I. Course Description:
Nutrition counseling and interventions in the nutrition care process; communication skills and application for prevention and treatment of nutrition-related disease states.

 Students in this course receive extensive course content information either in-class or via online content modules equivalent to 150 minutes per week for 15 weeks (for a total of 2250) and includes a final exam. An additional 150 minutes of instruction will be provided asynchronously, for a total of 2400 minutes of instruction in the semester. Students will engage in a variety of assignments that can include, but are not limited to, unit quizzes, community service activities, and application assignments related to course content. Asynchronous instruction may include (but is not limited to) written content, video content, discussions, case studies, synthesis exercises, reflection activities, peer review, and skills practice. For every hour a student spends engaging with the course content, they spend at least two hours completing associated activities and assessments.

II. Intended Learning Outcomes/Goals/Objectives:
This course supports the vision, mission, and core values of the College of Education, which is to prepare competent, successful, caring, and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development. The course enhances student learning in the area of nutrition and disease and serves as a required course in the Food, Nutrition, and Dietetics Program in the School of Human Sciences, and aligns with the standards of the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

<table>
<thead>
<tr>
<th>COE Mission</th>
<th>Relation to learning experiences in NUTR 4335</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Mission of the James I. Perkins College of Education is to prepare</td>
<td>This course will afford the student the opportunity to develop competence in understanding and applying knowledge of</td>
</tr>
<tr>
<td>competent, successful, caring and enthusiastic professionals from diverse</td>
<td>counseling techniques through various applied scenarios that encompass a diverse population.</td>
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<tr>
<td>backgrounds dedicated to responsible service, leadership, social justice</td>
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<td>and continued professional and intellectual development in an interconnected</td>
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<td>global society.</td>
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</table>
### COE Core Values

<table>
<thead>
<tr>
<th>Core Values</th>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic excellence through critical, reflective and creative thinking</strong></td>
<td>Students will use critical, reflective and creative thinking skills in applying the nutrition care process to the assigned course work.</td>
</tr>
<tr>
<td><strong>Collaboration and shared decision making</strong></td>
<td>Students will participate in class discussion.</td>
</tr>
<tr>
<td><strong>Openness to new ideas, culturally diverse people and innovation and change</strong></td>
<td>The diversity of scenarios in the assignments will expose the students to culturally diverse people with beliefs and behaviors that may be different from their own.</td>
</tr>
<tr>
<td><strong>Integrity, responsibility, diligence and ethical behavior and</strong></td>
<td>Students apply the Code of Ethics for the Profession of Dietetics, the Scope of Dietetics Practice Framework, the Standards of Practice for Registered Dietitians in Nutrition Care, and the Standards of Professional Performance for Registered Dietitians to each case study scenario.</td>
</tr>
<tr>
<td><strong>Service that enriches the community</strong></td>
<td>Students will create an educational article or handout, aimed at a target population, which may be used for future wellness events by student or community groups on campus.</td>
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</tbody>
</table>

### Program Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>Demonstrate cultural humility, awareness of personal biases, and an understanding of cultural differences as they contribute to diversity, equity, and inclusion (ACEND KRDN 2.6)</strong></td>
</tr>
<tr>
<td><strong>Demonstrate counseling and education methods to facilitate behavior change and enhance wellness for diverse individuals and groups. (ACEND KRDN 3.3)</strong></td>
</tr>
<tr>
<td><strong>Demonstrate an understanding of the regulation system related to billing and coding, what services are reimbursable by third party papers, and how reimbursement may be obtained. (ACEND KRDN 4.3)</strong></td>
</tr>
<tr>
<td><strong>Perform self-assessment that includes awareness in terms of learning and leadership styles and cultural orientation and develop goals for self-improvement (ACEND KRDN 5.1)</strong></td>
</tr>
<tr>
<td><strong>Identify and articulate one’s skills, strengths, knowledge, and experiences relevant to the position desired and career goals. (ACEND KRDN 5.2)</strong></td>
</tr>
<tr>
<td><strong>Practice how to self-advocate for opportunities in a variety of settings (such as asking for needed support, presenting an elevator pitch, etc.).</strong></td>
</tr>
</tbody>
</table>

- ACEND KRDN: Accreditation Council for Education in Nutrition and Dietetics Knowledge and Reference Document
Practice resolving differences or dealing with conflict (ACEND KRDN 5.4)

Students complete several in-class workshops. The workshop related to personal questions and confidence will be utilized to demonstrate the practice of resolving differences or working through conflict. These 2 workshops are QClassroom assignments.

Upon successful completion of this course the student should be able to:
1. Understand the research, theory, and practice of nutrition education.
2. Describe the role of nutrition educators/counselors.
3. Describe the research evidence on factors that effective food choice and dietary behaviors.
4. State the competencies needed to be an effective nutrition educator.
5. Demonstrate cultural humility and an awareness of cultural difference as it related to nutrition counseling and education.
6. Describe key features of cultural competence, cultural sensitivity, and cultural appropriateness in the nutrition education context.
7. Understand how behavior theory and education research provide guidance for effective nutrition education.
8. Describe key theories that help nutrition educators understand motivation for health and nutrition behaviors.
9. Identify implications for designing nutrition education to increase interest, enhance motivation, promote active contemplation, and facilitate formation of intentions to take action.
10. Demonstrate understanding how theory and research have been used in interventions to assist people from diverse backgrounds in taking action and maintaining change.
11. Identify approaches to address environmental determinants of healthful food and nutrition actions.
12. Demonstrate and apply motivational interviewing techniques.
13. Describe key features in conducting facilitated group discussions and dialogue.
15. State why it is important to use a systematic process to identify the focus and targets for nutrition education.
16. Design specific educational materials, activities, or learning experiences to make practical the theory-based educational strategies.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:
D2L/Brightspace enhancements will be used for this course. You can access D2L/Brightspace via http://d2l.sfasu.edu. If you need help with D2L/Brightspace please contact D2L/BrightspaceL support at (936) 468-1919.

You will have the following in this course:
- In-class counseling workshops
- A counseling skills assignment (mirroring/reflecting)
- 2 exams
- An oral midterm exam
- A coding/billing assignment
- A final project related-to behavior change theories
- Video discussions
- Professional skills assignments
Assignments are due at the determined time. Late work is not an option and will only be considered with a doctor’s note or university excuse (official documentation must accompany assignment when turned in); excused work must be submitted within 3 days of “returning” to class. Under University policy, students are allowed to make up only two weeks work of work with excused absences. Otherwise, aforementioned items will not be accepted. If assignments are submitted late and not excused, a 25% penalty will be assessed for every day that the assignment is late, unless otherwise indicated on the assignment description.

IV. Evaluation and Assessments (Grading):

1. Reflective Listening Assignment (20 points)

   After doing the mirroring exercise in class, ask students to observe and practice mirroring outside class. For example: 1. Listen as some friends talk with each other and tally up the times you hear mirroring. 2. During a conversation with a friend, notice your mirroring statements and those of your friend. 3. Ask a friend to allow you to mirror for 5 minutes. Write a brief personal response to the process.

   This assignment meets KRDN 3.3. This is a QClassroom Assignment, which must be uploaded to QClassroom by the student at or before the due date (indicated on syllabus course timeline). More detailed instructions and a grading rubric will be posted to QClassroom and D2L.

2. Preparing for Nutrition Counseling Activity (20 points)

   Students will self-reflect on how cultural competence/awareness and assumptions/pre-conceived notions that may impact nutrition counseling practices. More details of this assignment are found in Brightspace by D2l. This assignment meets KRDN 2.6 and is a QClassroom assignment.

3. Motivational Interviewing/Counseling Workshops (9 workshops @ 10 points each; 90 points total)

   Students will participate in a variety of in-class interactive mock counseling sessions and assignments, which could be either one-on-one or group sessions. These sessions will depict different scenarios that one may experience during nutrition education/counseling and are meant for the student to demonstrate skill and understanding of basic motivational interviewing and nutrition counseling/education skills. These assignments will be completed in class, with a portion of the grade coming from instructor observation of participation in the assignment, as appropriate. There will be no make-up workshops. Students must attend all of the workshops. For each workshop missed, 25% of the total points possible will be deducted. In the event that you miss a workshop, grade point total may be adjusted for SPECIAL CIRCUMSTANCES ONLY, WITH PRIOR APPROVAL, AND PROPER DOCUMENTATION. The “Personal Questions” and “Confidence” workshops meet KRDN 5.4 and are QClassroom assignments.

4. Video Discussions (75 points)

   Students will complete 15, 5-point discussions. To successfully complete these discussions, you must watch a short counseling video and write a brief discussion about your observations as they relate to the topic of the video. More information about the assignment requirements is found in Brightspace. These assignments will meet the asynchronous minutes requirement for this course.

5. Oral Midterm (50 points)

   Students will be randomly assigned a partner who is given a scenario and will have to work through a 5-minute counseling session using the elicit-provide-elicit format discussed in class. More instructions will be provided in class on and D2L/Brightspace.
6. Exams (2 @ 100 points each = 200 points total)

The exam will cover material from lecture, handouts, readings in the texts, group presentations, and any assigned readings from supplemental materials. The exam will consist of short answer and essay responses. Exams will be administered through the quizzes tool on Brightspace and will be proctored using the free, built-in proctoring system Proctorio. There will be no make-up exams.

7. Coding & Billing Assignment (25 points)
Students will complete an assignment related to coding, billing and diagnostic codes as applied to private practice. More information will be provided in D2L and QClassroom. This assignment meets KRDN 4.3 is a QClassroom Assignment.

8. Professional Skills Assignments (40 points; 2 assignments @ 20 points each)

In this course students are learning skills and techniques for effective communication. For the Professional Skills Assignments, the task is to put those skills to the test. Students will complete 2 assignments – a mock interview with the Center for Career and Professional Development and a self-assessment and goal writing activity. Each assignment is worth 20 points. The mock interview meets KRDNs 5.2 and 5.3. The self-assessment and goal writing activity meets KRDN 5.1. Both assignments are QClassroom assignments.

9. Behavior Change Theory Presentation (60 points)
Students, in groups of 3 or 4, will provide a 30-minute presentation related to various behavior change theories. The presentation should be detailed and instructional, geared at entry-level nutrition professionals wanting to learn more about how to incorporate effective theory into their nutrition counseling and education practices. More instructions are provided in Brightspace by D2L.

Course Performance Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparing for Nutrition Counseling Activity</td>
<td>20</td>
</tr>
<tr>
<td>Reflective Listening Assignment</td>
<td>20</td>
</tr>
<tr>
<td>Workshops</td>
<td>90</td>
</tr>
<tr>
<td>Video Discussions</td>
<td>75</td>
</tr>
<tr>
<td>Oral Midterm</td>
<td>50</td>
</tr>
<tr>
<td>Exams</td>
<td>200</td>
</tr>
<tr>
<td>Coding &amp; Billing Assignment</td>
<td>25</td>
</tr>
<tr>
<td>Professional Skills Assignments</td>
<td>40</td>
</tr>
<tr>
<td>Behavior Change Theory Presentation</td>
<td>60</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>580</strong></td>
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Course Grade Assignment:

<table>
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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89.9%</td>
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<tr>
<td>C</td>
<td>70-79.9%</td>
</tr>
<tr>
<td>D</td>
<td>60-69.9%</td>
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</table>
### Tentative Schedule for NUTR 4335  
**Fall 2023**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Week 1 | 8/29, 8/31 | Introduction to Course  
Introduction to Nutrition Counseling, Stages of Change, and ADIME note taking format | Assignments: Reflective Listening Assignment **due by 11:59 pm on Sunday, 9/24**  
Due via Dropbox and QClassroom  
Workshops: Open/Closed Questions, Reflections **due by 11:59pm on Sunday, 9/24**. Due via Dropbox |
| Week 2 | 9/5, 9/7   | Motivational Interviewing Introduction: Principles and Core Skills, Tools, and Guiding Reflexes; Eliciting Change Talk | Assignments: Reflective Listening Assignment **due by 11:59 pm on Sunday, 9/24**  
Due via Dropbox and QClassroom  
Workshops: Open/Closed Questions, Reflections **due by 11:59pm on Sunday, 9/24**. Due via Dropbox |
| Week 3 | 9/12, 9/14 | Introduction to Nutrition Counseling, Stages of Change, and ADIME note taking format  
Behavior Chains Activity | Assignments: Reflective Listening Assignment **due by 11:59 pm on Sunday, 9/24**  
Due via Dropbox and QClassroom  
Workshops: Open/Closed Questions, Reflections **due by 11:59pm on Sunday, 9/24**. Due via Dropbox |
| Week 4 | 9/19, 9/21 | Core Skills of Motivational Interviewing  
Behavior Chains Activity | Assignments: Reflective Listening Assignment **due by 11:59 pm on Sunday, 9/24**  
Due via Dropbox and QClassroom  
Workshops: Open/Closed Questions, Reflections **due by 11:59pm on Sunday, 9/24**. Due via Dropbox |
| Week 5 | 9/26, 9/28 | Working with Resistance | Assignments: Reflective Listening Assignment **due by 11:59 pm on Sunday, 9/24**  
Due via Dropbox and QClassroom  
Workshops: Open/Closed Questions, Reflections **due by 11:59pm on Sunday, 9/24**. Due via Dropbox |
| Week 6 | 10/3, 10/5 | Working with Resistance  
Thursday, 10/5: AT HOME WORK related to cultural humility | Assignments: Reflective Listening Assignment **due by 11:59 pm on Sunday, 9/24**  
Due via Dropbox and QClassroom  
Workshops: Elicit-Provide-Elicit, **due by 11:59pm on Sunday, 10/8**. Due via Dropbox.  
Cultural Humility Assignment **due by 11:59pm on Sunday, 10/8**. Due via Dropbox and QClassroom |
| Week 7 | 10/10, 10/12 | Working with Resistance  
Eliciting Change Talk  
The Role of the Nutrition Counselor | Assignments: Reflective Listening Assignment **due by 11:59 pm on Sunday, 9/24**  
Due via Dropbox and QClassroom  
Workshops: Elicit-Provide-Elicit, **due by 11:59pm on Sunday, 10/8**. Due via Dropbox.  
Cultural Humility Assignment **due by 11:59pm on Sunday, 10/8**. Due via Dropbox and QClassroom |
| Week 8 | 10/17, 10/19 | Scenarios in Nutrition Counseling  
Motivational Interviewing Wrap-up | Assignments: Reflective Listening Assignment **due by 11:59 pm on Sunday, 9/24**  
Due via Dropbox and QClassroom  
Workshops: Elicit-Provide-Elicit, **due by 11:59pm on Sunday, 10/8**. Due via Dropbox.  
Cultural Humility Assignment **due by 11:59pm on Sunday, 10/8**. Due via Dropbox and QClassroom |
| Week 9 | 10/24, 10/26 | Oral Midterm  
(Date/time assignments TBD) | Assignments: Reflective Listening Assignment **due by 11:59 pm on Sunday, 9/24**  
Due via Dropbox and QClassroom  
Workshops: Elicit-Provide-Elicit, **due by 11:59pm on Sunday, 10/8**. Due via Dropbox.  
Cultural Humility Assignment **due by 11:59pm on Sunday, 10/8**. Due via Dropbox and QClassroom |
| Week 10 | 10/31, 11/2 | Written Midterm EXAM – Proctored using Proctorio; complete exam through Brightspace. – **Class on Tuesday, 10/31**, Midterm Exam **due Tuesday, 10/31, by 11:59pm.** | Assignments: Reflective Listening Assignment **due by 11:59 pm on Sunday, 9/24**  
Due via Dropbox and QClassroom  
Workshops: Elicit-Provide-Elicit, **due by 11:59pm on Sunday, 10/8**. Due via Dropbox.  
Cultural Humility Assignment **due by 11:59pm on Sunday, 10/8**. Due via Dropbox and QClassroom |
<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>11/7, 11/9</td>
<td>Leadership and Career Management Discussions; Negotiating; Guest presentation from Career and Professional Development. Self-assessment and career reflection assignment; <strong>due by 11:59pm on Sunday, 11/5</strong>. Due via DropBox and QClassroom.</td>
</tr>
<tr>
<td>Week 11</td>
<td>11/7, 11/9</td>
<td>(Tuesday, 11/7) Discussion over MI simulation and final project; groups assigned and time given work in small groups Communicating in Print; DPD Students – Discussion over DI applications. Thursday, 11/9 - Coding and Billing Lecture Guest Lecturer – Dr. Darla O'Dwyer. Coding/Billing Assignment <strong>due by 11:59 pm on Sunday, 11/12</strong>. Due via DropBox and QClassroom.</td>
</tr>
<tr>
<td>Week 12</td>
<td>11/14, 11/16</td>
<td>Mindful/Intuitive Eating Overview. <strong>ONLINE CLASS 11/16</strong> – final project group work. Mock Interview <strong>due by 11:59pm on Sunday, 11/19</strong>. This is due via DropBox and is a QClassroom assignment. All group projects are (peer evals and presentations slides) <strong>due by 11:59pm on Sunday, 11/26</strong>. Due via DropBox.</td>
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<tr>
<td></td>
<td>11/20-11/26</td>
<td>NO CLASS (THANKSGIVING BREAK)</td>
</tr>
<tr>
<td>Week 13</td>
<td>11/28, 11/30</td>
<td>Behavior Change Theory Group Presentations</td>
</tr>
<tr>
<td>Week 14</td>
<td>12/5, 12/7</td>
<td>Behavior Change Theory Group Presentations</td>
</tr>
</tbody>
</table>
| Week 15 | M-F | ONLINE FINAL EXAM  
Open 12:00am on Monday, 12/11 and closes 11:59pm on Friday, 12/15 |

*SYLLABUS IS SUBJECT TO CHANGE*

**VI. Readings:**

**Required Textbooks/Readings:**

   *newer edition is also fine*

**QClassroom Statement:** This course uses the QClassroom data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Support emails will come from qclassroom@sfasu.edu.
VII. Course Evaluations:

Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Attendance: Attendance is critical in this course for success. Students are expected to log-in on a regular basis. Any student having a PLANNED ABSENCE for an SFA university function MUST NOTIFY the professor IN WRITING (email) prior to the absence if the absence affects a student’s ability to complete the unit exams or final exam. This note may be accompanied by an official, signed SFA memo stating the necessity of the absence. Notes not accompanied by such a memo will be verified on the web page for the Registrar’s Office that documents the absence of students for University related functions. It is the responsibility of the student to make arrangements for missed time BEFORE the absence occurs. Please contact me through the email system provided in this course.

There is no class participation grade; however, class participation is extremely important. You must log in on a regular basis and complete the quizzes prior to the due date.

Acceptable Student Behavior Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

Student Code of Conduct Academic Integrity (Policy 4.1) The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy. Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one’s self, to take a test, (5) Falsifying research data, laboratory
reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities.

Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam. Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

**Withheld Grades Semester Grades Policy (5.5)** Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the coursework because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course to compute the grade point average. For additional information, go to https://www.sfasu.edu/policies/course-grades-5.5.pdf.

**Students with Disabilities** To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

**Student Wellness and Well-Being** SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services  
www.sfasu.edu/counselingservices  
3rd Floor Rusk Building  
936-468-2401

**SFASU Human Services Counseling Clinic:**  
www.sfasu.edu/humanservices/139.asp  
Human Services Room 202  
936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline  1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741