

	Course	HDCD6310.0U1.16U	Class Number: 50895
	Professor	Carol "Annette" Anderson, LCSW	
	Term	Summer. 2016	
	Meetings	Wednesday 1:00pm-5:00pm CR 1.212	

#### Professor's Contact Information

Office Phone	972-480-5310
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Office Location	1700 Alma Drive Suite 315 Plano, TX 75075
Email Address	ca.anderson@utdallas.edu
Office Hours	By appointment
Other Information	Students are responsible for checking eLearning <u>each week</u> for announcements, PowerPoints, readings and website links will be found there.

#### General Course Information

Pre-requisites, Co-requisites, & other restrictions	No pre-requisites: coursework in Psychology or Sociology would be beneficial.
Course Description	Course Description: Working with Parents and Caregivers (3 semester credit hours) Skills needed by professionals to work with parents and caregivers of children with special needs. Topics address skills needed to assess parent strengths and resources, and to assist parents in understanding and promoting their children's development and adjustment; including effective communication techniques, and strategies to enhance parental efficacy to advocate for their children. Prerequisites: BBSC majors only and department consent required. (3-0) Y
Student Learning Objectives and Outcomes	<ul style="list-style-type: none"> <li>• Understands the origins of caregiver expectations and perceptions of the child.</li> <li>• Knows how family dynamics affect infant and toddler development.</li> <li>• Knows the normal dynamics of nonfinite grief process and understands how family may be impacted as they go through the grief process.</li> <li>• Identifies the symptoms of stress and trauma impacting families with severe medical/psychological challenges.</li> <li>• Respects families' insights into their own situations and into their children's behavior and development.</li> <li>• Displays openness to, and understanding of, diversity in lifestyles, culture, gender, socioeconomic status, spirituality and language. Recognizes the potential for conflicts and misunderstandings due to perceptual differences.</li> <li>• Implements practices that respect diverse family background.</li> <li>• Develops self-observation/reflection and awareness of personal bias and history which may enhance or interfere in service delivery.</li> <li>• Develops skills and assessment tools to observe and retrieve family needs and reinforce strengths.</li> <li>• Learn techniques for working with multi-problem families and engaging them in team building.</li> <li>• Understanding ethics and boundaries in home visiting.</li> </ul>
Required Texts & Materials	<p>Bruce, E., &amp; Schultz, C. (2001). Nonfinite loss and grief: A psychoeducational approach. Baltimore, Md.: Paul H. Brookes Pub.</p> <p>ISBN Number: 1-55766-517-6</p> <p>eLearning and Class Schedule readings as assigned</p> <p>*Instructor reserves the right to alter or add readings dependent on class needs.</p>

Assignment Date	Assignment
<p>June 8, 2016</p> <p>10 points</p>	<p><b>Lifeline &amp; Eco Map</b></p> <ol style="list-style-type: none"> <li>1. Lifeline: Student will develop a personal lifeline beginning at 9 months prior to their own birth to current time. The lifeline may focus on the student as an individual, a family or extended family. Assignment should be brought to class in printed or hand drawn format. Follow suggestions for formatting in the Assessment presentation. Positive experiences are above the life line and negative below.</li> <li>2. Eco Map: Student will complete a personal Eco Map which will reflect their social, educational, work, economic and other connections.</li> </ol>
<p>June 29, 2016</p> <p>15 points</p>	<p><b>Comparative Paper</b> Students will</p> <ol style="list-style-type: none"> <li>1. Read all the assigned articles on professional cultural competency.</li> <li>2. Students will choose a culture prominent in the Dallas/Ft. Worth area. <a href="http://www.dfwinternational.org/resource_center/Study_of_North_Texas_Immigrant_Communities_2003.pdf">http://www.dfwinternational.org/resource_center/Study_of_North_Texas_Immigrant_Communities_2003.pdf</a> (please notify the professor of your selection by June 8<sup>th</sup> via email) this should be a culture in which you have <u>no personal experience, knowledge nor previous research</u>. You can research on the internet, attend a cultural event and/or interview someone from your chosen culture. If attending an event, student needs to get a signature of one of event staff members or someone from the culture that you visited with as proof of their attendance.</li> </ol> <p>Write a 4-page paper-double spaced, size 12 font on your assigned culture. Address what your first impressions or misunderstandings are about the assigned culture before your research. How are your impressions accurate and how were they not accurate? How does your own personal culture compare to your assigned culture? Use the article, "Culturally Competent Health Care in the Home" Class 4. Use the information in the article to help you in questions to research. Use APA format for your references.</p>
<p>July 13, 2016</p> <p>20 points</p>	<p><b>Loss Essay</b> Students will write a 6-page essay, 12 pt. font. double space, on a personal loss – an object, dream, or person. The loss essay should include the student's personal observations of the impact of this loss on their life. The essay will address the impact of this loss on their past and future personal/professional relationships, behavior, emotions, life philosophy, and/or cognition. Students should explore in this essay how this loss experience could assist or impair their sensitivity in work with families of children with chronic illness and/or challenges. Also, students should address their style of handling "good-byes" whether personal or professional. The loss essay will not be presented in class and will be considered confidential by the instructor. Grade will be based on student's attempt to understand the loss, its impact on their life and how this loss experience relates to families experiencing loss. Students may refer to various theories of loss and grief learned in class but the most important goal of the paper is self-reflection not theory.</p>
<p>July 22, 2016</p> <p>20 points</p>	<p><b>Personal Genogram</b> Students will construct a Genogram and essay of their own family of origin or adoptive family, including at least three generations (the student, their parents, and grandparents), using the symbols presented in class. Student will do a self-assessment of patterns seen in their families. Students will write a 6-page essay (double spaced – 12 pt. font) describing their family and Genogram. Students will include their own interpretation and chronology of family events and how their family of origin dynamics might impact their work with families. Again, the Genogram will be considered confidential. Only the instructor will read the Genogram and essay. Genograms may be submitted on poster boards.</p>
<p>Quiz 1 10 points</p> <p>Quiz 2 10 points</p> <p>Quiz 3 10 points</p>	<p>Three quizzes over readings and lectures. Dates will be announced one week prior to Quiz</p> <p>No Final Exam</p>
<p>5 points</p>	<p>Attendance/Participation – One class is equivalent to almost 3 regular classes in content and time. Make every effort not to miss any classes. If sick be sure to get Dr. note. Also lectures start promptly so try not to be late. <b>5 Points will be deducted from grade for an unexcused absence.</b></p>

DATE	Topic	Presentations	READINGS AND HOMEWORK
05/25/16 CLASS 1	Course Introduction Techniques for understanding family perception through Assessment Tools	Course Expectations  Assessment Tools	
06/01/16 CLASS 2	Family Systems theory continued  Building a therapeutic relationship with ECI families	Helping Relationship the Social Work model	<ol style="list-style-type: none"> <li>1. BASIC GENOGRAM SYMBOLS</li> <li>2. DETAILED GENOGRAM SYMBOLS  TIP SHEET FOR INTRODUCING A GENOGRAM</li> <li>3. FAMILY SYSTEMS THEORY <a href="http://www.dss.mo.gov/cd/info/cwmanual/section7/ch1_33/sec7ch1.htm">HTTP://WWW.DSS.MO.GOV/CD/INFO/CWMANUAL/SECTION7/CH1_33/SEC7CH1.HTM</a></li> <li>4. DIAGRAMMING FAMILIES FOR ASSESSMENT <a href="http://dss.mo.gov/cd/info/cwmanual/section7/ch1_33/sec7ch25.htm">HTTP://DSS.MO.GOV/CD/INFO/CWMANUAL/SECTION7/CH1_33/SEC7CH25.HTM</a></li> <li>5. TITELMAN, P. (1998). CHAPTER 2. IN CLINICAL APPLICATIONS OF BOWEN FAMILY SYSTEMS THEORY (PP. 51-65). NEW YORK: HAWORTH PRESS. (EBOOK THROUGH OUR LIBRARY)</li> </ol>
06/08/16 CLASS 3	Pregnancy  Family Relationships  Fathers  Siblings  Grandparents	Pregnancy & Delivery  Family Relationships  Lifeline & Ecomap DUE	<ol style="list-style-type: none"> <li>1. LEDERMAN, R., &amp; WEIS, K. (2009). CHAPTER 1 AND 2. IN PSYCHOSOCIAL ADAPTATION TO PREGNANCY SEVEN DIMENSIONS OF MATERNAL ROLE DEVELOPMENT. DORDRECHT: SPRINGER. <a href="http://link.springer.com.libproxy.utdallas.edu/book/10.1007%2F978-1-4419-0288-7">HTTP://LINK.SPRINGER.COM.LIBPROXY.UTDALLAS.EDU/BOOK/10.1007%2F978-1-4419-0288-7</a></li> <li>2. CHILD ABUSE AND NEGLECT: USER MANUAL SERIES THE IMPORTANCE OF FATHERS PG 5-7, PG 11-13, 15-17 , 19-24 <a href="https://www.childwelfare.gov/pubpdfs/fatherhood.pdf#PAGE=19&amp;VIEW=CHAPTER%20%20FATHERS%20AND%20THEIR%20IMPACT%20ON%20CHILDREN%E2%80%99S%20WELL-BEING">HTTPS://WWW.CHILDWELFARE.GOV/PUBPDFS/FATHERHOOD.PDF#PAGE=19&amp;VIEW=CHAPTER%20%20FATHERS%20AND%20THEIR%20IMPACT%20ON%20CHILDREN%E2%80%99S%20WELL-BEING</a></li> <li>3. PRUETT, K. (97, JANUARY 1). HOW MEN AND CHILDREN AFFECT EACH OTHER'S DEVELOPMENT. RETRIEVED JANUARY 14, 2015, FROM <a href="http://www.zerotothree.org/child-development/early-development/how-men-and-children-affect.html">HTTP://WWW.ZEROTOTHREE.ORG/CHILD-DEVELOPMENT/EARLY-DEVELOPMENT/HOW-MEN-AND-CHILDREN-AFFECT.HTML</a></li> <li>4. A GRANDPARENT'S GUIDE. <a href="http://www.dsacc.org/downloads/parents/agrandparentsguide.pdf">HTTP://WWW.DSACC.ORG/DOWNLOADS/PARENTS/AGRANDPARENTSGUIDE.PDF</a></li> </ol>
06/15/16 CLASS 4	Cultural Competence	Cultural Competence	<ol style="list-style-type: none"> <li>1. GENOGRAMS AND AFRICAN AMERICAN FAMILIES: EMPLOYING FAMILY STRENGTHS OF SPIRITUALITY, RELIGION, AND EXTENDED FAMILY NETWORK, ANNIE MCCULLOUGH CHAVIS MICHIGAN FAMILY REVIEW, 9, 1, 30-36, 2004 © MICHIGAN COUNCIL ON FAMILY <a href="http://quod.lib.umich.edu/m/mfr/4919087.0009.104/--GENOGRAMS-AND-AFRICAN-AMERICAN-FAMILIES-EMPLOYING-FAMILY?RGN=MAIN;VIEW=FULLTEXT">HTTP://QUOD.LIB.UMICH.EDU/M/MFR/4919087.0009.104/--GENOGRAMS-AND-AFRICAN-AMERICAN-FAMILIES-EMPLOYING-FAMILY?RGN=MAIN;VIEW=FULLTEXT</a></li> <li>2. SELF-ASSESSMENT CHECKLIST FOR PERSONNEL PROVIDING SERVICES AND SUPPORTS TO CHILDREN WITH DISABILITIES &amp; SPECIAL HEALTH NEEDS AND THEIR FAMILIES <a href="http://nccc.georgetown.edu/documents/checklist.cshn.doc.pdf">HTTP://NCCC.GEORGETOWN.EDU/DOCUMENTS/CHECKLIST.CSHN.DOC.PDF</a></li> </ol>

			<p>3. DELIVERING PATIENT-CENTERED CARE IN THE MIDST OF A CULTURAL CONFLICT: THE ROLE OF CULTURAL COMPETENCE  <a href="http://www.nursingworld.org/mainmenucategories/ana_marketplace/anaperiodicals/ojin/tableofcontents/vol-16-2011/no2-may-2011/delivering-patient-centered-care-in-the-midst-of-a-cultural-conflict.html">HTTP://WWW.NURSINGWORLD.ORG/MAINMENUMENUCATEGORIES/ANA MARKETPLACE/ANAPERIODICALS/OJIN/TABLEOFCONTENTS/VOL-16-2011/NO2-MAY-2011/DELIVERING-PATIENT-CENTERED-CARE-IN-THE-MIDST-OF-A-CULTURAL-CONFLICT.HTML</a></p> <p>4. SIX STEPS TOWARD CULTURAL COMPETENCE.  <a href="https://www.ucare.org/providers/documents/6stepsculturalcompetence.pdf">HTTPS://WWW.UCARE.ORG/PROVIDERS/DOCUMENTS/6STEPSCULTURALCOMPETENCE.PDF</a></p> <p>5. CULTURAL COMPETENT HEALTHCARE IN THE HOME.  <a href="https://elearning.utdallas.edu/bbcswebdav/pid-1132085-dt-content-rid-11701363_1/courses/2165-utdal-hdcd-6310-secou1-50895/culturally%20competent%20health%20care%20in%20the%20home.pdf">HTTPS://ELEARNING.UTDALLAS.EDU/BBCSWEBDAV/PID-1132085-DT-CONTENT-RID-11701363_1/COURSES/2165-UTDAL-HDCD-6310-SECOU1-50895/CULTURALLY%20COMPETENT%20HEALTH%20CARE%20IN%20HE%20HOME.PDF</a></p>
06/22/16 CLASS 5	Grief And Stress	Grief Theory  Stress Management	<p>NONFINITE LOSS AND GRIEF</p> <p>1. CHAPTER 1: INTRODUCTION TO NONFINITE LOSS AND GRIEF</p> <p>2. CHAPTER 2: TRADITIONAL THEORETICAL PERSPECTIVES ON GRIEF</p> <p>3. CHAPTER 3: LOSS AND GRIEF AS COUNTERPARTS</p> <p>4. COPING WITH LOSS DURING PREGNANCY OR SOON AFTER BIRTH.  <a href="http://www.zerotothree.org/child-development/health-nutrition/coping-with-loss-during-pregnancy.html?print=t#offering">HTTP://WWW.ZEROTOTHREE.ORG/CHILD-DEVELOPMENT/HEALTH-NUTRITION/COPING-WITH-LOSS-DURING-PREGNANCY.HTML?PRINT=T#OFFERING</a></p> <p>5. THE IMPACT OF CHILDHOOD DISABILITY: THE PARENT'S STRUGGLE BY KEN MOSES, PH.D.  <a href="http://www.pediatricservices.com/prof/prof-15.htm">HTTP://WWW.PEDIATRICSERVICES.COM/PROF/PROF-15.HTM</a></p>
06/29/16 CLASS 6	Substance Abuse  Trauma	Drug and Alcohol Issues  Transtheoretical Model of Change  Trauma	<p>NONFINITE LOSS AND GRIEF</p> <p>1. CHAPTER 4: THE FOUNDATIONS OF OUR EXPECTATIONS</p> <p>2. CHAPTER 5: FORMING EXPECTATIONS AND THEIR PLACE IN LOSS</p> <p>3. CHAPTER 6: ROLE OF MESSAGES AND THE DEVELOPMENT OF KNOTS</p> <p>4. UPDATED GUIDELINES FOR TREATING BABIES EXPOSED TO DRUGS IN THE WOMB. <a href="http://healthland.time.com/2012/01/30/updated-guidelines-for-treating-babies-exposed-to-drugs-in-the-womb/">HTTP://HEALTHLAND.TIME.COM/2012/01/30/UPDATED-GUIDELINES-FOR-TREATING-BABIES-EXPOSED-TO-DRUGS-IN-THE-WOMB/</a></p> <p>5. COULD YOU CARE FOR A BABY WITHDRAWING FROM DRUGS AND/OR ALCOHOL? <a href="http://www.familyfutures.co.uk/wp-content/uploads/2015/05/foster-carer-practice-paper.compressed.pdf">HTTP://WWW.FAMILYFUTURES.CO.UK/WP-CONTENT/UPLOADS/2015/05/FOSTER-CARER-PRACTICE-PAPER.COMPRESSED.PDF</a></p>
07/06/16 CLASS 7	Trauma continued	Trauma continued	<p>NONFINITE LOSS AND GRIEF</p> <p>1. CHAPTER 7: FEAR, ANXIETY, AND DREAD</p> <p>2. CHAPTER 8: DREADED EVENTS: PUBLIC REPUTATION</p> <p>3. CHAPTER 9: DREADED EVENTS: PRIVATE REPUTATION</p> <p>4. COPING WITH SEPARATION AND DEPLOYMENT: TAKING CARE OF YOURSELF AND YOUR BABY.  <a href="http://www.zerotothree.org/about-us/funded-projects/military-families/brave-files/secondsept9parentseparation.pdf">HTTP://WWW.ZEROTOTHREE.ORG/ABOUT-US/FUNDED-PROJECTS/MILITARY-FAMILIES/BRAVE-FILES/SECONDSEPT9PARENTSEPARATION.PDF</a></p> <p>5. HELPING TRAUMATIZED CHILDREN A BRIEF OVERVIEW FOR CAREGIVERS BY BRUCE D. PERRY, M.D., PH.D.  <a href="https://childtrauma.org/wp-content/uploads/2014/01/helping_traumatized_children_caregivers_perry1.pdf">HTTPS://CHILDTRAUMA.ORG/WP-CONTENT/UPLOADS/2014/01/HELPING TRAUMATIZED CHILDREN CAREGIVERS PERRY1.PDF</a></p>

			6. THE ROLE OF HEALTHY RELATIONAL INTERACTIONS IN BUFFERING THE IMPACT OF CHILDHOOD TRAUMA <a href="https://childtrauma.org/wp-content/uploads/2014/12/the_role_of_healthy_relational_interactions_perry.pdf">HTTPS://CHILDTRAUMA.ORG/WP-CONTENT/UPLOADS/2014/12/THE_ROLE_OF_HEALTHY_RELATIONAL_INTERACTIONS_PERRY.PDF</a>
07/13/16 CLASS 8	Boundaries and Ethics  Adult Attachment Styles impact on helping	Boundaries and Ethics  Adult Attachment patterns  Loss Essay DUE	NONFINITE LOSS AND GRIEF 1. CHAPTER 10: COGNITIVE DEVELOPMENT, IDENTITY FORMATION, AND GRIEFWORK 2. CHAPTER 11: CHARACTERISTICS AND IMPACT OF THREAT  3. JONG, P., & MILLER, S. (1995). HOW TO INTERVIEW FOR CLIENT STRENGTHS. SOCIAL WORK, 40(6), 729-736. RETRIEVED JUNE 1, 2015, FROM <a href="http://solutions-centre.org/pdf/how-to-interview-for-client-strengths1.pdf">HTTP://SOLUTIONS-CENTRE.ORG/PDF/HOW-TO-INTERVIEW-FOR-CLIENT-STRENGTHS1.PDF</a>  4. ADULT ATTACHMENT STYLES AND THE PSYCHOLOGICAL RESPONSE TO INFANT BEREAVEMENT. <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4023106/">HTTP://WWW.NCBI.NLM.NIH.GOV/PMC/ARTICLES/PMC4023106/</a>
07/20/16 CLASS 9	NLP – Communicating in different languages  Special Problems	NLP Abuse and Neglect  Personal Genogram DUE	NONFINITE LOSS AND GRIEF 1. CHAPTER 12: GRIEVING A CHAMELEON 2. CHAPTER 13: CHARACTERISTIC CYCLES OF NONFINITE GRIEF 3. CHAPTER 14: THE DEVELOPMENT OF CLINTS AS STRATEGISTS  4. CHAPTER 261. INVESTIGATION OF REPORT OF CHILD ABUSE OR NEGLECT. <a href="http://www.statutes.legis.state.tx.us/docs/fa/htm/fa.261.htm">HTTP://WWW.STATUTES.LEGIS.STATE.TX.US/DOCS/FA/HTM/FA.261.HTM</a>
07/27/16 CLASS 10	Mental Health	Abuse and Neglect cont.  Mental Health issues working with families	NONFINITE LOSS AND GRIEF 1. CHAPTER 15: PRINCIPLES FOR FACILITATING THE GRIEVING PROCESS 2. CHAPTER 16: CASE STUDIES IN NONFINITE LOSS  3. CHAPTER 261. INVESTIGATION OF REPORT OF CHILD ABUSE OR NEGLECT. <a href="http://www.statutes.legis.state.tx.us/docs/fa/htm/fa.261.htm">HTTP://WWW.STATUTES.LEGIS.STATE.TX.US/DOCS/FA/HTM/FA.261.HTM</a>  4. ZEANAH, C. (2000). CHAPTER 22: DISTURBANCE OF DISORDERS OF ATTACHMENT IN EARLY CHILDHOOD. IN WAIMH HANDBOOK OF INFANT MENTAL HEALTH (PP. 353-368). NEW YORK: WILEY. <a href="http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2690512/">HTTP://WWW.NCBI.NLM.NIH.GOV/PMC/ARTICLES/PMC2690512/</a>
08/03/16 CLASS 11	Class Wrap up		
GRADING & EXAMS POLICIES			90-100 = A 80-89 = B 70-79 = C 100 POINTS
LATE WORK			NO LATE WORK IS EXCEPTED
CLASSROOM CITIZENSHIP			COURSE POLICIES:  1.EXPECTED HOURS OF WORK: THE GENERAL EXPECTATION IS THAT STUDENTS WILL, ACROSS THE SEMESTER, PUT IN A TOTAL OF 45 HOURS OF WORK FOR EACH SEMESTER CREDIT HOUR IN WHICH THEY ARE ENROLLED. FOR A TYPICAL 3-HOUR COMMITMENT DURING THE SEMESTER, THE STUDENT SHOULD EXPECT TO DEVOTE 135 TOTAL HOURS OF EFFORT.  2.ALL CELL PHONES OR OTHER DISRUPTIVE ITEMS WILL BE TURNED ON SILENT OR VIBRATE DURING CLASS. LAPTOPS ARE ALLOWED IN CLASS FOR NOTE TAKING AND VIEWING POWERPOINTS HOWEVER USE OF COMPUTER FOR PERSONAL USE DURING CLASS TIME IS NOT ACCEPTABLE.

		<p>3.ATTENDANCE POLICY: STUDENTS WILL BE ON TIME TO EACH CLASS (1:00PM-5:00PM) AND IN ATTENDANCE FOR THE ENTIRE SESSION. THE STUDENT IS RESPONSIBLE FOR INFORMING THE PROFESSOR PRIOR TO CLASS OF AN ABSENCE, EITHER IN PERSON OR BY VOICE MAIL. MY VOICE MAIL CAN BE USED 24 HRS A DAY. IT IS THE STUDENT'S RESPONSIBILITY TO ACCESS ALL INFORMATION PRESENTED FOR THE MISSED CLASS SESSION FROM OTHER STUDENTS IN THE CLASS. THE INSTRUCTOR IS NOT RESPONSIBLE FOR ENSURING THE STUDENT HAS THE MISSED MATERIALS. NO MAKE-UP WORK WILL BE GIVEN WITHOUT A WRITTEN DOCTOR'S EXCUSE. IF A STUDENT IS A "NO SHOW" ON THE DAY OF WORK SUBMISSION, THE STUDENT WILL AUTOMATICALLY EARN A ZERO. IF A STUDENT ARRIVES TO A CLASS SESSION AFTER IT HAS BEGUN, HE/SHE IS EXPECTED TO ENTER QUIETLY AND TAKE A SEAT IN THE LEAST DISRUPTIVE LOCATION.</p> <p>4.ASSIGNMENTS ARE DUE ON OR BEFORE THE DESIGNATED DATE AT 1:00PM. NO LATE ASSIGNMENTS WILL BE ACCEPTED. IN THE EVENT OF A VERIFIED ILLNESS (DOCTOR'S NOTE), THE ASSIGNMENT MAY BE FAXED TO MY OFFICE PRIOR TO 5:00PM ON THE DUE DATE FOR CREDIT. IN A LIFE-THREATENING EVENT (DOCTOR VERIFIED), THE INSTRUCTOR MAY PERMIT LATE ASSIGNMENTS.</p> <p>5.WRITTEN ASSIGNMENT CRITERIA: ALL WRITTEN MATERIAL SUBMITTED SHOULD BE TYPED, DOUBLE SPACED, 12PT FONT. IF YOU HAVE DIFFICULTY IN THE AREA OF WRITTEN COMMUNICATION SKILLS, YOU MUST OBTAIN THE ASSISTANCE OF THE UTD LEARNING RESOURCE CENTER WRITING LAB (ON WEB SITE AND AT 972-883-6707).</p> <p>6. DISCUSSION IN THE CLASSROOM REGARDING CASES ARE CONFIDENTIAL AND CAN EVOKE UNCOMFORTABLE EMOTIONS. CONFIDENTIALITY MUST BE MAINTAINED IN THE CLASSROOM AND MATURE BEHAVIOR AND TOLERANCE WILL BE EXPECTED.</p>
COMET CREED		<p><i>THIS CREED WAS VOTED ON BY THE UT DALLAS STUDENT BODY IN 2014. IT IS A STANDARD THAT COMETS CHOOSE TO LIVE BY AND ENCOURAGE OTHERS TO DO THE SAME:</i></p> <p><i>"AS A COMET, I PLEDGE HONESTY, INTEGRITY, AND SERVICE IN ALL THAT I DO."</i></p>
UT DALLAS SYLLABUS POLICIES AND PROCEDURES		<p><i>THE INFORMATION CONTAINED IN THE FOLLOWING LINK CONSTITUTES THE UNIVERSITY'S POLICIES AND PROCEDURES SEGMENT OF THE COURSE SYLLABUS.</i></p> <p><i>PLEASE GO TO <a href="http://go.utdallas.edu/syllabus-policies">HTTP://GO.UTDALLAS.EDU/SYLLABUS-POLICIES</a> FOR THESE POLICIES.</i></p>