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COUN 5300: Systems, Leadership, and Program Development in CMHC

Syllabus and Flexible Schedule

Fall 2013

Catalog description: 3 hours. Principles and practices of counseling in clinical mental health settings with special attention to systems of care, administration, program development, and program evaluation. Prerequisite(s): COUN 5680 and 5710, or consent of department.

I. Goals of the course:

Students will become knowledgeable regarding practice settings, counselor functions, and services available in Community Mental Health Center (CMHC) settings in the DFW area. Students will develop understanding of systems of administration, program development, and program evaluation skills necessary for success in today's marketplace.

II. Learning objectives:

Core curricular experiences will provide an understanding of the following:

1. counseling supervision models, practices, and processes (IIG1e)
2. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and (IIG1i)
3. a general framework for understanding and practicing consultation (IIG5f)
4. the importance of research in advancing the counseling profession (IIG8a)
5. principles, models, and applications of needs assessment, program evaluation, and the use of findings to inform evidence-based practice; and the use of findings to effect program modifications (IIG8d)
6. ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies (IIG8f)
7. Professional roles, functions, and relationships with other human service providers, including strategies for interagency/interorganization collaboration and communications (IIG1b, 09-10 only)
8. The role and process of the professional counselor advocating on behalf of the profession (IIG1h, 09-10 only)

Student Learning Outcomes:

1. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.	A3	Learning ax, Prog dev
2. Understands methods, models, and principles of clinical supervision.	A5	Learning ax
3. Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.	A8	Prog dev
4. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in CMHC.	B2	Prog dev
5. Describes the principles of mental health, including prevention, intervention, consultation, education, and	C1	Learning ax

advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.		
6. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).	C3	Learning ax, Prog dev
7. Understands the range of mental health service delivery- such as inpatient, outpatient, partial treatment and aftercare- and the clinical mental health counseling services network.	C5	Learning ax, Prog dev
8. Maintains information regarding community resources to make appropriate referrals .	F1	Learning ax, Prog dev
9. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients .	F2	Prog dev
10. Understands how to critically evaluate research relevant to the practice of CMHC.	I1	Prog dev
11. Knows models of program evaluation for clinical mental health programs.	I2	Learning ax, Prog dev
12. Applies relevant research findings to inform the practice of clinical mental health counseling.	J1	Prog dev
13. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.	J2	Prog dev
14. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.	J3	Prog dev

III. Methods of instruction:

This course is designed to be interactive, and students will be required to participate in numerous ways. Didactic lectures will be supplemented with discussion, and students will engage in semester-long application of knowledge and principles via group program development and evaluation. Students will supplement learning by interviewing personnel and observing dynamics at community agencies.

IV. Required texts and/or readings:

- Teed, E. L., & Scileppi, J.A. (2006). *The community mental health system: A navigational guide for providers*. Boston: Pearson.
- Lewis, J., Lewis, M.D., Daniels, J.A., & D'Andrea, M.J. (2010). *Community Counseling: A Multicultural-Social Justice Perspective (Community and Agency Counseling) (4th ed.)*. Belmont, CA: Brooks/Cole.
- Assigned readings and powerpoints on Blackboard website.

Recommended texts:

- Kettner, P. M., Moroney, R. M., & Martin, L. L. (2012). *Designing and managing programs: An effectiveness-based approach (4th ed.)*. Thousand Oaks, CA: Sage.
- Royse, D., Thyer, B. A., Padgett, D. K., & Logcan, T. K. (2009). *Program evaluation: An introduction (5th ed.)*. Belmont, CA: Thompson/Brooks-Cole.
- Echterling, L.G., et al. (2002). *Thriving: A manual for students in the helping professions*. Boston: Houghton Mifflin.
- Hodges, S. (2011). *The graduate practicum and internship manual: A resource for graduate counseling students*. New York: Springer.

Required readings and materials are available through password-protected Blackboard. View this site weekly for supplemental materials, additional handouts, required readings, and all class lessons/powerpoints. You are responsible for all content assigned on this website.

Blackboard Learn: *If you have trouble logging in, cannot submit an assignment or quiz, or encounter some other problem in Blackboard, your primary step should be to contact the ITSS Help Desk rather than this professor. The ITSS Help Desk offers phone, email and walk-in support:*

Help Desk:

Phone: 972-780-3626

Email: <http://web3.unt.edu/helpdesk/service>

Walk-in: Founders Hall Rm. 127

CITC Help Desk website: <http://www.unt.edu/helpdesk/index.htm>.

UNT Dallas Bookstore:

phone: (972) 780-3652;

e-mail: 1012mgr@fhcg.follett.com

Student Resources information: <http://webct.unt.edu> including how and where to download the current correct version of Java (1.5.0_07).

V. Performance evaluation and procedures:

Attendance, Preparation and Participation

To be successful in this course, students must be able to retain and apply information in a practical manner; it is essential that students come to class prepared to discuss the assigned readings. Students are expected to have thoroughly read and prepared for every class period, and to participate *actively* in class activities, whether online or on campus. Level of class participation is qualitatively determined by my subjective appraisal of your class interaction and attentiveness.

Attendance is required and graduate-level class participation is expected. Absences in **excess of one excused absence** and/or **chronic tardiness** will affect your final grade in the course. When possible, any absences should be discussed with the instructor in advance; and while it is certainly understandable that tardiness is occasionally unavoidable, chronic tardiness will result in the loss of 5% deduction from their total points per incident if they (a) miss more than one class meeting for other than a *documented* emergency reason (death in family, hospitalization, major or severe illness); (b) are tardy more than 10 minutes or leave class early more than twice a semester; or (c) consistently interact in a non-professional or disruptive manner with peers or this professor. Additional missed classes or chronic tardiness will result in another 5% deduction.

Appropriate class behavior and participation consistent with that of graduate students is expected. **Students are therefore expected to refrain from all inappropriate behavior including but not limited to: text-messaging, passing notes, sleeping, surfing the internet, emailing, and working on other material during class time.** To that end, please turn off your cellphones during class and close laptops during experiential exercises, videos, and/or during any other class activity during which your attention is expected. Inappropriate behavior or low participation will result in one-on-one conferences, a remedial action plan, faculty review, and a low-effectiveness report in your permanent student file. See Appendix B.

Due dates and deadlines:

Students are responsible for submitting assignments on the date indicated on the syllabus.

Assignments will be considered late if not received by class on the date expected. When necessary, students may submit assignments early or via email. Late assignments will receive a 10% deduction for each day late.

Format guidelines:

Unless otherwise indicated on project instructions, formal papers should be written in accordance with APA style. Specifically, assignments should:

1. Contain an APA-style cover page
2. Be typed, double-spaced, with 1" margins, and in 12-point Times New Roman font
3. Contain citations and references formatted according to the current *APA Publication Manual* (6th ed.) guidelines
4. Adhere to minimum page length, formatting, and content guidelines – cover pages and reference pages will not be counted toward fulfilling the required page length. Incorrectly completed assignments will be evaluated as such.

Programmatic evaluation:

Turnitin:

All sources used for all assignments **must be cited** in APA format; students will need to submit major assignments using **turnitin.com**. Your class ID is **6901733**, and your initial password is **DRMC**. Excellent papers will reference scholarly sources and reflect a depth of critical thought and a writing style commensurate with graduate-level work. I will be happy to consult regarding content and style (i.e., grammar, spelling, professional writing quality) of papers up to 2 days prior to the assignment deadline.

Tk20:

This course requires an assignment that will be uploaded and assessed in the UNT Tk20 Assessment System. This will require the one-time purchase of Tk20. Student subscriptions will be effective for seven years from the date of purchase and can also be used for other classes. Key assessments (KA) must be uploaded into the Tk20 system for instructors to assess.

Grading Criteria

Participation, preparation, & homework	10%
Agency profiles	30%
Midterm examination	20%
Final project (KA)	40%

Final Grading

- A, A- (Excellent) will be given for outstanding achievement in written and class contributions. A student who earns an A or A- has shown consistent initiative, originality and comprehension.
- B+, B (Really sincere effort) will be given for work which is of good quality, as expected of graduate students, but which is either not outstanding in the above characteristics or contains some errors in comprehension. A "B+" grade is given when the writing is clear and well-organized, there are a significant number of insights, but the overall depth of the papers does not rise to the level of "outstanding." "B" and "B+" students are expected to consistently contribute to class discussions.
- B- (Standards minimally met) will be given when there is a noticeable lack of depth, the writing is generally acceptable but contains multiple spelling/grammatical/punctuation or formatting errors, as well as some errors in comprehending and applying material or ideas.
- C (Insufficient work) will be given for work which is minimally acceptable or insufficient quality for graduate students. A grade of "C" or lower requires course repetition at the graduate level.
- I (Incomplete work) for some justifiable reason, acceptable to the instructor and University policy (death in family, hospitalization, major or severe personal illness), the student has been unable to complete the full requirements of the course. At the

time a grade of I is given, a minimum of 30% of classwork must have been completed at a passing level; the instructor must stipulate in writing to the student and to the University registrar the requirements and completion date that are to be met and the grade that will be given if the requirements are not met by the completion date. The maximum period of time allowed to clear the Incomplete grade normally is 12 months. If the Incomplete grade is not cleared by the date set by the instructor or by the end of the 12-month Policies and Procedures 25 deadline, the grade of I will be changed to the grade provided by the instructor at the time the Incomplete grade was assigned or to a grade of F if no alternate grade was provided. The grade of I is **not** given in lieu of a grade of F or W, or other grade, each of which is prescribed for other specific circumstances.

If the student's work is incomplete, poor quality and/or not acceptable, a grade of F will be given. The grade of I does not authorize a student to attend the course during a later term. Graduation candidates must clear all Incomplete grades prior to the deadline in the Official University Calendar, which may allow less time than 12 months. Failure to do so can result in removal from the degree candidacy list and/or conversion of the grade of I to the grade indicated by the instructor at the time the grade of I was given.

VI. Assignments

Evidence-Based Practices Report

Students will locate one research or meta-analysis article discussing Evidence-Based Practice (EBP), Empirically-Validated Practices (EVP,) and/or counseling effectiveness outcome, which delineates statistical data regarding factors that contribute to counseling outcome. Articles should be year 2000 or newer. Write a 2-page (minimum) report of this article utilizing the APA format, 1) summarizing the results and 2) discussing implications for the counseling field. Include a hard copy of the entire article at the end of your report, and email a copy to this instructor.

Community Resources Profiles

The purpose of this assignment is to assist students in building a reference source regarding services of local agencies, referral sources, and familiarity with future possible internship sites. Each student will compile a list of 5 local CMH resources they may use in their internships and future professional careers. It is expected that this information will assist in knowing different types of mental health service delivery, understanding the range of mental health services in the community, and developing a list of community resources based around the needs of the population with whom they would like to work. Students' lists will then be compiled into one resource, which will be provided to every student.

Students will utilize the Excel spreadsheet posted on Bb to identify community agencies or other resources that serve the mental health needs of their community, and which provide a mental health service that is of interest to them; *private practices are not considered agencies and may not be included.*

This spreadsheet requires:

1. 1 community mental health agency
2. 1 self-help or psychoeducational group program
3. 1 shelter
4. 1 Intensive Outpatient Program (IOP) or day program
5. 1 inpatient program, psychiatric hospital, or group home (offering services to a specific population)

For each resource, students will identify: the target population served, services offered, typical # of sessions/meetings/length of program, hours of operation, source(s) of funding, whether they

utilize counseling interns, supervisor/director name and license, website, phone #, and physical address. (Please note that shelters will not provide physical addresses, for security reasons; merely include the community/area it serves). If the resource provides a pamphlet or other information (business cards, packets/brochures), you may ask to have it mailed to you and submit it on the due date of the project.

Advocacy Project: Program Development (Key Assessment)

In their communities, students will work in teams of 2-3 to a) identify community needs for mental health counseling in underserved or at-risk population(s), and b) develop an agency-based social justice program to address these needs. The developed proposal will justify the population's need (use supporting sources), clarify the agency/program objectives and means of delivery, and will include sufficient detail and rigor to justify grant funding and facilitate implementation in an agency setting. The students will conduct a 30 minute oral presentation that will include information necessary to convince administration and funders of the seriousness of the identified issue and the likely efficacy of the proposed program. Creativity and supporting documents or activities are appreciated, but be sure to meet professional documentation and presentation standards. In sum, the program development project will include the following elements:

- i. Acknowledgements
- ii. Table of Contents

1. Abstract (not longer than 35 lines)
2. Project Narrative (minimum 15 pages text)
 - a. Section A – Statement of Need (include justification and objectives; include mission statement)
 - b. Section B – Proposed Approach (describe the program or agency; identify *specific* objectives; identify specific methods of service delivery)
 - c. Section C – Staff, Management, and Relevant Experience Requirements
 - d. Section D – Performance Assessment and Data
 - e. Section E - Budget Justification, Existing Resources, Other Support
 - f. Section F – Literature Citations
 - g. Section G- Supporting Documentation/References/Appendices
 - h. Section H- Sources/Contact information (e.g., persons or offices interviewed, such as Chamber of Commerce personnel, realtors, ministers, political sources, community residents, etc.)
3. Oral advocacy presentation (15 points) (see Oral Advocacy Presentation Rubric and Final Group Project Tips sheet in final project folder on Blackboard for more information).

Projects will also be evaluated based on sensitivity to the advocacy counseling competencies (see ACA Website) throughout and proper APA format and writing style. As with all professional reports and presentations, give careful attention to format, grammar, spelling, and punctuation.

Submission guidelines: Each student must upload one copy of the entire project to Tk20.

Oral presentation (30minutes)= 15 points. See Appendix A.

IMPORTANT POLICIES

Blackboard:

We will be using Blackboard as a course management tool this semester. Students may access the course using their EUID and password via <http://Blackboard.unt.edu>. Once within Blackboard, you will be able to view announcements, download and print copies of class materials, access course readings, and check your grades. The instructor may also post audio files of lectures for those who are absent or who would like to review class sessions. We may use the assessment function to submit homework exercises.

Eagle Mail:

All UNT students should activate and regularly check their Eagle Mail (e-mail) account. Eagle Mail is used for official communication from the University to students. Many important announcements for the University and College are sent to students via Eagle Mail. For information about Eagle Mail, including how to activate an account and how to have Eagle Mail forwarded to another e-mail address, visit <https://eaglemail.unt.edu>. This is the main electronic contact for all course-related information and/or material.

Disability Accommodations:

The University of North Texas College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, or the operation of any of its programs and activities, as specified by federal laws and regulations. Copies of the College of Education ADA Compliance Document are available in the Dean's Office, Matthews Hall 214.

The department Disability Accommodation Policy is printed in the Master's and Doctoral Student Handbooks and is available at <http://www.coe.unt.edu/CDHE/CNSLORED.htm> or from the counseling program office in Room 155, Stovall Hall. The designated disability liaison for the counseling program is Dr. Jan Holden, Room 155, Stovall Hall.

The student has the responsibility of informing the course instructor of any disabling condition that will require modification to avoid discrimination. Students with disabilities should approach each instructor within the first two weeks of class to make an appointment to discuss disability accommodation and then must follow the meeting with an e-mail or hard-copy message to the instructor summarizing the accommodations that will be made. The instructor will reply with affirmation or modification and place a copy of the communication in the student's file.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Academic Misconduct:

Cheating and plagiarism are types of academic misconduct. The term 'plagiarism' includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. Plagiarism also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. A faculty member can assign specific penalties. Penalties can include reducing or changing a grade or issuing a failing grade for an assignment/test or for the entire course and/or expulsion from the academic program and the university. A student penalized for

academic misconduct has the right of appeal (University of North Texas Graduate Catalog, 2002, p. 94).

The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests or examinations; (2) dependence upon the aid of sources specifically prohibited by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; (3) the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; (4) dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); (5) any other act designed to give a student an unfair advantage.

Plagiarism is plagiarism, whether intentional or unintentional. To avoid plagiarism, follow guidelines in the current edition of the *APA Publication Manual*. APA-style writing is always required for every submitted document or assignment, unless specified otherwise by this instructor.

Plagiarism of any sort will not be tolerated and will result in a minimum of a failing grade on the assignment; plagiarism may jeopardize your standing in the program. UNT counseling program students should be prepared to submit papers and other written work electronically so that the instructor can use anti-plagiarism software to validate the originality of the student’s work. Students also have access to these plagiarism-prevention tools and are strongly encouraged to utilize these resources.

References

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Pan, M. L. (2003). *Preparing literature reviews*. Los Angeles: Pycszak.

Great books for human beings (and those who are also counselors):

- Axline, V. M. (1964). *Dibs in search of self*. New York: Ballantine.
- Benjamin, C. L. (1985). *Mother knows best: The natural way to train your dog*. New York: Hungry Minds.
- Bloomfield, H. H., & McWilliams, P. (1995). *How to heal depression*. New York: Prelude.
- De Becker, G. (1997). *The gift of fear: And other survival signals that protect us from violence*. New York: Dell.
- Domar, A., & Dreher, H. (2000). *Self-nurture: Caring for yourself as effectively as you care for everyone else*. New York: Penguin.
- Faber, A., & Mazlish, E. (1980). *How to talk so kids will listen, and listen so kids will talk*. New York: Avon.
- Fulghum, R. (1989). *It was on fire when I lay down on it*. New York: Ballantine.
- Fulghum, R. (1998). *All I really need to know I learned in kindergarten: Uncommon thoughts on common things*. New York: Ballantine.
- Gladwell, M. (2005). *Blink: The power of thinking without thinking*. New York: Little, Brown, and Company.
- Gottman, J. M., & Silver, N. (1999). *The seven principles for making marriage work*. New York: Three Rivers.
- Helmstetter, S. (1982). *What to say when you talk to your self*. New York: Pocket.
- Hodges, S. (2011). *The graduate practicum and internship manual: A resource for graduate counseling students*. New York: Springer.

- Kabat-Zinn, J. (1994). *Wherever you go, there you are: Mindfulness meditation in everyday life*. New York: Hyperion.
- Kottler, J. A., & Hazler, R. J. (1997). *What you never learned in graduate school: A survival guide for therapists*. New York: W. W. Norton.
- Kottler, J. A. (2003). *On being a therapist*. San Francisco: Jossey-Bass.
- Kottler, J. A., & Carlson, J. (2003). *Bad therapy: Master therapists share their worst failures*. New York: Brunner-Routledge.
- Ramsey, D. (2003). *The total money makeover: A proven plan for financial fitness*. Nashville, TN: Thomas Nelson.
- McWilliams, P., Bloomfield, H. H., & Colgrove, M. (1993). *How to survive the loss of a love*. New York: Prelude.
- McWilliams, P. (). *Life 101: Everything we wished we had learned about life in school- but didn't*. New York: Prelude.
- Millan, C. (2006). *Cesar's way: The natural, everyday guide to understanding and correcting common dog problems*. New York: Harmony.
- Mitchell, S. (1991). *The gospel according to Jesus: A new translation and guide to his essential teachings for believers and unbelievers*. New York: HarperCollins.
- Nelsen, J. (1996). *Positive discipline: The classic guide to helping children develop self-discipline, responsibility, cooperation, and problem-solving skills*. New York: Ballantine.
- Richardson, C. (2005). *The unmistakable touch of grace*. New York: Free Press.
- Robbins, T. (1991). *Awaken the giant within: How to take immediate control of your mental, emotional, physical, and financial destiny!* New York: Simon & Schuster.
- Rogers, A. G. (1995). *A shining affliction: A story of harm and healing in psychotherapy*. New York: Penguin.
- Salmonsohn, K., & Zinzell, D. (2001). *How to be happy, damnit! A cynic's guide to spiritual happiness*. Berkeley, CA: Celestial Arts.
- Seligman, M. (1998). *Learned optimism: How to change your mind and your life*. New York: Pocket.
- Shem, S. (1997). *Mount misery*. New York: Ivy.
- Walker, B. (1991). *The crazy dog guide to lifetime happiness*. Dell.
- Wurtzel, E. (1995). *Prozac nation: Young and depressed in America*. New York: Penguin.
- Yalom, I. D. (2002). *The gift of therapy: An open letter to a new generation of therapists and their patients*. New York: HarperCollins.

Appendix A.

COUN 5300 Advocacy Final Presentation Rubric (15 presentation pts.)

	+	-	N/A	PTS
Description of population and needs				/3
Clearly identifies target population that is oppressed & advocacy issues to be addressed (including systemic issues contributing to marginalization)				
Compelling and logical, and actively cites literature within PowerPoint slides that is published within the past 8 years				
Assists audience to connect to marginalized population through active learning strategies to provide a fuller context of the oppressed population and their needs, including media clips, interviews, case studies, etc.				
Comments:				
Description of goals, objectives, methods, rationale				/4
Clear explanation of overarching goal/mission with social justice focus				
Clear explanation of objectives of program				
Clear explanation of methods to address advocacy project				
Clear explanation of logic/rationale for methods chosen				
Presentation inspires confidence in team's understanding of how to address the issue				
Comments:				
Resources request – investment potential				/4
Clear explanation of resource/financial needs				
Clear explanation of accountability measures (e.g., program evaluation methods)				
Presentation inspires confidence that team has solid understanding of community resources				
Presentation inspires confidence that team will be accountable with appropriated funds				
Professionalism And Creativity				/4
Presentation is well-organized, starts and ends on time (25 minutes or so of presentation and 5 minutes or so of questions= 30 minutes total)				
Communicates clearly. Powerpoint slides are not read off by presenters verbatim. The word “umm” is reduced or non-existent. Ideally, each 5-10 minutes of presentation should be broken up by some type of active learning (advocacy technique, class discussion, case study, video clip, role play, YouTube clips, Facebook, etc.) that are relevant to presentation				
Demonstrate poise and confidence				
Claims are supported with research, personal opinions are clearly marked or qualified as such.				
BEFORE the presentation begins , each class member and instructor receive a copy of any handout/powerpoint in the 3-slide per page format and instructor is provided a hard copy of your completed final project.				
Comments:				
OVERALL				

**Appendix B.
Attendance and Participation Rubric**

<i>Meets professional expectations</i>	<i>Below professional expectations</i>	<i>Significantly below expectations</i>
<ul style="list-style-type: none"> ▪ 0 – 1 absences (absence must be medically excused or death of immediate family member with documentation- refer to student handbook for excused absences) ▪ Never tardy or late from break ▪ Balanced contributions reflect routine, careful preparation for class and allow for other students to participate ▪ Attentive and respectful toward others when not contributing directly ▪ No concerns regarding personal characteristics ▪ Shows ethical integrity and adheres to <i>ACA Code of Ethics</i> ▪ No concerns regarding academic integrity <p><i>Indicators show good potential for continued success in graduate school and beyond.</i></p>	<ul style="list-style-type: none"> ▪ 1 unexcused absence* (see below) ▪ Frequent, minor tardiness (< 5 minutes) ▪ Contributions reflect only occasional preparation for class or inhibits others' participation ▪ Sometimes distracted or disrespectful nonverbally when not contributing directly (e.g., texts, sidebars in class) ▪ Occasional or minor personal characteristic concerns ▪ If ethical violation present, concern is minor and student takes action to remedy ▪ Minor, unintentional violation of academic integrity <p><i>Grade adjustment of 5% per incident from total points for 2 or more incidents, and/or competency concern report filed with Counseling Program.</i></p>	<ul style="list-style-type: none"> ▪ 2 + unexcused absences ▪ Persistent, minor tardiness ▪ Recurrent, major tardiness ▪ Contributions are rare or not productive ▪ Contributions reflect consistent lack of preparation for class ▪ Behaviors detract from safe, scholarly learning environment ▪ Serious concerns regarding personal characteristics ▪ Major ethical violation OR inability to understand ethical concerns/implications ▪ Intentional and/or ongoing violations of Academic Integrity Policy <p><i>Grade adjustment of 5% per incident from total points for 2 or more incidents, conference with instructor, and/or competency concern filed with Counseling Program. Serious violations may require repeating course (e.g., 3+ absences), assignment of F in course (e.g., ethical or integrity concerns), or other remediation per competency concern report.</i></p>