1. COURSE INSTRUCTOR

Paul B. Gold, Ph.D.
3214 Benjamin Bldg
Dept. Counseling, Higher Ed., and Special Ed.
Telephone: 301.405.8414
Mailbox: (3214 Benjamin Building)
pgold@umd.edu

2. COURSE TIME, LOCATION, & OFFICE HOURS

Class Meeting Time/Place: Wednesdays, 4:15 – 7:00 pm/Benjamin 1315
Office Hours: by Appointment

3. COURSE GOALS/OBJECTIVES

This course reviews (a) addiction to psychoactive substances (drugs & alcohol), (b) its effects on the individual’s personal, social, family, and work functioning, (c) influences of culture and acculturation on addiction and counseling outcomes, and (d) counseling approaches. The following CACREP-based School Counseling learning outcomes are:

4. CACREP STUDENT LEARNING OUTCOMES

<table>
<thead>
<tr>
<th>CACREP STANDARD</th>
<th>COURSE REQUIREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>II.G.1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of [II.G.1.c] of the following aspects of professional functioning:</td>
<td>Crisis Response Plan</td>
</tr>
<tr>
<td>II.G.1.c. 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>
<td></td>
</tr>
<tr>
<td>II.G.5. HELPING RELATIONSHIPS—studies that provide an understanding of the counseling process in a multicultural society, including all of the following:</td>
<td>Crisis Response Plan</td>
</tr>
<tr>
<td>II.G.5.g. Crisis intervention and suicide prevention models, including the use of psychological first aid strategies.</td>
<td></td>
</tr>
</tbody>
</table>
# EDCP625 Spring 2014 Syllabus
Counseling the Chemically Dependent

## SCHOOL COUNSELING

<table>
<thead>
<tr>
<th>CACREP STANDARD</th>
<th>COURSE REQUIREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOUNDATIONS</strong></td>
<td></td>
</tr>
<tr>
<td>A. Knowledge</td>
<td></td>
</tr>
</tbody>
</table>
| A.7. 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. | • 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. | • Crisis Response Plan |
| D. Skills and Practices | |
| D.4. Demonstrates the ability to use procedures for assessing and managing suicide risk. | • 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  
• 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 |
| **COLLABORATION AND CONSULTATION** | |
| M. Knowledge     |                    |
| M.7. Knows school and community collaboration models for crisis/disaster preparedness and response. | • Crisis Response Plan |
5. REQUIRED TEXTBOOK & READINGS

Textbook


Additional readings.


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

6. COURSE SCHEDULE

*Note: Instructor 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>01/29/2014</td>
<td>Introduction to Course</td>
<td>Watch documentary on how addiction destroys lives</td>
</tr>
<tr>
<td>02</td>
<td>02/05/2014</td>
<td>Classification of Drugs, Prevalence</td>
<td>F&amp;H (2013), Chapter 1 &amp; 2</td>
</tr>
<tr>
<td>03</td>
<td>02/12/2014</td>
<td>Models of Addiction Culturally and Ethnically Diverse Groups</td>
<td>F&amp;H (2013), Chapter 3 &amp; 4</td>
</tr>
<tr>
<td>04</td>
<td>02/19/2014</td>
<td>Confidentiality and Ethical Issues</td>
<td>F&amp;H (2013), Chapter 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Choose abstinence experience</td>
</tr>
<tr>
<td>05</td>
<td>02/26/2014</td>
<td>Screening, Assessment and Diagnosis</td>
<td>F&amp;H (2013), Chapter 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Community Resource Guide DUE</td>
</tr>
<tr>
<td>06</td>
<td>03/05/2014</td>
<td>Co-Occurring Addiction &amp; Mental Illness</td>
<td>No Class: Support Group Visit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reading TBD</td>
</tr>
<tr>
<td>07</td>
<td>03/12/2014</td>
<td>Motivational Interviewing &amp; Stages of Change</td>
<td>F&amp;H (2013), Chapter 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08</td>
<td>03/26/2014</td>
<td>Treatment</td>
<td>F&amp;H (2013), Chapter 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Support Group Visit Paper DUE</td>
</tr>
<tr>
<td>09</td>
<td>04/02/2014</td>
<td>Relapse Prevention &amp; Recovery 12-Step &amp; Other Support Groups</td>
<td>F&amp;H (2013), Chapter 9 &amp; 10</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>04/09/2014</td>
<td>Crisis, Trauma and Substance Abuse</td>
<td>No Class: NCE Exam</td>
</tr>
<tr>
<td>11</td>
<td>04/16/2014</td>
<td>Children &amp; Families: highly prevalent addictions and psychosocial problems</td>
<td>F&amp;H (2013), Chapter 11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>05/07/2014</td>
<td>Gambling and Other Addictions</td>
<td>F&amp;H (2013), Chapter 14 Abstinence Experience Paper 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. COMMUNITY RESOURCE GUIDE

Due Date: Week #05 (02/26/2014)

Please 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.
2. SUPPORT GROUP VISIT PAPER  
**Due Date: Week #08 (03/26/2014)**  
**Length: 4-5 pages**

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

<table>
<thead>
<tr>
<th>Community Support Group (CSG)</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 nonprofit 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).

---

3. ABSTINENCE EXPERIENCE  
**Due Date: Week 14 (05/07/2014)**  
**Length: 5-6 pages**

You will be asked to give up a substance, behavior or habit for the entirety of the semester. Please chose something and inform me by Week #04 (02/19/2014). 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:
Please 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 learned, feelings, reactions, and applications to you as a school counselor.

______________________________________________________________________________

SUBMITTING ASSIGNMENTS

1. Uploading to Canvas: please upload materials as MSWord documents to the EDCP625 Canvas course space
2. 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
3. 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_Your Name_Assignment_XYZ_03_03_2014”

______________________________________________________________________________

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 me. I 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, I am 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 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

<table>
<thead>
<tr>
<th>#</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Community Resource Guide</td>
<td>Week #05: 02/26/2014</td>
<td>33%</td>
</tr>
<tr>
<td>02</td>
<td>Support Group Visit Paper</td>
<td>Week 08#: 03/26/2014</td>
<td>33%</td>
</tr>
<tr>
<td>04</td>
<td>Abstinence Experience</td>
<td>Exam Week</td>
<td>34%</td>
</tr>
<tr>
<td></td>
<td>Grand Total</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

SUMMARY OF ASSIGNMENTS, DUE DATES, & % OF GRADE

9. 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 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
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- 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

10. STUDENT EVALUATION OF INSTRUCTORS

1. Formal Evaluation
   CourseEvalUM Spring 2014
   (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 instructor 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

11. 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.

12. 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](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](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 2014 semester.”

<table>
<thead>
<tr>
<th>Date</th>
<th>Holiday</th>
<th>Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fri., Apr. 18, 2014</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)

### 13. 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

http://www.schoolcounselor.org/content.asp?pl=325&sl=136&contentid=136
14. 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
http://www.umdhelpcenter.org/

During evenings and weekends, the student (4-HELP or 4-4357) is available.

(4) Faculty-Staff Warm Line
http://www.counseling.umd.edu/Services/fswarmline.htm

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.

(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.
Threatening Behavior from Students
Office of Student Conduct/Classroom Disruption Advisory
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/

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 & 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