

University of North Texas at Dallas
Fall 2024
Syllabus
CDFS 3310-0001: Family Crisis – 3 hrs

Department of	Child Development and Family Studies, School of Behavioral Health and Human Services
Instructor Name	Dr. Crystal Benjamin, CFLE
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Office Hours	Tuesdays 9:00 a.m. - 11:00 a.m. CST Wednesdays 2:00 p.m. - 4:00 p.m. CST
Virtual Office Hours	Thursdays 1:00 p.m. – 5:00 p.m. CST Zoom Information Meeting ID: 864 7846 9221 Passcode: 470197
Course Format/Structure	Face to Face using Canvas as an instructional tool
Classroom Location	DAL 1 322
Class Meeting Days & Times	Tuesdays 2:00 p.m. – 4:50 p.m. Central Standard Time No Class Meeting on the Following Dates Week 5 – Sep. 24 th , 2024 Week 9 – Oct. 22 nd , 2024 Week 14 – Nov. 26 th , 2024 Week 16 – Dec. 10 th , 2024
Course Catalog Description	Crises affecting children and families including child abuse and neglect, domestic violence, chronic illness, substance abuse, mental health, and mobility are examined with an emphasis on resilience.
Prerequisites	Completion of university core courses.
Corequisites	N/A
Required Text	Bush, K. R. & Price, C.A. (Eds.) (2021). Families and change: Coping with stressful events and transitions (6 th ed.). Sage.

Recommended Reading & References	American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). American Psychological Association.
Access to Learning Resources	<p>UNT Dallas Library: Phone: (972) 338-1616 Website: http://www.untDallas.edu/library Email: library@untDallas.edu</p> <p>UNT Dallas Bookstore: Phone: (972) 780-3652 Website: http://www.untDallas.edu/bookstore Email: untDallas@bkstr.com</p>
<p>Canvas Resources</p> <p>Supported Browsers: Chrome</p> <p>Supported Devices:</p> <ul style="list-style-type: none"> • iPhone • Android • Chromebook <p><i>Note: Tablet users can use the Canvas app)</i></p> <p>Screen Readers:</p> <ul style="list-style-type: none"> • VoiceOver (Safari) • JAWS (Internet Explorer) • NVDA (Firefox) <p><i>Note: There is no screen reader support for Canvas in Chrome</i></p>	<p>Getting Help with Canvas:</p> <p>Canvas 24/7 Phone Support for Students: 1-833-668-8634</p> <p>Canvas Help Resources:</p> <p>Canvas Student Guide - https://community.canvaslms.com/docs/DOC-10701</p> <p>For additional assistance, contact UNT Dallas Distance Learning: DAL 1, Rm 157 email: distancelearning@untDallas.edu</p> <p><i>If you are working with Canvas 24/7 Support to resolve a technical issue, please keep me updated on the troubleshooting progress.</i></p> <p><i>If you have a course-related issue (e.g. course content, assignment troubles, quiz difficulties) please contact me during office hours or by email.</i></p>

Course Overview

Course Goals/Overview:

The goal of this course is to examine crises affecting children and families including child abuse and neglect, domestic violence, chronic illness, substance abuse, mental health, and mobility issues with an emphasis on promoting resilience. For various crises, students will answer the following questions: (a) what is the problem? (b) how does it impact children and families? (c) why does the problem occur from the perspective of differing theories? (d) how can the problem be prevented? (e) which evidenced-based intervention strategies are the best at promoting resilience in individuals and families? and (f) what socio- political changes need to be made?

Learning Objectives/Outcomes:

At the end of this course, the student will

1. Explain historical, developmental, and ecological perspectives of family crisis and resilience.
2. Apply crisis theories and models to different child and family crisis scenarios
3. Discuss literature and research findings regarding children and families in crisis.
4. Discern appropriate community resources given specific child and family crisis scenarios.
5. Explain strategies to promote resilience in children and families experiencing various types of crises.
6. Demonstrate crisis stabilization protocol for children and families.
7. Understanding family strengths and weaknesses and how family members relate to each other. National Council on Family Relations (NCFR) Content Area 2 – **Internal Dynamics of Families**

Course Outline and Discussion Topics

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Canvas announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

Timeline	Topic	Readings/Activities/Assignments
Week 1 Tuesday, Aug. 27 2:00 p.m.-4:50 p.m. Central Standard Time	<ul style="list-style-type: none">• Overview of Course and Syllabus, Team Meetings Self- Introductions	<ul style="list-style-type: none">• Class Introductions• Review Course Syllabus• Students will join teams and facilitate their first team meeting.• Students will sign Syllabus Agreement and Team Project Contract

Week 2 Tuesday, Sep. 3 2:00 p.m.-4:50 p.m. Central Standard Time	<ul style="list-style-type: none"> • Chapter 1: Families Coping with Change: A Conceptual Overview • Chapter 2: Everyday Hassles and Family Relationships 	<ul style="list-style-type: none"> • In Class Discussion based on Chapter 1 & 2 • Team assignment check in – Article Review
Week 3 Tuesday, Sep. 10 2:00 p.m.-4:50 p.m. Central Standard Time	<ul style="list-style-type: none"> • Chapter 3: Mindfulness and Parental Stress • Chapter 4: Parental Stress Viewed Through the Lens of Family Stress Theory 	<ul style="list-style-type: none"> • In Class Discussion on Chapters 3 & 4 • Team assignment check in – Article Review • In Class Team Case Reviews 1 and 2
		<ul style="list-style-type: none"> • In Class Team Case Reviews 1 and 2 Submission in Canvas due on Sunday, Sep. 15 2024, at 11:59pm
Week 4 Tuesday, Sep. 17 2:00 p.m. - 4:50 p.m. Central Standard Time	<ul style="list-style-type: none"> • Chapter 5: Intellectual and Developmental Disabilities: Understanding Stress and Resilience in Family Systems 	<ul style="list-style-type: none"> • In Class Discussion on Chapter 5 • Team assignment check in – Resource Book

Week 5 (No Class) Tuesday, Sep. 24 2:00 p.m.-4:50 p.m. Central Standard Time	Chapter 6: LGBTQ- Parent Families: Development and Functioning in Context	<ul style="list-style-type: none"> • Journal Article Review #1 due on Tuesday, Sep. 24, 2024 at 11:59pm
Week 6 Tuesday, Oct. 1 2:00 p.m.-4:50 p.m. Central Standard Time	Chapter 7: Stress and Coping in Later Life	<ul style="list-style-type: none"> • In Class Discussion on Chapter 7 • Team assignment check in – Resource Book • In Class Team Case Review 3 • In Class Team Case Reviews 3 Submission in Canvas due on Tuesday, Oct. 1 2024, at 11:59pm
Week 7 Tuesday, Oct. 8 2:00 p.m.-4:50 p.m. Central Standard Time	Chapter 8: Divorce: Variation and Fluidity	<ul style="list-style-type: none"> • Chapter 8 Summary • Team assignment check in – Family Stressor Presentation
Week 8 Tuesday, Oct. 15 2:00 p.m.-4:50 p.m. Central Standard Time	Chapter 9: Stress and Resilience in Stepfamilies today Chapter 10: Immigrant Families: Resilience Through Adversity	<ul style="list-style-type: none"> • In Class Discussion on Chapters 9 & 10 • Resource Book Presentation in class • Team assignment check in –Family Stressor Presentation • Resource Book Due in Canvas on Tuesday, Oct. 15 2024, at 11:59pm • Article Review #2 is due on Friday, Oct. 18 2024 at 11:59pm
Week 9 (No Class) Tuesday, Oct. 22 2:00 p.m.-4:50 p.m. Central Standard Time	Chapter 11: Economic Stress and Families Chapter 12: Race, Ethnicity, and Family Stress	<ul style="list-style-type: none"> • Team assignment check in • Team Case Review 4 & 5 Due on Tuesday, Oct. 22 2024 at 11:59pm

Week 10 Tuesday, Oct. 29 2:00 p.m.-4:50 p.m. Central Standard Time	Chapter 13: The Newest Generation of U.S. Veterans and Their Families	<ul style="list-style-type: none"> • Virtual Experiential Learning Project due on Tuesday, Oct. 29 2024 at 11:59pm • Article Review #3 is due on Friday, Nov. 1 2024 at 11:59pm
Week 11 Tuesday, Nov. 5 2:00 p.m.-4:50 p.m. Central Standard Time	Chapter 14: Promoting Pathways to Resilient Outcomes for Maltreated Children Chapter 15: Stress and Coping with Intimate Partner Violence	<ul style="list-style-type: none"> • In Class Discussion on Chapters 14 & 15 • In Class Team Case Reviews • Team Case Reviews 6-7 due in Canvas on Tuesday, Nov. 5, 2024 at 11:59pm
Week 12 Tuesday, Nov. 12 2:00 p.m.-4:50 p.m. Central Standard Time	Chapter 16: Family Responses to School and Community Mass Violence Chapter 17: Physical Illness and Family Stress	<ul style="list-style-type: none"> • Family Stressor Team Presentations in class
		<ul style="list-style-type: none"> • Submit Family Stressor Team Presentations PowerPoint to Canvas due on Tuesday, Nov. 12 2024 at 11:59pm
Week 13 Tuesday, Nov. 19 2:00 p.m.-4:50 p.m. Central Standard Time	Chapter 18: Family Socioeconomic Context and Mental Health in Parents and Children: A Heuristic Framework Chapter 19: Families Coping with Alcohol and Substance Abuse	<ul style="list-style-type: none"> • In Class Discussion on Chapters 18 & 19 • In Class Team Case Review 8 • In Class Team Case Reviews 8 Submission on Canvas due Tuesday, Nov. 19 at 11:59pm
Week 14 (No Class) Tuesday, Nov. 26	Happy Thanksgiving	Happy Thanksgiving
Week 15 Tuesday, Dec. 3 2:00 p.m.-4:50 p.m.	Chapter 20: Death, Dying, and Grief in Families	<ul style="list-style-type: none"> • In Class Discussion on Chapter 20 • Course Re-cap

Central Standard Time	Final Exam Review	<ul style="list-style-type: none"> • Final Exam Due in Canvas on Tuesday, Dec 3 2024 at 11:59pm
Week 16 (No Class) Tuesday, Dec. 10 2:00 p.m.-4:50 p.m. Central Standard Time	Final Exam Week	<ul style="list-style-type: none"> • Adult Mental Health First Aid Training certificate due in Canvas due on Tuesday, Dec. 10, 2024, at 11:59pm • Canvas Course Shell Closes

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

1. Class Attendance and Participation

Active participation and attendance are essential for your success in this course. Engaging in group and class discussions enhances your learning experience and contributes to a dynamic classroom environment. Your contributions are valuable, and important content and discussions occur during our class sessions.

Points Allocation:

- **Full Points:** Attending class on time and actively participating in discussions.
- **Late Arrival Penalties:**
 - **5 minutes late:** 2 points deduction
 - **10 minutes late:** 3 points deduction
 - **15 minutes or more late:** 5 points deduction

Expectations:

- **Timeliness:** Arriving on time shows respect for your peers and helps you stay engaged with the material and activities.
- **Engagement:** Participation includes contributing to discussions and group activities, which aids in deepening your understanding of the course content.

Lowest Grade Drop:

The lowest participation grade will be dropped at the end of the semester. This policy allows for flexibility and acknowledges that occasional absences or late arrivals are sometimes unavoidable.

Communication:

If you are running late or unable to attend class, please inform both the instructor and your team members as soon as possible. This practice helps you develop a strong work ethic and ensures that everyone stays informed.

Absences Due to Illness or Major Events:

In cases of illness or major events, please provide documented evidence (e.g., a doctor's note) within 2 business days of the missed class. Arrangements can be made to make up missed participation points.

Support:

Your participation is crucial to our classroom dynamics, and I am here to support you. If you have any questions or concerns about attendance or participation, do not hesitate to reach out.

2. Team Resource Book (50pts) and Presentation (50 pts) – Crisis Support

Individuals, families, and communities need resources. Many people are unaware of the many resources available and have no idea how to find them and where they are located. As new professionals, you will need to provide resources to individuals, families, and communities. For this assignment, teams will create a digital resource book filled with services/resources available for persons who experience crisis, stress, violence, and/or trauma. This resource book should include at least 10 resources accessible to persons within the Dallas/Fort Worth area (can be online or in-person).

The Grading Rubric will be uploaded to Canvas. No late assignments are accepted if it does not meet the student policy criteria for missed assignments. In essence, to submit a missed assignment, students are required to submit documented evidence of illness or major event (e.g. doctor's note) within two business days. Attached is the link to the policy.

<https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true>

3. Scholarly Journal Article Review (3 x 25 pts = 75 pts)

Reviewing scholarly articles pertaining to research in family science is a great way to increase your knowledge of individuals, families, groups, communities and society regarding family crisis. In addition, it helps you stay current with the latest trends and fosters critical thinking skills which are important for your career. For this assignment, you will review peer reviewed journals covering **empirical research** on family development topics.

Assignment Instructions:

Ensure that you paraphrase the information and avoid writing information from the article verbatim. You will select one (1) article of your choice discussing topics within the area of family crisis you find most interesting. The selected article dates must be from 2019- 2024. The article selected must also be research studies conducted over factors associated with family life. Your article should include the following information: 1) Reference source, 2) purpose for conducting the research, 3) research question(s), 4) a description of the subjects, 5) sampling procedures (discuss how the researcher recruited individuals to participate in the study), 6) data collection strategies (describe how the researcher collected the data), 7) data analysis (discuss how the researcher analyzed the data), 8) discuss the findings that emerged from the research, and 9) provide your critique of the research study. Please download the Journal Article Review template from Canvas and fill in the appropriate information. Develop your article review document exactly as presented in the article review guide. Also include the article used to conduct the review with your submission. Students who do not submit a pdf document with the full journal article in addition to their article review will not earn full points. **Links to the journal article are unacceptable.**

Article Review #1 Topic (select one): LGBTQ+-lead parenting OR the coming out process OR Aging among the LGBTQ population.

Article Review #2 Topic (select one): Military Families OR Family responses to mass violence OR Immigrant

families.

Article Review #3 Topic (select one): Divorce OR Persons with Disabilities and their families OR Stepfamilies

The library staff is a great resource for you. Please see the following link to book your appointment <https://library.untDallas.edu/staff>. **The Grading Rubric will be uploaded to Canvas. No late assignments are accepted if it does not meet the student policy criteria for missed assignments. In essence, to submit a missed assignment, students are required to submit documented evidence of illness or major event (e.g. doctor's note) within two business days. Attached is the link to the policy.** <https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true>

4. Family Stressors Team Presentation (100pts)

Each student team will present on one of the following Family Stress topics: Family Responses to School and Community Mass Violence OR Physical Illness and Family Stress. Teams will select their presentation topic. For this assignment, student teams will conduct a thorough research analysis of the topic using scholarly peer reviewed journals. It is expected that team members work together collaboratively to explore the dynamics associated with a family stressor. The slide presentation must not exceed 20mins (including your Question & Answer segment). Ten (10) scholarly reference sources are required with publication dates between 2019—2024. The presentation must include the following components:

- Define the family stressor
- Define the family dynamics of the family type facing the stressor
- Conduct an analysis of the research to identify factors that lead to family stress
- Identify coping mechanisms, family adjustment and adaptation patterns
- Discuss how the family stressor impacts the family system
- Explain the family stress theory model A B, C, and X factors
- Provide recommendations to overcome or minimize and cope with the family stressor(s)

The Grading Rubric will be uploaded to Canvas. No late assignments are accepted if it does not meet the student policy criteria for missed assignments. In essence, to submit a missed assignment, students are required to submit documented evidence of illness or major event (e.g. doctor's note) within two business days. Attached is the link to the policy.

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5. In Class Team Case Reviews

Students benefit from reviewing and sharing ideas, research and learning in the classroom setting. Students will review and discuss textbook chapters and related videos in class. Teams will complete a total of 8 in-class case reviews listed in course chapters. In-class case reviews are discussed during on-campus class meetings using critical thinking skills to determine:

- Needs of the family dealing with the stress-evoking event(s),
- Resources to assist the family with overcoming/adjusting to the family stressor and provide recommendations to improve family functioning.

After the in-class discussion, team members will type a summary of their discussions and upload the Word Document in the designated Canvas area. This assignment will also be discussed in class.

The Grading Rubric will be uploaded to Canvas. No late assignments are accepted if it does not meet the student policy criteria for missed assignments. In essence, to submit a missed assignment, students are required to submit documented evidence of illness or major event (e.g. doctor's note) within two business days. Attached is the link to the policy.

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6. Experiential Learning Team Activity: Family Crisis Interview (50 pts)

Experiential Learning is a great way to introduce students to the community, understand the impact service has to the community, and is a great resource for students to better understand family and community issues. Each team must identify **one family type** (divorced, single, LGBTQ+, separated, married, extended, blended, stepfamilies, etc.) that have experienced a family crisis within the last 3-5 years. Each student in the team will conduct an in-depth interview via Zoom, telephone, in-person etc. exploring family coping, adjustment, and

adaptation with their chosen family or family representative. Upon completion of the interviews, student teams will compile their findings into at least three-pages using the Template for the assignment. The assignment rubric and interview questions are included in Canvas.

The Grading Rubric will be uploaded to Canvas. No late assignments are accepted if it does not meet the student policy criteria for missed assignments. In essence, to submit a missed assignment, students are required to submit documented evidence of illness or major event (e.g. doctor's note) within two business days. Attached is the link to the policy.

<https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true>

7. Adult Mental Health First Aid Training

The **Adult** Mental Health First Aid course teaches adults how to recognize and support adults who experience a mental health or substance use issue. This course is offered FREE through a grant to anyone who lives, works, worships, goes to school, or provides service or support to anyone in Dallas, Ellis, Hunt, Kaufman, Navarro, and Rockwall counties. The training includes two parts: (1) pre-session work that is self-paced and must be completed before the training session. (2) a training session that lasts approximately 6 – 8 hours (breaks included). The training session is conducted online via Zoom. Students will review the Adult Mental Health First Aid training schedule at the begin of the semester, select a day and time that works for them, complete the training and upload certificate to the Adult Mental Health First Aid Training Assignment section of Canvas. For questions about the Adult Mental Health First Aid course, please contact: mhfa@ntbha.org and [keep me informed of the feedback you receive.](#)

The Grading Rubric will be uploaded to Canvas. No late assignments are accepted if it does not meet the student policy criteria for missed assignments. In essence, to submit a missed assignment, students are required to submit documented evidence of illness or major event (e.g. doctor's note) within two business days. Attached is the link to the policy.

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8. Final Exam (60 pts)

The final exam is one of the tools we utilize to measure comprehension of a particular course. Students will complete a final exam at the end of the course. The final exam will cover course readings, class discussions and assignments. Upon completion, please upload your final exam into Canvas. No makeup final examination will be allowed except for documented emergencies (Please refer to Policy 7.005 Student Attendance at <https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true>.)

This will be a 3–5-page (not including cover page and references) APA-style paper (i.e., cover page, references, proper citations and formatting) addressing the following:

- ☐ Describe the crises faced by human services professionals and the importance of self-care and its significance in either your current field or in a therapeutic context. Support your response with the readings preferably in your own words.
- ☐ Summarize the history and importance of this area of study.
- ☐ Identify what you see as the most important issue related to compassion fatigue OR burnout and/OR vicarious traumatization.
- ☐ Describe an experience you may have had that most closely parallels the characteristics of compassion fatigue OR burnout and/OR vicarious traumatization. Discuss what you learned from that experience, the outcome and how that informs your perspective on taking care of yourself in the future.

- Include at least three (3) references

The Grading Rubric will be uploaded to Canvas. No late assignments are accepted if it does not meet the student policy criteria for missed assignments. In essence, to submit a missed assignment, students are required to submit documented evidence of illness or major event (e.g. doctor's note) within two business days. Attached is the link to the policy.

<https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true>

GRADING MATRIX

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Instrument	SLO	Value (points)	Total
Attendance & Participation		11 classes @ 10 points each	110 pts
Team Resource Book	4, 5, 6	1 book @ 100 points each	100 pts
Scholarly Journal Article Reviews	1,2,3,4,5,6	3 article reviews @ 25 points each	75 pts
Family Stressor Team Presentation (In Class)	1,2,3,4,5,6	1 presentation @ 100 points each	100 pts
Team Case Reviews	1,2,3,4,5,6	8 case reviews @20 points each	160 pts
Experiential Learning Team Activity	2,3,4,5,6	1 experiential learning activity @ 50 points each	50 pts
Adult Mental Health First Aid Training	2,3,4,6	1 training @ 100 points each	100pts
Final Exam	1, 2, 5	1 exam @ 60 points each	60 pts
TOTAL			755 pts

Instrument Total Points

GRADE DETERMINATION:

The following grading scale will be used to determine your final grade for the course:

A- 90 % -100 % (679.5-755 pts)

B-80 %- 89 % (604-679 pts)

C-70 %- 79 % (528.5-603 pts)

D-60 %- 69 % (453-528 pts)

F- 59% and below (452 pts and below)

Need tutoring services or just some help with a particular assignment? For tutoring that empowers students to achieve success, schedule an appointment with the Learning Commons today at <https://www.untDallas.edu/learning/schedule-appointment/>.

Course-Specific Policies

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Please refer to Policy 7.005 Student Attendance at <https://untsystem.policytech.com/dotNet/documents/?docid=1347&public=true>. Class participation is an important expectation of this course. Students are expected to offer comments, questions, and replies to the discussion question in Canvas and in class. Students are expected to actively participate in EACH week's discussion. The faculty's role is as an observer and facilitator.

Assignment Policy:

The Grading Rubric for all assignments will be uploaded to Canvas. No late assignments are accepted if it does not meet the student policy criteria for missed assignments. In essence, to submit a missed assignment, students are required to submit documented evidence of illness or major event (e.g. doctor's note) within two business days.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Policy 7.005 Student Attendance at <https://www.untDallas.edu/hr/upol>).

Other Course Specific Policies:

Assignment Submission Instructions and Requirements: You are expected to actively participate in the learning process. This course will utilize various methods to determine student grades and proficiency of the learning outcomes for the course. Methods may include activities, presentations, audiovisuals, case analysis, simulation exercises, films, and a general exchange of ideas. Please note that if a student chooses to work ahead on a module and submits an assignment, the assignment submitted is the assignment that will be graded. The instructor will not go back and clear assignments for students to resubmit. Students are responsible for submitting the correct assignments. Students, please be careful

when submitting assignments. Be sure to submit the correct assignment into the correct module and the correct week.

Assignment format:

All posted writing assignments must be typed in 12-inch font, using either Times New Roman or Arial font (APA guidelines). Handwritten assignments in any part are not acceptable. All assignments must be in complete sentences and checked for spelling, mechanics and grammar. **Include a standard cover page** with all written assignments, except responses to discussion board questions and syllabus upload. In Canvas, I have shared a Cover Page template that I would like students to use for this course. The Cover Page was adapted from the APA 7th edition publication manual guidelines for student paper. Assignments **missing a cover page will receive a 5-point deduction**. Students are responsible for all course assignments and notices posted on the course home page, announcements and all messages sent to students via Canvas. Having problems with the computer and/or printer or failing to view the assignment are unacceptable reasons for failing to complete an assignment on the due date. **No Late Assignments, Quizzes, Discussion Boards, Projects, or Final Accepted unless you have made arrangements with the instructor.**

Requirements:

APA 7th edition publication manual standards including but not limited to: cover page, headings, three (3) in-text citations in each half page, include page numbers, and include a reference section/page. Avoid using quotations, I encourage you to practice paraphrasing. You may utilize other scholarly resources to support any assignment (journal articles, books, etc.). Please avoid .com websites or Wikipedia resources in this class. Please insert any outside scholarly information correctly and reference properly.

Artificial Intelligence (AI) Use Policy Statement:

In this course, AI tools such as ChatGPT may be used for ideation and brainstorming, but all submitted content must be written in your own words. Properly cite any information or ideas derived from AI tools to avoid plagiarism and be sure to fact-check AI-generated information as it is not always accurate. Direct copying of AI-generated content is prohibited and will be considered a violation of academic integrity. Ensure that your submissions reflect your original thinking and understanding, demonstrating respect for academic honesty and intellectual property. Inaccurate information and poor or lacking citations will result in poor grades for assignments. I do not recommend relying heavily on AI-generated content.

Use of Canvas: It is a good practice to log onto the course several times per week to review announcements, course updates, or other related course correspondence. Due to the amount of content and the assignments scheduled for the course, I recommend you log onto the shell four (4) to five (5) times per week, if possible. Modern technology has made it possible for you to log onto the course shell and complete assignments using smart phones, tablets and other mobile devices anywhere at any time. However, keep in mind that depending on your mobile device(s), when you access Canvas using mobile devices such as smartphones and tablets, some of the images may be distorted, or you may have limited access to browse around the course shell. Despite the mobile device used to access the course, you are expected to submit assignments by the due date and according to the established guidelines per assignment. Students must have a media player downloaded on their computers. To find out how to download a media player (and other software) on your computer, you may contact the Canvas Helpdesk. It may be necessary to download an older version of Realplayer to be able to view the videos. Please test the videos immediately to be sure you can open them, if

you cannot open the videos, please send me a Canvas message as soon as possible I would be happy to help.

General Assignment Submission Guidelines Checklist

- Writing and referencing should conform to the writing style and reference guidelines found in the *Publication Manual of the American Psychological Association (7th ed.)*.
- Double space using Word files using an appropriate 12-point, black color font, Times New Roman or Arial writing style and one-inch margins.
- Use a Cover Page and make it APA style with assignment/project title, your name, the date, the course (see Canvas from the Cover Page template you will use in this course, this may vary based on the instructor).
- Add page numbers to your assignments as per APA 7th ed. guidelines (top right hand corner of each page).
- Always write an introductory paragraph and a final concluding (i.e., synthesizing, evaluative) paragraph; always include a references section page, per APA 7th ed.
- Please be careful and attend to issues of good grammar, spelling, and presentation.
- DO NOT USE CONTRACTIONS in academic writing (e.g. write there is instead of there's). This course's writing is academic and scholarly.
- Be very careful to maintain consistency in use of verb tense and voice (e.g., third, second-, or first-person voice) throughout papers.
- An important note about plagiarism as it pertains to this course, avoid writing more than 2 or 3 consecutive words of anything that might be borrowed from another source without citing. When in doubt, cite the source. Realistically, until the conclusions are being drawn and the reflective thoughts are being conveyed, chances are that most students' thoughts and writings are drawn from reliable and valid sources. Therefore, citing appropriately, sentence by sentence, adds credibility to the writer's work. Furthermore, do not copy either by physically typing or by simply pasting from another source's website or article and call it your own work by failing to cite the material as a direct quotation. The instructor has been known to sleuth out plagiarism (within minutes of detecting a possible problem with a document) despite any desire **to not find** the evidence. One key way to avoid problems with plagiarism is to submit assignments informally and early by a date upon which has been mutually agreed. The instructor will return the document with feedback and make suggestions for how to better engage in source citations and how to avoid inappropriately handled quotations. **Also, students who make such efforts tend to earn higher grades.**
- Do not cite using Wikipedia, Answer.com, Ask.com, About.com, or any other non-scholarly or non-academic Websites. The instructor will critically grade the use of such reference choices to the disadvantage of the student who uses such.
- No assignment should be submitted as pdf file, Microsoft Works, Publisher, or WordPerfect, etc. Assignments are due on different dates throughout the semester. I recommend you download the course syllabus; pay attention to assignment instructions and due dates. **All assignments scheduled for this course are due on Tuesdays, Fridays, and Sunday by 11:59 p.m. (unless otherwise noted).**

Turnitin: Turnitin software may be used to ensure the originality of your work. As you draw on research information publicized as journal articles, books, websites, etc, be sure to use your own words by paraphrasing the author's work and including a citation. Limit the use of quotations. As a rule of thumb, use quotations sparingly. Your work should reflect a scholarly dance between your voice and the voice

of other authors for which you used to develop the research paper. Plagiarism will not be tolerated. I recommend you purchase the APA 7th ed. publication manual that clearly define and explains what plagiarism is and how to avoid committing plagiarism.

Required Filename Format for Word Attachments Submitted Online:

For this course, all written assignments created as Word or PDF documents and submitted to Canvas must be saved utilizing the following filename format:

Example: YourLastNameFirstInitial_Name of Assignment

BenjaminC_Journal Article Assignment (your filename attachment should look like this example. Do not use my name as the filename, use your name)

To save your work according to the correct filename format follow the instructions below.

- 1). Open a word or PDF document
- 2). Click on save as; Title/save the document according to the require filename format.
- 3). Example: BenjaminC_Journal Article
- 4).Then click the save as button.

Failure to save and submit your document according to the guidelines will result in an automatic 3 points deductions from the total points earned. No assignments will be accepted via email unless otherwise noted. On occasion, Canvas (and some email programs) have problems with file attachments that include symbols in the filename. Avoid use of periods, hyphens, ampersand &, slash marks / \, pound sign, at sign @, etc.

Communications With Professor

Developing strong written communication skills is crucial for your professional journey. Adhering to these communication guidelines will help you cultivate desirable career-ready skills. Please use Canvas messages for all course-related inquiries. The instructor will respond to messages within two (2) business days. Note that the instructor is unavailable after 5 pm on weekdays, as well as on weekends and holidays. Messages sent during these times will receive a response on the next business day.

For a timely and organized communication process:

- Use Canvas messages exclusively for contacting the instructor. Emails sent to the instructor's untDallas.edu email will not be answered.
- Regularly check Canvas for important updates, assignment descriptions, grading criteria, and to submit your assignments.
- Canvas and Zoom will serve as our primary communication platforms throughout this course.

The instructor is committed to responding to all messages promptly and appreciates your understanding and cooperation.

To log directly into Canvas, go to untDallas.instructure.com. You will need to use your EUID and password. **For more information on accessing Canvas** go to - [Accessing Canvas](#).

Be sure to format your Canvas message communications using the following guidelines below:

1. In the subject line of the Canvas message state the course name and the purpose for the email. (Example: CDFS 3310 Family Crisis - Question about an assignment).
2. Include salutation. Example: Dr. Benjamin. Do not state Mrs. or Ms. Benjamin because these prefixes are not the professor's professional title.
3. In the body of your email state your question and comments. Be clear and specific.
4. Make sure messages are free of spelling, grammatical and capitalization errors close the email by including your first and last name and student ID #.

SAMPLE Canvas Message

Subject: CDFS 3310 Family Crisis - Question about an assignment

Dr. Benjamin,

I had a question about the Journal Article Review, where can I find journal articles for this assignment?

Yours sincerely,

Renee Clarke

Student ID#: 23456789

Canvas messages or emails not correctly formatted will not receive a response from the professor. When communicating with classmates, please exercise courtesy and respect whether you are sending a classmate a direct email or responding to discussion assignments.

Notifications: Any changes to the course schedule will be posted on Canvas Announcements. Periodically, announcements may appear in the course to provide general information, make special requests, or notify you of any changes. These announcements can be accessed from Canvas by clicking "Announcements" listed in the menu on the left side of the screen.

Grading: While I will do my best to have your assignments grading in a timely manner, which will not always be possible. I may take up to 2 weeks to grade any assignments and will post grades to the Grade Center. I usually include comprehensive feedback on assignments, I encourage you to review all my comments and feel free to reach out to me if you have any questions.

Grade Inquiries: Students are encouraged to inquire about their academic performance in class throughout the semester. All grade inquiries will be reviewed, and responses provided within 3

business days of the initial inquiry. Students with questions about their grades and scores should contact the instructor within 5 days after the grades have been posted. After this deadline, scores and grades on assignments will not be reviewed or changed.

How Students Should Proceed Each Week for Class Activities: Each week you must access Canvas and the materials in this course in order to be successful. Read the Learning Modules and assigned readings in order to make a contribution to weekly course activities such as discussions, exercises, activities, and/or tests. Carefully review the "Assignments" folder in each module for a description of required assignments.

How Students Should Proceed Each Week for Class Activities: Several times a week, you must access Canvas and the materials in this course in order to be successful. Review the Learning Modules and assigned readings in order to contribute to weekly course activities such as discussions, assignments/activities, and/or finals. Carefully review the "Discussion Board" and "Assignments" folder in each module for a description of required discussion boards and assignments. Discussion Boards and Assignments are due by the dates and times provided in the course timeline. **Please note there will be no late assignments accepted or extensions given if the student's rationale does not align with Student Policies at UNT-Dallas.** Attached is the link to the policy.
https://president.untDallas.edu/sites/default/files/7.005_student_attendance.pdf Modules will close after the due date time of each assignment.

Cameras

Cameras must be on during office hours or meeting times. Students must be on time to their scheduled meetings. Students must be in a secure place while receiving instructions. Students must not be in their beds. Students must not be at a place where they cannot actively participate in the class. Students must not be driving during the course period time. Students must contact the instructor if there are issues with their camera or if they do not have a camera.

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas at Dallas makes reasonable academic accommodations for students with disabilities. Students seeking accommodation must first register with the Disabilities Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodation at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delays in implementation. Note that a student must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDDisability@untDallas.edu on the first floor of the Student Center.

Canvas Instructure Accessibility Statement:

University of North Texas at Dallas is committed to ensuring that online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. The Canvas Instructure Accessibility Statement is provided at <https://www.canvaslms.com/accessibility>.

NOTE: Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the UNT Dallas Academic Integrity Policy in the appropriate Catalog at <http://dallascatalog.unt.edu>.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Artificial Intelligence (AI) Use Policy Statement:

In this course, AI tools such as ChatGPT may be used for ideation and brainstorming, but all submitted content must be written in your own words. Properly cite any information or ideas derived from AI tools to avoid plagiarism and be sure to fact-check AI-generated information as it is not always accurate. Direct copying of AI-generated content is prohibited and will be considered a violation of academic integrity. Ensure that your submissions reflect your original thinking and understanding, demonstrating respect for academic honesty and intellectual property. Inaccurate information and poor or lacking citations will result in poor grades for assignments. I do not recommend relying heavily on AI-generated content.

Web-based Plagiarism Detection: Please be aware in some courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

Classroom etiquette:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student's Rights, Responsibilities, and Conduct will be referred to the Dean of Students as the instructor deems appropriate (UNTD Policy 7.001 found at <https://untsystem.policytech.com/dotNet/documents/?docid=1278&public=true>

Classroom Disruption:

Students are expected to always engage with the instructor and other students in this class in a respectful

and civil manner to promote a classroom environment that is conducive to teaching and learning. Students who engage in disruptive behavior will be directed to leave the classroom. A student who is directed to leave class due to disruptive behavior is not permitted to return to class until the student meets with a representative from the Dean of Students Office. It is the student's responsibility to meet with the Dean of Students before class meets again and to provide the instructor confirmation of the meeting. A student who is directed to leave class will be assigned an unexcused absence for that class period and any other classes the student misses because of not meeting with the Dean of Students. The student is responsible for material missed during all absences, and the instructor is not responsible for providing missed material. In addition, the student will be assigned a failing grade for assignments, quizzes or examinations missed and will not be allowed to make up the work.

The Code of Student's Rights, Responsibilities, and Conduct (**UNTD Policy 7.001 found at <https://untsystem.policytech.com/dotNet/documents/?docid=1278&public=true>**) describes disruption as the obstructing or interfering with university functions or activity, including any behavior that interferes with students, faculty, or staff access to an appropriate educational environment. Examples of disruptive behavior that may result in a student being directed to leave the classroom include but are not limited to: failure to comply with reasonable directive of University officials, action or combination of actions that unreasonably interfere with, hinder, obstruct, or prevents the right of others to freely participate, threatening, assaulting, or causing harm to oneself or to another, uttering any words or performing any acts that cause physical injury, or threaten any individual, or interfere with any individual's rightful actions, and harassment. You are encouraged to read the Code of Student's Rights, Responsibilities, and Conduct for more information related to behaviors that could be considered disruptive.

Course Evaluations:

Student evaluations of teaching effectiveness are a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester via your campus email, providing you a chance to comment on how this class is taught. I (as the instructor) will not have access to the results of the evaluations until after final grades have been posted. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

Sexual Harassment, Sexual Misconduct, Intimate Partner Violence and Stalking

UNT Dallas is committed to creating a safe learning environment for all members of our community, free from gender and sex-based discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking, in accordance with Title IX, Texas laws and University Policies. Please note that all employees are mandated reporters and must report all instances of sexual misconduct, dating violence, sexual assault, domestic violence and stalking to the Title IX Coordinator. If you or someone you know has experienced any form of sex or gender-based discrimination or violence and wish to speak to the Title IX Coordinator, you can email them at titleix@untDallas.edu or file a report [here](#).

Pregnancy, Pregnancy Related Conditions and Parenting Modifications Under Title IX

UNT Dallas is committed to compliance with Title IX, and to supporting the academic success of pregnant and parenting students and students with pregnancy related conditions. If you are a pregnant, have pregnant related conditions or a parenting student (child under one-year needs documented medical care) who wishes to request reasonable related modifications from the University under Title IX, please email the Title IX Coordinator at titleix@untDallas.edu. The Title IX Coordinator will work with your professors and academic unit to provide reasonable modifications needed to be supportive of your education while

pregnant or as a parent under Title IX.

Bad Weather Policy:

Campus facilities will close, and operations will be suspended when adverse weather and/or safety hazards exist on the UNTD campus or if travel to the campus is deemed dangerous as the result of ice, sleet or snow. In the event of a campus closure, the Marketing and Communication Department will report closure information to all appropriate major media by 7 a.m. That department will also update the UNTD website, Facebook and Twitter with closing information as soon as it is possible. For more information, please refer to <http://www.untdallas.edu/police/resources/notifications>.

Inclement Weather and Online Classes:

Online classes may or may not be affected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

Technology Assistance: To successfully access the materials in Canvas, UNT Dallas advises that your computer be equipped with the minimum system requirements listed on the first page of the syllabus.

If you have trouble accessing or using components of the course, try using Google Chrome browser. If you still experience technical difficulties, first, notify your instructor.

If the problem is still not resolved, call Distance Learning at the phone number listed on the first page of the syllabus. Also, no matter what browser you use, always enable pop-ups.

For more information see:

- UNT Dallas Canvas Technical Requirements: <https://community.canvaslms.com/docs/DOC-10721>
- Canvas Instructure Support & Unsupported Operating Systems: <https://community.canvaslms.com/docs/DOC-10720>

Syllabus Agreement

By signing below, I certify that:

- ☐ I have read the syllabus in its entirety and understand the course requirements and expectations.
- ☐ I acknowledge that it is my responsibility to ask questions during class, via Canvas message, or during office hours if I need clarification on any aspect of the course.
- ☐ I understand that Dr. Crystal Benjamin is not available after 5 PM on weekdays, nor on weekends and holidays, and that any messages sent during these times will be responded to on the next business day.
- ☐ I am aware that no late assignments will be accepted unless due to illness or an emergency, and that documented evidence, such as a doctor's note, is required within two business days of the missed deadline. (See Policy 7.005 Student Attendance at <https://www.untDallas.edu/hr/upol>).
- ☐ I understand that the UNT Dallas Library is available to assist with finding journal articles, books, and other resources needed for assignments.
- ☐ I acknowledge that the Learning Commons is available to support me with writing, proofreading, and other academic needs.
- ☐ I am aware that the Experiential Learning Office is available to assist with service-learning projects and related activities.
- ☐ I understand that Canvas has a 24/7 hotline for any technical issues related to assignment uploads or access to the platform.
- ☐ I recognize that all team members have responsibilities outside of school, and I understand the importance of communication and time management in completing group assignments.
- ☐ I understand that if I do not communicate and/or contribute to group assignments, I will not receive a grade for those assignments.
- ☐ I understand that if I am late to class, points will be deducted from my participation grade because I would have missed valuable discussion with my peers.

Printed Name: _____

Signature: _____