1. **COURSE TITLE\*: Counseling Techniques**
2. **CATALOG - PREFIX/COURSE NUMBER/COURSE SECTION\*:** HSSR 2211
3. **PREREQUISITE(S)\*: HSSR 2210 COREQUISITE(S)\*: None**
4. **COURSE TIME:**

**LOCATION:**

**MODALITY:**

1. **CREDIT HOURS\*: 3 LECTURE HOURS\*: 3**

**LABORATORY HOURS\*: 0 (contact hours) OBSERVATION HOURS: 0**

1. **FACULTY CONTACT INFORMATION:**

**Instructor: Your Name**

**Phone: 937-393-3431 Ext.**

**Email: yourname@sscc.edu**

**Office hours:**

1. **COURSE DESCRIPTION\*:**

The course builds on the necessary counseling and interviewing theories studied in HSSR 2210, emphasizing learning basic counseling skills appropriate to the counseling process in generalist practice and chemical dependency settings. Topics include techniques related to attending skills, facilitating growth, active listening, nonverbal behavior, action responses, motivational interviewing, and determining personal style. Special needs of diverse populations are part of the information covered in the course.

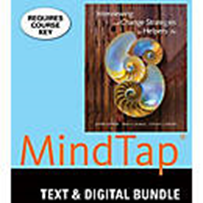
This course provides some of the required hours for application for a Preliminary CDCA, the renewable CDCA, and LCDC II, as listed by the Ohio Chemical Dependency Professionals Board.

1. **LEARNING OUTCOMES\*:**

**After completing this course, students will be able to:**

1. Understand the components of an effective counseling relationship.
2. Increase awareness of self as a helper.
3. Utilize fundamental methods of counseling and observational skills.
4. Demonstrate the fundamental concepts, tools, strategies, and techniques needed to understand and conduct practical counseling sessions.
5. Demonstrate effective listening and action responses.
6. Develop necessary assessment skills and demonstrate the ability to aid clients in selecting and defining outcome goals.
7. Identify various methods and counseling strategies that will effectively assist clients in reaching outcome goals.
8. Utilize counseling skills necessary for working with resistant and unmotivated clients.
9. Identify and understand various cultural and socioeconomic barriers when interviewing different populations.

**9. ADOPTED TEXT(S)\*:**

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Interviewing and Change Strategies for Helpers, 8th edition

By: Sherry Cormier, Paula Nurius, and Cynthia Osborn

Looseleaf + MindTap PAC Bundle: ISBN 9781337129930

Students are encouraged to acquire their Cengage textbooks through the [SSCC Bookstores](https://www.sscc.edu/services/bookstore.shtml#textbooks) or directly from [Cengage](https://www.cengage.com/unlimited/). Cengage Unlimited allows a student to receive access to Cengage's entire textbook catalog, and all digital resources, for a flat fee.

What does this mean to you? First, students can get ALL Cengage textbooks for one price.

Cengage Unlimited:

• 1-Term Access Student/List Cost $119.99 – ISBN 9780357700006

• 1-Year Access Student/List Cost $179.99 – ISBN 9780357700013

• 2-Year Access Student/List Cost $239.99 - ISBN 9780357700020

Free print rental is available with any activated Cengage Unlimited digital course for only $7.99 shipping and handling per hardcopy textbook (this price is based on the average MSRP of Cengage hardcopy textbooks)

Also, students are given the option to purchase a loose-leaf copy to keep after they activate their digital course for anywhere between $20-and $50 (price dependent on title).

If you purchased Cengage Unlimited last semester with either the 1- or 2-year option, there is no additional cost for this course.

**Important things to know about what you need to buy to pass this course:**

MindTap is required to do your reading, homework, and quizzes; and therefore required to pass this course. However, MindTap contains an ebook, so you have a less expensive option to buy.

**10. OTHER REQUIRED MATERIALS: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

Southern State Community College offers technical support for students. Please see the following information about technology requirements and how to access assistance. Please note that your Instructor does not have access to the systems that support email, MyCanvas, and other publisher platforms for online learning. Therefore, you need to utilize the information below to resolve any technical issues related to your education at SSCC.

[Click Here for Student Technology Resources](https://www.sscc.edu/academics/student-technology-resources.shtml)

**11. GRADING SCALE\*\*\*:**

## The grading scale will follow the policy in the college catalog:

## A 100 – 90

B 89 – 80

C 79 – 70

D 69 – 60

F 59 – 0

**12. GRADING PROCEDURES OR ASSESSMENTS:**

| **Assignment** | **Possible Points** | **Maximum Points** | **Percentage of Grade** |
| --- | --- | --- | --- |
| MindTap Publisher Content Assignments | 0-100 | 100 | **20%** |
| Online personality inventory [Click to complete 16 personalities free test](https://www.16personalities.com/free-personality-test) | 0-100 | 100 | **5%** |
| Intake Interview or Mental Status Exam | 0-100 | 100 | **5%** |
| Critique of Counseling Session Videos Three Total | 0-100 each | 300 | **15%** |
| MyCanvas Discussion - weekly | 0-240 | 225 | **15 %** |
| Lead class in a technique | 0-100 | 100 | **10%** |
| Other assignments based on the textbook or additional information  No less than five but possibly more | 0-100 for each assignment | 500 | **10%** |
| Attendance | 0-100 | 100 | **5%** |
| Video -20 minute | 0-150 | 150 | **15%** |
| **Final Grade** |  |  | **100%** |

1. MindTap Publisher Content Assignments are graded. A link is available in MyCanvas to the publisher's content and assignments.
2. Students will be required to complete an online personality inventory [Click to complete 16 personalities free test](https://www.16personalities.com/free-personality-test)

The results of the inventory are uploaded in the assignment tab. You will also need to answer questions based on your experience. These questions are part of the assignment. If you do not answer them as part of the reflection regarding this assignment and the information contained in your profile, you will receive a "0".

1. Critique of Counseling Sessions - For this assignment, you will use the rubric for grading the original assignment of demonstrating counseling skills with a role-play client by creating a counseling video. You will critique three videos. Confidentiality is critical as you view and critique the videos. You may know the individuals in the video because they are former students in the HSSR Programs. You are graded on your critique of the video using the rubric. You will have a grade for each critique that adds up to 300 possible points. You need to use information from the textbook to justify your scores. The Instructor will post more details of the rubric you use for the critique, and the rubric for how you will be graded will be posted on MyCanvas, closer to the due date of each critique.

ALL STUDENTS MUST COMPLETE ALL THREE OF THE CRITIQUE OF COUNSELING SESSIONS VIDEO ASSIGNMENTS. FAILURE TO DO SO WILL RESULT IN FAILING THE CLASS.

1. Students are required to complete weekly MyCanvas Discussions. These will be part of your grade, and if not completed on time, zero points are earned. Please see the rubric for grading discussions. Also, pay attention to the due dates; these vary throughout the semester. Typically, the MyCanvas Forums will be due by the time of the first class each week. However, you are responsible for logging on to the MyCanvas system and ensuring due dates have not changed for all assignments. **Some weeks there will be more than one discussion due. Assume both are due before the first day of class the weeks we review both chapters.**
2. Students will be required to lead the class in a technique not covered in the book. If you complete this assignment and it is therapeutic, you will receive 100 points. If you fail to complete this assignment, you will receive '0" points. If you complete the assignment and cannot make it therapeutic, you will receive 70 points. If you are struggling with how the activity is therapeutic, please contact the Instructor for assistance and potentially other suggestions. Zoom will be used for students to "lead" the class in the therapeutic technique. The Instructor may modify this assignment and how the technique is demonstrated. For example, instead of Zoom, the students may need to create a video explaining and showing how the technique is used.
3. Additional assignments based on the textbook or other information are part of the student grade—no less than five but possibly more. Students will submit the assignments via MyCanvas. These may be activities in the textbook but are not limited to textbook material.
4. Attendance is part of your overall grade. See the chart above regarding the percentage. See the chart below for point distribution. If a student misses more than six classes, they need to withdraw. Failure to withdraw will result in an "F" for the final grade.

| **ABSENCES** | **POINTS** | **GRADE** |
| --- | --- | --- |
| **0** | **10** | **100** |
| **1** | **8** | **80** |
| **2** | **6** | **60** |
| **3** | **4** | **40** |
| **4** | **2** | **20** |
| **5** | **1** | **10** |
| **6** | **0** | **0** |

**H.** Students will be required to demonstrate, in a 20-minute counseling session on videotape, appropriate utilization of basic counseling skills with a role-play client. The videotape will be reviewed and critiqued by the class and graded by Instructor. Before completing the video, you must complete a small assignment that is part of your overall grade for the video. In addition, there will be a form you must complete and have library staff sign off on it. If you fail to complete this assignment before making your video, your grade on the video will be lowered by 10 points. You must also obtain consent before beginning the video. The consent form is available in MyCanvas/Canvas. If you fail to submit a consent form, you will receive a "0" on the video, resulting in you failing the class. **ALL STUDENTS MUST COMPLETE THE VIDEO ASSIGNMENT; FAILURE TO DO SO WILL RESULT IN FAILING THE CLASS.**

**At the Instructor's discretion, an evaluation may include any or all of the following: final exam, mid-term exam, chapter tests, quizzes, term papers and themes, class projects, attendance, class participation, and other assignments.**

* **ALL** documents are submitted electronically via Canvas. The Instructor will not accept assignments via email. You will be required to upload the documents; attach the files per the due dates' instructions. The only exception for this may be Discussions or other assignments that only provide a textbox that requires you to answer specific questions. If you are required to answer particular questions, do so in the textbox provided, do not attach a file. NO ASSIGNMENTS WILL BE ACCEPTED IF SUBMITTED VIA EMAI IN CANVAS OR THE OUTLOOK SYSTEM.
  + Students need to be comfortable with using technology. The federal government mandates the use of electronic health records. Many social service organizations also use electronic records to document interactions with clients, even if their recording information is not related to an individual's health. As a result, in this class, you must submit ALL assignments through Canvas in the actual course, not the email in Canvas. Projects submitted via email in Canvas or the college email system will receive a zero (0).
  + If you do not know how to submit documents, there are tools in Canvas and links throughout this syllabus to use to learn. However, it is your responsibility to understand how to submit documents.
* If you fail to submit the documents by the due date, you will receive zero points. There will be no exceptions to this.
* If you do not know how to upload documents, you need to contact Canvas Support. There are also tutorials available in Canvas and through Canvas Support to help you. Emailed documents will not be accepted. If you do not upload documents before the due date and time, you will receive zero points.

**13. COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

This course will utilize lectures, case studies, class discussions, small group projects, and group discussions. This course will also use power points to supplement the material in the textbook. Videos (i.e., movies, Tedtalks, music, or otherwise) may be used in addition to the textbook and power points for the class to supplement the primary textbook. Interactive class discussion is encouraged, and staying current on reading assignments is necessary to participate in class discussions adequately. These may be viewed in class or assigned throughout the semester to view and be prepared to discuss in class. The Instructor may post links to videos in the learning management system, MyCanvas. In addition, the Instructor may require the students to write a reflective paper on any video, music, or otherwise, shown in class or directed to be viewed outside of class hours.

The course is sensitive. Various topics, including trauma, are personal and relevant to all individuals. The Instructor will advise students on self-care during the class. Confidentiality is expected, and if it is not respected, students may be dropped from the course.

Attendance:

One of the greater expectations of this course is fulfilling your obligation of attendance. While your readings cover a substantial proportion of the course content, classroom participation is the most integral part of this course. As attendance will be taken every day and is part of your overall grade, you must minimize the number of absences you may have. You will start with a 100-point attendance pool. For each absence, you will lose points from the attendance pool. For example, the student would need to withdraw from the course with seven absences. If you do not withdraw from the course, you will receive an "F" as your final grade. It is your responsibility to sign the attendance sheet as it is passed. If you request the Instructor add your name to the attendance sheet after class because you missed it as when passed around, you will be counted as tardy. See more information below on tardiness. If you are absent a day, you must ask the Instructor the next class day if you missed a handout, as these may contain information that can be included on quizzes and exams.

Tardiness:

Tardiness is a significant issue as well. It deprives you of needed classroom participation time; it is incredibly disruptive to the overall classroom flow and dynamic. Occasional lateness is understandable; consistent tardiness is not. For every three occurrences of tardiness, you will be given an absence. Treat this course as a serious learning endeavor and come to class on time. Tardiness will be defined as being late for the scheduled start of the class. For example, if the class begins at 3:00 pm and you arrive at 3:01 pm, you will be considered tardy. If the Instructor is late due to unforeseen events and you arrive later than the scheduled class, you will not be counted as tardy before the Instructor.

Cell Phones:

There is no reason for cell phones in class. Therefore, there is a simple rule: NO CELL PHONES ARE ALLOWED IN CLASS. Put them away from your visibility. The only exception is if you have an occupation that requires you to be on call. If that is the case, you must inform me for consent to have a cell phone.

Despite the attempted subterfuge, it is easy to spot when someone is texting. Don't have your cellphone out. If you have a cell phone out, an absence may be recorded.

Children in Class: Please do not bring children into Human Services classes, regardless of the reason. Many of the discussions held in Human Services classes feature mature topics and may not be suitable for children. Additionally, some students may feel uncomfortable engaging in class discussions on mature topics when children are in the room. So, please do not bring children to class.

Sleeping:

Sleep at home, not here. If you sleep, you are not present. If you are caught sleeping, you will be marked as being absent.

Disruptive Behavior:

Any behavior that distracts other students from learning and participating is disruptive. The disruptive behavior most commonly occurs in holding loud conversations during class (but not limited to such). If you are disruptive, you may be asked to leave the class and an absence recorded.

Academic Honesty:

Academic honesty is a must in an institution of higher learning. Academic dishonesty includes (but is not limited to) cheating, plagiarism, or helping another student engage in academic dishonesty. If a student engages in academic dishonesty, the student may receive an automatic failing grade for the assignment or course at the Instructor's discretion.

Reading:

Students are expected to complete the assigned reading before class to be prepared for class. Likewise, your writing assignments and exams will cover a significant portion of the assigned readings. In the tentative outline, you will see when readings are due. Looking at the chart, you will see a corresponding day with each textbook chapter. If there are additional readings, the Instructor may include these within the syllabus, post an announcement in MyCanvas, or have the reading title available on a specific assignment in the learning management system. If reading is posted in MyCanvas, you will need to locate the electronic version of the article (typically a journal article) if a PDF is not posted. The necessary information about the article – author, name of the journal, date, page numbers, etc. will be noted in the MyCanvas system. It is your responsibility to read all assigned items beyond the required textbook for the course.

**14. COURSE OUTLINE: *This outline must be followed per the endorsement of the HSSR 435 A Program.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **HSSR 2211 Counseling Techniques OCDP Board Content Hours** | | | | |
| **Week** | **Lecture and Class Discussion** | **Assessment/Assignment** | **Student Learning Outcome** | **OCPD Board Educational Hours** |
| **One** | Syllabus Review - Introduction to course and expectations  The Chambered Nautilus  Practice Nexus   * core skills and attributes * effectiveness and accountability * critical commitments * diversity   Four Stages of Helping   * Your Motivations and Goals   Why self-compassion is critical as a helper  Evidence-based practice  Culturally appropriate treatment  EBP for Substance Use Treatment and co-occurring diagnosis | Discussion One  Textbook: Chapter 1 | 1, 2 | **C2 – 1 hour** |
| **Two** | Critical Commitments – Diversity and Ethical Practice  What is professional competence?   * Demonstration of skills   + Video assignment required * Self-determination Theory   Four Critical Commitments   * Life-long learning * Collaboration * Values-based practice * Beneficence   Cultural Influences: The ADDRESSING Framework  A framework of Personal Identity  Idiographic Perspective and Practice  Cultural Self-Awareness Activity using the ADDRESSING Framework and turning it into a Tapestry – also applicable for individual counseling  Ethical Practice – LSW, LPC, CDCA, etc.  Ethical values of therapists  Client's rights – informed consent, confidentiality, confidentiality and addictions, privilege, duty to warn, multiple relationships  Telehealth – ethics  Documentation – EHR, progress or treatment, and reports to referral sources | Textbook: Chapter 2  Discussion Two  Online personality inventory <https://www.16personalities.com/free-personality-test>  Must be completed and reflection of the results submitted via MyELearn/Canvas | 2,3, 4, 6, 9 | **C8 – 1 hour**  **C9 – 1 hour** |
| **Three** | The Effective Helping Relationship  What does it mean to heal?  The therapeutic relationship is the important component in measuring the effectiveness  The Helper  The Client  Microaggressions  Facilitative Conditions  Neuroscience of Empathy  Cultural Empathy  Validation  Six levels of empathetic validating responses – practice in class  Holding Environments  Trust  Transference and Countertransference  Application to chemical dependence settings | Textbook: Chapter 3  Discussion Three | 2, 3, 4, 5 | **C2 – 1 hour** |
| **Four** | Three steps of listening  What is the nonverbal saying?  Neurobiology of nonverbal behavior  Relationship to verbal behavior  Kinesics, paralinguistics, proxemics  Silence – Is it golden?  Four Listening Responses  Distractions  Social Influence Model of Counseling and Power  Influencing Responses and timing  Self-disclosure and boundaries – mental health treatment versus addiction treatment  Interpretation  Confrontation/challenging | Textbook: Chapter 4  Textbook Chapter 5  Discussion Four | 5, 9 | **C2 – 1 hour** |
| **Five** | Assessing and Conceptualizing Clients  Clinical assessment: learning theory, neurobiology, human development, social context and culture, and relational dimensions in the context  PIE  Strengths-based assessment: SNAP and CARF  ABC Model and Chain Analysis  Behavior – external and internal  Causal Variables – categories of antecedents  Problems and Contexts  Diagnosis – Classification (scope of practice reminder!)  Spectrum Disorders – including SUD  Mental Status Exam  Diagnostic Interview – types  Bio-psycho-social: AOD  Sensitive topics  Risk Assessments  Cultural Issues in assessment and case conceptualization | Textbook Chapter 6  Discussion Five | 3, 4, 6, 9 | **C1 – 1 hour**  **C4 – 2 hours** |
| **Six** | The How to of Assessment Interviews  Eleven categories  Limits of the assessment – asking the right questions at the right time, synthesizing and integrating the client's responses to develop the story which leads to the plan  Client's perceptions of the problem  Collateral data – referral sources, i.e., courts  Inclusion of family information and their perception of the problem  Genogram and ecomap  How the theory of addiction influences the assessment interview and the documentation of the addictive processes  The importance of noting the people, places, and things in the bio-psycho-social assessment as well as spiritual practices  Documentation of behaviors, symptoms  Interpretative summaries | Textbook Chapter 7  Discussion Six  . | 4, 6, 7, 9 | **C1 – 1 hour**  **C4 – 1 hour**  **C5 – 1 hour** |
| **Seven** | Personal Reflection Activity  Constructing, Contextualizing, and Evaluating Treatment Goals  Begin with the end in mind  Purpose of treatment goals  Characteristics of well-constructed treatment plan goals  SMART  The Process of Change   * Transtheoretical Model   + Processes   + Levels   + Stages   Motivational Interviewing  Relapsing and recycling indicative of cyclical and recursive – applicable to relapse prevention in chemical dependence  Stage of Change Assessment –including the role of the helper  Stages of Treatment Model | Textbook: Chapter 8  Discussion Seven | 2, 6, 8, 7, 9 | **C3 – 2 hours**  **C8 – 1 hour** |
| **Eight** | Clinical Decision-Making and Treatment Planning – this is an ongoing process  How often should treatment plans be updated?  What drives the treatment plan? Who is in charge?  Support, learning, and action  Select treatment strategies – culture?  Placement in an appropriate level of care on the continuum for AOD and mental health  The ASAM Criteria  Type, Duration, Mode  Cultural considerations  Shared Decision Making  Documenting the treatment plan, progress, transition plans | Textbook: Chapter 9  Discussion Eight | 4, 6, 7, 9 | **C8 – 1 hour** |
| **Nine** | Models for working with resistance in particular chemical dependence settings  Resistance, reactance, reluctance, and ambivalence  Reframing  Solution-Focused therapy  Types of Relationships  Motivational Interviewing – Evidence-based Practice SAMHSA  How not what  Spirit of MI and themes  Change talk  Strategies  Affirming, emphasizing autonomy, advising with permission  Applicable to diverse populations and cultures | Textbook: Chapter 10  Discussion Nine | 3, 5, 7, 8 | **C2 – 3 hours** |
| **Ten** | Reframing, cognitive modeling, cognitive restructuring  Context and personal meaning  Cognitive restructuring and chemical dependence, gambling, and eating disorders  ACT and DBT | Textbook: Chapter 11  Discussion Ten | 3, 4, 5, 7 | **C2 – 1 hour** |
| **Eleven** | Cognitive Approaches to Stress  Defining Stress  Person and Environment in Stress and Coping  Neurophysiology  Spiritual Considerations  Problem Solving Therapy  Stress Inoculation  Self-Calming Approaches to Stress Management  The Physiology of breathing  Muscle Relaxation  Mindfulness Meditation | Textbook: Chapter 12  Textbook: Chapter 13  Discussion Eleven | 4, 7 |  |
| **Twelve** | Exposure Therapy For Anxiety, Fear, and Trauma  What is it?  Theoretical background  Components and the process  Gradual exposure  Intensive Exposure  Collaborative Approach  Caveats and considerations - culture  Virtual Reality | Textbook Chapter 14  Textbook; Chapter 15  Discussion Twelve | 4, 7, 9 |  |
| **Thirteen** | Videos | Discussion Thirteen | 1-9 |  |
| **Fourteen** | Videos | Discussion Fourteen | 1-9 |  |
| **Fifteen** | Review Week  Lead class in a technique:  All students must have completed the assignment to lead the class in a technique by the last day of class. | Discussion Fifteen | 1-9 |  |
| **Sixteen** | Finals Week | Final Reflective Writing | 1-9 |  |

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Communication Policy**

MyCanvas is the primary communication tool in this course. Students must check the course site for announcements and monitor their email in MyCanvas regularly. In addition, emails to the Instructor must be sent from the email system in MyCanvas. The email in MyCanvas is the most efficient means to contact the Instructor for this course. Canvas has an application for iPhone and Android systems, enabling communication to be more efficient for students and instructors.

***Failure to read course announcements, instructor emails, or the course assignment schedule does not justify late assignments or failure to comprehend due dates.***

All assignment submissions are via MyCanvas. Written assignments must be submitted using the MyCanvas course assignment links. The assignments include submitting your papers or answers using a survey or test instrument. Other written assignments may be submitted in any of the following formats: Microsoft Word (.doc) preferred; Rich text format (.rtf); Plain text (.txt); Adobe Acrobat PDF (.pdf). All written assignments must be one document that is one attachment, not multiple attachments. Multiple attachments submitted for one written assignment will not be accepted and will result in a zero for the assignment even if submitted before the due date.

**ACADEMIC MISCONDUCT (Student Handbook, Page 38)**

[Click Here for a Link to Student Handbook](http://www.sscc.edu/students/assets/student-handbook.pdf)

**Southern State is committed to providing educational opportunities that promote students' academic, professional, and personal growth.  To these ends, all members of the College are expected to uphold the highest academic and ethical standards.**

Types of Misconduct are

1. Any unauthorized use of material (books, notes of any kind, and so forth) during an

examination, test, or quiz.

2. Copying from another student's work or permitting one's work to be copied during

an examination, test, or quiz.

3. Unauthorized use of equipment (computers, calculators, or any type of educational or laboratory equipment).

4. Permitting a person to pose in one's place during an examination, test, or quiz or

posing as another person during an examination, test, or quiz.

5. Altering an examination, test, or quiz, or any other type of evaluated work in an effort to have the work re‐evaluated for a higher grade.

6. Plagiarizing or permitting one's work to be plagiarized.

7. Using unauthorized or improper methods to determine in advance the contents of an examination, test, or quiz.

8. Unauthorized use of computer software during an examination, test, or quiz.

9. Submitting as one's own work a work of art, speech or oral report, a musical composition, a computer program, a laboratory project, or any other creation done by another person.

For further definition, student responsibilities, charges, sanctions, and the appeal process, visit:

[Click here for a Link to Academic Misconduct and Regulations](http://www.sscc.edu/academics/regulations.shtml#academic‐misconduct)

**Further clarification on plagiarism**

Understanding plagiarism can be confusing. Violations of these standards include cheating, plagiarizing; submitting, without permission, a paper or assignment completed for one class to fulfill a requirement for another class; fabricating materials, using materials in an unauthorized manner; misrepresenting academic records; or facilitating academic dishonesty.

To clarify, copying word for word from any source without enclosing the material in quotation

marks and citing the source and page number of the quote is considered plagiarism. Re-writing original ideas in your own words without citing the source of the ideas is also considered plagiarism. **You can again not turn in previous assignments for other courses to meet the requirements for this course. If you do, you will receive a zero (0) on the assignment and risk the possibility of failing the course automatically.**

**16. FERPA:\***

Students need to understand that others may see your work. For example, others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes.

Students also need to know that there is a strong possibility that their work may be submitted to other entities for plagiarism checks.

**17. DISABILITIES:\***

**Accessibility and Accommodations:** Southern State Community College is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request.

**Students with disabilities:** If you seek classroom accommodations under the Americans with Disabilities Act, you must register with the Disability Services Office.

If you have a condition or situation that would make it difficult for you to carry out the work as outlined, please notify the Instructor as soon as possible. In addition, students with disabilities may contact the Disabilities Service Office, Central Campus, at 800-628-7722 or 937-393-3431 ext. 2604. You can also use the following link to check out the web page for the College and more information for more information.

[Click Here for a Link to Disability Services](http://www.sscc.edu/services/disability-services.shtml)

If you have a disability, you are responsible for providing all instructors with a letter indicating the reasonable accommodations necessary to support your academic success. A representative from the Disabilities Service Office creates the letter, but it is your responsibility to provide the Instructor with a copy of the letter.

**18. OTHER INFORMATION:\*\*\***

*The Instructor reserves the right to modify the course syllabus and content to enhance the learning of individual students and the class as a whole. Modifications may include additional assignments that are not listed in the syllabus but are conducive to learning and in the best interest of developing professional skills.*

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.