EDCP625 Spring 2013
COUNSELING the CHEMICALLY DEPENDENT
Version 2.0 (02/10/2013)

1. COURSE INSTRUCTORS

<table>
<thead>
<tr>
<th>Paul B. Gold, Ph.D.</th>
<th>Marte Ostvik de Wilde, Ph.D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3214 Benjamin Bldg</td>
<td>B0100K Cole Activities/3214 Benjamin Bldg</td>
</tr>
<tr>
<td><a href="mailto:pgold@umd.edu">pgold@umd.edu</a></td>
<td><a href="mailto:mdewilde@umd.edu">mdewilde@umd.edu</a></td>
</tr>
<tr>
<td>Telephone: 301.405.8414</td>
<td>Mailbox: (3214 Benjamin Building)</td>
</tr>
<tr>
<td>Mailbox: (3214 Benjamin Building)</td>
<td></td>
</tr>
</tbody>
</table>

2. COURSE TIME, LOCATION, & OFFICE HOURS

- **Class Meeting Time:** N/A—online course
- **Office Hours:** by Appointment

3. COURSE GOALS/OBJECTIVES

This course investigates chemical dependency and its effects on the individual’s personal, social, and work functioning. The course explores counseling procedures for persons with drug and alcohol problems. The following CACREP-based School Counseling learning outcomes are:

4. CACREP STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>SECTION II: PROFESSIONAL IDENTITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CACREP STANDARD</strong></td>
</tr>
<tr>
<td><strong>II.G.1.</strong> PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of [<strong>II.G.1.c</strong>] of the following aspects of professional functioning:</td>
</tr>
<tr>
<td><strong>II.G.1.c.</strong> Counselors’ roles and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma- causing event</td>
</tr>
<tr>
<td><strong>II.G.5.</strong> HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:</td>
</tr>
<tr>
<td><strong>II.G.5.g.</strong> Crisis intervention and suicide prevention models, including the use of psychological first aid strategies.</td>
</tr>
</tbody>
</table>
## CACREP STANDARD | COURSE REQUIREMENT
--- | ---
### FOUNDATIONS

**A. Knowledge**

**A7.** Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.

Discussion Board Postings
Crisis Response Plan
Community Resource Guide

### COUNSELING, PREVENTION, AND INTERVENTION

**C. Knowledge**

**C.6.** Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.

Discussion Board Postings
Crisis Response Plan

**D. Skills and Practices**

**D.4.** Demonstrates the ability to use procedures for assessing and managing suicide risk.

Discussion Board Postings
Crisis Response Plan
Community Resource Guide

### ASSESSMENT

**G. Knowledge**

**G.1.** Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.

Support Group Visit
Discussion Board Visits
Abstinence Experience

**G.2.** Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.

Support Group Visit
Discussion Board Postings

### COLLABORATION AND CONSULTATION

**M. Knowledge**

**M.7.** Knows school and community collaboration models for crisis/disaster preparedness and response.

Crisis Response Plan
Discussion Board Postings
5. REQUIRED TEXTBOOK & READINGS

Textbook


Additional readings may be assigned at the discretion of the instructors.

EDCP625 Course Space Access: Canvas:  
[https://myelms.umd.edu/](https://myelms.umd.edu/)

6. COURSE SCHEDULE

*Note: Instructors reserves the right to modify this syllabus as needed.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>02/15/2013</td>
<td>Current Trends and Prevalence</td>
<td>F&amp;H (2013), Chapter 1 &amp; 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Classification of Drugs</td>
<td></td>
</tr>
<tr>
<td>02</td>
<td>02/22/2013</td>
<td>Models of Addiction</td>
<td>F&amp;H (2013), Chapter 3</td>
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<td></td>
<td></td>
<td></td>
<td>Discussion Board Postings – Instructor Guided Question</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>only this week</td>
</tr>
<tr>
<td>03</td>
<td>03/01/2013</td>
<td>Culturally and Ethnically Diverse Groups</td>
<td>F&amp;H (2013), Chapter 4 &amp; 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Confidentiality and Ethical Issues</td>
<td>Discussion Board Postings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Inform instructors about abstinence experience choice</td>
</tr>
<tr>
<td>04</td>
<td>03/08/2013</td>
<td>Screening, Assessment and Diagnosis</td>
<td>F&amp;H (2013), Chapter 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion Board Postings</td>
</tr>
<tr>
<td>05</td>
<td>03/15/2013</td>
<td>Co-Occurring Addiction &amp; Mental Illness</td>
<td>Discussion Board Postings</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Community Resource Guide DUE</td>
</tr>
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<td>---</td>
<td>03/22/2013</td>
<td>Spring Break</td>
<td></td>
</tr>
<tr>
<td>06</td>
<td>03/29/2013</td>
<td>Motivational Interviewing &amp; Stages of</td>
<td>F&amp;H (2013), Chapter 7</td>
</tr>
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<td></td>
<td></td>
<td>Change</td>
<td>Discussion Board Postings</td>
</tr>
<tr>
<td>07</td>
<td>04/05/2013</td>
<td>Treatment</td>
<td>F&amp;H (2013), Chapter 8</td>
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<td></td>
<td></td>
<td></td>
<td>Discussion Board Postings</td>
</tr>
<tr>
<td>08</td>
<td>04/12/2013</td>
<td>Relapse Prevention &amp; Recovery</td>
<td>F&amp;H (2013), Chapter 9 &amp; 10</td>
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<td></td>
<td></td>
<td>12-Step &amp; Other Support Groups</td>
<td>Discussion Board Postings</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Support Group Visit DUE</td>
</tr>
<tr>
<td>09</td>
<td>04/19/2013</td>
<td>Crisis, Trauma and Substance Abuse</td>
<td>Discussion Board Postings</td>
</tr>
<tr>
<td>10</td>
<td>04/26/2013</td>
<td>Children &amp; Families</td>
<td>F&amp;H (2013), Chapter 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion Board Postings</td>
</tr>
</tbody>
</table>
Week | Date       | Topic                                             | Reading/Assignments                                      |
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>11</td>
<td>05/03/2013</td>
<td>Adult Children &amp; Codependency</td>
<td>F&amp;H (2013), Chapter 12 Discussion Board Posting</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Crisis Management Plan DUE</td>
</tr>
<tr>
<td>12</td>
<td>05/10/2013</td>
<td>Special Populations, Cultural Realities: Women,</td>
<td>F&amp;H (2013), Chapter 13 Discussion Board Postings</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Adolescents, GLBT HIV/AIDS/Hepatitis C</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>05/17/2013</td>
<td>Gambling and Other Addictions</td>
<td>F&amp;H (2013), Chapter 14 Abstinence Experience DUE</td>
</tr>
</tbody>
</table>

7. WRITTEN ASSIGNMENTS

Note: Please format your assignments according to APA style, with a separate page for the honor pledge, abstract, and references. Page limits refer to the narrative only (i.e. the page count does not include the pledge, abstract, and references)

1. DISCUSSION BOARDS
   (DUE: WEEKLY)

   A. For this online course to be successful, engaged, thoughtful, and respectful participation on the Canvas Discussion Boards is a critically important.
   B. Each student will both post his/her own discussion questions for the rest of us, and respond to others’ posted questions, using citations from literature, if necessary.
   C. Because much of the course involves ongoing and frequent “give-and-take” among us all, we must all commit to be timely in responding to each other’s postings. Students and instructors are “on the same team”—not adversaries. We rise and fall together on the way in which we interact with each other.
   D. Each weekly assignment consists of three elements:

   1. **Instructors will post** a discussion question based on the weekly topic and assigned reading. Each student must post a minimum of one response to the question ranging between 150 and 200 words (i.e. roughly one-half to three-quarters of a double-spaced page).
   2. **Students will be assigned** two dates throughout the semester where they must post a discussion question for the course. Discussion questions MUST be posted by midnight on Fridays.
   3. **Students must respond** to each of the student-posted discussion questions every week (between 150-200 words).

2. COMMUNITY RESOURCE GUIDE
   Due Date: 3/15

We want to compile a community resource guide for students, families, and fellow educators specific to the needs of people with addictions; and/or children residing in homes where people...
misuse psychoactive substances (e.g., alcohol, methamphetamine, heroin, prescription drugs). Please include three to four—(a) “in-school” or “in-district” resources; and/or support personnel; and (b) four to five community-based services or resources. Each service/resource should include:

1. Name and contact information (especially online access information)
2. Financial information (e.g., free, sliding scale, accepted insurance, out of pocket costs)
3. Services provided and population served
4. Any other important information about the resource/service

Please draft your resource guide using language appropriate for the targeted population (i.e. audience). For example, if you are working at an internship site where a large proportion of students speak Spanish as their first language, please consider having someone translate the guide from English into Spanish, and provide the site with both versions. We hope your internship sites will retain your resource guides for future use by both students and educators.

3. SUPPORT GROUP VISIT PAPER
   Due Date: 4/12
   Length: 4-5 pages

1. Please research a community support group (CSG: see table below for options), and become familiar with their principles and methods/activities toward recovery from addiction.

<table>
<thead>
<tr>
<th>Community Support Group</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alcoholics Anonymous</td>
<td><a href="http://www.aa.org">http://www.aa.org</a></td>
</tr>
<tr>
<td>Adult Children of Alcoholics (ACA/ACoA)</td>
<td><a href="http://www.adultchildren.org">www.adultchildren.org</a></td>
</tr>
<tr>
<td>Al-Anon &amp; Alateen</td>
<td><a href="http://al-anon-alateen.org">http://al-anon-alateen.org</a></td>
</tr>
<tr>
<td>Children of Alcoholics Foundation</td>
<td><a href="http://www.coaf.org">www.coaf.org</a></td>
</tr>
<tr>
<td>Co-Dependents Anonymous</td>
<td><a href="http://www.coda.org/">http://www.coda.org/</a></td>
</tr>
<tr>
<td>Faces and Voices of Recovery</td>
<td><a href="http://www.facesandvoicesofrecovery.org/">http://www.facesandvoicesofrecovery.org/</a></td>
</tr>
<tr>
<td>Narcotics Anonymous</td>
<td><a href="http://www.na.org/">http://www.na.org/</a></td>
</tr>
<tr>
<td>National Association for Children of Alcoholics</td>
<td><a href="http://www.nacoa.org/">http://www.nacoa.org/</a></td>
</tr>
<tr>
<td>White Bison, Inc. (American Indian non-profit charitable organization)</td>
<td><a href="http://www.whitebison.org/white-bison/white-bison-about.php">http://www.whitebison.org/white-bison/white-bison-about.php</a></td>
</tr>
</tbody>
</table>

2. Attend one CSG meeting and write about your experiences and observations.
3. You may want to interview the CSG leader, and/or any volunteer participants to enrich your understanding of the CSG
4. Prior to attending a CSG meeting, please find out the CSG’s rules about
   • Attendance
   • Confidentiality, and
   • Other expectations the CSG may have about admitting visitors
   • If necessary, obtain a CSG’s leader(s) approval.
5. Essential sensitive matters about which to be aware:
   • Only attend a meeting designated as “OPEN”
   • You must go alone or, at most, with one other classmate to the meeting after receiving
approval from the CSG leader

• Out of respect to CSG members, please do not take notes during the CSG meeting
6. Record your impressions as soon as possible after the meeting at a different location
7. Please remember not to include any identifying information about participants or leader(s).

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4. CRISIS RESPONSE PLAN
Length: 6-8 pages
Due Date: May 3rd

Details will be provided soon.

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5. ABSTINENCE EXPERIENCE
Due Date: May 17th
Length: 5-6 pages

You will be asked to give up a substance, behavior or habit for the entirety of the semester. You must chose something and inform your instructors by *March 1st*. Choose something that you would deem incredibly difficult to give up. This is an exercise in empathy, compassion, and self-awareness. It would not be difficult to fool the instructors into believing you gave something up, but you will learn nothing. You should not ask your present or future clients to do something you have not been willing to try yourself. Some examples of things you may choose to give up include:

- Caffeine
- Tobacco
- Alcohol
- Soda
- Fast food
- Television
- Certain internet websites (e.g. Facebook)
- Texting
- Illicit Drugs
- Nail Biting
- Swearing

The assignment is to write a paper in response to the experience (you are graded on the paper, as opposed to whether or not you relapse throughout the semester). The paper should include the following sections:

1. Substance, habit, or behavior chosen: history of use, current level of use, negative consequences of use.
2. Triggers, Urges/Carvings, Withdrawal, Daydreams about using, Any Replacements.
3. Describe any slips or relapses.
4. Share the experience with a friend or family member and describe their reaction and yours to them.

Summarize the abstinence experience: things learning, feelings, reactions, and applications to you as a school counselor.
SUBMITTING ASSIGNMENTS

- **Uploading to Canvas**: please upload materials as MSWord documents to the EDCP625 Canvas course space
- **Student Honor Pledge**: on the title page, please type out the Pledge (see Section #14 of this Syllabus, “Academic Integrity & Student Honors Pledge” for the appropriate language), & either (a) digitally sign the document and/or (b) scan your title page with signature into a pdf file and upload to Canvas
- **Naming Files**: Please use the uniform naming system as follows:
  - Course number (EDCP625)
  - Your last name
  - Assignment name or number (#01, 02, 03)
  - Date submitted
  - Example: “EDCP625_Gold_Assignment_XYZ_03_03_2013”

8. GRADING PHILOSOPHY & PROCEDURES

**Grading Philosophy**

**Instructors**: need to believe that grades assigned actually reflect level of achievement

**Course members**: need to believe the grading system is fair

“**Criterion-Referenced Grading**” = competency-based evaluation

1. The *performance of each course member, taken individually, is most important to us*. We would be delighted to give everyone an “A” for the course, if you earn it.
2. Because your graduate program performance has been excellent to date, we are most interesting in *contributing to your becoming expert counselors, rather than pitting you in competition with each other under a “Norm-Referenced Grading” system* (i.e. “The Bell Curve”)
3. **Revising & Resubmitting Papers to Improve Grade**: I (Dr. Gold) maintain a longstanding policy in all of my courses that, if anyone receives a grade on an assignment falling below what he/she strove for, then he/she should have the opportunity to revise & resubmit for a higher 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 any piece of work almost always must be revised multiple times in order to, for example, to impress supervisors leading to promotions, to be published in peer-reviewed journals, and to compete successfully for grant awards
   c. So all students will increase their chances of earning a solid grade, which will hopefully expand future educational & professional goals
SUMMARY OF ASSIGNMENTS, DUE DATES, & % OF GRADE

Due dates. You are expected to turn in all assignments on the due dates listed. If an assignment is turned in late, a half a letter grade will be deducted from your final grade of the assignment for every day that it is late (i.e. 24 hours after the deadline).

<table>
<thead>
<tr>
<th>#</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class Participation (Weekly contribution to discussion questions posed by instructors and classmates)</td>
<td>Weekly</td>
<td>25%</td>
</tr>
<tr>
<td>2</td>
<td>Community Resource Guide</td>
<td>Week #05: 03/15/2013</td>
<td>15%</td>
</tr>
<tr>
<td>3</td>
<td>Support Group Visit Paper</td>
<td>Week #08: 04/12/2013</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>Crisis Response Plan</td>
<td>Week #11: 05/3/2013</td>
<td>20%</td>
</tr>
<tr>
<td>5</td>
<td>Abstinence Experience</td>
<td>Exam Week: 05/17/2013</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>Grand Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

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 Instructors (Paul B. Gold, Ph.D. & Marte Ostvik de Wilde, Ph.D.) will:
• Ensure that course members are treated equitably & not discouraged or devalued based on their differences
• Be especially sensitive to equitably offering opportunities to course members to answer questions, to contribute their own ideas, & to participate fully in projects
• Not devalue course members by stereotyping any group &/or overlooking the contributions of a particular group to the topic under discussion
• Behave in a professional manner consistent with University policies
• Provide reasonable notice of major papers in the course, & meet with course members to permit evaluation of student progress throughout the course
• Available for meetings during regular office hours or by appointment
• Assign materials to which all course members can reasonably expect to have access
• Promise to uphold reasonable confidentiality of information gained through course member-faculty contact
• The Syllabus will describe in general terms:
  1. Content & nature of assignments, examination procedures, & 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 & the basis for any course adjustments

11. STUDENT EVALUATION OF INSTRUCTORS

1. Formal Evaluation

CourseEvalUM Spring 2013
(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 & important to the improvement of teaching & learning at the University as well as to the tenure & 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.coursevalum.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 redesign & improve their course goals, objectives, content, & assignments
• Deans & department chairs decide on faculty renewal of contracts, & faculty promotion & tenure decisions
• Current & future students decide on classes”

2. Informal Mini-Evaluations

• The instructors may periodically ask for verbal or written feedback from students on
  o Instruction goals—questions about whether they are being met
  o Assignments, discussions, experiential activities or online climate
• Constructive feedback provided to the instructors is valued and will not negatively affect assessment of course participation
• Course members return forms anonymously

12. COURSE MEMBERS’ RESPONSIBILITIES

Course environment
Students and the instructors share the responsibility to provide a safe online environment where individuals feel free to openly express their thoughts, feelings and reactions. Therefore, all individuals in this course will:
• Use appropriate written language that does not demean or dehumanize any individual or groups, whether or not such individuals are present in the virtual classroom.
• Respect to others by responding with thoughtfulness and sensitivity.
• Stay current with assigned readings, and turn in papers and projects on time.

Course members will be expected to:

• Participate in all online discussion sessions
• Inform the instructors in advance of absences & lateness
• Respect the confidentiality of any personal & sensitive information shared in online discussions
• Ask questions, raise issues, & express opinions about “topics on the table” for discussion

Course members will also:

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

Suggestions for Course Participation

• Please keep up-to-date with readings - required readings should be completed prior to each week’s course meeting.

• Please protect the confidentiality of both our online discussions & any meetings about this course held in other venues. Being actively involved in course activities requires some personal self-disclosure. Because of the nature of the vulnerability, trust, & openness needed to learn about addictions counseling, it is extremely important that confidentiality be maintained. Revealing personal information about others outside of online discussions is a breach of confidentiality. If you wish to share with others outside of online discussions, please reveal only your own reactions & understanding & avoid using names or identifying features of your classmates.

13. ATTENDANCE POLICY (quoted verbatim from UMD documents)

Attendance Policies
http://faculty.umd.edu/teach/attendance.html

General Policies

“University policy excuses the absences of students for illness, religious observances, participation in University activities at the request of university authorities & compelling circumstances beyond the student's control. Students who miss a single class for a medical
reason are not required to provide medical documentation, but students who are absent more than once are responsible for providing various forms of documentation, depending on the nature of the absence. Course syllabi should specify the nature of the in-class participation expected & the effects of absences on students’ grades. For more information, see University Policy V-1.00G on Medically Necessary Absence.”

Medically Necessary Absences

“Students who miss a single class (lecture, recitation, or lab) for a medical reason must make a reasonable effort to contact their instructor in advance, & upon return to class, present the instructor with a self-signed note which acknowledges that the information provided is accurate. Faculty must accept this note; a student's failure to provide an accurate statement is a violation of the Honor Code… Students who have a prolonged absence due to illness (multiple consecutive absences) are required to provide written documentation from a health care provider.”

Inclement Weather

“Official closures & delays are announced on the campus website at umd.edu & snow phone line (301-405-SNOW), as well as on local radio & TV stations. If inclement weather conditions force a faculty member to cancel a class even though the University is open, the faculty member must notify the department chair in advance. Students must also be notified through procedures outlined in the syllabus.”

Religious Observances

(http://faculty.umd.edu/teach/attend_student.html#religious)

“The University's policy on religious observance and classroom assignments and tests states that students should not be penalized for participation in religious observances and that, whenever feasible, they should be allowed to make up academic assignments that are missed due to such absences. Faculty should describe this policy in the syllabus. Students are responsible for notifying the instructor of projected absences within the first two weeks of the semester. This is especially important for final examinations. Instructors should take the validity of these requests at face value.”

“The policy also requires that tests and major assignments not be scheduled on certain holiday dates.” These are listed below. An extensive list of religious holidays can be found at: http://www.interfaithcalendar.org

“Faculty should remind students in advance, preferably on the syllabus, that it is the student's responsibility to inform the instructor of any intended absences for religious observances in advance and that prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester. This problem is especially likely to arise
when final exams are scheduled on Saturdays. Your failure to understand and adhere to this policy may result in a false perception that the campus is insensitive to the religious diversity on campus. Accordingly, please make every feasible effort to accommodate students' requests based on attendance of religious observances.”

“The university specifically requires that no assignments &/or tests are to be completed & submitted during the following two holidays during the Spring 2013 semester.”

<table>
<thead>
<tr>
<th>Date</th>
<th>Holiday</th>
<th>Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri., Mar. 29, 2013</td>
<td>Good Friday</td>
<td>Christian</td>
</tr>
</tbody>
</table>

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

14. ACADEMIC INTEGRITY & HONORS PLEDGE

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

Using the Honor Pledge: Frequently Asked Questions
http://shc.umd.edu/SHC/HonorPledgeUse.aspx

1. Student Honor Code: “The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the University Senate approved an Honor Pledge. The student-administered Honor Code and Honor Pledge prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures.”

2. The University of Maryland Honor Pledge reads: “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”

3. Student Written Pledge Statement Policy: “Unless you are specifically advised to the contrary, 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. Students who fail to write and sign the Pledge will be asked to confer with the instructor.”

4. Compliance with the code is administered by the Student Honor Council, “which strives to promote a community of trust on the College Park campus. Allegations of academic dishonesty should be reported directly to the Honor Council (301-314-8450) by any member of the campus community. For additional information, consult the Office of Student Conduct” at: http://osc.umd.edu/OSC/Default.aspx
American School Counselor Association (ASCA)  
ASCA's Ethical Standards for School Counselors  
http://www.schoolcounselor.org/content.asp?pl=325&sl=136&contentid=136

15. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

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 disabilities. The campus's Disability Support Service Office (DSS) works with students and faculty to address a variety of issues ranging from test anxiety to physical and psychological disabilities. If an instructor believes that a student may have a disability, DSS should be consulted (4-7682 or dissup@umd.edu). Note that to receive accommodations, students must first have their disabilities documented by DSS. The office then prepares an Accommodation Letter for course instructors regarding needed accommodations. Students are responsible for presenting this letter to their instructors by the end of the drop/add period.”

Students in Distress

Services for students in various forms of distress are offered by:

(1) Counseling Center  
http://www.counseling.umd.edu/?t=print.php

(2) Mental Health Service in the Health Center  
http://www.health.umd.edu/mentalhealth

(3) Peer-Counseling Hotline  
During evenings and weekends, the student (4-HELP or 4-4357) is available.  
http://www.umdhelpcenter.org/

(4) Faculty-Staff Warm Line  
Faculty who wish to consult with professionals may call 4-7651 for immediate assistance. For non-emergency issues, faculty can call the Warmline (4-7653). A therapist will respond within a few hours.  
http://www.counseling.umd.edu/Services/fswarmline.htm

(5) Helping Students Distress: A Faculty & Staff Guide for Assisting Students in Need  
http://www.counseling.umd.edu/  
(Click “Online Resources” & Select “Helping Students in Distress”)

Assistance for faculty in identifying and responding to students who may be having problems
related to depression, test anxiety, future career plans and more.

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**Threatening Behavior from Students**
Office of Student Conduct/Classroom Disruption Advisory
[http://osc.umd.edu/OSC/GeneralFacultyDisruption.aspx](http://osc.umd.edu/OSC/GeneralFacultyDisruption.aspx)

“In the event of an emergency, faculty should contact Campus Police (5-3333 or 911). In cases involving individuals who are perceived as threatening, disruptive, or otherwise problematic, faculty should contact the **Behavior Evaluation and Threat Assessment Resource Group**. **BETA** provides resources to faculty and makes referrals to appropriate University or off-campus entities.”
[https://www.studentaffairs.umd.edu/betateam/](https://www.studentaffairs.umd.edu/betateam/)

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**16. OTHER HELPFUL SERVICES**

**Writing Center for Graduate 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 & structural concerns. That is, we can help you with comma splices & thesis construction!
- Provide you with other helpful resources: manuals, worksheets, workshops

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**University Counseling Center**
[http://www.counseling.umd.edu/](http://www.counseling.umd.edu/)

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

**Family Care Resource & Referral Service**