1. COURSE INSTRUCTOR/FACULTY SUPERVISOR

Paul B. Gold, Ph.D., Assistant Professor, Licensed Psychologist
3214D Benjamin Building
Phone: 301.405.8414
pgold@umd.edu

2. COURSE TIME, LOCATION, & OFFICE HOURS

*Thursday, 4:15-7:00 pm, Room 3120 Jimenez Building*

**Office Hours:** Tuesday & Thursday, 1:00-4:00 pm, & by Appointment

3. COURSE PURPOSE & GOALS

Studying development across the lifespan is absolutely essential, because every person alive in the work today “continually grows/changes over time” in contexts where other persons, families & communities, who “continually grow/change over time”—“no person is an island unto him-/her-self”

1. **Explore theories explaining lifespan development** of social, cognitive, physical, & biological capacities

2. **Critique theories from multiple cultural, ethical, & interdisciplinary perspectives**

3. Consider controversies about impacts of illness, disability, & involuntary transitions on lifespan development

4. **Integrate scientific theories, research data, & personal insights/experiences** in academically rigorous, yet personally meaningful ways, to bridge gaps between theories & real world experiences

4. COURSE OBJECTIVES

By the completion of this course you should be able to:

1. **Human Lifespan – Birth to Death**
   
   A. View as a “trajectory” revealed by ongoing developmental processes, characterized by both *continuity & change over time*
B. Evaluate how well the most widely-used development theories account for behavior in different & rapidly changing cultural contexts
C. Compare & contrast changes in physical, perceptual, social, cognitive, health, gender & personality characteristics across the lifespan

2. Chronic Illness & Disability
   A. Ways that growth & development may be impaired
   B. How persons adjust to disability & resume development
   C. How social, cultural & political attitudes & values influence how disability is viewed & managed

3. Harsh, Unexpected, & Involuntary Life Transitions
   A. Examples: job loss, impoverishment, natural disasters (e.g., Gulf Oil Spill, World Trade Center Attacks, premature death of loved ones, addiction)
   B. How persons adjust to such transitions & resume development

4. Sociocultural & Historical Contexts influencing Lifespan Development
   A. Recognize how individuals might be better understood in the contexts of family, culture, society, & history
   B. Imagine many possible ways that human service professionals adapt practices to be therapeutically relevant & powerful

5. COURSE FORMAT

This course will be divided include (1) Lectures, (2) Class Member Presentations, (3) Small Group Discussions

1. Lectures: survey developmental theories & their application to “real life”

2. Class Member Presentations: class members will present for approximately 45-60 minutes (including questions & answers from all of us in the audience), on ways a particular developmental theory can used to understand impacts of major disruptive events on one’s lifespan development.

3. Small Group Discussions: 3 groups with 5 class members/group
   • Tasks: Apply developmental theories to populations with whom you intend to work in the future
   • Instructor Role: I will participate in one group each week as a member (not a leader) on a rotating basis

4. Explore Controversial Topics in Lifespan Development directly related to your current program interests and future professional plans - Clicker Response System
A variety of other instructional strategies will include clicker response technology, small group discussions, multimedia presentations &/or guest speakers, & cooperative learning structured exercises.

6. REQUIRED READINGS

Readings:

1. Lifespan Developmental Theories
2. Events & Transitions Disrupting Development
3. Sources for Theories & Transitions (for Papers & Presentations):
   a. Peer-Reviewed Journal Articles; Book Chapters; Newspaper Articles; Other Media
   b. To be determined jointly by Class Members & Instructor

7. COURSE SCHEDULE

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<tr>
<th>W #</th>
<th>Date</th>
<th>Topic</th>
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<tr>
<td>1</td>
<td>09/02/2010</td>
<td>Introduction</td>
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<td>• Course Overview: Structure/Assignments/Evaluation</td>
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<td>• Lifespan Developmental Theories—Underlying Assumptions</td>
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<td>• Theories vs. Realities of Everyday Life: Mismatches</td>
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<td>• Assignment: Pre-Course Questionnaire</td>
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<td>2</td>
<td>09/09/2010</td>
<td>Redesigning the Lifespan Development Course</td>
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<td>• Class Members’ Interests: Course &amp; Graduate Program Interests &amp; Professional Plans</td>
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<td>• Linking Course Structure &amp; Content to Class Members’ Interests &amp; Plans</td>
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<td>Development, &amp; “Disruptions” of Development</td>
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<td>• External Disruptive Events: Impact on Development</td>
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<td>• Transitions: Voluntary &amp; Involuntary</td>
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<td>3</td>
<td>09/16/2010</td>
<td>Conceptualizing Lifespan Development</td>
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<td>• Continuous or Discontinuous Process?</td>
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<td>• One developmental trajectory for each person or many possible trajectories?</td>
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<td>• Determined primarily by nature or nurture, or interaction of both?</td>
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<td>• Stable or open to change?</td>
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<td>Psychodynamic &amp; Psychosocial Theories of Development</td>
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<td>• Psychodynamic: Freud</td>
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<td>• Psychosocial: Erikson</td>
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<td>4</td>
<td>09/23/2010</td>
<td>Psychosocial Theories of Development: Marcia reframing of Erikson’s Adolescent Stage Theories of Cognitive Development</td>
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<td>• Cognitive: Piaget, Gardner/Pinker</td>
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<td>• Moral Reasoning: Kohlberg, Gilligan</td>
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<td>5</td>
<td>09/30/2010</td>
<td>Theories of Development in Multiple Levels of Context</td>
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<td>• Social Ecology: Bronfenbrenner</td>
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<td>• Sociocultural: Vygotsky</td>
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<td>6</td>
<td>10/07/2010</td>
<td><strong>Gender Identity Theories of Development</strong></td>
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<td>10/14/2010</td>
<td><strong>Race/Ethnicity Theories of Development (in United States)</strong></td>
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<td>10/21/2010</td>
<td><strong>Cultural/Acculturation Influences on Development</strong></td>
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<td>10/28/2010</td>
<td><strong>Career Development Theories</strong></td>
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<td>11/18/2010</td>
<td><strong>Unhealthy Development</strong></td>
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<td>13</td>
<td>12/02/2010</td>
<td><strong>Middle/Old Age Development/Transitions</strong></td>
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<td>14</td>
<td>12/09/2010</td>
<td><strong>Professional Development</strong></td>
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**Note:** Instructor reserves the right to modify this syllabus as needed.
8. ASSIGNMENTS

There will be **four (4) writing assignments** in this course, and **one (1) class presentation**, whose goals are to help you master and integrate the theories.

1. **Writing assignments**: Graded
2. **Presentations**: Pass/Fail

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**WRITING ASSIGNMENTS**

*(Complete Descriptions Appear on Blackboard Course Site under “Assignments”)*

**PROCEDURES for SUBMISSION**

1. Please send your assignments to me as email attachments
2. To adhere to the University of Maryland’s “Student Honor Pledge” requirement, please draft a face sheet for the assignment with a block for your signature (see Section #14 of this Syllabus, “Academic Integrity & Student Honors Pledge” for the appropriate language); either provide me with a paper copy of the face sheet with your signature, or, preferably, scan the face sheet with your signature into a pdf & transmit to me electronically
3. To reduce chances that I will misidentify these attachments (i.e. lose them), please name your documents as follows:

   "Course #"-"Your Last Name"-"Assignment #"-"Date"

   Example: EDCP616-Gold-Assignment #1-10-12-2010

4. In the subject line of your email of transmittal, please cut & paste the document name
5. If you revise & resubmit an assignment, then please name the document as follows:

   "Course #"-"Your Last Name"-"Assignment #"-"Revised"-"Date"

   Example: EDCP616-Gold-Assignment #1-Revised-10-19-2010

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**Assignment #1**

*(Due: 10/14/2010 (Week #7); 25% of Grade)*

**Impact of a Major Developmental Event &/or Transitional Period on Your Personal & Professional Growth**

The purpose of this assignment is to reflect on a major developmental event &/or transitional period in your life, & to analyze that event through the perspectives of two (2) developmental theories covered in this course.
Assignment #2  
(Due: 11/04/2010 (Week #10); 25% of Grade)  
**Interview of Person with Disability**—details to be provided by Week #5 (09/30/2010)

Assignment #3  
(Due: 12/02/2010 (Week #13); 25% of Grade)  
**Interview of a Senior Citizen about his/her Lifespan Development**—details to be provided by Week #7 (10/14/2010)

Assignment #4  
(Due: Exam Week; 25% of Grade)  
**Topic of Your Choice**—details to be provided by Week #10 (11/04/2010)

CLASS MEMBER PRESENTATIONS

1. **Presentation Guidelines & Procedures:** During each class meeting, class members will present for approximately 45-60 minutes (including questions & answers from all of us in the audience, on ways a particular developmental theory can be used to understand impacts of major disruptive events on one’s lifespan development.

2. **Presenting Individually and/or in Pairs:** class members decide

3. **Topic Preferences:** All class members (alone and/or in pairs) will present on their first choice among the available theories.

4. **Dates of Presentation:** If more than class members (alone and/or in pairs) select a particular theory, we will even distribute dates for presenting across the semester class meetings, so we will preserve the class structure: lectures, class member presentations, and small group discussions.

5. **Grading:** Pass/Fail

9. **GRADING PHILOSOPHY & PROCEDURES**

   **Rationale for My Grading Philosophy**

   • **Instructors:** need to believe grade assigned measures achievement
• **Class members:** need to believe grading system is fair

• **Submission of Assignments:** please transmit the papers to me in electronic format (as MSWord document attachments to emails). Please sign the Student Honor Pledge on title page, and either (a) turn in a paper copy of this page, or (b) scan this page into a pdf and send by email). For each paper, please give then a file name & the assignment name, so I can keep track of all the assignments (I will be reading over 100 papers for my classes)

• **“Criterion-referenced grading” = competency-based evaluation**

  1. The *performance of each class member, taken individually, is most important to me.* I would be delighted to give everyone an “A” for the course, if you earn it.
  2. Because you have been accepted into the UMCP graduate programs, you have already achieved much—*I want to contribute to your becoming expert counselors*
  3. *Revising & Resubmitting Papers to Improve Grade:* I have a standing policy in all of my classes that written assignments can be revised and then resubmitted. Improvement in the quality of the work improves the grade. I do this for three reasons:
     a. To encourage students to work harder, to not be satisfied with work that is simply “good enough”
     b. *To give students a glimpse of the “real world,”* where work almost always must be revised multiple times in order to, for example, be published, win grant awards, impress supervisors leading to promotions
     c. So that students will have the greatest potential to earn a solid grade, which will hopefully expand future educational & professional goals

• **Co-Assessment Grading Procedure—Joint evaluation by class member & instructor:**

  1. I want you to have a clear voice about your performance in this course
  2. For every assignment, I would like you to assign yourself a grade, justifying the grade based on a set of criteria I will distribute to the class (see “Nora Bellows’ Approach for Grading Writing Assignments-University of Maryland [posted on Blackboard under Syllabus])
  3. Please do not share this grade and justification until after I have returned assignments to you with my comments and my grade
  4. I will assign a final grade for each assignment based on weighted average of your & my assessment
SUMMARY OF ASSIGNMENTS, DUE DATES, & % OF GRADE

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<tr>
<th>#</th>
<th>Writing Assignments</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>I</td>
<td>Impact of a Major Developmental Event &amp;/or Transitional Period on Your Personal &amp; Professional Growth</td>
<td>Week #7 10/14</td>
<td>25%</td>
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<td>II</td>
<td>Interview of a Person with a Disability(ies)</td>
<td>Week #10 11/04</td>
<td>25%</td>
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<td>III</td>
<td>Interview of a Senior about his/her Lifespan Development</td>
<td>Week #13 12/02</td>
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<td>IV</td>
<td>Topic of Your Choosing: Instructor will provide a list of 25-30 suggestions, but class members will be free to choose any topic</td>
<td>Exam Week 12/13-18</td>
<td>25%</td>
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Grand Total 100%

10. INSTRUCTOR’S RESPONSIBILITIES

For additional information, see
http://www.faculty.umd.edu/teach/reasonable.html
http://www.faculty.umd.edu/teach/classclimate.html
http://www.ohrp.umd.edu/compliance/hrc/intro.html

The Instructor (Paul B. Gold, Ph.D.) will:

• Ensure that class members are treated equitably and not discouraged or devalued based on their differences

• Be especially sensitive to equitably offering opportunities to class members to answer questions in class, to contribute their own ideas, and to participate fully in projects in and outside of the classroom

• Not devalue class members by stereotyping any group and/or overlooking the contributions of a particular group to the topic under discussion

• Behave in a professional manner consistent with University policies, with the ethical principles of the American Psychological Association, and his licensure as a Psychologist

• Provide reasonable notice of major papers in the course, and meet with class members to permit evaluation of student progress throughout the course

• Available for meetings during regular office hours or by appointment

• Be present at all class meetings except when prevented by circumstances beyond the control of the faculty member (e.g., jury duty, illness)
• Assign materials to which all class members can reasonably expect to have access

• Promise to uphold reasonable confidentiality of information gained through class member-faculty contact

• The Syllabus will describe in general terms:
  1. Content and nature of assignments, examination procedures, and the basis for determining final grades
  2. In cases where all or some of this information cannot be provided at the beginning of the course, a clear explanation of the delay and the basis for any course adjustments

11. STUDENT EVALUATION OF INSTRUCTORS

1. Formal Evaluation

CourseEvalUM Fall 2010
(www.CourseEvalUM.umd.edu)

“Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations starting about two weeks prior to the last day of the term before exams begin. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.”

CourseEvalUM - Frequently Asked Questions
“Why should I fill out the evaluations?”
https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml

“If you fill out all of the evaluations in your dashboard, the next semester you can view a summary of submitted evaluations for ALL classes with a 70% or higher response rate for their evaluations. Your evaluations will help:

• Instructors improve their courses
• Deans and department chairs decide on merit pay for faculty, renewal of contracts, and support tenure and promotion decisions
• Current and future students decide on classes”

2. Informal Mini-Evaluations

• Instruction goals—questions about whether they are being met
• Class members return forms anonymously
• One-minute paper
  1. What is the most important thing you learned in class today?
  2. What questions do you have that remained unanswered?

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<th>12. CLASS MEMBERS’ RESPONSIBILITIES</th>
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Class members will be expected to:

• Attend all lecture and discussion sessions
• Arrive on time for class meetings & inform the instructor in advance of absences and lateness
• Respect the confidentiality of any personal and sensitive information shared in class meetings
• Ask questions, raise issues, & express opinions about “topics on the table” for discussion

Class members will also:

• Contact the instructor about difficulties completing assignments prior to class assignment due dates
• Inform the instructor about reasonable accommodations necessary for class participation and completion of assignments (see Section #14 below).

Suggestions for Class Participation

• Please come to class with an open mind and a willingness to take risks. Because this course is designed as a beginning survey of counseling theories, you are not expected to be experts. Please don’t allow yourself to become intimidated by the complexity of counseling theories and practice; everyone, including me, has felt lost at times. As you challenge any fears you might have about the “personal” nature of counseling for both counselors and clients, and as you push yourself to be an active and involved participant, you will be surprised how quickly you will be comfortable with many of the inevitably awkward facets of this profession.

• Please avoid falling behind in your reading! The required readings from our textbook should be completed prior to each week’s class member. As an estimate, plan to spend at least 6-8 hours on preparing for each class meeting (inclusive of readings and assignments).

• Please protect the confidentiality of both our classroom discussions and any meetings about this course held outside of class! Being actively involved in class and small group activities requires some personal self-disclosure. Because of the nature of the vulnerability, trust, and openness needed to learn about counseling, it is extremely important that confidentiality be maintained. Revealing personal information about others outside the classroom is a breach of confidentiality. If you wish to share with others outside the classroom, please reveal only your own reactions and understanding and avoid using names or identifying features of your classmates.
13. ATTENDANCE POLICY (quoted verbatim from UM documents)

Attendance Guidelines
http://www.faculty.umd.edu/teach/attendance.html

- **General Policies**

  “It is the policy of the University to excuse the absences of students that result from the following causes: illness of the student, or illness of a dependent as defined by Board of Regents policy on family and medical leave; religious observance (where the nature of the observance prevents the student from being present during the class period); participation in university activities at the request of University authorities; and compelling circumstance beyond the student's control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes.”

  “In some courses, attendance and in-class participation are ongoing requirements and an integral part of the work of the course. In other courses, occasional in-class assessments may occur, sometimes without advance notice. It is the responsibility of the instructor to inform each class at the beginning of the semester of the nature of in-class participation expected and the effect of absences on the evaluation of the student's work in the course.”

- **Inclement Weather**

  “Faculty should clarify their policy on handling official schedule adjustments (closings and delays) including associated rescheduling of examinations and assignments due to inclement weather and campus emergencies. If necessary, they should make arrangements to communicate with students directly if weather conditions preclude meeting with students for a normally scheduled class. Official closures and delays are announced on the campus website and snow phone line (301-405-SNOW) as well as local radio and TV stations. If bad weather forces a faculty member to cancel a class even though the University is open, the faculty member must notify the department chair in advance.”

- **Religious Observances**

  “The University of Maryland policy on religious observance states that students should not be penalized in any way for participation in religious observances and that, whenever feasible, they should be allowed to makeup academic assignments that are missed due to such absences. However, the student must personally hand the instructor a written notification of the projected absence within two weeks of the start of the semester. The request should not include travel time. Instructors should take the validity of these requests at face value. For your reference, an extensive list of religious holidays appears at http://www.interfaithcalendar.org.

  “The University of Maryland makes it the student's responsibility to inform the instructor of any intended absences for religious observances in advance. Accordingly, faculty should
make every feasible effort to accommodate students' requests based on attendance of religious observances.”

The university specifically requires that no assignments and/or tests are to be completed and submitted during the following two holidays during the Fall 2010 semester.”

- **Rosh Hashanah**  
  Sunset 09/08/2010 - nightfall 09/10/2010
- **Yom Kippur**  
  Sunset 09/17/2010 - nightfall 09/18/2010

Other Important Religious Holidays

- **Eid - Al-Fitr**  
  Sunset 09/10/2010 - 09/12/2010
- **Eid - Al-Adha**  
  11/16/2010
- **Al-Hijra**  
  12/07/2010

• **Other Excused Absences** (instructor & class member will handle on a case-by-case basis)

• **University of Maryland H1N1 Flu Preparations**

“The University of Maryland has developed a response strategy to the H1N1 flu. The University’s Incident Response Team (IRT), convened by Linda Clement, Vice President for Student Affairs, is a coordinating body that responds critical campus H1N1 flu incidents. The IRT will provide guidance in accord with the CDC Guidance for Responses to Influenza for Institutions of Higher Education during the 2009-2010 Academic Year.” See [http://www.umd.edu/umnews/h1n1fall09.cfm](http://www.umd.edu/umnews/h1n1fall09.cfm) for more information.

“The campus will rely on the University homepage to post regular updates on campus conditions. Targeted e-mails will be sent as needed. The University has existing communications resources that can be mobilized for quick response as necessary. Media relations and use of campus media outlets (UMTV, 1640 AM, WMUC, Terrapin TV) are additional assets that can be used.”

“Faculty and staff have been specifically encouraged to take precautions to stay well, but also have been advised to have back-up plans for covering their classes/essential job duties should they become ill, and consider **how they can adapt their courses if they have students who are sick**. This may require adjusting attendance policies and appropriate ways how students can make up missed classes, assignments, and exams.”

“Have faculty establish class e-mail listservs so they can communicate consistent messages. Online teaching platforms, alternate forms of instruction and contact (e.g., Blackboard, blogs, podcasts, conference calls, etc.) should be pursued where feasible. Special workshops will be offered to faculty about the use of this technology.”
14. ACADEMIC INTEGRITY & HONORS PLEDGE

Student Honor Council
http://www.shc.umd.edu/

1. **Student Honor Code**: “The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.shc.umd.edu.”

2. **Student Honor Pledge**: “To further exhibit your commitment to academic integrity, remember to sign the Honor Pledge on all examinations and assignments: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (assignment)."

3. **Student Written Pledge Statement**: “The Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course.”

15. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Disability Support Services
http://www.counseling.umd.edu/DSS/index.html

“The University is legally obligated to provide appropriate accommodations for students with documented disabilities. In order to ascertain what accommodations may need to be provided, faculty should request that students with disabilities inform them of their needs at the beginning of the semester. The instructor should then consult with the department chair and Dr. Jo Ann Hutchinson at Disability Support Services (314-7682, email Dissup@umd.edu). She will make arrangements with the student to determine and implement appropriate academic accommodations. In addition, sometimes students will encounter psychological problems that hamper their life on campus and you may wish to refer them to the Counseling Center (314-7651) or the Mental Health Service in the Health Center (314-8106). Note that the Disability Support Service (Rm. 4155) and the Counseling Center have moved to temporary locations in Susquehanna Hall. In cases of violent or potentially violent behavior, you should contact the Campus Police (405-3333) or Dr. Jonathan Kandell (314-7658) or other members of the BETA group.”
15. OTHER HELPFUL SERVICES

Writing Center for Graduate Students
http://www.english.umd.edu/writing-center/twc-grad-students/

- Provide trained peers.
- Work with students one-on-one.
- Work with drafts at all stages of the writing process, including invention, or brainstorming.
- Work with both grammatical and structural concerns. That is, we can help you with comma splices and thesis construction!
- Provide you with other helpful resources: manuals, worksheets, workshops

University Counseling Center
http://www.counseling.umd.edu/

- Counseling/Psychotherapy
- Career Counseling
- Emergency Services
- Academic Services
- Disability Services
- Parent & Child Services
- Testing Services
- Research Services

New Family Care Resource and Referral Service
http://www.uhr.umd.edu/benefits/family_care.cfm