# EDCP789X Fall 2016
## LIFESPAN DEVELOPMENT

University of Maryland at College Park  
Department of Counseling, Higher Education, & Special Education

### 1. COURSE INSTRUCTOR

Jessica Diaz McKechnie, Ph.D. CRC  
3218 Benjamin Building  
Phone: 301-793-0983  
jmdiaz@umd.edu

### 2. COURSE TIME, LOCATION, & OFFICE HOURS

**Class Meeting Time:** Online, weeks begin on Thursday and ends on Wednesday  

**Office Hours:** By Appointment, Online or in person

### 3. COURSE GOALS & OBJECTIVES

This course will examine the development of individuals over the lifespan. It is designed to provide students with an understanding of human development theories and the ways in which those theories are utilized within the counseling process to promote optimal development of individuals and families across the lifespan. More specifically, the course will focus on a) the multifaceted nature of lifespan development, b) the interface of developmental level and issues that are presented in counseling, c) the influence of cultural context on development, and d) the interaction between family development and individual development.

- At the end of this course, students will be able to:
  - Understand major theoretical premises regarding individual and family development.
  - Understand research paradigms that have been used to study development and the ethical issues related to developmental research.
  - Understand the unique developmental challenges for each major age group.
  - Appreciate the interplay of the generations as individuals and families develop.
  - Appreciate cultural factors and their influence on development, including factors such as gender, race, socioeconomic status, and all the societal implications embedded within these broad categories.
  - Appreciate the relative importance of normative, historical, and idiosyncratic situations on the process of development for individuals and families.
  - Appreciate the increasing complexity of development over the lifespan.
### 4. COURSE FORMAT

Course material will be conveyed online through lectures, discussions, and activities.

### 5. STUDENT LEARNING OUTCOMES

**CACREP 2016 Standards**

**SECTION 2: PROFESSIONAL COUNSELING IDENTITY**

**COUNSELING CURRICULUM**

*F.* The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Course Requirement</th>
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<tbody>
<tr>
<td><strong>F.2. SOCIAL AND CULTURAL DIVERSITY</strong></td>
<td></td>
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<tr>
<td>F.2.a</td>
<td>Multicultural and pluralistic characteristics within and among diverse groups nationally and internationally</td>
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<tr>
<td></td>
<td><em>Class Meetings (Session)</em></td>
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<tr>
<td></td>
<td>#05 Gender Identity &amp; Expression within Cultural Context</td>
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<td></td>
<td>#06 White Racial Identity Development</td>
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<td></td>
<td>#07 Racial/Cultural Identity in Persons of Color, &amp; Intersectionality</td>
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<tr>
<td><strong>F.3. HUMAN GROWTH AND DEVELOPMENT</strong></td>
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<tr>
<td>F.3.a</td>
<td>Theories of individual and family development across the lifespan</td>
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<td><em>Class Meetings (Session)</em></td>
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<tr>
<td></td>
<td>#03 Classical Theories: Psychosocial Development</td>
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<tr>
<td></td>
<td>#05 Gender Identity &amp; Expression within Cultural Context</td>
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<tr>
<td></td>
<td><em>Assignment</em></td>
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<tr>
<td></td>
<td>#01 Developmental Biography of a Senior Citizen</td>
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<tr>
<td>F.3.c</td>
<td>Theories of normal and abnormal personality development</td>
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<td></td>
<td><em>Class Meetings (Session)</em></td>
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<tr>
<td></td>
<td>#04 Classical Theories (Cognitive &amp; Moral Development, Information Processing, Intelligence)</td>
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<tr>
<td><strong>F.3.e</strong></td>
<td>Biological, neurological, and physiological factors that affect human development, functioning, and behavior</td>
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<td></td>
<td><em>Class Meetings (Session)</em></td>
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<tr>
<td></td>
<td>#12 Depression &amp; PTSD</td>
</tr>
<tr>
<td></td>
<td>#13 Substance Abuse &amp; Disability from Mental Illness/Substance Abuse</td>
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<tr>
<td><strong>F.3.f</strong></td>
<td>Systemic and environmental factors that affect human development, functioning, and behavior</td>
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<td></td>
<td><em>Class Meeting (Session)</em></td>
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<tr>
<td></td>
<td>#02 Development in Context: Social Ecological Theory</td>
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<tr>
<td><strong>F.3.i</strong></td>
<td>Ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan</td>
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<td></td>
<td><em>Class Meeting (Session)</em></td>
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<tr>
<td></td>
<td>#11 Involuntary Transitions in Adulthood</td>
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<tr>
<td><strong>F.4. CAREER DEVELOPMENT</strong></td>
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<tr>
<td>F.4.b</td>
<td>Approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors</td>
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<td><em>Class Meetings (Session)</em></td>
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<td></td>
<td>#10 School-to-Work Transitions in Context of Poverty</td>
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<tr>
<td></td>
<td>#11 Involuntary Transitions in Adulthood</td>
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**Section G. School Counseling**

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### 6. REQUIRED TEXTBOOK & READINGS

**Readings**


*Other Articles, Media, and Chapters*: These will be provided to you.

All readings are posted on the EDCP789X ELMS Course Space: [https://myelms.umd.edu/](https://myelms.umd.edu/)

### 7. COURSE SCHEDULE

**Syllabus Updates**: periodically as needed after its initial publication

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>9/01 – 9/07</td>
<td><em>Course Overview</em></td>
</tr>
<tr>
<td>Week #01</td>
<td>Juntunen, C. L., &amp; Schwartz, J. P. (2016). <em>Preface &amp; Chapter 1</em></td>
</tr>
<tr>
<td>9/08 – 9/14</td>
<td><em>Development in Context: Social Ecological Theory</em></td>
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<tr>
<td>Week #02</td>
<td>Juntunen &amp; Schwartz (2016) <em>Chapter 3, 4, 7</em></td>
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<tr>
<td></td>
<td>Bronfenbrenner, U. (1999). Environments in developmental perspective:</td>
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<td></td>
<td>Theoretical and operational models. In S. Friedman &amp; T. Wachs (Eds.),</td>
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<tr>
<td></td>
<td>Measuring environment across the life span: Emerging methods and</td>
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<tr>
<td></td>
<td>concepts (pp. 3-28). Washington, DC: American Psychological Association</td>
</tr>
<tr>
<td>9/15 – 9/21</td>
<td>*Classical Theories: Psychosocial Development (Freud, Erikson &amp;</td>
</tr>
<tr>
<td>Week #03</td>
<td>Marcia)*</td>
</tr>
<tr>
<td></td>
<td>Juntunen &amp; Schwartz (2016) <em>Chapter 2</em></td>
</tr>
</tbody>
</table>

9/22 – 9/28
Week #04

**Classical Theories (Cognitive & Moral Development, Information Processing, Intelligence)**


9/29 – 10/5
Week #05

**Gender Identity & Expression within Cultural Context**

Juntunen & Schwartz (2016) *Chapter 10, 11*


10/06 – 10/12
Week #06

**White Racial Identity Development**

Juntunen & Schwartz (2016) *Chapter 8*


**DUE:** Paper #01 (Developmental Bio of a Senior Citizen)

10/13 – 10/19
Week #07

**Racial/Cultural Identity in Persons of Color, & Intersectionality**
<table>
<thead>
<tr>
<th>Week #08</th>
<th><strong>Criminal Justice System Involvement/School-to-Prison Pipeline</strong></th>
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<tr>
<th>Week #09</th>
<th><strong>Immigration &amp; Acculturation</strong></th>
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<table>
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<tr>
<th>Week #10</th>
<th><strong>School-to-Work Transitions in Context of Poverty</strong></th>
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</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading Material</th>
</tr>
</thead>
</table>
| 11/10 – 11/16 | **Involuntary Transitions in Adulthood**  
http://doi.org/10.1016/j.jvb.2013.02.005  
http://doi.org/10.1037/0003-066X.63.4.241  
| 11/17 – 11/23 | **Depression & PTSD**  
Juntunen & Schwartz (2016) *Chapter 6, 12.*  
http://doi.org/10.1136/bmj.39162.538553.80  
http://doi.org/10.1136/bmj.c209  
http://doi.org/10.1136/bmj.39478.609097.BE  
**DUE:** Paper #02 (Intersectionality: How Did You Make Your Decision to Become a School Counselor)  |
| 11/24 – 11/30 | **NO CLASS - Thanksgiving**  |
| 12/01 – 12/07 | **Substance Abuse & Disability from Mental Illness/Substance Abuse**  
http://doi.org/10.1136/bmj.h715  
http://doi.org/10.1001/jama.2015.4936  
http://doi.org/10.1136/bmj.a306  
http://doi.org/10.1037/0090-5550.50.2.105  |
8. ASSIGNMENTS

There will be three (3) written assignments in this course, whose goals are to help you master & integrate the theories. Detailed instructions appear on ELMS.

**Paper #01**

**Developmental Biography of a Senior Citizen**

**Due:** Week #06 (last day of the week)

(20% Grade)

**Purpose:** To explore through an in-depth Interview…

1. *Biographical Perspective:* Narrate key developmental experiences of a Senior Citizen’s Life

2. *Theory-Oriented Perspective:* “Retell” (i.e. analyze) the Senior Citizen’s life from the perspectives of:
   A. Erikson’s Psychosocial Model of Lifespan Development
   B. Bronfenbrenner’s Social Ecology Theory

**Paper #02**

**Career and Work Choices**

**Intersectionality: How Did You Make Your Decision to Become a School Counselor?**

**Due:** Week #12 (last day of the week)

(30% Grade)

**Purpose**

1. To reflect on which persons & which experiences led you choose School Counseling as a career

3. To consider how both #1 and #2 might inform your work with secondary students, who weigh post-high school educational, employment, and career options

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**Paper #03**

*Lifespan Developmental Changes resulting from Involuntary Work Transitions*

Due: Exam Week (12/15/2016)  
(30% Grade)

*Option 1*

**Purpose:** To explore through an in-depth Interview…

*Option 2*

**Purpose:** Select an Individual from the Aljazeera Documentary Series, “Hard Earned”

1. How an individual managed and coped with an involuntary work transition.  
2. How the work transition accelerated and/or slowed his/her lifespan development.

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**Submitting Written Assignments**

- **Transmitting**: Please upload papers into Canvas  
- **Student Honor Pledge**: Please include the Honor Pledge on the cover page of your papers. I will assume that you including the pledge on your paper is the same as signing that you compile with the pledge.

*I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).*

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**9. SUMMARY OF ASSIGNMENTS, DUE DATES, & % OF GRADE**

<table>
<thead>
<tr>
<th>#</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Developmental Biography of a Senior Citizen</td>
<td>(Week #06)</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>Intersectionality: How Did You Make Your Decision to Become a School Counselor</td>
<td>(Week #12)</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>Lifespan Developmental Changes resulting from Involuntary Work Transitions</td>
<td>Exam Week (12/15/2016)</td>
<td>30%</td>
</tr>
<tr>
<td>4</td>
<td>Online Participation / Discussions (20%)</td>
<td>Throughout semester</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td><strong>Grand Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
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**10. GRADING PHILOSOPHY & PROCEDURES**

**MY GRADING PHILOSOPHY**

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

*Criterion-Referenced Grading* = competency-based evaluation

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1. The performance of each student, 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.

UMD COURSE GRADE POLICY

Confidentiality in Posting Grades

The Buckley Amendment of the Family Educational Rights and Privacy Act protects a student from the disclosure of personal and academic information to anyone other than the student, except under special circumstances. Posting student grades with either student names or social security numbers - in whole or in part - is strictly prohibited and exposes the University and the responsible faculty member to civil litigation. Other protected information includes, but is not limited to: special requests, current and past course registrations, enrollment status, financial aid disbursements, billing history and any disciplinary actions. For more information, please refer to the University's Policy on Confidentiality and Disclosure of Student Records.

Incomplete "I" Grades

Incomplete grades may be used in two circumstances. They may be granted to students who are making satisfactory progress but, for circumstances beyond their control, are unable to complete a small portion of the course work. In addition, for graduate courses 799 and 899, incompletes must be assigned until the student has completed the thesis/dissertation. Excluding 799 and 899, the Incomplete Contract must be completed, signed and submitted. Procedures and regulations for incomplete grades can be found in the undergraduate and graduate catalogue.

UMD GRADING SYSTEM POLICY

http://www.gradschool.umd.edu/catalog/academic_record.htm#5

In Fall 2005, the University Senate voted to adopt a policy for plus/minus grading, which was approved by the President. A slight revision to the policy was passed by the Senate and approved by the President in Fall 2011. Beginning with implementation in Fall 2012, plus/minus grading is the University's new official grading policy. Under the policy, quality points for each letter grade from A through D will reflect plus and minus components of the grade, as shown below. The plus/minus system will apply to both undergraduate and graduate courses.

Quality Points for Letter Grades

Quality points (points used in calculating Grade Point Average) associated with each letter grade under the plus/minus grading policy and the previous grading policy are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Plus/Minus</th>
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</table>
UMD Marking System

The University’s marking system defining the standards for letter grades is as follows:

- **A+, A, A-** denotes excellent mastery of the subject and outstanding scholarship
- **B+, B, B-** denotes good mastery of the subject and good scholarship
- **C+, C, C-** denotes acceptable mastery of the subject

11. STUDENT EVALUATION OF INSTRUCTORS

1. Formal Evaluation

    **CourseEvalUM Spring 2016**  
    [https://www.irpa.umd.edu/Assessment/CourseEval/StuFastFacts.html](https://www.irpa.umd.edu/Assessment/CourseEval/StuFastFacts.html)

    “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.”

2. Informal Mini-Evaluations

- Instruction goals—questions about whether they are being met
- Students 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?

11. INSTRUCTOR’S RESPONSIBILITIES

    For additional information, see  
    [http://faculty.umd.edu/teach/reasonable.html](http://faculty.umd.edu/teach/reasonable.html)

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http://www.faculty.umd.edu/teach/classclimate.html

The Instructor (Jessica McKechnie, Ph.D) will:

- Ensure that students are treated equitably & not discouraged or devalued based on their differences
- Be especially sensitive to equitably offering opportunities to students to answer questions in class, to contribute their own ideas, & to participate fully in projects in & outside of the classroom
- Not devalue students 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 Counseling Association.
- Provide reasonable notice of major papers in the course, & meet with students to permit evaluation of student progress throughout the course
- Available for meetings during regular office hours or by appointment
- Assign materials to which all students can reasonably expect to have access
- Promise to uphold reasonable confidentiality of information gained through student-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

12. STUDENTS’ RESPONSIBILITIES

Students will be expected to:

- Actively participate in all online activities
- Adhere to course deadlines. Inform the instructor in advance of inability to meet deadlines
- 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

Students 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 & completion of assignments (see Section #14 below).

Suggestions for Class Participation
• **Please participate in discussions with an open mind & a willingness to take risks** - because this course is designed as a beginning survey of counseling, you are not expected to be experts. Please don’t allow yourself to become intimidated by the complexity of the counseling topic 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 & 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 before attempting discussion questions for the session.

• **Please protect the confidentiality of both our course 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 our course is a breach of confidentiality. If you wish to share with others outside of the course forum, please reveal only your own reactions & understanding & avoid using names or identifying features of your classmates.

### 13. COURSE PROCEDURES & POLICIES

#### A. ACADEMIC INTEGRITY

[http://faculty.umd.edu/teach/integrity.html](http://faculty.umd.edu/teach/integrity.html)

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. On every examination, paper or other academic exercise not specifically exempted by the instructor, students must write by hand and sign the following pledge:

> I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment).

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

#### B. COURSE ATTENDANCE POLICY

[http://faculty.umd.edu/teach/attend_student.html](http://faculty.umd.edu/teach/attend_student.html)

*University policies excuse the absences of students for*
1. Illness
2. Religious observances
3. Participation in University activities at the request of university authorities
4. Compelling circumstances beyond the student's control

**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, and 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.

I will accept the student's self-excusal for subsequent absences. If the number of medical absences exceeds three, then additional documentation will be required. Students who have a prolonged absence due to illness (multiple consecutive absences) are required to provide written documentation from a health care provider.

In the event a student is absent for a Major Grading Event, he or she must provide documentation of illness from a health care professional, as well as notify the instructor in advance. It is up to the instructor to determine what constitutes a Major Grading Event: a test, paper or other assessment worth a significant percentage of the grade, etc. The syllabus should specify which assessments are considered "major."

**Religious Observances**

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. Students are responsible for notifying the instructor of projected absences within the first two weeks of the semester. 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)

| Jewish  | Rosh Hashanah | Monday, October 3—Tuesday, October 4, 2016  
|---------|--------------|---------------------------------------------------------------------------------  
|         | Yom Kippur   | Wednesday, October 12, 2016  
| Islamic | Eid al Adha  | Sunday, September 11—Wednesday, September 14, 2016  

- **Other Holidays:** Instructor & Student will handle on a case-by-case basis
- **Other Excused Absences:** Instructor & Student will handle on a case-by-case basis
C. COURSE ASSESSMENT GUIDELINES

The University provides for the rescheduling of significant assessments by students without penalty, when such assessments are missed by students with an excused absence, except in cases where the nature of the assessment precludes the possibility of rescheduling. For additional information, see attendance and make-up guidelines.

D. RESOURCES for STUDENTS with SPECIAL NEEDS

http://faculty.umd.edu/teach/specialneeds.html

Students with Disabilities

The University is legally obligated to provide appropriate accommodations for students with disabilities. The campus's Disability Support Service (DSS) works with students and faculty to address a variety of issues ranging from learning disabilities and attention deficit hyperactivity disorders 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 register with the DSS and have their disabilities documented by DSS. The DSS 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.

E. COPYRIGHT PROTECTION for CLASS MATERIALS

Because commercial firms have been paying students to take notes and collect course materials, which are then copied and sold, the university recommends that faculty members notify students at the beginning of the course that these materials are copyrighted. Course materials that exist in a tangible medium, such as written or recorded lectures, Power Point presentations, handouts and tests, are copyright protected. Students may not copy and distribute such materials except for personal use and with the instructor's permission.

My lectures and course materials, including power point presentations, tests, outlines, and similar materials, are protected by copyright. I am the exclusive owner of copyright in those materials I create. You may take notes and make copies of course materials for your own use. You may not and may not allow others to reproduce or distribute lecture notes and course materials publicly whether or not a fee is charged without my express written consent. Similarly, you own copyright in your original papers and exam essays. If I am interested in posting your answers or
papers on the course web site, I will ask for your written permission. Persons who publicly distribute or display or help others publicly distribute or display copies or modified copies of an instructor's Course Materials may be considered in violation of the University Code of Student Conduct, Part 9(k).

14. 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
• 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

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