



Department of
Counseling and
Psychology

tamuct.edu

Addictions Counseling - 10252 - COUN 5363 – 110

Spring 2023

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Levi McClendon, Ph.D., LPC, CSC, NCC, NCSC, Registered Play Therapist

Class Time: Asynchronous Online

Class Location: Online

Office: WH 318E

Office Phone: 254-519-5465

Email: lmccleendon@tamuct.edu

Office Hours: Virtual Hours – Monday, Tuesdays, Wednesdays 11 am to 1:00pm. Monday - Wednesday evening hours available by appointment on 2nd and 4th weeks of the month (Bi-monthly). Please make appointments at least 24 hours in advance..

Purpose of Office Hours

I invite students to meet me during office hours. 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/CounselingPsychologyDepartment@tamuct.onmicrosoft.com/bookings/s/0wcN0mm1L0vE4pMis1z2dw2>

Student-instructor interaction:

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

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

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: This course will focus on the theory and practice of addiction treatment. The course content requires a basic knowledge of substance abuse etiology and an understanding of counseling theories. The course will be taught online through the Canvas learning system.

STUDENT LEARNING OUTCOMES:

1. Students will gain an understanding of the counseling profession and its specialty areas to include theories and etiologies of addiction and addiction behavior, multidimensional case conceptualization and treatment planning, and diagnostic classifications system.
2. Students will demonstrate understanding of a variety of helping strategies for reducing the negative effects of substance use, abuse, dependence, and addictive disorders to include multicultural and pluralistic characteristics and spiritual beliefs.
3. Identify crisis intervention, trauma-informed, and community-based strategies, suicide prevention strategies and diagnostic processes related to addictive behaviors.

COUNSELING PROGRAM MISSION STATEMENT

The mission of the Texas A&M University-Central Texas Counseling Program is to prepare professional counselors grounded in multicultural competence to meet the diverse needs of individuals and families in Central Texas and beyond. Graduates from our Master's in counseling program demonstrate the necessary counseling knowledge, skills, dispositions, professional identity and scholarship enabling them to enrich the quality of all peoples' lives as well as secure positions within the profession. The program emphasizes overall competency-based performance as well as the promotion of our students optimal state of health and wellness to foster continuous professional growth.

COUNSELING PROGRAM OBJECTIVES:

- 1) Clinical Mental Health Counseling graduates will develop strong professional identities as counselors.
- 2) Clinical Mental Health Counseling graduates will establish helping relationships with diverse clients.
- 3) Clinical Mental Health Counseling graduates will use research in the field and employ evidence-based practices in counseling interventions, assessments, and program evaluations.
- 4) Clinical Mental Health Counseling graduates will use theories and models to guide their professional practice.
- 5) Clinical Mental Health Counseling graduates will abide by relevant ethics, laws and standards of professional practice.
- 6) Clinical Mental Health Counseling graduates will use leadership principles in their professional practice.
- 7) Clinical Mental Health Counseling graduates will advocate for clients and for their profession.
- 8) Clinical Mental Health Counseling graduates will incorporate the use of technology into their practice.
- 9) Clinical Mental Health Counseling graduates will experience and understand counseling practices worldwide.



Competency Goals Statements (CACREP Standards):

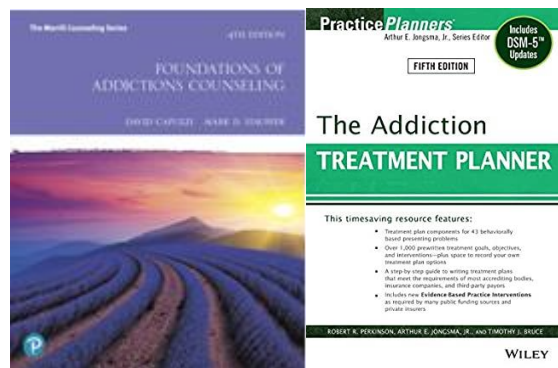
CACREP Standard	Activity	SLOs
Common Core for all students:		
a. history and philosophy of the counseling profession and its specialty areas (IIF1a);	Online Trainings	SLO 1
b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including inter-agency and interorganizational collaboration and consultation (IIF1b);	Interview Project	SLO 1
c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams (IIF1c);	Interview Project	SLO 3
d. professional organizations, including membership benefits, activities, services to members, and current issues (IIF1f);	Discussion Boards	SLO 3
e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues (IIF1g);	Online Trainings	SLO 3
f. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (IIF2a);	Addictions Case Conceptualization and Treatment Plan Presentation	SLO 1
g. multicultural competencies (IIF2c).	Addictions Case Conceptualization and Treatment Plan Presentation	SLO 1
h. the impact of spiritual beliefs on clients' and counselors' worldview (IIF2g);	Behavior Change Project	SLO 2
i. knowledge of theories and etiology of addictions and addictive behaviors (IIF3d);	Addictions Case Conceptualization and Treatment Plan Presentation	SLO 1, 2, 3
j. essential interviewing, counseling, and case conceptualization skills (IIF5g)	Addictions Case Conceptualization and Treatment Plan Presentation	SLO 1, 2
k. suicide prevention models and strategies (IIF5l)	Discussion Boards	SLO 3
l. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (IIF5m)	Discussion Boards	SLO 3



Required Reading and Textbook(s):

****Capuzzi, D., & Stauffer, M.D. (2020). *Foundations of addictions counseling* (4th ed.). Pearson.**

****Perkinson, R.R., Jongsma, A.E., & Bruce, T.J. (2014). *The addiction treatment planner*. Hoboken, NJ: Wiley.**



Recommended Textbook(s):

American Psychological Association. (2020). *Publication manual of the American psychological association* (7th ed.). American Psychological Association.

Sperry, L. & Sperry, J. (2022). *The 15-minute case conceptualization: Mastering the pattern-focused approach*. Oxford Press.

Substance Abuse and Mental Health Services Administration. (2013, November). *Addressing suicidal thoughts and behaviors in*

substance abuse treatment: Quick guide for clinicians Based on TIP 50. U.S. Department of Health and Human Services.

https://store.samhsa.gov/product/Addressing-Suicidal-Thoughts-and-Behaviors-in-Substance-Abuse-Treatment-Quick-Guide-for-Clinicians-Based-on-TIP-50/SMA13-4793?referer=from_search_result

Substance Abuse and Mental Health Services Administration. (2020, March). *Treatment improvement protocol (TIP) series, no. 42: Substance use treatment for persons with co-occurring disorders*. U.S. Department of Health and Human

Services. <https://store.samhsa.gov/product/tip-42-substance-use-treatment-persons-co-occurring-disorders/PEP20-02-01-004>

Recommended Websites:

<https://habitslab.umbc.edu/the-model/>

<https://web.uri.edu/cprc/measures/>

[https://store.samhsa.gov/?f0\]=series:5566](https://store.samhsa.gov/?f0]=series:5566)

ASSIGNMENTS

Lecture Quizzes: (2.5 point each x 4 = 10 points) Quizzes are built into the lecture itself. Answer all the questions in the lecture video to get full credit for the week.

Online Trainings (10 points each x 2 = 20 points): Each student will complete 2 online trainings by the dates designated in the course schedule and on Canvas. These are designed to deepen students' knowledge and skills in addictions counseling. To receive credit for each online training, follow the instructions on submitting proof of completion on Canvas. Students will need to register for a free account at: <https://healthknowledge.org>

1. Understanding Substance Use Disorders: <https://healthknowledge.org/course/view.php?id=307>



- a. (1) Take a screenshot indicating you completed all components of the training and (2) print the certificate of completion - turn in both via Canvas
2. *** NAADAC Webinar – Clinical Skills for Group Evidence-Based Practice: <https://www.naadac.org/clinical-skills-for-group-evidence-based-practice>
- a. **For this webinar, turn in the following** - (1) Name of Workshop, (2) Presenter(s) Name and Credentials, (3) Paragraph Describing the Workshop and What You Learned

Behavioral Change Project (20 points): This exercise is designed to help you experience some of the feelings/thoughts that individuals with SUD experience when they quit their drug or behavior of choice. This exercise requires that you commit to a behavioral change, selecting an activity that is typically very enjoyable or rewarding. You want to choose an activity that is a frequent “indulgence” not necessarily a problem behavior you are trying to rid yourself of (e.g., caffeine, coffee, social media, eating sweets, buying coffee at a coffee shop, watching television, cell-phone usage) for a period of **5 weeks**. The purpose of this project is to increase empathy for those who are asked to abstain from something desirable. The project does not serve to emulate recovery, but rather to increase empathy and foster insight into the psychological aspects of abstinence. Students should brainstorm positive substitutes for the activity/item/behavior from which they are abstaining. *Rubric for the assignment posted on Canvas.*

This assignment has two parts:

- Part 1: Write a **“Goodbye Letter to my Behavior:” (10 points)** Written in the first person to the substance/behavior from which you are abstaining, will be due before the abstinence period begins. This 2 page paper (APA 7 format to include a cover page) is to be written to the behavior from which you are abstaining. This is to be written in the first person (e.g., “caffeine, you have always been there for me in the morning...”) and should cover the following 5 areas:
 - Reasons for choosing this substance / behavior.
 - What substitutes will you employ for this substance / behavior.
 - Obstacles you anticipate arising over the next 5 weeks that may interfere with your abstinence.
 - Supports that you will use to help you achieve abstinence.
 - What you anticipate will be the most difficult part of this experience.
 - What are your initial thoughts / feelings about this project?
- Part 2: **Paper: Stages/Process of Change Assessment, Interpretation, and Motivational Interviewing Strategies (10 points).** This 2-4 page paper (APA 7 format to include a cover page) requires you to complete a stage of change and process of change assessment found in the Canvas assignment (URICA). Next, answer the following questions APA style paper using each question as a heading.
 - What obstacles occurred through the course of the 8 weeks?
 - What did you notice triggers the cravings for this substance / behavior?
 - What was your stage of change at the beginning of this project?
 - Interpret your assessment scores.
 - Outside insights provided from the assessments that can be used to inform Motivational Interviewing strategies.
 - Describe three Motivational Interviewing strategies a counselor could use to help move you to the next stage of change?
 - What is your stage of change now? (No one will be in the Maintenance phase. It takes six months of change for that stage).
 - In what ways did abstaining impact you? Physically, socially, emotionally, and spiritually?
 - What did you learn about addiction, behavior changing, and abstinence through this project?
 - How can you use what you have learned to help client struggling with addiction?

Interview Project (10 points): Each student individually will interview a licensed chemical dependency counselor (LCDC). Students **may not** interview any of the current faculty in the CMHC program. The focus of the interview will be on the professional’s experience in providing addictions counseling services. Students will write a 1–2-page paper summarizing the interview and must follow

APA 7 formatting guidelines including cover page, citations, and a reference section. An abstract is not necessary. *Rubric for the assignment posted on Canvas.*

Use the following interview guide:

- What qualities or characteristics might enhance your ability to provide substance abuse counseling services?
- What professional training experiences are important in learning to be an effective LCDC?
- What settings have you worked in as a LCDC?
- Which setting was most rewarding? Which setting was most challenging?
- How do you manage the stress associated with substance abuse counseling?
- What self-care strategies do you engage in that help you manage stress?
- What advice would you give someone wanting to work as a substance abuse counselor?



Addictions Case Conceptualization and Treatment Plan Presentation (30 points): Students will present a case conceptualization and treatment plan based on a character from one of these approved movies (options: *Rachel Getting Married*, *28 Days*, *Shattered Spirits*, *Country Strong*, *When a Man Loves a Woman*, *Half Nelson*, *Walk the Line*, *A Star is Born*). The instructor must approve the movie choice – please send an email requesting approval if you wish to choose a different movie. The presentation must be no more than 15 minutes and follow the format posted on Canvas. *Rubric for the assignment posted on Canvas*. Students are required to utilize a full case conceptualization template (provided in Canvas) based on the text **Sperry, Len & Sperry, Jon (2022). The 15-minute case conceptualization: Mastering the pattern-focused approach. Oxford Press.**

Discussion Board (5 points): Students will be expected to participate in discussion boards informed by specific community experiences. Discussion prompts will be posted to the discussion board. Students will be required to respond to the discussion board reflecting on their experience in an in-person setting for [12 step groups](#) or [Smart Recovery](#) group. Response should be minimum of 1 complete paragraph, no more than 2 paragraphs. Students are expected to respond to another student's post. As with all classroom and online discussion, please be kind and respectful. Rubric for the discussion board posted on Canvas.

****Extra Credit Opportunity (2 points):** Students can watch on-demand webinars from NAADAC (<https://www.naadac.org/on-demand-webinars>) related to SUD. For each webinar attended, students will receive 1 point toward their final grade (with up to 2 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.

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:

Activity	Points
Online Trainings (2 x 10 points each)	20 points
Lecture Quizzes (4 quizzes x 2.5 points each)	10 points
Behavioral Change Project Part I: Goodbye Letter	10 points
Behavioral Change Project Part II: Stages/Process of Change Paper	20 points
Interview Project	10 points
Addictions Case Conceptualization and Treatment Plan Presentation	25 points
Discussion Board (12-Step Programs or Smart Recovery)	5 points
Total	100 points

Grade Equivalent:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

59 - Below = F



Incomplete Policy: Students whose life situations stop them from completing the course may be given an incomplete provided that 70% of all course assignments are completed one week before the last regular class week (one week before finals). Students not meeting this requirement will not have the option for an incomplete and will need to retake the course.

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. Assignments will have due dates posted in Canvas (typically Tuesday 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 attendance is required and crucial to your development as a student and future counselor. Assignments completed on time as well as evidence of viewing video lectures will count as class attendance.



Course Calendar

Week	Class Meeting Schedule & Modality	Readings Due	Assignments Due Sunday of Week Assigned by Midnight
Week 1: January 18	*** Asynchronous Class *** Part I: Intro to Addictions	Chapter 1 – 2 (Capuzzi, & Stauffer)	
Week 2: January 25	*** Asynchronous Class *** Part I: Intro to Addictions	Chapter 3 – 4 (Capuzzi, & Stauffer)	Behavior Change Project Part 1
Week 3: February 1	*** Asynchronous Class *** Part I: Intro to Addictions	Chapter 5-6 (Capuzzi, & Stauffer)	Lecture Quiz: Part I
Week 4: February 8	*** Asynchronous Class *** Part II: Treatment of Addictions	Chapter 7 – 8 (Capuzzi, & Stauffer)	
Week 5: February 15	*** Asynchronous Class *** Part II: Treatment of Addictions	Chapter 9 – 10 (Capuzzi, & Stauffer)	Interview Project
Week 6: February 22	*** Asynchronous Class *** Part II: Treatment of Addictions	Chapter 11 - 12 (Capuzzi, & Stauffer)	Discussion Board 12 Step Programs or SMART Recovery Programs
Week 7: March 1	*** Asynchronous Class *** Part II: Treatment of Addictions	Chapter 13 (Capuzzi, & Stauffer)	Lecture Quiz: Part II
Week 8: March 8	*** Asynchronous Class *** Part III: Addiction Settings	Chapter 14 (Capuzzi, & Stauffer)	
Week 9: March 15	SPRING BREAK HOLIDAY		
Week 10: March 22	*** Asynchronous Class *** Part III: Addiction Settings	Chapter 15 – 16 (Capuzzi, & Stauffer)	Lecture Quiz: Part III
Week 11: March 29	*** Asynchronous Class *** Part IV: Cross Cultural Counseling in Addictions	Chapter 17 (Capuzzi, & Stauffer)	
Week 12: April 5	*** Asynchronous Class *** Part IV: Cross Cultural Counseling in Addictions	Chapter 18 (Capuzzi, & Stauffer)	Online Training # 2
Week 13: April 12	*** Asynchronous Class *** Part IV: Cross Cultural Counseling in Addictions	Chapter 19 (Capuzzi, & Stauffer)	Lecture Quiz Part IV
Week 14: April 19	*** Asynchronous Class *** Epilogue: Additional Perspectives	Chapter 20 (Capuzzi, & Stauffer)	Behavior Change Project Part 2



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Week 15: April 26	*** Asynchronous Class ***	Make Up Week: ONE assignment that was missed may be completed this week.	Extra Credit Assignments Due Course Evaluations
Week 16: May 3	*** Asynchronous Class ***	Case Conceptualizations	Addictions Case Conceptualization and Treatment Plan
Week 17: May 10	*** Asynchronous Class ***	Final: Course Wrap Up	



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

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://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlso&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), [<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

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 [WCOOnline](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) (<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>

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](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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