EDCP620
Introduction to Mental Disorders

1. COURSE INSTRUCTOR/FACULTY SUPERVISOR

Instructor
Paul B. Gold, Ph.D., Assistant Professor, Licensed Psychologist
3218 Benjamin Building
Phone: 301.405.8414
pgold@umd.edu

2. COURSE TIME, LOCATION, & OFFICE HOURS

Class Meeting Time:

Office Hours:

3. COURSE PURPOSE & GOALS

This course will cover the diagnosis and assessment of mental, addictive, and co-occurring mental/addictive disorders, using the diagnostic criteria of the most prevalent psychiatric disorders as specified by the American Psychiatric Association (DSM-5). Students will also explore the different ways of understanding normal and abnormal behavior, with special emphasis on considering how sociocultural contextual factors shape understandings and interpretations of behavior.

4. COURSE OBJECTIVES

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>
</tr>
</thead>
<tbody>
<tr>
<td>F.3. HUMAN GROWTH AND DEVELOPMENT</td>
<td></td>
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<tr>
<td>F.3.c Theories of normal and abnormal personality development</td>
<td>Class Meetings (Week, Date)</td>
</tr>
<tr>
<td></td>
<td>#02 Clinical Assessment and Diagnosis</td>
</tr>
<tr>
<td></td>
<td>#08 Personality Disorders</td>
</tr>
<tr>
<td></td>
<td>Assignment #04: Controversial issues involving DSM-5 systems, special populations, disability assessment</td>
</tr>
<tr>
<td>F.3.d Theories and etiology of addictions and addictive behaviors</td>
<td>Class Meetings (Week, Date)</td>
</tr>
<tr>
<td></td>
<td>#09 Co-Occurring Addiction &amp; Mental Illness</td>
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<tr>
<td></td>
<td>#15 Addiction as Chronic Disease &amp; Harm Reduction</td>
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<tr>
<td></td>
<td>Assignment #04: Controversial issues involving DSM-5 systems, special populations, disability assessment</td>
</tr>
</tbody>
</table>

F.5. COUNSELING AND HELPING RELATIONSHIPS
**F.5.h Developmentally relevant counseling treatment or intervention plans**

<table>
<thead>
<tr>
<th>Class Meeting (Week, Date)</th>
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</thead>
<tbody>
<tr>
<td>#03 Mood Disorders: Major Depressive Disorder (MDD) &amp;</td>
</tr>
<tr>
<td>Mitigating Suicide Risk</td>
</tr>
<tr>
<td>#09 Co-Occurring Addiction &amp; Mental Illness</td>
</tr>
<tr>
<td>Assignments #01/#02: Case scenarios, assessment, treatment</td>
</tr>
<tr>
<td>planning, and referral</td>
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**F.5.i Suicide prevention models and strategies**

<table>
<thead>
<tr>
<th>Class Meeting (Week, Date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#03 Mood Disorders: Major Depressive Disorder (MDD) &amp;</td>
</tr>
<tr>
<td>Mitigating Suicide Risk</td>
</tr>
<tr>
<td>Assignments #01/#02: Case scenarios, assessment, treatment</td>
</tr>
<tr>
<td>planning, and referral</td>
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</tbody>
</table>

**F.5.m Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid**

<table>
<thead>
<tr>
<th>Class Meeting (Week, Date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#03 Mood Disorders: Major Depressive Disorder (MDD) &amp;</td>
</tr>
<tr>
<td>Mitigating Suicide Risk</td>
</tr>
<tr>
<td>#06 Posttraumatic Stress Disorder (PTSD)</td>
</tr>
<tr>
<td>Assignments #01/#02: Case scenarios, assessment, treatment</td>
</tr>
<tr>
<td>planning, and referral</td>
</tr>
</tbody>
</table>

**F.7. ASSESSMENT AND TESTING**

**F.7.1 Use of assessment results to diagnose developmental, behavioral, and mental disorders**

<table>
<thead>
<tr>
<th>Class Meeting (Week, Date)</th>
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</thead>
<tbody>
<tr>
<td>Entire course, but especially...</td>
</tr>
<tr>
<td>#02 Clinical Assessment and Diagnosis and most other weeks</td>
</tr>
<tr>
<td>covering specific disorders</td>
</tr>
<tr>
<td>Assignments #01/#02: Case scenarios, assessment, treatment</td>
</tr>
<tr>
<td>planning, and referral</td>
</tr>
</tbody>
</table>

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**Section G. School Counseling**

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Course Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>G.2.g. Characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders</strong></td>
<td><strong>Class Meetings (Week, Date)</strong></td>
</tr>
<tr>
<td></td>
<td>Entire course, but especially...</td>
</tr>
<tr>
<td></td>
<td>#12 Attention Deficit Hyperactivity Disorder/Autism-Spectrum Disorders</td>
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<tr>
<td></td>
<td>#13 Conduct Disorder/Oppositional Defiant Disorder</td>
</tr>
<tr>
<td><strong>G.2.h. Common medications that affect learning, behavior, and mood in children and adolescents</strong></td>
<td><strong>Entire course</strong> (e.g., antidepressants, mood stabilizers for BPAD, stimulants for ADHD, antipsychotics for schizophrenia and dementia)</td>
</tr>
<tr>
<td><strong>G.2.i. Signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs</strong></td>
<td>#09 Co-Occurring Addiction &amp; Mental Illness</td>
</tr>
<tr>
<td></td>
<td>#15 Addiction as Chronic Disease &amp; Harm Reduction</td>
</tr>
<tr>
<td><strong>G.2.k. Community resources and referral sources</strong></td>
<td>#10 Stigma &amp; Racial/Ethnic Disparities to Treatment Access</td>
</tr>
<tr>
<td></td>
<td>Assignments #01/#02: Case scenarios, assessment, treatment planning, and referral</td>
</tr>
<tr>
<td></td>
<td>Assignment 3: Best practice(s) in managing mental disorders among children/adolescents in school systems</td>
</tr>
<tr>
<td><strong>G.2.n. Legal and ethical considerations specific to school counseling</strong></td>
<td>#11 Legal/Ethical Challenges</td>
</tr>
</tbody>
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5. **COURSE FORMAT**

This course will be divided include (1) Lectures, (2) Class Member Presentations, (3) Small Group Discussions
• Lectures
• Case Conferences: conceptualize and diagnose cases
• Class member presentations
• Open discussion of weekly topics as well as start-of-the-art issues facing the mental health provider and client community, and policy makers

6. REQUIRED READINGS

Textbook Chapters

Peer-Reviewed Journal Articles
Articles from Popular Press
Other Media

7. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic/Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Overview</td>
</tr>
<tr>
<td></td>
<td>Textbook Chapters</td>
</tr>
<tr>
<td></td>
<td>Barlow, Durand, &amp; Hofman (2017), Chapter 1. Abnormal Behavior in Historical Context</td>
</tr>
<tr>
<td>02</td>
<td>Clinical Assessment and Diagnosis</td>
</tr>
<tr>
<td></td>
<td>Textbook Chapters</td>
</tr>
<tr>
<td></td>
<td>Barlow, Durand, &amp; Hofman (2017), Chapter 2. An Integrative Approach to Psychopathology</td>
</tr>
<tr>
<td></td>
<td>Barlow, Durand, &amp; Hofman (2017), Chapter 3. Clinical Assessment and Diagnosis</td>
</tr>
<tr>
<td>03</td>
<td>Mood Disorders: Major Depressive Disorder (MDD) &amp; Mitigating Suicide Risk</td>
</tr>
<tr>
<td></td>
<td>Textbook Chapters</td>
</tr>
<tr>
<td></td>
<td>Barlow, Durand, &amp; Hofman (2017), Chapter 7: Mood Disorders and Suicide</td>
</tr>
<tr>
<td></td>
<td>DSM-5 (2013) Chapter 7. Depressive Disorders</td>
</tr>
<tr>
<td></td>
<td>Peer-Reviewed Journal Articles</td>
</tr>
<tr>
<td></td>
<td>Mitigating Suicide Risk</td>
</tr>
</tbody>
</table>
| 04 | **Mood Disorders: Bipolar Affective Disorder (BPAD)**  
Textbook Chapters  
*Barlow, Durand, & Hofman (2017), Chapter 7: Mood Disorders and Suicide*  
Peer-Reviewed Journal Articles  
[https://doi.org/10.1016/S0140-6736(15)01045-4](https://doi.org/10.1016/S0140-6736(15)01045-4)  
1st Person Account  
| 05 | **Anxiety Disorders**  
Textbook Chapters  
*Barlow, Durand, & Hofman (2017), Chapter 5: Anxiety, Trauma- and Stressor-Related, and Obsessive-Compulsive and Related Disorders (except for PTSD)*  
*DSM-5 (2013) Chapter 8. Anxiety Disorders*  
Peer-Reviewed Journal Articles  
1st Person Account  
| 06 | **Posttraumatic Stress Disorder (PTSD)**  
Textbook Chapters  
*Barlow, Durand, & Hofman (2017), Chapter 5: Anxiety, Trauma- and Stressor-Related, and Obsessive-Compulsive and Related Disorders (PTSD only)*  
*DSM-5 (2013) Chapter 10. Trauma- and Stressor-Related Disorders*  
Peer-Reviewed Journal Articles  
PTSD Reviews  
[https://doi.org/10.1136/bmj.h6161](https://doi.org/10.1136/bmj.h6161)  
[https://doi.org/10.1111/dar.12229](https://doi.org/10.1111/dar.12229)  
Controversies over PTSD criteria  
1st Person Account  
| 07 | **Schizophrenia**  
*Textbook Chapters*  
*Barlow, Durand, & Hofman (2017), Chapter 13: Schizophrenia Spectrum and Other Psychotic Disorders*  
*DSM-5 (2013) Chapter 5: Schizophrenia Spectrum and Other Psychotic Disorders*  
*Peer-Reviewed Journal Articles*  
*1st Person Accounts*  
| 08 | **Personality Disorders**  
*Antisocial PD (behaviors) vs. Psychopathy (traits/motivations)*  
*Textbook Chapters*  
*Barlow, Durand, & Hofman (2017), Chapter 12: Personality Disorders*  
*DSM-5 (2013) Chapter 21: Personality Disorders*  
*Peer-Reviewed Journal Articles*  
*Antisocial PD vs. Psychopathy:*  
*Borderline Personality Disorder*  
*1st Person Accounts*  
| 09 | **Co-Occurring Addiction & Mental Illness**  
10  Stigma & Racial/Ethnic Disparities to Treatment Access  
Peer-Reviewed Journal Articles  

**Stigma**  


**Racial/Ethnic Disparities in Access to Treatment:**  


**1st Person Accounts**  


11  Legal/Ethical Challenges  
Textbook Chapters  

**Barlow, Durand, & Hofman (2017), Chapter 16: Mental Health Services: Legal and Ethical Issues**  

1. Involuntary civil commitment  
2. Assessment of dangerous; “duty-to-warn”  
3. Insanity defense in capital crimes  
4. Mental Health Insurance Parity

**Peer-Reviewed Journal Articles**  


12  Attention Deficit Hyperactivity Disorder/Autism-Spectrum Disorders  
Textbook Chapters  

**Barlow, Durand, & Hofman (2017), Chapter 14: Neurodevelopmental Disorders**  
*DSM-5 (2013) Chapter 4. Neurodevelopmental Disorders*

**Peer-Reviewed Journal Articles**  


**1st Person Account**  
**EDCP620 Syllabus**  
**Introduction to Mental Disorders**

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### Conduct Disorder/Oppositional Defiant Disorder

**Textbook Chapters**

*DSM-5 (2013) Chapter 18. Disruptive, Impulse-Control, and Conduct Disorders*

**Peer-Reviewed Journal Articles**


1*st Person Account

TBD

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### Dementia

**Textbook Chapters**

*Barlow, Durand, & Hofman (2017), Chapter 15: Neurocognitive Disorders*


**Peer-Reviewed Journal Articles**


1*st Person Accounts


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### Addiction as Chronic Disease & Harm Reduction

**Textbook Chapters**

*Barlow, Durand, & Hofman (2017), Chapter 11: Substance-Related, Addictive, and Impulse-Control Disorders*

*DSM-5 (2013) Chapter 19. Substance-Related and Addictive Disorders*

**Peer-Reviewed Journal Articles**

*Addiction as Chronic Disease*


*Harm Reduction*


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

### 8. ASSIGNMENTS

1. **Class participation:** the more everyone is prepared for class, the more fun and substantive class discussions will be (5% of grade).

2. **Class presentations:** Each class member will present two (2) times for 30 minutes on topics of his/her choice. I recommend presenting on your papers, so we all have an opportunity to...
learn from your perspectives, literature reviews, and recommendations for further work (7.5% each x 2 presentations equals 15% of grade).

3. **Papers**: four (4) will be required (20% each x 4 papers = 80% of grade). Topic areas and instructions for writing papers are described in detail on the Blackboard Course website.

1. Clinical/diagnostic assessment of a person with a mental/addictive disorder.
2. Clinical/diagnostic assessment of a person with a mental/addictive disorder.
3. Best practice(s) in managing mental disorders among children/adolescents in school systems.
4. Controversial issues such as, but not limited to:
   - Stigma of mental disorders
   - DSM critique: strengths and weaknesses of DSM and revision proposals considered for DSM-V.
   - Disability due to Major Depressive Disorder
   - Ethnocultural biases in diagnosis and treatment of persons of color
   - Iraq/Afganistan Veterans’ mental health assessment and treatment: emphasis on PTSD, TBI, and diagnosis/assessment/treatment.

Of paramount to me is that class members strive and receive the grade they want for all course paper. Therefore, regarding papers, I encourage you to revise and resubmit any papers for which you would like to improve your grade. I provide considerable feedback on written assignments, and will specify what needs more elaboration and/or rewriting to justify and improvement in your grade. I will be pleased to review any paper before, during, and after you write and submit it. Contact me by telephone and/or email, and we can also meet in person.

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**9. GRADING PHILOSOPHY & PROCEDURES**

**My 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 to me*. I would be delighted to give everyone an “A” for the course, if you earn it.
2. Because you have been accepted into the UMCP graduate programs, you have already achieved much—*I want to contribute to your becoming expert counselors*
3. *Revising & Resubmitting Papers to Improve Grade*: I have a standing policy in all of my
classes that written assignments can be revised and then resubmitted. Improvement in the quality of the work improves the grade. I do this for three reasons:

a. To encourage students to work harder, & to not be satisfied with work that is simply “good enough”

b. *To give students a glimpse of the “real world,”* where 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

### SUMMARY OF ASSIGNMENTS, DUE DATES, & % OF GRADE

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Paper #1</strong> Clinical/diagnostic assessment of a person with a mental/addictive disorder</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td><strong>Paper #2</strong> Clinical/diagnostic assessment of a person with a mental/addictive disorder</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td><strong>Paper #3</strong> Best practice(s) in managing mental disorders among children/adolescents in school systems.</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td><strong>Paper #4</strong> Controversial issues involving DSM-5 system, special populations, disability assessment</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation #1</strong></td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation #2</strong></td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

### 10. GRADING PHILOSOPHY & PROCEDURES

**A. 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

4. 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.

5. Because you have been accepted into the UMCP graduate programs, you have already achieved much—I *want to contribute to your becoming expert counselors*

6. *Revising & Resubmitting Papers to Improve Grade:* I have a standing policy in all of my classes that written assignments can be revised & then resubmitted. Improvement in the quality of the work improves the grade. I do this for three reasons:

d. To encourage students to work harder, & to not be satisfied with work that is simply “good
e. *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

f. 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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**B. 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](http://www.gradschool.umd.edu/catalog/academic_record.htm#5).”

*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](http://www.gradschool.umd.edu/catalog/academic_record.htm#5) and [graduate](http://www.gradschool.umd.edu/catalog/academic_record.htm#5) catalogue.”

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**C. UMD GRADING SYSTEM POLICY**

“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 Grade Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>4.0</td>
</tr>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
</tbody>
</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 2018
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.”

CourseEvalUM - Frequently Asked Questions
“Why should I fill out the evaluations?”

- “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 help instructors improve their courses.
- Your evaluations help deans and department chairs decide on merit pay for faculty, renewal of contracts, and support tenure and promotion decisions.
- Your evaluations will help current and future students decide on classes.
- Your submission of evaluations will support the university's decision (in conjunction with the SGA) to have the new system.”

When and where can I see the results for the evaluations?

“All available results are accessible for you to review at the CourseEvalUM Reporting link on Testudo. Please note, you have access to these results only if you are a new student or if you left no course evaluations "Pending" in your Evaluations Dashboard for the previous evaluation period; all must have been listed there as "Completed". If you are a returning student and do not have access to the results, you
can regain that access by completing your evaluations. New students will have access to all results during their first term. As long as new and returning students complete their evaluations for a semester they will retain that access for the following semester.”

“You can review course evaluation results by going to Testudo, and clicking on CourseEvalUM Reporting. If you encounter any problems or need help getting into the system, please contact the OIT Student Help Desk at 301.405.1400 or oit-actionitems@umd.edu or go to the UMD helpdesk.”

“Results of the evaluations are summarized, with comments included exactly as submitted, and then posted. Students see a subset of results, as do Administrators. Instructors see results for all items for courses they taught. Responses are confidential; the system does not provide detail to instructors or college administrators identifying who submitted evaluations and who did not. Results from Fall 2007 through last semester's course evaluations can be accessed online at Testudo under CourseEvalUM Reporting. You can see results for all courses evaluated across campus in which at least 70% of enrolled students completed their evaluations. TAs can view results for courses they taught regardless of response rate by clicking the link at the bottom of the page after log in or the bottom of the term page indicating they have instructor reports to view.”

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?

### 12. INSTRUCTOR’S RESPONSIBILITIES

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

The Instructor (Paul B. Gold, 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 Psychological Association, & his licensure as a Psychologist
- 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
- 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 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

### 13. STUDENTS’ RESPONSIBILITIES

*Students* 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

*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 come to class with an open mind & a willingness to take risks** - because this course is designed as a beginning survey of counseling ethics, you are not expected to be experts. Please don’t allow yourself to become intimidated by the complexity of counseling ethics & 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 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.

### 14. 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](http://faculty.umd.edu/teach/integrity.html) 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**.”

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**B. COURSE ATTENDANCE POLICY**

([Link](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)
Christianity | Judaism | Islam

- 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

**Inclement Weather**

“Procedures for alerting students, faculty, and staff of closings, delayed openings, or any other schedule changes due to inclement weather are as follows.”

“Updates regarding UMD's open or closed status, as well as other schedule changes, will be announced through various channels, beginning by 5:30 a.m., including:”

- UMD Alerts
- Twitter (@UofMaryland; @UMDRightNow; @UMPD; and @presidentloh)
- UMD homepage (www.umd.edu)
- www.facebook.com/UnivofMaryland
- UMD Snowline (x5-SNOW or 301-405-7669)
- Local news outlets via the Web, TV and radio

**Campus Emergency Protocol**

“In the event that the campus is closed for an extended period of time due to emergency, students will be notified by email (and/or text message) regarding how the course will be continued or completed. Please make sure that you have a current email address listed with the University at all times.”

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**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.”

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**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 Accessibility and Disability Services (ADS) 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).

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
- 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