



EAST TENNESSEE STATE
UNIVERSITY

Clemmer College of Education
Department of Counseling & Human Services
Course Syllabus

COURSE TITLE: Counseling Techniques with Children and Adolescents

COURSE ID: COUN 5561

COURSE MEETINGS: Thursdays, 2 p.m. to 4:50 p.m.; Warf-Pickel Hall, Room 311

CREDIT HOURS: 3

TERM: Fall, 2021

INSTRUCTOR: Jon Borland, Ph.D., PSC

CONTACT INFO: **Office:** 301-B
Office Phone: At this time, I do not have an office phone.
Email: borland@etsu.edu
*Email is the best method to reach me. My typical response time is 24-48 hours. I do not regularly check email over the weekend; therefore, response times may be longer.

OFFICE HOURS: By Appointment: Tuesdays & Thursdays 9 – 11 a.m.;
Wednesdays 2-4 p.m.

CATALOG DESCRIPTION:

Through lecture, role-play, video feedback and the use of creative (expressive) arts, students will be provided an opportunity to develop therapeutic skills for individual, small and large group counseling settings. Developmentally appropriate techniques including expressive therapies, play therapy, and family interventions, including parent education.

RATIONALE:

The purpose of this course is to provide counselor candidates with training specific to working with children and adolescents in multiple settings.

PREREQUISITES: None

INTENDED AUDIENCE:

This is for beginning counseling students in all Masters level counseling tracks.

INSTRUCTIONAL MODALITY:

Through lecture, role-play, video feedback and the use of creative (expressive) arts, students will be provided an opportunity to develop skills at individual, small and large group counseling and therapy, play therapy, and family interventions, including parent education.

COURSE GOALS:

The goals of this course are to:

- Acquire strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.
- Comprehend the theories and processes of effective counseling and wellness programs for individual students and groups of students.
- Attain knowledge, awareness, and skills for working with children and adolescents.

COURSE OBJECTIVES/EXPECTED OUTCOMES:

The following course objectives addressed in COUN 5561: *Counseling Techniques with Children and Adolescents* align with the Council for Accreditation of Counseling and Related Education Programs (CACREP, 2016). Students will be expected to demonstrate the following at the completion of this course:

Course Objective/CACREP Standard	Manner Taught	Manner Assessed
1. Discern the theories and models of multicultural counseling, cultural identity development, and social justice and advocacy (<i>Section 2: F.2.b</i>).	Required text and articles; class seminar	Classroom observation; role plays; personal childhood memorabilia; counseling technique; culminating experience
2. Realize the help-seeking behaviors of diverse clients (<i>Section 2: F.2.f</i>).	Required text and articles; class seminar	Classroom observation; role plays; personal bibliotherapy; counseling technique; culminating experience
3. Understand theories of normal and abnormal personality development (<i>Section 2: F.3.c</i>).	Required text and articles; class seminar	Classroom observation; counseling technique; culminating experience
4. Distinguish between the biological, neurological, and physiological factors that affect human development, functioning, and behavior (<i>Section 2: F.3.e</i>).	Required text and articles; class seminar	Classroom observation; counseling technique; culminating experience; reflections
5. Recognize the systemic and environmental factors that affect human development, functioning, and behavior (<i>Section 2: F.3.f</i>).	Required text and articles; class seminar	Classroom observation; counseling technique; culminating experience; reflections
6. Identify a general framework for understanding differing abilities and strategies for differentiated interventions (<i>Section 2: F.3.h</i>).	Required text and articles; class seminar	Classroom observation; counseling technique; role plays; reflections
7. Understand developmentally relevant counseling treatment or intervention plans (<i>Section 2: F.5.h</i>).	Required text and articles; class seminar	Classroom observation; counseling technique; role plays; reflections

8. Identify evidence-based counseling strategies and techniques for prevention and intervention (<i>Section 2: F.5.j; F.8.b</i>).	Required text and articles; class seminar	Classroom observation; counseling technique; role plays; reflections
9. Comprehend suicide prevention models and strategies (<i>Section 2: 2.F.5.l</i>).	Required text and articles; class seminar	Classroom observation; role plays; reflections
School Counseling	Manner Taught	Manner Assessed
1. school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies (<i>SC G.2.b</i>).	Required text and articles; class seminar	Classroom observation; counseling technique; role plays; reflections
2. characteristics, risk factors, and warning signs of students at risk for mental health and behavioral disorders (<i>SC G.2.g</i>).	Required text and articles; class seminar	Classroom observation; reflections; role plays
3. common medications that affect learning, behavior, and mood in children and adolescents (<i>SC G.2.h</i>).	Required text and articles; class seminar	Classroom observation; reflections
4. signs and symptoms of substance abuse in children and adolescents as well as the signs and symptoms of living in a home where substance use occurs (<i>SC G.2.i</i>).	Required text and articles; class seminar	Classroom observation; reflections; role plays
5. community resources and referral sources (<i>SC G.2.k</i>).	Required text and articles; class seminar	Classroom observation; reflections; culminating experience
6. skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement (<i>SC G.3.h</i>).	Required text and articles; class seminar	Classroom observation; counseling technique; role plays; reflections; personal memorabilia; personal bibliotherapy; culminating experience
7. strategies to promote equity in student achievement and college access (<i>SC G.3.h</i>).	Required text and articles; class seminar	Classroom observation; counseling technique; reflections
8. strategies to promote equity in student achievement and college access (<i>SC G.3.k</i>).	Required text and articles; class seminar	Classroom observation; counseling technique; reflections

TEXT/LEARNING MATIERALS:

- Vernon, A., & Schimmel, C. J. (2019). *Counseling children & adolescents* (5th ed.). Cognella.
- Vernon, A., & Kottman, T. (2009). *Counseling theories: Practical applications with children and adolescents in school settings*. Love Publishing.
- Readings on D2L as assigned

Recommended/Supplemental Texts:

- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association. <https://apastyle.apa.org/>
- Geldard, K., Geldard, D., & Yin Foo, R. (2016). *Counseling adolescents: The proactive approach for young people* (4th ed.). Sage
- Schellenberg, R. (2008). *The new school counselor: Strategies for universal academic achievement*. Rowman and Littlefield Education.
- Siegel, D. J., & Bryson, T. P. (2011). *The whole-brained child: 12 revolutionary strategies to nurture your child's developing mind*. Bantam Books.
- Setting-appropriate code of ethics (e.g., ACA, ASCA, MFT)

ACTIVITIES/ASSIGNMENTS/REQUIREMENTS:

1. Class Participation/Attendance (5 points each):

This class will involve some degree of self-exploration and interpersonal learning. Due to the interactive and experiential nature of the course, you are expected to be an active learner; which includes verbally participating in group discussion and in-class activities. If for any reason you are unable to attend a class session, it will be your responsibility to inform me of such cases prior to the scheduled class meeting. Students can **earn 5 points** for each (participation and attendance) and will be evaluated on the scale below. **Excessive absences or tardiness** will result in a letter grade deduction (or in some cases even failing the course).

5 points	<p>In-class behavior</p> <ul style="list-style-type: none"> -Respected classmates -Did not text/distract from class -Actively contributed to class and small group discussions -Readings prepared nearly all the time -Participated actively in demonstrations and role plays
4 points	
3 points	<p>In-class behavior</p> <ul style="list-style-type: none"> -Inappropriate use of technology during class time -Did not focus during small groups -Readings prepared most of the time -Participated in demonstrations and role plays with minimal involvement
2 points	
1 point	<p>In-class behavior</p> <ul style="list-style-type: none"> -Not respectful to instructor or classmates -Did not focus in small groups -Frequent inappropriate use of technology during class -Readings rarely prepared -Rarely participated in demonstrations and role plays
0 points	Missed class or did not participate at all.

2. Readings and Reflections (5 points each):

Completion of all assigned textbook readings. You are expected to read the assigned chapter(s) **and** write a reflection of what you have read for that week (11 total). The reflection should include:

- a. Brief synopsis of the chapter(s),
- b. Reflection of what you have read, which includes
 - i. 3 new facts you have learned (excluding vocabulary words),
 - ii. 2 connections you made (these could be “ah-ha moments” or a personal connection to your own development), and
 - iii. 1 question that you still have.

All reflections should be no more than 2-pages double-spaced, clear and concise, Times New Roman 12-pt font, and have no major grammatical errors. Reflections must be submitted **by 11:59 p.m. of the Tuesday before class**, so that they may be reviewed prior to our meeting.

3. My Personal Bibliotherapy Reflection (75 points): Due – September 9, 2021

Bibliotherapy can be a powerful tool in touching on issues when counseling children and adolescents. This counseling technique utilizes story plots and character development in order to relate to someone’s issue or presenting problem. You are to **bring to class** a book (picture book, chapter book, novel) that would have been a tool that could have helped **you** in a particular stage of your development as a child or adolescent. Be prepared to discuss the relevance of the book to your specific stage and particular distress/situation with the class.

In addition to sharing your book with the class, you will complete a 2-page reflection answering the following questions:

- a) What was this experience like selecting a book connecting to your own personal issues as a child or adolescent?
- b) How would this type of counseling tool open up the door for healing?
- c) How do you think it would have related to your healing or decision-making?

Papers should be double-spaced, using Times New Roman 12-pt font, clear and concise, free of grammatical errors, and will be uploaded to D2L.

4. Personal Childhood Memorabilia (75 points): Due – September 30, 2021

Collect one item from YOUR childhood related to each of the following stages of development:

- Early Childhood (ages 4 to 6 years)
- Middle Childhood (ages 7 to 10 years)
- Early Adolescence (ages 11 to 14 years)
- Adolescence (ages 15 to 18 years)

This item can be a toy, a drawing, a pet, a book, etc. but it must connect to a milestone within that stage of development. *For example*, you might choose a favorite pop-up book from early childhood, because it was the first book you could read on your own or helped you with language development. Attach items or pictures of the items to poster board or construction paper and bring them to class to share/discuss.

Once you have decided on the items, you will write a 2-page reflection that addresses the following:

- a) What did you experience participating in this activity? (e.g., the process of selecting memorabilia, reviewing your own various developmental stages through personal items, etc.)

- b) Do you have any ideas on how to use and/or modify this activity to connect with different age groups, developmental levels, diverse populations, and/or targeting certain issues?
- c) What are some specific processing questions one could use to link the activity to make it meaningful?

All reflections should be double-spaced, using Times New Roman 12-pt font, clear and concise, free of grammatical errors, and will be uploaded to D2L.

5. Counseling Technique Presentation and Paper (200 points each):

In small groups, students are expected to present and then demonstrate one counseling technique that is commonly used with children and adolescents. *We will determine groups, topic, and presentation dates the first night of class.*

Presentation Components

- a) PowerPoint (50 points) - This presentation should be approximately 20 minutes in length. Your group will need to include the following information in your presentation:
 - a. Clearly identify the technique (from the list of techniques in this syllabus)
 - b. Briefly touch on the **history** of the technique and any background information on its development in the counseling field (**specifically with children and adolescents**)
 - c. Describe the technique or strategy in detail. Present how this technique has and is being used with children and adolescents. Include **benefits and advantages**, along with **challenges and disadvantages**.
 - d. Include **SPECIFIC examples** of how it might be used in *counseling children* and/or *adolescents* and cite research that has been done using this counseling technique. It is important to discuss **practical ways** to use this technique, give specific examples for the audience. *The audience needs to walk away with real ways they could use this technique with children/adolescents.*
 - e. This PowerPoint must be uploaded to D2L by the day of the presentation.
- b) Demonstration (50 points) - Partners or group members **must participate** in demonstrating this technique in order to receive points for this portion of the assignment. This should be *approximately 15-20 minutes*.

Things to keep in mind:

- The demonstration portion of this assignment must be well planned (**be mindful of age and ability levels- developmental stages**).
- The demonstration can be an activity or role-play where the class is either the audience or participants. It can be geared for individual, small group or large group counseling. The demonstration can be a role play of the technique being used, or any other **creative and interactive way** that the group can translate how this counseling technique is USED with children **AND** adolescents. Make sure in your presentation/demonstration you provide information on **BOTH** age groups and how your demonstration could be modified for each.
- **IMPORTANT:** Remember this should be a demonstration, **not** a reporting of what you would do---**Show us! Note:** If your group decides to perform a role play then be prepared to have some sort of discussion or questions to ask the audience for feedback and

clarification. *Be in the role of counselors, not of presenters for this portion of the presentation.*

Paper Component

- a) Research Paper (100 points) – For this assignment, the paper will focus on the information you have gathered from your counseling technique. You may use the guidance listed for the PowerPoint above in developing your paper.
 - a. It must be clearly written, with correct grammar, punctuation and it must follow correct APA format (e.g., cover page, citations within paper, references, etc.).
 - b. The paper should be **no more than 8 pages** (cover page, abstract, and reference pages are not included in that count) and written double-spaced, using Times New Roman 12-pt font.
 - c. It will include at least **five (5) additional** references beyond the course texts. One copy needs to be uploaded for the group on D2L. SEE RUBRIC FOR GRADED INFORMATION.

***NOTE: Plagiarism** will not be tolerated in this course. Papers that contain plagiarized material will be given a grade of zero and you will fail the course. Students who engage in plagiarism may be subject to disciplinary action. See student handbook for details.

6. Culminating Activity (100 points):

As you journey through this course, different thoughts and emotions may be evoked based on your own childhood recollections as well as understanding growth and development from differing perspectives. Use this culminating activity as an opportunity to capture the growth/change/reflections that you have experienced from this course that will open up the pathway for you as a future practitioner. Some topics include, but not limit your reflection to:

- Things I believed at the beginning of the course and how that's changed.
- What have I retained of my beliefs and why?
- How I see myself using this information?
 - In your role as a counselor
 - In your role as a human around kids
- About what do I still need to learn.
- Primary take-aways from the course/lessons learned.
- What kind of counselor do you aspire to be in working with children/adolescents?
- What theories do you see yourself using and why?
- How will cultural considerations affect your work?
- How will you partner with others in the system in which your students/clients function to advocate and improve outcomes for your students/clients?

Create an artifact that represents your growth in understanding children and adolescents.

Please note that this artifact should be personal to YOUR experience and so you should be able to share with the class your story of growth.

EVALUATION:

Assignment	Points Per Assignment	Total Points
Class Participation/Attendance	5	60
Weekly Reading Reflections	5	55
My Personal Bibliotherapy	75	75
Personal Childhood Memorabilia	75	75
Counseling Technique	200	200
Culminating Activity	100	100
	Total Points for Class	565

Assignments and Submission Guidelines

Professional Writing Format: Please use APA style/format for your paper as provided in the Publication Manual of the American Psychological Association (7th edition) as you will be required to use the format throughout your graduate and professional career. All assignments are to be typed using a double-spaced, 12-point font size and submitted through D2L Dropbox unless otherwise noted.

Late Work Policy

Late work **will not** be accepted. Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes. Students will earn 0 points for any assignment submitted after the due **date and time**. If you are ill or know ahead of time that you will not be attending class, you can submit your assignment prior to the due date.

***Please see the instructor for any extenuating circumstances.**

Group Project Policy

Please note that, in any group projects, your group members will provide me feedback on your level of participation/I will observe your level of participation, and you will be required to evaluate your own participation. You will be assigned an individual grade. This may correspond to your group's grade, but lack of participation may result in your grade being reduced based on the percentage of the project to which you actually contributed. It is possible to fail a group project individually while the group receives a passing grade.

Grading Scale

Letter Grade	Percentage
A	94-100
A-	90-93
B+	87-89
B	83-86
B-	80-82
C+	77-79
C	71-76
F	70 and below

TOPICAL OUTLINE/COURSE CONTENT:

Dates	Topic	Readings/Assignments
August 26	Introduction & Overview <i>Assign Group Projects</i>	Review course syllabus
September 2	Developmental Stages & Individual Counseling Process Bibliotherapy Techniques	Chapters 1 & 2 (Vernon)
9	Expressive Techniques	Chapter 3 (Vernon) My Personal Bibliotherapy Due
16	Play Therapy Person Centered Therapy	Chapter 4 (Vernon) Chapter 1 (Vernon/Kottman)
23	Adlerian Therapy	Chapter 2 (Vernon/Kottman)
30	Brief/Solution Focused Counseling	Chapter 5 (Vernon) Chapter 4 (Vernon/Kottman) Personal Childhood Memorabilia Due
October 7	Reality Therapy	Chapter 6 (Vernon) Group Presentation: Goodwin/Collins – Music & Movement
14	Cognitive Therapies	Chapter 7 (Vernon) Chapter 5 (Vernon/Kottman)
21	Counseling with Exceptional & Special Needs Children	Chapters 8 & 10 (Vernon)

		Group Presentation: Armstrong/Trivette – Yoga & Meditation
28	Counseling At-Risk Children & Adolescents Culturally and Ethnically Diverse Youth Immigrant Youth	Chapters 9 & 11 (Vernon) Guest: Dr. White – Sand tray Group Presentation: Hamm/Rice – Art & Journaling
November 4	Small Group Counseling Common Diagnoses for Children & Adolescents	Chapter 12 (Vernon) Guest: Dr. Novotny – Nature/Adventure Therapy Group Presentation: Nutter/Heck - Movies
<i>11</i>	<i>Veterans Day</i>	<i>No Class</i>
18	Consulting with Parents & Families	Chapters 13 & 14 (Vernon) Culminating Activity Due Group Presentation: Light/Osborne – Puppets & Games
<i>25</i>	<i>Thanksgiving Break</i>	<i>No Class</i>
December 2		

COURSE POLICIES:

Email: Practicing professional email etiquette is good preparation for the job search process and your future professional role(s). It is important to keep in mind that while emails may seem private or personal, when you use your university or employer’s email service, your emails become a part of your employment record and can be accessed by your employer without notice to you. Further, private emails, text messages, and other forms of communication are records that can be subpoenaed. Also, remember that email is intended as asynchronous communication. Typically, I adopt a more formal style in email communication. I am usually able to reply to emails within 48 hours on business days (Monday through Friday) and cannot guarantee that I will check email on weekends or holidays. If there is a longer delay in replying to an email, there are extenuating circumstances and I will do my best to reply as quickly as possible.

Here are general professional email guidelines, for your consideration:

- ◆ Always include a subject line.
- ◆ Always include a proper greeting or salutation and closing.
- ◆ Use proper grammar.
- ◆ Remember that without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases.

- ◆ Use standard fonts.
- ◆ Respect the privacy of other class members.

Professionalism and Class Norms: Learning is enhanced through thoughtful reflection, critical discussion, and application of ideas. This requires your attentive presence and respectful participation in class. Plus, it makes class more interesting! Professional behavior is expected in class. This includes arriving on time, being prepared, and demonstrating engagement with the material and your classmates. You are expected to exhibit attitudes and behaviors congruent with the counseling profession, which includes being receptive to new ideas, openness to others, curiosity, the ability to receive/utilize feedback, and respect for others. Respect for others includes respect for diversity, and being cognizant of the words you use (e.g., inclusive language). Confidentiality is the norm for all classroom interactions. Occasionally we deal with clinical, personal, and sensitive matters during class. Please show respect for your classmates by keeping confidential any personal/clinical information revealed during class time. If you are concerned about the safety or welfare of a classmate, please contact the instructor.

As a class, we will may not agree on all the issues or come to a single understanding on any subject. There are, however, key elements of the material that I will expect you to be able to explain and hold a conversation about—even if, as individuals, we hold differing and/or contradictory opinions about that element/issue. In that vein, everyone is expected to think about the role of oppression, power, and privilege, as well as their own assumptions surrounding issues of sexism, heterosexism, cissexism, racism, colorism, classism, ageism, sizeism, and other forces of inequality, oppression, and/or marginalization that may be discussed throughout the course. It is crucial that:

- ◆ we all remain respectful, considerate, and willing to hear each other's opinions, thoughts, and feelings while maintaining awareness of the systems of oppression and privilege that may be influencing our experiences and beliefs;
- ◆ we cultivate an atmosphere of safety wherein people can give and receive feedback on how they were heard/perceived or how the dynamics of power and privilege are at work in the classroom; and
- ◆ we keep in mind how our beliefs may be related to or in conflict with the codes of ethics and value of the profession of counseling.

Please respect your peers and your instructor by being vigilant of your use of technology during class. This means, for example, things such as checking emails, being on social media, or working on an assignment for this or other classes takes away from your learning experience, can distract you, your peers, and your instructor, and disengages you from whatever is happening in class. The same is true for phone use (e.g., text, email, social media) during class. If there is an urgent call you are waiting for you may have your phone out and set to "silent;" otherwise please keep your phone in your bag or pocket, so it does not distract you, your classmates, or your instructor. Students observed to be sleeping, texting, using social media, emailing, or otherwise distracted and/or not participating during class may be asked to complete additional assignments related to the course material and/or professional development, in addition to the possibility of a reduction in their final grade.

Finally, professionalism is also expected in writing and presentations. Presentations, written assignments, and projects should reflect professional quality, which includes the use of appropriate grammar, logical reasoning, and appropriate professional references that support meaningful points.

ETSU POLICIES:

ETSU Syllabus Attachment Link

Please follow this link for a full listing on pertinent University policies and information, including: face covering policy, important dates, academic integrity and misconduct, discrimination and harassment, student rights and freedoms, diversity statement, prerequisites, academic accommodations for students with disabilities, permits and overrides, class attendance, where to go for help, sexual misconduct and Title IX statement, and technical resources.

<https://www.etsu.edu/curriculum-innovation/syllabusattachment.php>

Face-Covering Policy

ETSU continues to follow the coronavirus pandemic closely and adjusts their policies in accordance with current CDC guidelines. For the most up-to-date information, please visit the Bucs are Back page at:

<https://www.etsu.edu/coronavirus/>

Academic Conduct

According to university policy, “plagiarism, cheating, and other forms of academic dishonesty are prohibited. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the instructor of the class. In addition to other possible disciplinary sanctions which may be imposed through the university’s academic misconduct policy as a result of academic misconduct, the instructor has the authority to assign an ‘F’ or a zero (‘0’) for the exercise or examination, or to assign an ‘F’ in the course”.

Course Evaluation

You will have the opportunity to formally evaluate the course and the instructor at the conclusion of the course. You are welcome, however, to meet with me at any time about any course-related concerns.

University E-Mail

According to university policy, “all official university communications will be sent to the university email address. Faculty, staff, and students may assume that official ETSU email is a valid communication mechanism. Therefore, the university has the right to send communications to students, faculty, and staff via email and the right to expect that those communications are received and read in a timely fashion. Since this is our primary method of communication, email should be checked at least daily. Although students may choose to forward university email to an external email account, he or she is responsible for all information, including attachments” (2015-2016 Graduate Catalog, “Electronic Mail”).

CAMPUS SERVICES & RESOURCES:

Bucky’s Food Pantry: If you find it difficult to afford food, please consider visiting [Bucky’s Food Pantry](#), located by the main Central Receiving warehouse by the Buc Ridge Apartment complex, on Treasure Lane (there is a bus stop on the Gold route). For additional questions about Bucky’s Food Pantry, call (423) 439-2825 or email at foodpantry@etsu.edu.

ETSU Counseling Center: This course and many others you will take throughout your training as a counselor require self-reflection and cover sensitive topics that touch most people on a personal, often first-hand level. Consequently, you may feel that you need help with emotions that come up. If you experience any personal discomfort, confusion, or distress during the semester, you do not have to face those issues alone. The [ETSU Counseling Center](#) provides counseling support services to all ETSU students. If you find that you need support (e.g., family or relationships issues, test anxiety, time and/or stress management, personal crises, depression, etc.), please contact the [ETSU Counseling Center](#) at (423) 439-3333 or email at counselingcenter@etsu.edu about their confidential and professional services. The ETSU Counseling Center is located on the 3rd floor of the D.P. Culp Center. The center’s hours are Monday-Friday 8:00 a.m. to 4:30 p.m. However, if you have an immediate concern or are in crisis

outside of those hours, call (423) 439-4841 and press “2” to talk with a counselor 24 hours a day, 7 days a week.

ETSU Disability Services: It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law, and the University’s commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through [Disability Services](#), which is located in Suite 390 of the D.P. Culp Center. For additional information, call (423) 439-8346.

ETSU Office of Equity and Inclusion: The [Equity and Inclusion](#) website includes information about learning opportunities, articles and resources, and reporting discrimination, harassment, and retaliation.

ETSU Multicultural Center and PRIDE Center: In addition to safe, inclusive spaces to gather on campus, these centers offer various events, programming, scholarships, and resources. The [Multicultural Center](#) is located on the second floor of the D.P. Culp Student Center and the [PRIDE Center](#) in nearby in room 215.

ETSU SafeZone: The [ETSU SafeZone webpage](#) provides information about SafeZone training opportunities, allies across campus, and LGBTQIAP+ resources.

ETSU Services Quick Links: Additional campus resources can be found at <http://www.etsu.edu/etsuhome/services.aspx>

TECHNICAL RESOURCES:

Help Desk

The Information Technology Services (ITS) Help Desk is the best resource for most technical problems. Find answers to common questions on the [Help Desk website](#), call, email, or stop in to see them on the first floor of the Sherrod Library. Phone: 423-439-4648 Email: itshelp@etsu.edu

Desire2Learn (D2L) Online Help

Many answers to D2L related questions can be found on the [D2L Help Student Home](#). If you are still having trouble finding what you need, contact the Help Desk.

Microsoft Office Software

Microsoft Office productivity applications, including Word, PowerPoint, Excel, OneNote, and more, are available free for students through the University’s Office 365 campus agreement. For instructions on how to obtain the software, see the [Office 365 page of the ITS Help Desk website](#).

Turnitin Plagiarism Detection

Turnitin is a plagiarism detection service available to students and faculty at ETSU. This tool compares student written work against a comprehensive database of other work as well as various internet sources. Faculty may employ this service for some or all written assignments, in order to help students learn to cite sources accurately and to ensure academic integrity. Learn more on the [Turnitin home page](#).

ETSU Technical Resources

Many other technical resources can be found on the [Online Help webpage](#).