



Master of Social Work Program
SOWK 5315: Clinical Assessment
Spring 2022
CRN: 28426

Mondays 6:00pm to 8:50pm Old Main Rm. 201

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I. COURSE DESCRIPTION

An introduction to competency-based assessment of psychological disorders, substance use disorders, the ecological perspective on mental health and the bio-psychosocial framework for assessment and intervention.

II. COURSE OBJECTIVES (LINKED TO EPAs)

Social work courses are designed to improve students’ competence through instruction, practice, and application of knowledge, values, and skills. “Social work competence is the ability to integrate and apply social work knowledge, values, and skills to practice situations in a purposeful, intentional, and professional manner to promote human and community well-being” (CSWE, 2015, p. 6). Through course assignments, students demonstrate the ability to meet courses objectives related to EPAs Competencies. Situated within the context of social work practice in the multicultural, bi-national U.S.-Mexico border region, this course focuses specifically on six aspects of social work competence: ethical and professional behavior (Competency 1); diversity and difference in practice (Competency 2); human rights and social, economic, and environmental justice (Competency 3); research-informed practice and practice-informed research (Competency 4); assessment of individuals, families, groups, organizations, and communities (Competency 7); and intervention with individuals, families, groups, organizations, and communities (Competency 8). Course assignments will assess and summarize students’ competency levels. Upon completion of this course, students will be able to:

Competency and Behavior	Course Objectives	Methods of Assessment
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1.1	Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision- making, ethical conduct of research, and additional codes of ethics as appropriate to context.	Discussion posts Clinical assessment Clinical case study
2.1	Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	Discussion posts Clinical assessment Clinical case study
2.2	Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Discussion posts Clinical assessment Clinical case study
3.1	Apply their understanding of social, economic, and environmental justice to advance for human rights at the individual and systems levels.	Discussion posts Clinical assessment Clinical case study
4.1	Use practice experience and theory to inform scientific inquiry and research.	Disorder-specific brochure and presentation Clinical assessment Clinical case study
4.2	Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings.	Disorder-specific brochure and presentation Clinical assessment Clinical case study
4.3	Use and translate research evidence to inform and improve practice, policy, and service delivery	Disorder-specific brochure and presentation Clinical assessment Clinical case study
7.1	Collect and organize data, and apply critical thinking to interpret information from clients and constituencies.	Clinical assessment Clinical case study Class activities
7.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies.	Clinical assessment Clinical case study Class activities
7.4	Select appropriate intervention strategies based on the assessment, research knowledge and values and preferences of clients and constituencies.	Clinical assessment Clinical case study Class activities
8.1	Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.	Clinical assessment Clinical case study
8.2	Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.	Clinical assessment Clinical case study

III. REQUIRED TEXTBOOKS/VIDEOS/OBSERVATIONS

Empowerment Series: Psychopathology: A Competency-based Assessment Model for Social Workers (2015) by Susan W. Gray; 4th Edition. Cengage, Boston MA. ISBN-10: 1-305-10193-6; ISBN-13: 978-1-305-10193-7

Clinical Assessment Workbook: Balancing Strengths and Differential Diagnosis, 2nd Edition (2014) by Elizabeth Pomeroy. Cengage, Boston MA. ISBN-10: 1-285-74888-3; ISBN-13: 978-1-285-74888-7

American Psychiatric Association (2013), *Diagnostic and Statistical Manual of Mental Disorders DSM 5*. Fifth Edition (Paperback) Washington D.C: American Psychiatric Association.

Additional handouts/readings/videos will also be provided and accessible via Blackboard.

IV. COURSE ASSIGNMENTS

1. Attendance and Class Participation (200 points)

Attending in-person or virtual synchronous meetings and preparing for and participating in class activities is worth 200 points. **Regular class attendance with active participation is expected.** When students participate actively in class discussions, learning is enhanced. It is the student's responsibility, whether present or absent, to keep abreast of content. Class attendance is **NOT** optional. An attendance roster will be passed out at the beginning of each class session. Students are responsible for signing in. Pomeroy case studies will also be scheduled throughout the semester to provide opportunities for students to demonstrate understanding and application of assessment and intervention skills – thoughtful preparation for these activities is considered when calculating your attendance and participation grade.

2. Discussion Board Posts (150 points)

There are 10 discussion posts, each worth 15 points. Discussion posts will be based off class readings, chapter activities, and reflections. In weeks with discussion posts, you are expected to submit an initial post by Thursday at 11:59 pm and submit responses to at least 2 of your classmates' posts by Sunday at 11:59 pm. Late posts incur a 3-point deduction; missing peer responses incur a 3-point deduction. No posts accepted after Sunday at 11:59 pm for that week's discussion post.

3. Disorder-Specific Intervention Resource Brochure and Presentation (150 points) – Due in Blackboard by Sunday, 3/20/22; In-class presentations on Monday, 3/21/22

On the second class, students will sign up for a specific disorder to address in this assignment. Students will create a brochure and 10-minute presentation addressing the following items in related to the disorder, incorporating a minimum of five peer-reviewed sources:

- DSM 5 diagnostic criteria with differential diagnoses, including symptom checklists
- Established symptom checklists to aid in assessment
- A target population for the intervention
- List of evidence-based interventions for the chosen disorder
- In-depth presentation of one intervention
- Safety/emergency considerations
- Cultural considerations
- Pharmacological considerations (potential medications and side effects)
- Resources (support groups, organizations, etc.)

4. Clinical Assessment Interview and Write-Up (200 Points) – Assessments will occur in class on Monday, 4/4/22; 5-7-page write-up due in Blackboard by Sunday, 4/17/22

The class will be divided into pairs. Each pair will take turns conducting a full clinical assessment, focusing on building client rapport, clinical assessment and diagnostic impressions, identification of cultural considerations and strengths, identification and prioritization of client's goals, and identification of potential interventions. Case scenarios will be provided for students to base their responses on when role playing the client. A written assessment will be submitted and evaluated.

5. Clinical Case Study Write-Up and Presentation (300 points) – 6-8-page paper due in Blackboard by Sunday, 5/1/22; PPT due in Blackboard by Sunday, 5/8/22; In-class presentations on Monday, 5/9/22.

Students will choose a film to view on their own and develop a clinical case study based on one of the movie's characters with supporting evidence utilizing scene descriptions and quotes from characters. Students will create a 6-8-page initial clinical assessment that includes diagnostic impressions, a safety plan, and treatment recommendations for the identified client. Students need to identify one evidenced-based intervention model used to treat their client's disorder as well as a complimentary or alternative approach they would use to address the client's reported symptoms. The paper needs to not only address the types of intervention strategies one would use, but also include information about how you would provide psycho-education about their diagnosis and treatment options during the second session of their therapy treatment. The paper is worth 200 points, and the presentation (including a PPT) is worth 100 points. Some potential movies to choose from are *Precious*, *A Beautiful Mind*, *Kite Runner*, *Boys Don't Cry*, *Which Way Home*, *Still Alice*, *Pursuit of Happyness*, *Girl Interrupted*, and *28 Days*. Please feel free to suggest a different movie for instructor approval.

V. GRADING

Attendance & class participation	20%
Discussion posts	15%
Disorder-specific intervention & presentation	15%
Clinical assessment and write-up	20%
Clinical case study and presentation	30%

Final grades will be determined as follows:

90% and above	A
80% to 89%	B
70% to 79%	C
69% to 60%	D
< 59%	F

VI. WEEKLY SCHEDULE

Week and Meeting Dates	This Week's Topics	Readings to Complete for Next Week's Class	Assignments
Week 1	No class this week	<p><u>For 1/24 class:</u></p> <ul style="list-style-type: none"> • Course syllabus (Review expectations, assignments, readings, course structure and organization, etc.) – available on Blackboard • DSM-5 pp. 5-7, 10-17, 733-748. 	<ul style="list-style-type: none"> • Syllabus Reconnaissance (ungraded). When reviewing the syllabus, please identify at least 2 things that are exciting, 2 things that are scary or daunting, and 2 questions you have. We will discuss in our first class.
Week 2 1/24 6-8:50pm Old Main 201	<ul style="list-style-type: none"> • Introduction to course and Blackboard • Introduction to clinical assessment and mental health/illness. 	<p><u>For 1/31 class:</u></p> <ul style="list-style-type: none"> • Gray Ch. 1 • Pomeroy Ch. 1, 20 • DSM-5 pp. 715-727, 749-759 • Readings on Blackboard (suicide assessment tools and handbooks) 	<ul style="list-style-type: none"> • Week 2 Discussion Board – Welcome and Introduction initial post due Thurs 1/27; Responses due Sun 1/30.
Week 3 1/31 6-8:50pm Old Main 201	<ul style="list-style-type: none"> • Clinical assessment, continued • Cultural formulation • Risk and safety assessment 	<p><u>For 2/7 class:</u></p> <ul style="list-style-type: none"> • Gray Ch. 2, 3 • Pomeroy Ch. 2, 3 • DSM-5 familiarize yourself with pp. 31-86, 87-122. 	<ul style="list-style-type: none"> • Week 3 Discussion Board – Gray Ch. 2 Activity 1 on p. 62 & Ch. 3 Activity 1 on p. 106 initial post due Thurs 2/3; Responses due Sun 2/6. • Pomeroy Case Studies (Select 1 each chapter) <i>Note: Pomeroy exercises are to prepare for class and to be used in class and not turned in for grading.</i>
Week 4 2/7 6-8:50pm Old Main 201	<ul style="list-style-type: none"> • Neurodevelopmental disorders • Schizophrenia spectrum and other psychotic disorders 	<p><u>For 2/14 class:</u></p> <ul style="list-style-type: none"> • Gray Ch. 4, 5 • Pomeroy Ch. 4, 5 • DSM-5 familiarize yourself with pp. 123-154, 155-188. 	<ul style="list-style-type: none"> • Week 4 Discussion Board – Gray Ch. 4 Activity 2 on p. 126 & Ch. 5 Activity 3 on p. 157 initial post due Thurs 2/10; Responses due Sun 2/13. • Pomeroy Case Studies (Select 1 each chapter)
Week 5 2/14 6-8:50pm Old Main 201	<ul style="list-style-type: none"> • Bipolar and related disorders • Depressive disorders 	<p><u>For 2/21 class:</u></p> <ul style="list-style-type: none"> • Gray Ch. 6, 7 • Pomeroy Ch. 6, 7 • DSM-5 familiarize yourself with pp. 189-233, 235-264. 	<ul style="list-style-type: none"> • Week 5 Discussion Board – Gray Ch. 6 Activity 3 on p. 188 & Ch. 7 Activity 5 on p. 211 initial post due Thurs 2/17; Responses due Sun 2/20. • Pomeroy Case Studies (Select 1 each chapter)
Week 6 2/21 6-8:50pm Old Main 201	<ul style="list-style-type: none"> • Anxiety disorders • Obsessive-compulsive and related disorders 	<p><u>For 2/28 class:</u></p> <ul style="list-style-type: none"> • Gray Ch. 8, 9 • Pomeroy Ch. 8, 9 • DSM-5 familiarize yourself with pp. 265-290, 291-307. 	<ul style="list-style-type: none"> • Week 6 Discussion Board – Gray Ch. 8 Activity 2 on p. 240 & Ch. 9 Activity 2 on p. 267 initial post due Thurs 2/24; Responses due Sun 2/27. • Pomeroy Case Studies (Select 1 each chapter)
Week 7 2/28 6-8:50pm Old Main 201	<ul style="list-style-type: none"> • Trauma- and stressor-related disorders • Dissociative disorders 	<p><u>For 3/7 class:</u></p> <ul style="list-style-type: none"> • Gray Ch. 10, 11, 12 • Pomeroy Ch. 10, 11 • DSM-5 familiarize yourself with pp. 309-327, 329-360. 	<ul style="list-style-type: none"> • Week 7 Discussion Board – Gray Ch. 10 Activity 2 on p. 294 & Ch. 11 Activity 5 on p. 336 initial post due Thurs 3/3; Responses due Sun 3/6. • Pomeroy Case Studies (Select 1 each chapter)

Week 8 3/7 6-8:50pm Old Main 201	<ul style="list-style-type: none"> • Somatic symptom and related disorders • Feeding, eating, and elimination disorders 		<ul style="list-style-type: none"> • Disorder-Specific Intervention and Resource Brochure and Presentation due 3/20.
Spring break 3/14/22-3/18/22			
Week 9 3/21 6-8:50pm Old Main 201	<ul style="list-style-type: none"> • In-class presentations of Disorder-Specific Intervention and Resources 	<u>For 3/28 class:</u> <ul style="list-style-type: none"> • Pomeroy Ch. 12, 13, 14 DSM-5 familiarize yourself with pp. 361-422, 423-450, 451-459.	<ul style="list-style-type: none"> • Pomeroy Case Studies (Select 1 each chapter)
Week 10 3/28 6-8:50pm Old Main 201	<ul style="list-style-type: none"> • Sleep-wake disorders • Sexual dysfunction disorders • Gender dysphoria 		<ul style="list-style-type: none"> • Prepare for clinical assessment interviews.
Week 11 4/4 6-8:50pm Old Main 201	<ul style="list-style-type: none"> • In-class clinical assessment interview role plays. 	<u>For 4/11 class:</u> <ul style="list-style-type: none"> • Gray Ch. 13, 14 • Pomeroy Ch. 15, 16 DSM-5 familiarize yourself with pp. 461-480, 481-589.	<ul style="list-style-type: none"> • Week 11 Discussion Board – Gray Ch. 13 Activity 3 on p. 370 & Ch. 14 Activity 2 on p. 435 initial post due Thurs 4/7; Responses due Sun 4/10. • Pomeroy Case Studies (Select 1 each chapter) • Clinical assessment interview role play write-up due 4/17.
Week 12 4/11 6-8:50pm Old Main 201	<ul style="list-style-type: none"> • Disruptive, impulse-control, and conduct disorders • Substance-related and addictive disorders 	<u>For 4/18 class:</u> <ul style="list-style-type: none"> • Gray Ch. 15 • Pomeroy Ch. 17, 19 DSM-5 familiarize yourself with pp. 591-643, 685-705.	<ul style="list-style-type: none"> • Week 12 Discussion Board – Gray Ch. 15 Activity 3 on p. 471 initial post due Thurs 4/14; Responses due Sun 4/17. • Pomeroy Case Studies (Select 1 each chapter)
Week 13 4/18 6-8:50pm Old Main 201	<ul style="list-style-type: none"> • Neurocognitive disorders • Paraphilic disorders 	<u>For 4/25 class:</u> <ul style="list-style-type: none"> • Gray Ch. 16 • Pomeroy Ch. 18 DSM-5 familiarize yourself with pp. 645-684, 761-781.	<ul style="list-style-type: none"> • Week 13 Discussion Board – Gray Ch. 16 Activity 1 on p. 534 initial post due Thurs 4/21; Responses due Sun 4/24. • Pomeroy Case Studies (Select 1 each chapter)
Week 14 4/25 6-8:50pm Old Main 201	<ul style="list-style-type: none"> • Personality disorders 	<u>For 5/2 class:</u> TBD	<ul style="list-style-type: none"> • Week 14 Discussion Board – Reflection on course initial post due 4/28; Responses due 5/1. • Clinical case study write-up due 5/1.
Week 15 5/2 6-8:50pm Old Main 201	<ul style="list-style-type: none"> • TBD 		Clinical case study presentation PPT due 5/8.
Week 16 5/9 6-8:50pm Old Main 201	<ul style="list-style-type: none"> • Final presentations • Course wrap-up 		

VII. TECHNOLOGY REQUIREMENTS

Course content is delivered via the Internet through the Blackboard learning management system. Ensure your UTEP e-mail account is working and that you have access to the internet and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, scanner, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player and/or QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal. Click the following link for more information about [Microsoft Office 365](#) and follow the instructions.

IMPORTANT: If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP [Help Desk](#) as they are trained specifically in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

NETIQUETTE

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.
- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.
- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.
- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted in these online spaces is intended for classmates and professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

VIII. COURSE COMMUNICATION

Communicating effectively throughout this semester is critical to your success in this course. There are multiple channels for communication we will utilize, including:

- **Office Hours:** I have drop-in office hours for your questions and comments about the course, or to discuss anything else. My office hours will be held on the following days and times: Mondays from 4-5:30pm and Thursdays from 3:30-5pm. These may be in-person or via Zoom – I will let you know the available settings in advance. Individual appointments outside of these hours are also welcome.
- **Email:** UTEP email is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When emailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name.

- **Discussion Board:** If you have a question that you believe other students may also have, please post it in the “Ask Your Instructor” section of the discussion boards inside of Blackboard. Please respond to other students’ questions if you have a helpful response.
- **Announcements:** Check the Blackboard announcements frequently for any updates, deadlines, or other important messages. Announcements will also be sent from Blackboard via email.

IX. COURSE POLICIES

Attendance and Participation. Attendance for in-person sessions is important not only for your learning and success but also to create a community of learners. I expect you to review all course materials ahead of class, complete assignments on time (some exceptions made on a case-by-case basis; late assignment submission without contacting me first will result in a zero on the assignment), and actively participate in class discussions and discussion boards.

According to UTEP Curriculum and Classroom Policies, “When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of “W” before the course drop deadline and with a grade of “F” after the course drop deadline.” See academic regulations in the UTEP Undergraduate Catalog for a list of excuse absences. Therefore, if I find that, due to non-performance in the course, you are at risk of failing, I will drop you from the course. Except in very rare extenuating circumstances, more than 2 unexcused absences will result in failing the course. I will provide 24 hours advance notice via email if you are going to be dropped from the course.

Make-up work will be given *only* in the case of a *documented* emergency. Note that make-up work may be in a different format than the original work, may require more intensive preparation, and may be graded with penalty points. If you miss an assignment and the reason is not considered excusable, you will receive a zero. It is therefore important to reach out to me—in advance—and explain with proper documentation why you missed a given course requirement. Once a deadline has been established for make-up work, no further extensions or exceptions will be granted.

Professional Conduct. The mission of the UTEP Department of Social Work is to prepare competent and ethical social work practitioners who possess the knowledge, skills, and values required to prevent social problems, intervene in problem areas, and improve the social conditions of the region through culturally sensitive practice. Personal responsibility is a necessary part of the professional practice of social work. Attendance, punctuality, and participation are necessary components of personal responsibility. As a hybrid class, attendance means being active in the Blackboard Course through reading materials, watching videos and participating in discussion posts. Professional participation requires familiarity with the assigned readings. Assignments are to be submitted by Sunday at 11:59 pm of the week they are due. Late assignments will be accepted only after consulting with the instructor with a justifiable rationale. Problems of unprofessional conduct will be addressed through the advisement and student status review procedures outlined in your student handbook.

Academic Integrity: Rigorous honesty is necessary for the practice of professional social work. The statement on academic honesty in the university catalog is the minimum standard that will be applied in this course. See also the *NASW Code of Ethics* and the *Publication Manual of the*

American Psychological Association. Students who display dishonesty (including intentional and accidental plagiarism) will be referred to the Student Status Review process with a possible consequence of being recommended for discharge from the program.

Writing Standards: The ability to communicate using Standard Written English is a necessary component of professional practice. All assignments are to use Standard Written English. You cannot pass this class unless you demonstrate the ability to use Standard Written English. Refer to the *Publication Manual of the American Psychological Association* 7th edition, which is the stylebook required for this department. Written work is to be typed or printed using one-inch margins and 12-point type using New Times Roman font. All assignments will be submitted through Blackboard to retain confidentiality.

X. ACCOMMODATIONS POLICY

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the [UTEP Center for Accommodations and Support Services](#) (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at cass@utep.edu, or apply for accommodations online via the [CASS portal](#).

XII. COVID-19 PRECAUTIONS

Please stay home if you (1) have been diagnosed with COVID-19, or (2) are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. The Student Health Center is equipped to provide COVID 19 testing.

The Center for Disease Control and Prevention recommends that people in areas of substantial or high COVID-19 transmission wear face masks when indoors in groups of people. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area, and will be available at no charge on campus during the first week of classes. For more information about the current rates, testing, and vaccinations, please visit epstrong.org

XIII. FOR STUDENT WELLBEING

For help with writing: The **University Writing Center (UWC)** (Library Building 2nd [ground] floor, #227 (915)-747-5112 provides walk-in assistance with writing to all UTEP students at no cost. If you struggle with writing, the tutors at the UWC can help you. Check out their website – <http://academics.utep.edu/writingcenter>. **This is a tremendous resource – take advantage of it if needed.**

If you have a personal problem or issue that is affecting your studies, please contact the **University Counseling and Psychological Services** at (915) 747-5302. The center provides

counseling, career advice, workshops on academic skills and personal-worth. Walk in appointments available. You can also visit a counselor in the Student Union at 202 Union West, www.utep.edu/counsel.

- The Student Health Center is located in the Union Building East, Suite 100 **(915) 747-5624**.
- Mental Health Crisis Line **(915) 779-1800**
- National Suicide Prevention Hotline **1-800-273-8255** and Veterans Crisis Line **1-800-273-8255**
- National Alliance on Mental Illness (NAMI) **(915) 534-5478**

Related Resources

- Center against Sexual Assault Family Violence Helpline: **(915) 593-7300 or 1-800-727-0511**
- El Paso Police Department **(911)** or UTEP Police Department **(915) 747-5611**
- Suspected harm of children or older persons, Child/Adult Protective Services **1-800-252-5400**
- National Domestic Violence Hotline **1-800-799-SAFE (7233)**

XIV. COPYRIGHT STATEMENT

All materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

XV. SYLLABUS MODIFICATION STATEMENT

To provide high quality education, the professor may elect to change this syllabus during the semester to make corrections, additions, or to accommodate emerging issues. If changes in the syllabus occur, students will be notified in class verbally and via Blackboard announcements. Additional Course Resources can be found in Blackboard.