

Texas A&M University – Central Texas  
**COUN 5354: Group Procedures for Counselors**  
**Spring 2023**

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**Course Information**

This course will meet in WH 314 on Wednesdays from 6:00-8:45pm.

*This course is web-enhanced. 51% of the classes will meet face to face in the classroom and 49% of classes will meet synchronously or asynchronously. See the course schedule for specific information on meeting modality per week.*

**Instructor Information**

Instructor: Dr. Jeanette Mayse, ABPP

Email: [jmayse@tamuct.edu](mailto:jmayse@tamuct.edu)

Office hours: Virtual, by appointment only; Mondays/ Thursdays 8am-1pm

Office location: WH 318O

*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.*

**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:
  - o **iPhone/iPad:** [https://apps.apple.com/app/safezone/id533054756]
  - o **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

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

**Learning Outcomes**

Course Overview and Description: 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
<b>Standards for Clinical Mental Health Counseling (CMHC) track</b>		
Techniques and interventions for prevention and treatment of a broad range of mental health issues (CMHC:VC3b);	Group Proposal	SLO 1 & 2

### Textbook and Resource Materials

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

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

ASGW Best Practices: <https://asgw.org/wp-content/uploads/2020/06/usgw297284-111..117.pdf>

Multicultural and Social Justice Competence Principles for Group Work: [https://asgw.org/wp-content/uploads/2020/06/ASGW\\_MC\\_SJ\\_Principles\\_final\\_ASGW\\_Website\\_04\\_17\\_12.pdf](https://asgw.org/wp-content/uploads/2020/06/ASGW_MC_SJ_Principles_final_ASGW_Website_04_17_12.pdf)

#### Recommended Text:

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

#### Course Website:

The syllabus and additional course materials will be posted on Canvas.

## Welcome to 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.

### Course Requirements & Evaluation

**\*\*\* ALL ASSIGNMENTS ARE DUE WEDNESDAYS AT 11:59 P.M. \*\*\***

**Professionalism: (10 points):** As students enrolled in graduate training programs designed to prepare you for careers as mental health professionals, 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, class participation, the technical quality of your writing, and your demeanor when interacting with the instructor, your colleagues, and the clinician leading group sessions, as well as the following:

- **Attend class:** You will miss important information if you do not attend class regularly. You are responsible for both the material covered in class and in the text so it is in your best interest to attend class. If you miss class, you are still responsible for the material we covered that day in lecture.
- **Be respectful of your peers and yourself:** It is my intent that ALL students, regardless of backgrounds or perspectives, are well-served by this course. I view the diversity that different students bring to the class as a resource, strength, and benefit to the ideals of a university education. Therefore, our classroom is a designated safe zone of respect for all aspects of diversity including gender, sexual orientation, religion, disability, age, socio-economic status, ethnicity, race, culture, political views, nationality, etc. When contributing verbally to class discussions, consider both the intent and impact of your words on those around you. Please let me know privately if you have suggestions about how to improve the value of diversity in this course; your comments will be welcomed.
- **Social/ Group/ Online Media Community Guidelines:** Please keep in mind that the internet is a public, permanent, easily traceable forum. Nothing is ever completely erased and nothing is ever completely private. Please conduct yourself with a mature respect of these parameters, and refrain from posting any unauthorized course content, personal information shared by anyone during a class group or discussion, or inflammatory or offensive messages regarding this course or anyone in it. Please be vigilant and respectful of me and your peers.

*Professionalism rubric posted on Canvas.*

**Group Participation (10 points):** [SLO 3] Students will participate in weekly 1.5-hour facilitated group participation sessions on Wednesday nights where the emphasis will be on engaging with and understanding group processes and dynamics. **Attendance is required. Beyond the first absence, missing additional group meetings will result in a 2.5-point reduction of your group participation grade for each absence.** 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. There will be 12 group sessions in total.

**Group Experience Journal: (2 points each x 12 = 24 points total):** [SLO 1, 2, 3] As you will read about in chapter 15 of Chen and Rybak’s (2018) text, reflective writing on the group experience has many benefits. “Using the time between group sessions to do reflective journaling empowers members to build upon the growing awareness when they return to the group” (Chen & Rybak, 2018, p. 489). Students will submit via Canvas a weekly journal (12 journal entries total) that describes their reflection on group participation. You will be graded on completion and not on the content of what you write in the journal. APA 7 formatting is not required. *Rubric posted on Canvas.*

Journal responses should include commentary on ALL of the following, in each journal:

1. *Your reaction to your experience regarding the group;*
2. *How the group experience coincides with your assigned readings;*
3. *What you learned about yourself;*
4. *What you learned about the process of group facilitation;*
5. *Questions you have regarding the group procedures.*

**Skills Role Plays (6 points each x 6 = 36 pts):** [SLO 1, 2] 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. You will submit your videos via Canvas. *Rubric posted on Canvas.*

**Group Proposal: (40 pts total):** [SLO 1, 2] One 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 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. You must use a minimum of 5 peer-reviewed sources (i.e., journal articles) to support your group proposal. Please use formal graduate-level writing and follow APA 7 formatting to include a cover page and reference page. *Rubric posted on Canvas.*

At minimum you should include all of the following:

- 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.***

### Grading Criteria and Conversion

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

#### Nature of Activity Point Potential

Activity	Maximum Points
Professionalism	10 points
Group Participation and Attendance	10 points
Group Experience Journal	24 points
Skills Role Plays	36 points
Group Proposal	40 points
<b>Total</b>	<b>120 points</b>

### **Final Course Grade Equivalent:**

A (Mastery of Content)	= 108 to 120 points
B (Above Average)	= 96 to 107.99 points
C (Average)	= 84 to 95.99 points
D (Below Average)	= 72 to 83.99 points
F (Failure to Understand)	= 0 to 71.99 points

### **Posting of Grades:**

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

**Late work policy:** Assignments will have due dates posted in Canvas (typically Wednesday 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.

**\*\*\*Attendance policy:** Class and group attendance is required and crucial to your development as a student and future counselor. ***Beyond the first absence, missing additional group meetings will result in a 2.5-point reduction of your group participation grade for each absence.*** 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. There will be 12 group sessions in total; you must attend 11 to receive full credit in your group participation grade. If you plan to be absent to class and / or group, please email the instructor.

**End of Semester Point Gaps:** Each semester, a few students end up "on the bubble," 1-2 points away from the next letter grade. It is very important to maintain fairness in course grading, and offering additional bonus points to students who request it would not be fair to other students. Alternatively, granting an extra point (or two) to all would simply create a new group of students who are "on the verge" of the next letter grade. Because of the inherent inequality in these scenarios, I'm unable to offer end of course point boosts. The only truly fair outcome is to allow the grades to reflect what was earned.

### **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.

**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 the course 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.

Spring 2023 COURSE CALENDAR

Class Meets Wednesdays 6-8:45 pm unless otherwise indicated on the schedule; **all assignments due Wednesdays 11:59 pm**

Week	Class Meeting Schedule & Modality	Group Schedule & Modality (Will meet Wednesdays 7- 8:30 pm)	Assigned Readings / Topics for the Week	Assignments Due
Week 1: January 17	Face to Face Class: 6:00 to 7:00 p.m.		<b>Assigned Reading:</b> Chapter 15  Topic(s): Syllabus Review, Course Introduction, ASGW Best Practices	
Week 2: January 23	Face to Face Class: 6:00 to 7:00 p.m.		<b>Assigned Reading:</b> Chapter 1  Topic(s): Theories and Assumptions	
Week 3: January 30	Face to Face Class: 6:00 to 7:00 p.m.	Group 1 7:00 to 8:30 p.m.	<b>Assigned Reading:</b> Chapter 2  Topic(s): Becoming a Group Leader	
Week 4: February 6	Face to Face Class: 6:00 to 7:00 p.m.	Group 2 7:00 to 8:30 p.m.	<b>Assigned Reading:</b> Chapter 3  Topic(s): Types of Groups; Starting a Group	Journal 1 Due
Week 5: February 16	Face to Face Class: 6:00 to 7:00 p.m.	Group 3 7:00 to 8:30 p.m.	<b>Assigned Reading:</b> Chapter 4  Topic(s): Skills for Group Facilitation	Journal 2 Due
Week 6: February 20	Face to Face Class: 6:00 to 7:00 p.m.	Group 4 7:00 to 8:30 p.m.	<b>Assigned Reading:</b> Chapter 5  Topic(s): First Session; Forming State	Journal 3 Due  Skills Role Play 1 Due
Week 7: February 27	Face to Face Class: 6:00 to 7:00 p.m.	Group 5 7:00 to 8:30 p.m.	<b>Assigned Reading:</b> Chapter 6  Topic(s): Structured Group Sessions	Journal 4 Due
Week 8: March 6	Face to Face Class: 6:00 to 7:00 p.m.	Group 6 7:00 to 8:30 p.m.	<b>Assigned Reading:</b> Chapter 7  Topic(s): Semi-Structured Group	Journal 5 Due  Skills Role Play 2 Due
Week 9: March 13	<b>Spring Break Week!</b>			
Week 10: March 20	Face to Face Class: 6:00 to 7:00 p.m.	Group 7 7:00 to 8:30 p.m.	<b>Assigned Reading:</b> Chapter 8  Topic(s): Unstructured Groups	Journal 6 Due
Week 11: March 27	Face to Face Class: 6:00 to 7:00 p.m.	Group 8 7:00 to 8:30 p.m.	<b>Assigned Reading:</b> Chapter 9  Topic(s): Tension and Conflict in Group	Journal 7 Due  Skills Role Play 3 Due
Week 12: April 3	Face to Face Class: 6:00 to 7:00 p.m.	Group 9 7:00 to 8:30 p.m.	<b>Assigned Reading:</b> Chapter 10  Topic(s): Taking Risks in	Journal 8 Due

			Communication	
Week 13: April 10	<b>Face to Face Class: 6:00 to 7:00 p.m.</b>	<b>Group 10 7:00 to 8:30 p.m.</b>	<b>Assigned Reading:</b> Chapter 11  Topic(s): Advanced Steps into the Here-and-Now	<b>Journal 9 Due</b>  <b>Skills Role Play 4 Due</b>
Week 14: April 17	<b>Face to Face Class: 6:00 to 7:00 p.m.</b>	<b>Group 11 7:00 to 8:30 p.m.</b>	<b>Assigned Reading:</b> Chapter 12  Topic(s): Process Illumination	<b>Journal 10 Due</b>  <b>Group Proposal Due</b>
Week 15: April 24	<b>Face to Face Class: 6:00 to 7:00 p.m.</b>	<b>Group 12 7:00 to 8:30 p.m.</b>	<b>Assigned Reading:</b> Chapter 13  Topic(s): Psychodrama	<b>Journal 11 Due</b>  <b>Skills Role Play 5 Due</b>
Week 16: May 1	<b>Face to Face Class: 6:00 to 7:00 p.m.</b>		<b>Assigned Reading:</b> Chapter 14  Topic(s): Termination	<b>Journal 12 Due</b>
Week 17: May 8				<b>Skills Role Play 6 Due</b>

\*University Academic Calendar: <https://www.tamuct.edu/registrar/academic-calendar.html>

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

## TECHNOLOGY REQUIREMENTS AND SUPPORT

### Technology Requirements

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

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

### Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

### Online Proctored Testing

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

### Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

Web Chat: [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

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## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### 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>]

### 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 referral](#), [[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0)].



## 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%2fdynamicform.s.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.

## Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, 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](mailto:WarriorCenter@tamuct.edu).

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](#) [<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 Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 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>]. 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](https://tamuct.libguides.com/index) [https://tamuct.libguides.com/index]

## 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. 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](mailto: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.

## OTHER 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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