EDCP870 Fall 2013
PROFESSIONAL ISSUES SEMINAR

1. COURSE INSTRUCTORS

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2. COURSE TIME, LOCATION, & OFFICE HOURS

Class Meeting Time: Thursdays, 12:30-3:15
Office Hours: by Appointment

3. COURSE GOALS/OBJECTIVES

This course examines contemporary ethical issues, policies, laws, and legislation relevant to school counseling and in school settings. The focus will be on attaining a level of applied ethical knowledge and awareness appropriate for the master’s level professional school counselor. As a result of this course, the student will be able to:

4. CACREP STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>STUDENT LEARNING OUTCOMES</th>
<th>COURSE REQUIREMENTS</th>
<th>PROGRAM REQUIREMENTS</th>
<th>CACREP STANDARD</th>
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CACREP GENERAL STANDARDS

Section II: Knowledge Requirements

Section G. Common core curricular experiences & demonstrated knowledge in each of the eight common core curricular areas

Understands professional roles, functions, and Take-home II.G.1.b
relationships with other human service providers, including strategies for interagency/interorganization collaboration and communication | quizzes, Ethical Case Paper & Presentation | II.G.1.d

Understands counselors’ role and responsibilities as members of an interdisciplinary emergency management response team during a local, regional, or national crisis, disaster or other trauma-causing event | Take-home quizzes | II.G.1.c

Knows professional organizations and credentialing bodies’ ethical standards and practices, as well as applications for policy and practice | Take-home quizzes | II.G.1.g, II.G.1.j

Knows the role of school counselors in the process of advocating for clients in order to address institutional and social barriers that impede access, equity, and success. | Informed Consent Documents | Comprehensive Exit ePortfolio II.G.1.h, II.G.1.i

Understands multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally | Ethical Case Paper & Presentation | II.G.2.a

### School Counseling Specific Standards

#### A. Foundations: Knowledge

| Understands ethical and legal considerations specifically related to the practice of school counseling | Take-home quizzes, Ethical Case Paper & Presentation | School Counseling Standard A.2.

| Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling | Take-home quizzes | School Counseling Standard A.4

#### B. Foundations: Skills & Practices

| Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling | Take-home quizzes, Informed Consent, Ethical Case Paper & Presentation | Comprehensive Exit ePortfolio School Counseling Standard B.1.

| Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program | Take-home quizzes | School Counseling Standard B.2

#### D. Skills & Practices

<p>| Demonstrates self-awareness, sensitivity to | Ethical Case | School |</p>
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<tr>
<th>EDCP870 Fall 2013 Syllabus</th>
<th>Professional Issues Seminar</th>
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<tr>
<th>Others, &amp; skills necessary for developing working alliance with diverse individuals, groups, &amp; classrooms</th>
<th>Paper &amp; Presentation</th>
<th>Counseling Standard D.1.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates the ability to use procedures for assessing and managing suicide risk.</td>
<td>Take-home quizzes</td>
<td>School Counseling Standard D.4</td>
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<tr>
<td>Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.</td>
<td>Take-home quizzes, Informed Consent</td>
<td>Comprehensive Exit ePortfolio</td>
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**E. Diversity & Advocacy**

| Recognizes cultural, ethical, economic, legal, & political issues surrounding diversity, equity, & excellence | Take-home quizzes, Ethical Case Paper & Presentation | School Counseling Standard E.1. |

**F. Skills and Practices**

| Engages parents, guardians, and families to promote the academic, career, and personal/social development of students | Informed Consent | Comprehensive Exit ePortfolio | School Counseling Standard F.4 |

**J. Research & Evaluation**

| Applies relevant research findings to inform the practice of school counseling. | Ethical Case Paper & Presentation | School Counseling Standard J.1 |
5. REQUIRED TEXTBOOK & READINGS

Textbooks


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

EDCP870 Course Space Access: Canvas:
https://myelms.umd.edu/

6. COURSE SCHEDULE

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
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<tbody>
<tr>
<td>01</td>
<td>01/24/2013</td>
<td>Introduction &amp; Syllabus Review&lt;br&gt;Counselor values&lt;br&gt;Personal ethical decision making</td>
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<tr>
<td>02</td>
<td>01/31/2013</td>
<td>Overview of ethical and legal issues and challenges&lt;br&gt;school Counselor professionalism</td>
<td>ACA &amp; ASCA Ethical Codes&lt;br&gt;Stone (2005), Chapter 1, 2&lt;br&gt;Hermann et al. (2010), Chapter 1</td>
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<tr>
<td>03</td>
<td>02/07/2013</td>
<td>Family Education Rights&lt;br&gt;Privacy Act</td>
<td>Stone (2005), Chapter 3&lt;br&gt;Hermann et al. (2010), Chapter 2</td>
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<tr>
<td>04</td>
<td>02/14/2013</td>
<td>Negligence&lt;br&gt;Suicide Prevention and Self-Harm</td>
<td>Stone (2005), Chapter 4&lt;br&gt;Hermann et al. (2010), Chapter 3</td>
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<tr>
<td>05</td>
<td>02/21/2013</td>
<td>Obligations to the court&lt;br&gt;Child abuse and neglect</td>
<td>Stone (2005), Chapter 5, 6&lt;br&gt;Hermann et al. (2010), Chapter 5&lt;br&gt;<strong>Take-home quiz 1 DUE</strong></td>
</tr>
<tr>
<td>06</td>
<td>02/28/2013</td>
<td>Sexually active students&lt;br&gt;Sexual harassment</td>
<td>Stone (2005), Chapter 8, 9</td>
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<td>07</td>
<td>03/07/2013</td>
<td>Violence, bullying, and crime</td>
<td>Stone (2005), Chapter 10&lt;br&gt;Hermann et al. (2010), Chapter 4</td>
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<td>08</td>
<td>03/14/2013</td>
<td>Direct Services and Ethical Issues: Individual, Group, and Classroom Counseling</td>
<td>Stone (2005), Chapter 7&lt;br&gt;<strong>Take-home quiz 2 DUE</strong></td>
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<td></td>
<td>03/21/2013</td>
<td><strong>3/21/2013 SPRING BREAK – NO CLASS</strong></td>
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<td>09</td>
<td>03/28/2013</td>
<td>Ethics and working with diverse student populations: LGBTQA, Immigrants, Homeless and Low SES</td>
<td>Stone (2005), Chapter 11</td>
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<tr>
<td>10</td>
<td>04/04/2013</td>
<td>Cyberbullying, Social Media&lt;br&gt;College Access and Social Justice</td>
<td>Take-home quiz 3 DUE</td>
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<tr>
<td>11</td>
<td>04/11/2013</td>
<td>Mental Disorders and Referral&lt;br&gt;Special topic: Sandy Hook Elementary School</td>
<td>Hermann et al. (2010), Chapter 6&lt;br&gt;Assigned articles relevant to Sandy Hook ES Tragedy</td>
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EDCP870 Fall 2013 Syllabus
Professional Issues Seminar

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<tbody>
<tr>
<td>12</td>
<td>Student Presentations</td>
<td>Student Presentations</td>
<td>Ethics of advocacy</td>
<td>Termination</td>
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<tr>
<td>13</td>
<td>Ethical Case Student Paper DUE</td>
<td>Stone (2005), Chapter 12</td>
<td>Informed Consent DUE</td>
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7. ASSIGNMENTS

Note: All written assignments should be APA formatted, and double-spaced in 12-point Times New Roman font. Cover pages and abstracts are required, and any page limits listed should be followed carefully. Reference pages are required (the page limits do not include cover pages, abstracts, or reference pages).

1. Participation/Attendance
   (Due: Weekly)

Active participation means engaging in dialogue with other students and instructors using thoughtful and culturally sensitive responses.

2. Take-home quizzes (3)
   (Due: 2/21, 3/14, 4/4)

There will be three take-home “quizzes” throughout the semester that will ask you to write short essays based on class content and readings in the preceding weeks. The only sources you will need for these are class textbooks, ACA Code of Ethics, and class PowerPoints.

3. Ethical Case Study Paper
   (5-6 pages; Due: 4/18)

Each student will select an ethical issue/challenge/dilemma case study (we will discuss these in class so members don’t all do the same topics; examples include dual relationships, confidentiality, suspected child abuse). Provide an overview of your case and a case consultation on the ethical issue. Identify which ethical decision making model you employed in making the decision in your specific case. Your paper will examine the ethical implications of your topic including ethical principles that are applicable and relevant literature.

4. Ethical Case Study Presentation
   (20 minutes; Due: 4/18 or 4/25)

This presentation should outline the main components of your ethical case study, using a professional delivery of content (PowerPoint, Prezi, etc.). Your presentation should summarize
all the areas covered in the written paper. You will want to allow for 5-10 minutes for questions and discussion, and provide the class with a helpful handout.

5. Informed Consent Documents
   (Pages; Due: 5/9)

Create informed consent documents that you can use as a Professional School Counselor. Choose a level (Elementary, Middle, or High School). You will need to make four versions of the informed consent document. Much of the language and content may overlap, but it is important to write different versions that appeal to the different populations and delivery services you will provide:

1. A comprehensive informed consent document for parent(s)/guardian(s) of students you plan to do individual counseling with more than once.
2. A comprehensive informed consent document for parent(s)/guardian(s) of students you plan to include in group counseling.
3. A developmentally appropriate symbolic informed consent document for students you see for individual counseling.
4. A developmentally appropriate symbolic informed consent document for students you plan to include in group counseling.

SUBMITTING PAPERS

• **Transmitting**: Please transmit papers to all instructors in electronic format (as MSWord document attachments to emails).
• **Student Honor Pledge**: on title page, please sign the Pledge (see Section #14 of this Syllabus, “Academic Integrity & Student Honors Pledge” for the appropriate language), & either:
  o Turn in a paper copy of this page, OR
  o Scan this page into a pdf & send it to all instructors by email
• **Naming Files**: Please name e-files with:
  o Course number (EDCP870)
  o Your last name
  o Paper number or topic (#01, 02, 03)
  o Date submitted
  o Example: “EDCP870_Your Name_Paper01_09_29_2013”

8. GRADING PHILOSOPHY & PROCEDURES

**Grading Philosophy**

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

Criterion-Referenced Grading” = competency-based evaluation

1. The performance of each class member, taken individually, is most important. The instructors 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—We want to contribute to your becoming expert counselors
3. Revising & Resubmitting Papers to Improve Grade: The standing policy in this class is that written assignments can be revised & then resubmitted. Improvement in the quality of the work improves the grade. The three reasons for this are:
   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, 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

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<thead>
<tr>
<th>#</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Total</th>
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<tbody>
<tr>
<td>1</td>
<td>Take-home Quizzes</td>
<td>2/21, 3/14, 4/4</td>
<td>10% each</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>30% total</td>
</tr>
<tr>
<td>2</td>
<td>Ethical Case Study Paper</td>
<td>4/18</td>
<td>25%</td>
</tr>
<tr>
<td>3</td>
<td>Ethical Case Study Presentation</td>
<td>4/18 or 4/25</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>Informed Consent Documents</td>
<td>5/9</td>
<td>25%</td>
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<tr>
<td></td>
<td>Grand Total</td>
<td></td>
<td>100%</td>
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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.oahrp.umd.edu/compliance/hrc/intro.html

The Instructors (Paul B. Gold, Ph.D., Marte Ostvik-de Wilde, Ph.D., and GoEun Na, Ph.D.) will:

• Ensure that class members are treated equitably & 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, & to participate fully in projects in & outside of the classroom
• Not devalue class 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, with the ethical principles of the American Psychological Association and/or American Counseling Association, & licensure as Psychologists or Professional School Counselors

• Provide reasonable notice of major papers in the course, & 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 & 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 Fall 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.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 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 class participation
• Class members return forms anonymously

12. CLASS 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.

Class members will be expected to:

• Attend all lecture & discussion sessions
• Arrive on time for class meetings & inform the instructor in advance of absences & lateness
• Respect the confidentiality of any personal & 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 instructors about difficulties completing assignments prior to class assignment due dates
• Inform the instructors about reasonable accommodations necessary for class participation & completion of assignments (see Section #14 below).

Suggestions for Class Participation

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

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

• **Please protect the confidentiality of both our classroom discussions & any meetings about this course held outside of class** - being actively involved in class & small group activities requires some personal self-disclosure. Because of the nature of the vulnerability, trust, & 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 & 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

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**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.”

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**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.”

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**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.”

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**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.”

- **Christian:** Good Friday Fri., Mar. 29, 2013
- **Islam:** Mawlid an Nabi Thurs., Jan. 24, 2013

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

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**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

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**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**

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

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**Students with Disabilities**
“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 the Counseling Center and the Mental Health Service in the Health Center. During evenings and weekends, the student peer-counseling hotline (4-HELP or 4-4357) is available. 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. In addition, a resource guide is available to assist faculty in identifying and responding to students who may be having problems related to depression, test anxiety, future career plans and more.”

Threatening Behavior from Students
“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.” See: http://beta.umd.edu/

16. 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 & structural concerns. That is, we can help you with comma splices & 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

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