for School Counselor Program Applications		
July 4, 2022	Independence Day (University Closed)		
July 8, 2022	Classes End for First 5-Week Session		
July 8, 2022	Deadline to Withdraw from the University for First 5-Week Classes		
July 11, 2022	Add, Drop, and Late Registration Begins for Second 5-Week Classes. \$25 Fee assessed for late registrants		
July 11, 2022	Classes Begin Second 5-Week Summer Session		
July 12, 2022	Deadline for Faculty Submission of First 5-Week Final Class Grades (due by 3pm)		
July 14, 2022	Deadline to Drop Second 5-Week Classes with No Record		
July 23, 2022	Deadline for Final Committee-Edited Theses with Committee Approval Signatures for Summer Semester to Graduate School Office		
July 22, 2022	Deadline to Drop 10-Week Classes with a Quit (Q) or Withdraw (W)		
July 29, 2022	Classes End for 8-Week Session		
July 29, 2022	Deadline to Drop Second 5-Week Classes with a Quit (Q) or Withdraw (W)		
July 29, 2022	Deadline to Withdraw from the University for 8-Week Classes		
August 1, 2022	Deadline for GRE/GMAT Scores to Graduate School Office		
August 2, 2022	Deadline for Faculty Submission of 8-Week Final Class Grades (due by 3pm)		
August 12, 2022	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

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://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlSSO&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%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].

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 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, 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

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 Summer 2022 semester, the hours of operation are from 10:00 a.m.-4:00 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 most Saturdays from 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/) at [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [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>].

OPTIONAL 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](#) online

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) 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.