1. **COURSE TITLE\*: Diagnosis and Treatment of Mental & Emotional Disorders**
2. **CATALOG - PREFIX/COURSE NUMBER/COURSE SECTION\*:** HSSR 2265
3. **PREREQUISITE(S)\*: None 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\*:**

This course is designed to give an overview and understand abnormal behavior in the context of the diagnostic categories as described in the most recent edition of the Diagnostic and Statistical Manual of Mental Disorders and the diagnostic system. The course will focus on the appropriate use of the current edition of the Diagnostic and Statistical Manual for Mental Disorders and an understanding of the International Classification of Diseases [ICD-10], including the limits and weaknesses of these approaches—especially concerning cultural differences and alternatives to them. In addition, this course presents the current theories and research concerning the causes, symptoms, and Treatment of various mental and behavioral disorders. The focus will be on learning the process of assessment, diagnosis, how to conduct mental status examinations, Treatment of mental and emotional disorders, including factors influencing these, and on the development and recognition of a framework for identifying symptomology, etiology, and the psychodynamics of mental and emotional disorders. This course incorporates case studies as a tool to learn how to use diagnosis in developing effective treatment plans.

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. Describe the historical viewpoints and treatments of mental disorders.

2. Describe current theoretical views of mental disorders.

3. Current methods of clinical assessment and the DSM-V

4. Describe the clinical picture of each major mental disorder.

5. The major forms of treatment intervention and prognosis.

6. Contrast ethical issues regarding Treatment and current treatment resources.

7. Communicate the significance of facts, concepts, and ideas in spoken and written English, which is clear, precise, and logical.

8. Demonstrate a problem-solving capability through analysis/synthesis.

9. Recognize how a scientific approach can be used to formulate an understanding of the observable world.

10. Recognize and describe the interactions and institutions that characterize the individual and society.

11. Appraise the values and character of both Western and Non-Western cultures.

12. Recognize and appraise the various ways human creative efforts are expressed.

13. Apply an understanding of the age, gender, sexual orientation, ethnicity, language, disability, culture, spirituality, and other factors related to assessing and evaluating individuals, groups, and specific populations.

14. Apply strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling.

15. Demonstrate the general principles and methods of case conceptualization, assessment, or mental and emotional status diagnoses.

16. Demonstrate an understanding of effective strategies for promoting client understanding of and access to community resources; principles and models of biopsychosocial assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans.

17. Demonstrate an academic proficiency comparable to students completing the second year of a baccalaureate degree program.

 Course Content Includes:

A. Review of the DSM.

B. Review the conceptualization of mental disorder.

C. Discuss the role, value, purposes, and limitations of diagnosis in the counseling process.

D. Practice a range of clinical assessment skills:

a. Practice clinical interviewing skills.

b. Practice differential diagnosing.

c. Practice administering and writing up a mental status exam

E. Explain factors that contribute to or interfere with accurate assessment, diagnosis, and case conceptualization.

F. Synthesize bio-psycho-socio-spiritual factors in case conceptualization, diagnosis, and treatment planning in a multiculturally sensitive fashion.

G. Review assessment protocols for suicide, homicide, and other mental health crises.

H. Review mental status functions and practice conducting a Mental Status Exam.

I. Examine core components of diagnostic formulation to the process of effective treatment planning.

J. Review and practice creating treatment plans.

K. Review and discuss ethical issues (e.g., culture, gender, client welfare) in clinical diagnosis and treatment planning

L. Review the Americans with Disabilities Act and Family Medical Leave Act and how they relate to working with clients.

M. Provide an introduction to ICD, CPT codes, and managed care.

N. Review case management skills across a variety of treatment contexts—e.g., community service agencies, private outpatient practice, and acute inpatient settings.

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

 

 Diagnostic and Statistical Manual of Mental Disorders (DSM-5-TR), Fifth Edition

 American Psychiatric Association

 ISBN 978-0-89042-576-3 (Paperback

 

 Learning DSM-5® by Case Example

 Michael B. First, M.D., Andrew E. Skodol, M.D., Janet B. W. Williams, Ph.D., and Robert L. Spitzer, M.D.

American Psychiatric Association

ISBN 978-1-61537-016-0 (Paperback)

**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** | **Weighted**  |
| Six Exams | 100 Points Each | 600 | 40% |
| Final Exam | 100  | 100 | 15% |
| Quizzes | 25 | 300 | 10% |
| Canvas Discussion | 15 each | 225 | 10% |
| Paper | 100 | 100 | 10% |
| Therapy/treatment reference list | 100 | 100 |  10% |
| Attendance | See chart | 100 |  5% |
| TOTAL |  |  | 100% |

* 1. There will **be six** tests over the materials covered in the book, class lectures, and videos. Missing an exam requires a legitimate excuse, typically documentation that accompanies it. You must inform the Instructor immediately if an emergency arises that requires you to miss an exam. Allowance to make up a missed exam is given at the Instructor's discretion. If you are permitted to make up an exam, you must do so on the next day you are present for class. You will need to arrange to make up the exam before the scheduled class. If you fail to do so, you will receive a zero for the exam. Exams will not be made up during class time.
	2. **The final exam will be comprehensive**.
	3. **Canvas Discussions** are also part of the course. These will be weekly and count for **10% of the grade**. All responses must use complete sentences and answer all prompts. All points for each posting are not guaranteed. If your answer is not fully developed, you will not receive all points. You will also need to include citations in some of the discussion boards. See Rubric.
	4. There will be at least six quizzes over reading assignments/chapters. **If you are absent for a quiz, there are no make-ups. Instead, you will receive a zero for the missed quiz. Hence, attendance is essential.**
	5. A **six-page research paper** on a topic covered in the course. A minimum of four outside resources must be utilized, none over five years old. In addition, you must use scholarly journals. If you use only websites for citations, your grade will be reduced by 10 points on the paper.

APA format is required. The length of the paper does not include a cover sheet, abstract, or works cited page. Instead, you must choose a topic of interest to you. If you need ideas, please see me individually.

**Papers will be submitted via Canvas unless otherwise instructed.**

<http://sscc.libguides.com/friendly.php?s=citations/apa>

* 1. **Therapy/treatment reference list.** Students will choose one diagnosis and create a reference list (annotated bibliography) of readings, current therapies, or empirically shown effective treatment modalities for the diagnosis (reference list should be at least two pages, consistent with APA 7th edition format, 12pt. font, Times New Roman). These will be posted in Canvas so that other students can access the list. It is a means to share knowledge and become a resource for you in the future.
	2. 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** |

**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.***

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| **HSSR 2265 Diagnosis of Mental and Emotional Disorders OCDP Content Hours** |
| **Week of** | **Reading due** | **Assessment/****Assignment** | **Student Learning Outcomes** | **OCDP Board Required Hours** |
| One | Review of Syllabus and course expectationsAbnormal Psychology: Past and PresentDistribute and explain the course syllabusThe historical viewpoints of abnormality from yesterday to todayDefining Maladaptiveness: Deviance, Distress, Dysfunction, and DangerChemical dependence, mental health, or both | Take Notes!!!Discussion One: What is your definition of abnormal? | 1 | **C1 – 3 hours** |
| Two | Models of AbnormalityMajor theoretical views regarding chemical dependence and mental disordersThe biological viewThe psychodynamic viewThe behavioral viewThe humanistic-existential viewThe sociocultural viewThe role of spirituality  | Take Notes!!!Discussion Two: Choose a view and defend why it is the ONLY CORRECT VIEW. | 2 | **C1 – 3 hours** |
| Three | Clinical Assessment, Diagnosis, and TreatmentBiopsychosocial – the level of functioning in all domains, including spiritual and cultural beliefsAssessment tools, interviews, tests, observations, collateral informationDSM V and the process of assessmentHow to use the DSM VCase ConceptualizationEthics and scope of practice as a CDCA: You can complete an assessment but not diagnose! | Take Notes!!!Discussion Three: Should a client know their diagnosis? Explain your answer. | 3, 8 | **C4 – 2 hours****C9 – 1 hour** |
| Four | Anxiety, Obsessive-Compulsive, and Related DisordersGeneralized Anxiety DisorderPhobiasSocial Anxiety Disorder and Panic DisorderObsessive-Compulsive DisorderBody dysmorphic disorder Hoarding disorderTrichotillomaniaExcoriation – not caused by the use of substances Criteria and diagnostic presentationRule out/Rule in – differential diagnosisComorbidity – including dual diagnosisPrevalenceTreatment – including medications, the risk for tolerance and withdrawal, side effects, interactions with the use of substancesSubstance-induced or withdraw | DSM V and DSM Casebook Corresponding sectionsDiscussion Four: Watch the Video and respond to it.Test over material for weeks 1-3 | 4, 5, 6 | **C6 – 1 hour** |
| Five | Disorders of Trauma and StressStress and ArousalAcute and Posttraumatic Stress DisordersDissociative DisordersCriteria and diagnostic presentationRule out/Rule in – differential diagnosisComorbidity – including dual diagnosisPrevalenceTreatmentSubstance-induced or withdrawPTSD and Veterans, homelessness, and chemical dependence – treatment options | DSM V and DSM Casebook Corresponding sectionsDiscussion Five: Watch Video and respond to it | 4, 5, 6 | **C4 – 1 hour****C8 – 1 hour** |
| Six | Depressive and Bipolar DisordersTreatments for Depressive and Bipolar Disorders Unipolar Depression – major Depression, persistent depressive disorder, disruptive mood dysregulation disorderBipolar Depression – I, II, cyclothymicTreatment for unipolar and bipolar DepressionCriteria and diagnostic presentationRule out/Rule in – differential diagnosisComorbidity – including dual diagnosisPrevalenceTreatment- medications used to treat, side effects and non-adherence to medication regimens, how the use of substances impacts the efficacy of medicationSubstance-induced or withdrawMania | DSM V and DSM Casebook Corresponding sectionsDiscussion Six: Watch Video and respond to itTest over material for weeks four and five | 4, 5, 6 | **C6 – 1 hour** |
| Seven | SuicidePatterns and StatisticsTriggersUnderlying CausesRisk Factors – substance use, mental illness, health issues, poverty, etc.Suicidality versus self-harmHow to assess for suicidality – Lethality Assessment – when possible, consult a supervisor or someone elseTreatment – Crisis plan versus hospitalizationDocumentation  | Take Notes!!!Discussion Seven: Watch Video and respond to it | 5, 6, 7 | **C4 – 1 hour****C8 – 1 hour** |
| Eight | Disorders Featuring Somatic SymptomsFactitious DisorderConversion and Somatic Symptom DisorderIllness Anxiety DisorderPsychological Factors affecting other medical ConditionsCriteria and diagnostic presentationRule out/Rule in – differential diagnosisComorbidity – including dual diagnosisPrevalenceTreatmentSubstance-induced or withdraw | DSM V and DSM Casebook Corresponding sectionsDiscussion EightTest over material for weeks six and seven | 4, 5, 6 |  |
| Nine | Eating DisordersSymptoms of Anorexia, Bulimia, and Binge eating disordersSubtypes and medical complicationsContributors to eating disordersCriteria and diagnostic presentationRule out/Rule in – differential diagnosisComorbidity – including dual diagnosisPrevalenceTreatmentSubstance-induced or withdraw | DSM V and DSM Casebook Corresponding sectionsDiscussion Nine: Watch Video and respond | 4, 5, 6 |  |
| Ten | Substance Use and Addictive Disorders Substance Use DisordersThe DSM-V Criteria – used on a continuumDrug classificationsTreatmentsOther Addictive Behaviors – gambling, internet gaming disorderCriteria and diagnostic presentationRule out/Rule in – differential diagnosisComorbidity – including dual diagnosisPrevalenceTreatment – individual, family, group, and medication-assisted Treatment with pros and consHow medications impact the individual, use of drugs, and interactions with psychotropic medicationsSubstance-intoxication or withdraw | DSM V and DSM Casebook Corresponding sectionsDiscussion Ten: Watch Video and respond | 4, 5, 6 | **C6 – 2 hours** |
| Eleven | Disorders of Sex and GenderSexual dysfunctions and treatmentsParaphilic DisordersGender DysphoriaCriteria and diagnostic presentationRule out/Rule in – differential diagnosisComorbidity – including dual diagnosisPrevalenceTreatment | DSM V and DSM Casebook Corresponding sectionsDiscussion ElevenTest over material for weeks nine and ten | 4, 5, 6 |  |
| Twelve | SchizophreniaTreatments for Schizophrenia and Other Severe Mental DisordersSchizophrenia and Treatment for Schizophrenia and other severe mental disordersPositive and Negative Symptoms of SchizophreniaDefining Delusions and HallucinationsViews on Schizophrenia and ways to treatCriteria and diagnostic presentationRule out/Rule in – differential diagnosisComorbidity – including dual diagnosis, marijuana, and why it is problematic with this diagnosisPrevalenceTreatment – medications: antipsychotics, how they work, research, and what we know about the brain of individuals diagnosed with SchizophreniaSubstance-induced or withdraw | DSM V and DSM Casebook Corresponding sectionsDiscussion Twelve: Watch Video and respond to it.Paper Due | 4, 5, 6 | **C6 – 1 hour** |
| Thirteen | Personality DisordersThe "Addictive" Personality – fact, fiction, or somewhere in betweenHow does the additive process impact personality and vice versa?"Odd" Personality Disorders"Dramatic" Personality Disorders"Anxious" Personality DisordersMulticultural FactorsFive-Factor Model of PersonalityCriteria and diagnostic presentationRule out/Rule in – differential diagnosisComorbidity – including dual diagnosisPrevalenceTreatmentSubstance-induced or withdraw | DSM V and DSM Casebook Corresponding sectionsDiscussion Thirteen: Watch Video on DBT and answer the questionsTherapy/Treatment Reference List | 4, 5, 6 | **C1 – 1 hour** |
| Fourteen | Disorders Common Among Children and Adolescents – ODD, Conduct disorderChildhood Anxiety Disorders – ADHD in kids versus adultsOppositional Defiant and Conduct DisordersElimination DisordersNeurodevelopmental DisordersCriteria and diagnostic presentationRule out/Rule in – differential diagnosisComorbidity – including dual diagnosisPrevalenceTreatment – medications used: stimulants and how they affect individuals Ritalin, Adderall, newer medications with addictive potentialSubstance-induced or withdraw | DSM V and DSM Casebook Corresponding sectionsDiscussion Fourteen: Watch Video on autism and respond to itTest over material for weeks eleven and twelve | 4, 5, 6 | **C6 -1 hour** |
| Fifteen | Disorders of Aging and CognitionDisorders of AgingOld age and stressLater life: Depression, anxiety, substance misuse, and psychotic disordersDisorders of cognitionCriteria and diagnostic presentationRule out/Rule in – differential diagnosisComorbidity – including dual diagnosisPrevalenceTreatment – the importance of socialization, routineRule out medical conditions – problems with kidneys (benzos) or liverSubstance-induced or withdraw | DSM V and DSM Casebook Corresponding sectionsDiscussion Fifteen: Watch the Video and respond | 4, 5, 6 | **C4 – 1 hour** |
| Finals Week | Comprehensive Exam |  |  |  |

**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.