

**Department of Counselor Education,
School Psychology, and Human Services**

**CED 745: Assessment, Treatment, and Case Management
in Addictions**

Fall Semester- 3 credits

Classroom: Canvas only

Instructor:

Email:

Phone:

Office location/number:

Office/Virtual Hours:

COURSE DESCRIPTION

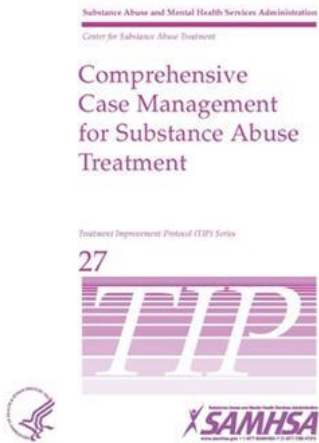
This course provides a theoretical framework for assessing and treating individuals with addictive disorders and the practical application of managing a client's case from initial treatment stages through discharge and aftercare.

REQUIRED TEXTBOOKS

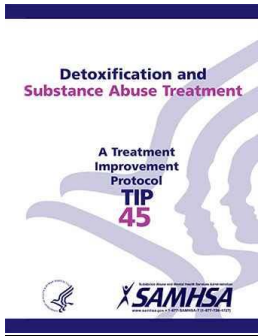
Substance Abuse and Mental Health Services Administration Center for Substance Abuse Treatment. (2015). *Comprehensive case management for substance abuse treatment: Treatment improvement protocol (TIP) series 27*. U.S. Department of Health and Human Services, Rockville MD.

Can be downloaded via UNLV library or SAMHSA store:

<https://store.samhsa.gov/sites/default/files/d7/priv/sma15-4215.pdf>



Substance Abuse and Mental Health Services Administration Center for Substance Abuse Treatment. (2015). *Detoxification and substance abuse treatment: A treatment improvement protocol TIP 45*. Department of Health and Human Services, Rockville MD. <https://store.samhsa.gov/product/TIP-45-Detoxification-and-Substance-Abuse-Treatment/SMA15-4131>



RECOMMENDED TEXT

Rastegar, D. & Fingerhood, M. (2016). *The American society of addiction medicine handbook of addiction medicine*. American Society of Addiction Medicine, Oxford University Press.

LEARNING OUTCOMES

At the completion of this course, successful students will be able to:

1. Demonstrate an understanding of the principals and goals of treatment
2. Demonstrate an understanding of the process of case management and assessment
3. Develop an understanding of treatment settings and different levels of care
4. Understand how ASAM plays a role in treatment recommendations
5. Demonstrate knowledge of different theoretical approaches used in substance abuse treatment
6. Demonstrate knowledge of different interventions used in treatment
7. Demonstrate an understanding of special populations in regard to treatment
8. Demonstrate an understanding of some ethical guidelines utilized in substance abuse treatment
9. Demonstrate knowledge of a comprehensive treatment plan and discharge summary for a client

Objectives for this course were developed to reflect the standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP) core program standards. CACREP core standards addressed in this course include:

CACREP 5. A. 1. d, e, f Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning; neurological, behavioral, psychological, physical, and social effects of psychoactive substances and addictive disorders on the user and significant others; psychological tests and assessments specific to addiction counseling

CACREP 5. A. 2. d. Regulatory processes and substance abuse policy relative to service delivery opportunities in addiction counseling

CACREP 5. A. 2. i. Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the *Diagnostic and Statistical Manual of Mental Disorders (DSM)* and

the *International Classification of Diseases (ICD)*

CACREP 5. A. 3. a. Screening, assessment, and testing for addiction, including diagnostic interviews, mental status examination, symptom inventories, and psychoeducational and personality assessments

CACREP 5. A. 3. b. Assessment of biopsychosocial and spiritual history relevant to addiction

CACREP 5. A. 3. c. Assessment for symptoms of psychoactive substance toxicity, intoxication, and withdrawal

a. **CACREP 5. A. 3. d.** Techniques and interventions related to substance abuse and other addictions

LEARNING ACTIVITIES AND EVIDENCE OF ACHIEVEMENT

This course will involve your taking responsibility for completing independent learning activities. These include the following:

- Course material review and weekly readings
- Online activities such as lecture review and posts conducted in a timely and frequent manner
- Online exams
- Writing, online presentation, or research projects
- Other assignments

Course and Text Readings

- Be sure to read the weekly reading assignments prior to posting weekly discussions. Reading the assigned material will prepare you to make more effective posts and responses. Participation in discussions will be better prepare you for online quizzes and exams.
- Your competence in achieving the course objectives and intended learning outcomes (which are observable, specific learning events) will be assessed by several techniques, including instructor review of your posts and responses, student conduct, online exam/quiz performance, and class projects.

Online Activities - *There are no opportunities for make-up work or to submit work after the deadline (exceptions may be made during Week 1 only for the entire class, and at the discretion of the instructor).*

- Members of this online learning community will be expected to participate in class discussions based on the readings described in each of the course modules. Your participation is essential, both for you and this learning community. This course includes a substantial experiential component, much of which will be shared in the weekly peer discussions. The “Discussion and Writing Rubric,” found below and in WebCampus, will provide guidance to you for the expected quality of your work.
- Discussion questions will require you to complete activities in the text or online and share the experience in your initial Post. Upon reviewing other class members’ Posts, you will submit a Response.

- Consistent with the goals of UNLV and the College of Education, students are expected to develop values and ethics to guide personal and professional decisions and behavior. These dispositions are founded on the concepts of caring, fairness, honesty, responsibility, and social justice. Accordingly, students are expected to respect individual differences, work cooperatively, explore alternative viewpoints, appreciate the unique abilities of self and others, respect various forms of self-expression, and accept responsibility for your own conduct and behavior.

Discussions and Writing Rubric

	Below Minimal Standard (D- or below)	Developing Toward Minimal Standard (D to C+)	Meets Minimal Standard (B- to A-)	Exceeds Minimal Standard (A to A+)
Content (70%)	Student misses one or more of components for the paper or post completely	Student does not have sufficient detail in one or more of the components of the paper or post	Student has minimal detail for all components of the paper or post but fails to expand	Student demonstrates excellent detail in all components of the paper or post
Grammar (10%)	Student has exhaustive grammatical and spelling errors	Student has multiple grammatical or spelling errors	Student has minimal grammatical and spelling errors	Student has excellent grammar and no spelling errors
Length (5%)	Paper or post has significantly less than the required minimum wordcount or pages of writing	Paper or post has less the required minimum wordcount or pages of writing	Paper or post has the required minimum wordcount or pages of writing	Paper or post has the required length and not significantly exceeded the required length
APA format (15%)	Paper or post has exhaustive APA format errors throughout	Paper or post has multiple APA format errors throughout	Paper or post has minimal APA format errors	Paper has no APA format errors

Grading Criteria (grade range)

A = 94%-100%		A- = 90%-93.9%
B+ = 87%-89.9%	B = 84%-86.9%	B- = 80%-83.9%
C+ = 77%-79.9%	C = 74%-76.9%	C- = 70%-73.9%
D+ = 67%-69.9%	D = 64%-66.9%	D- = 60%-63.9%
F = 59% and below		

Grading: Assignment grades are **NON-NEGOTIABLE**. Please carefully review all requirements for assignments. The professor will not honor requests to review assignment grades unless you believe I have

made an error in calculation or have recorded your grade incorrectly.

COURSE REQUIREMENTS AND ASSIGNMENTS

This course consists of 10 discussion posts, a project, a term (case study/treatment plan) paper, and 2 exams. ***The total number of possible points for this course is 500 points.***

Discussion Posts (10pts each)

100 points

Students will be provided writing prompts to answer and post on the discussion forum. Students are expected to reply to a class peer for full credit (discussion posts and replies have strict criteria; read below). *Original/Initial Post due Thursdays 11:59pm* (8 points) should total at least 250 words in length and cite the chapters and/or supplemental material being covered in that module or week.

Reply Post to a peer due Sunday 11:59pm (2 points) should be at least 150 words in length and cite the chapters and/or supplemental material being covered in that module or week.

- Please note that completing the bare minimum will typically be considered average (C level) work. Please refer to the ***Discussions and Writing Rubric***.
- If your initial response is not submitted by Thursday 11:59pm of each week, you will not earn the total points for that part of the assignment. Multiple responses are encouraged to help in promoting the classmate “dialogue” for this course, as the responses with one another can serve as the richer piece of this course.

Biopsychosocial Assessment

150 points

You will conduct a biopsychosocial assessment and mental status exam on an individual (a mock client) over the age of 18 and then write up a report based on your interview using the provided format/template on Canvas (Webcampus). The person you interview can be a friend or family member. Please use pseudonyms to protect their identity.

Treatment Plan, and Discharge Plan Paper

150 points

As the written requirement for this course, you will be asked to complete a Treatment Plan and Discharge Plan paper. You will thoroughly present a case study (real or fictitious person you interviewed for the biopsychosocial assessment), conceptualize, and justify a client’s need for treatment and level of care. You will need to refer to the DSM-5 and ASAM to help you to recommend a proper level of care for the client. You will also create a discharge plan to coordinate care needed for the client’s wellbeing as part of best practices in addiction treatment.

You may have completed a treatment plan for previous courses, so ensure that you read through the specific requirements in completing your paper for this course. A sample Case Study Write-up, Treatment Plan, and Discharge Summary will be provided for you in Webcampus. This assignment should be of graduate-level quality and be original in content. Additional information on this assignment will be made available in the “Assignments” Tab in WebCampus.

Turnitin: You will be submitting the treatment plan through Turnitin. This program evaluates the content for plagiarism. You will be required to ensure that your paper is at least 75% original content. When you submit your assignment, the Turnitin program will tell you the percentage of your content that is taken from other sources. This number should be no more than 25%. Please note that it takes up to 24 hours for the

program to generate an originality percentage so you will want to complete your paper before the due date so you can revise and resubmit as needed. You can revise and resubmit for originality as many times as necessary before the due date (papers will not be graded until after the due date).

Midterm and Final Exams

100 points (50 each)

You will take a midterm and a final exam in this course. The exams will be open-book, comprehensive, and timed and taken once. Exams will be derived from course content and your textbook. Exam dates are located in the schedule.

- You must complete each exam by the posted deadline.
- There will be no makeup exams
- You may ONLY refer to your textbooks, course material and notes while taking each exam. You may not consult any other sources, such as “Google search.” Working with others during exams/quizzes is an academic conduct violation.

Assignments	Points
Discussion Question Posts (10)	100
Case Study, Treatment Plan, and Discharge Plan Paper	150
Biopsychosocial Assessment	150
Midterm Exam	50
Final Exam	50
Total	500

COURSE POLICIES

Civility

Exhibiting appropriate and professional behaviors in your class work and interactions with your colleagues and professors—either online or face-to-face—is essential. Unprofessional behavior towards others in class or your professor is indicative of poor dispositions which typically indicate that you will not be successful in your chosen field. *For on-campus courses*, this includes texting/looking at your phone while the professor is lecturing, or you are working in groups. Students will be given an initial warning and asked to leave the classroom for that day on the second offense. *For online courses*, the objective in an online discussion is to be collaborative, not combative. Please proofread your responses carefully before you post them to make sure that they will not be offensive to others. Treat the discussion areas as a creative environment where you and your classmates can ask questions, express opinions, revise opinions, and take positions just as you would in a more “traditional” classroom setting.

Instructor Email Policy

Emails will be responded to within 48 hours during the work week and non-holiday times, whenever possible. If a student emails the instructor on Friday evening, they should not expect a response until the following workday.

Attendance/Participation

Students will need to check in on WebCampus as often as possible, once daily ideally, to be up to date with potential changes or new announcements.

Performance Evaluation Rubrics

The ability to clearly communicate orally and in writing is critical in the Human Services profession because much of your time is spent either in counseling, advising, explaining, directing, and other communication activities. In your written assignments, discussion posts, and email correspondence, be sure to review your spelling, grammar, and punctuation. This degree program is preparing you to become a professional and these are standards in professional practice. The standard for writing quality is the latest edition of the Publication Manual of the American Psychological Association. You must cite all sources in your assignments including course textbooks. Pay particular attention to APA manual regarding writing style and grammar, as those are the standards used in the grading rubric. **Failure to cite sources is tantamount to plagiarism and is an academic misconduct violation for which a student can be expelled.** As an instructor I take plagiarism very seriously.

***The professor reserves the right to change this syllabus with proper notice to students**

COURSE SCHEDULE

Week: Date	Weekly Reading	Assignments Due (Sunday, 11:59PM PST)
1: 8/29-9/4	Course Syllabus TIP 27 Chapter 1: Substance Abuse and Case Management: An Introduction	<ul style="list-style-type: none"> Review the syllabus thoroughly Submit your introduction post due Sunday 11:59 pm
2: 9/5-9/11	TIP 27 Chapter 2: Applying Case Management to Substance Abuse Treatment	<ul style="list-style-type: none"> Complete weekly reading assignment Review weekly course material in WebCampus Complete initial post for this week (due Thursday 11:59pm) Complete reply post to at least 1 peer (due Sunday 11:59 pm)
3: 9/12-9/18	TIP 27 Chapter 3: Case Management in the Community Context: An Interagency Perspective	<ul style="list-style-type: none"> Complete weekly reading assignment Review weekly course material in WebCampus Complete initial post for this week (due Thursday 11:59pm) Complete reply post to at least 1 peer (due Sunday 11:59 pm)
4: 9/19-25	TIP 27 Chapter 4: Evaluation and Quality Assurance of Case Management Services	<ul style="list-style-type: none"> Complete weekly reading assignment Review weekly course material in WebCampus Complete initial post for this week (due Thursday 11:59pm) Complete reply post to at least 1 peer (due Sunday 11:59 pm)
5: 9/26-10/2	TIP 27 Chapter 5: Case Management for Clients With Special Needs	<ul style="list-style-type: none"> Complete weekly reading assignment Review weekly course material in WebCampus Complete initial post for this week (due Thursday 11:59pm) Complete reply post to at least 1 peer (due Sunday 11:59 pm)
6: 10/3-10/9	TIP 27 Chapter 6: Funding Case Management in a Managed Care Environment	<ul style="list-style-type: none"> Complete weekly reading assignment Review weekly course material in WebCampus Complete initial post for this week (due Thursday 11:59pm) Complete reply post to at least 1 peer (due Sunday 11:59 pm)
7: 10/10-10/16	TIP 45 Chapter 1: Overview, Essential Concepts, and	<ul style="list-style-type: none"> Complete weekly reading assignment Review weekly course material in WebCampus Midterm Exam due Sunday 11:59pm

	Definitions in Detoxification	
8:10/17-10/23	TIP 45 Chapter 2: Settings, Levels of Care, and Patient Placement	<ul style="list-style-type: none"> • Biopsychosocial Assessment due Sunday 11:59 pm
9:10/24-10/30	TIP 45 Chapter 3: An Overview of Psychosocial and Biomedical Issues During Detoxification	<ul style="list-style-type: none"> • Complete weekly reading assignment • Review weekly course material in WebCampus • Complete initial post for this week (due Thursday 11:59pm) • Complete reply post to at least 1 peer (due Sunday 11:59 pm)
10:10/31-11/6	TIP 45 Chapter 4: Physical Detoxification Services for Withdrawal From Specific Substances (p. 47-66)	<ul style="list-style-type: none"> • Complete weekly reading assignment • Review weekly course material in WebCampus • Complete initial post for this week (due Thursday 11:59pm) • Complete reply post to at least 1 peer (due Sunday 11:59 pm)
11:11/7-11/13	TIP 45 Chapter 4: Physical Detoxification Services for Withdrawal From Specific Substances (p.66-104)	<ul style="list-style-type: none"> • Complete weekly reading assignment • Review weekly course material in WebCampus • Complete initial post for this week (due Thursday 11:59pm) • Complete reply post to at least 1 peer (due Sunday 11:59 pm)
12: 11/14-11/20	TIP 45 Chapter 4: Physical Detoxification Services for Withdrawal From Specific Substances (p.105-119)	<ul style="list-style-type: none"> • Complete weekly reading assignment • Review weekly course material in WebCampus • Complete initial post for this week (due Thursday 11:59pm) • Complete reply post to at least 1 peer (due Sunday 11:59 pm)
<i>Week 13</i>	<i>Happy Gratitude Week!</i>	<i>No assignments Due</i>
14: 11/28-12/4	TIP 45 Chapter 5: Co-occurring Medical and Psychiatric Conditions	<ul style="list-style-type: none"> • Complete weekly reading assignment • Review weekly course material in WebCampus • Treatment Plan and Discharge paper due Sunday 11:59 pm
<i>Week 15</i>	<i>Study Week</i>	<i>Final Exam Review</i>
16: 12/12-12/17	<i>Finals Week</i>	Final Exam due Friday 11:59pm

UNIVERSITY ACADEMIC POLICIES

Public Health Directives

Face coverings are currently optional for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. UNLV public health directives are found at Health Requirements for Returning to Campus, <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the UNLV Student Conduct Code, https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the Campus community; we all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the sources. See the Student Conduct Code, <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities, are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative drop of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional copyright policy information is available at <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The UNLV Disability Resource Center (SSC-A, Room 143, <https://www.unlv.edu/drc>, 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The general schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the Final Exam Schedule, <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the Student Academic Misconduct Policy, <https://www.unlv.edu/studentconduct/misconduct/policy>, which defines, “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” as a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy. UNLV students enrolled in online courses are also expected to read and adhere to the Acceptable Use of Computing and Information Technology Resources Policy, <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the Libraries’ Research Consultation website:

<http://guides.library.unlv.edu/appointments/librarian>. You can also ask the library staff questions via chat and text message at: <http://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Policy for Missed Work, under Registration Policies, on the Academic Policies webpage, <https://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could reasonably have been avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/Unit Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: fine arts activities, competitive intercollegiate athletics, science and engineering competitions, liberal arts competitions, academic recruitment activities, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students, and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring

times, and other ASC programs and services, please visit the ASC website, <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

988 FREE 24/7 SUICIDE & CRISIS LIFELINE

In addition to campus resources such as the Counseling and Psychological Services (CAPS) website at <https://www.unlv.edu/caps>, visiting the YOU@UNLV website at <https://you.unlv.edu/>, and Early Alert (for graduate students, at <https://www.unlv.edu/graduatecollege/academy/early-alert>), you may now call or text 988 or chat at 988lifeline.org if you or someone you know is in crisis and in need of support.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see University Statements and Compliance, <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.

UNLV Land Acknowledgement

UNLV is situated on the traditional homelands of Indigenous groups, including the Nuwu or Nuwuvi, Southern Paiute People, descendants of the Tudu, or Desert People. We honor and offer gratitude for those who have stewarded the land; for the land itself; and for the opportunity to cultivate a thriving, diverse, inclusive, and just scholarly community here today that works for a better tomorrow for all.