Department of Applied Psychology
Graduate School of Applied and Professional Psychology (GSAPP)
Center of Alcohol & Substance Use Studies
Alcohol and Drug Abuse Counseling Certificate (ADACC)
Rutgers University
New Brunswick, New Jersey
SPRING 2025

13:047:104:01 DRUG & ALCOHOL USE DISORDERS: ASSESSMENT & DIAGNOSIS
Credits: 3
Level: Undergraduate
DAY AND TIME: TUESDAYS, 3:50 PM - 6:50 PM
ONLINE DATES: 2.11, 3.04, 4.29
ROOM: VIRTUAL

Instructor:	**Ana Guerra, LCSW, LPC, LCADC, CCS**
Office:	**NA**
Phone:	**NA**
Email:	**ana.guerra@rutgers.edu**
Office Hours:	**virtually, by appointment**

Instructor will make reasonable effort to meet with students as needed as well as before class.

Rutgers University Mission: As the premier comprehensive public research university in the state's system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of:
- providing for the instructional needs of New Jersey's citizens through its undergraduate, graduate, and continuing education programs;
- conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state's businesses and industries; and
- performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university's mission reinforces and supports the other two.
As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

GSAPP Mission: The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

Core Values. We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.
2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

Applied Psychology Statement: The Department of Applied Psychology embraces the mission of the school by offering instruction that has an emphasis on civic and global citizenship, social justice, and cultural diversity. Our programs provide students with knowledge needed to understand individual and collective behaviors; develop quantitative and qualitative statistical analysis and research design needed to analyze the corresponding physical and environmental contributors to human behavior; and a beginning understanding of the analysis and treatment of behavior problems and disorders.

Our programs prepare students with the requisite theoretical knowledge; critical thinking and problem-solving skills needed to successfully participate in employment or scholastic activities. Students will have opportunities to pursue scholarly activities that prepares them to successfully compete for admissions into doctoral level psychology and related academic programs, and pursue Master's level career pathways through available concentration and certificate. In general, students will acquire a knowledge base grounded in psychological theory and experiential learning (research or practicum) designed to further advance their personal and professional career development.

COURSE DESCRIPTION

This course provides an overview of the field of addiction counseling with an emphasis on developing a detailed understanding and foundation of skills in the use of specific strategies, procedures, and interventions in assessment, diagnosis, and treatment of substance abuse. It will focus on the assessment and diagnosis of common substance use disorders (SUD). Students will learn how to develop a therapeutic alliance, conduct a comprehensive biopsychosocial assessment, and develop systematic diagnostic summaries utilizing the Diagnostic and Statistical Manual Fifth Edition - Text Revised (DSM 5-TR). Students will learn how to evaluate a variety of assessment instruments for addictions, and to assess the impact of age, race, gender, social class, culture, ethnicity, spirituality, religion, sexual orientation, national origin, and physical and mental ability on recovery from addictive disorders. This course is a required course for those in the ADACC Program.

PLACE OF THE COURSE IN THE PROGRAM

This course is open to students/individuals interested in the course material in addition to students accepted into the ADACC certificate program. Course content will be delivered in twelve 3-hour in-person class sessions and remaining course work will be covered through online content covering CADC domains C101, C102, C103, C104, and C503.

COURSE OBJECTIVES

Students completing this course will:
1. Learn how to develop rapport and create a therapeutic alliance, and practice using a variety of theory-based skills.

2. Develop the knowledge and skills to conduct ongoing, comprehensive biopsychosocial assessments, using appropriate interviewing techniques, and collecting all relevant data.
3. Be able to construct a sound, diagnostic summary that includes differential diagnoses based on the most recent DSM criteria.
4. Capably assess co-occurring disorders, including addictive behaviors such as gambling, as well as co-occurring psychiatric conditions such as mood, anxiety, and personality disorders, and medical conditions such as HIV/AIDS and other infectious diseases.
5. Learn about the most widely used screening instruments used to evaluate and diagnose ATOD-related problems, and how to properly interpret their results.
6. Examine their own attitudes about vulnerable populations, recognizing the importance of individual difference while considering the influence of culture on assessment and diagnosis.
7. Learn about assessment and diagnosis of special populations, including adolescents, women, older adults, homeless persons, people with disabilities, immigrants and refugees, LGBTQ persons, and a variety of ethnicities and cultures.
8. Begin to integrate their understanding of the above objectives into effective treatment planning.

CADC Content Areas/Domains Covered in this Course:

Students enrolled in this course will fulfill five content area (domain) requirements necessary for certification as a CADC. These are: C201 (Initial Interviewing), C102 (Biopsychosocial Assessment), C103 (Diagnostic Summaries), C104 (Differential Diagnosis) and C503 (Cultural Competency).

C101 – Initial Interviewing
1. Create a therapeutic alliance with the client by incorporating the following three categories of skills:
    a. Listening
    b. Processing
    c. Providing feedback
2. Demonstrate through role-playing the following eight skills:
    a. Attending
    b. Paraphrasing
    c. Reflection of feeling
    d. Summarizing
    e. Probing
    f. Interpreting
    g. Providing information and feedback as per Motivational Interviewing
    h. Appropriate use of self-disclosure.

C102 – Biopsychosocial Assessment
1. Gather relevant information from the client in order to obtain current status and history, using interviewing techniques
2. Gather and evaluate information from sources other than the client, utilizing client-consented interviews and/or written reports, to validate his/her reports and provide a more complete history.
3. Observe and document psychological, social, and physiological signs and symptoms of alcohol and other drug abuse, including nicotine dependence in the client to make an accurate diagnosis and formulate a treatment plan.
4. Determine the client's appropriateness and eligibility for admission or referral to a range of programs by assessing the match between the client's needs and program target populations and services.
5. Request from the client appropriately signed releases when soliciting from or providing information to outside sources to protect client confidentiality.

6. Recognize signs and symptoms that indicate a need to refer the client for additional professional assessment services when such assessment services are outside the areas of the counselor's expertise.
7. Recognize and become familiar with the pharmacology of drugs of abuse, including tobacco.
8. Describe approaching and assessing Tobacco Use Disorder.
   a. Identify various pharmacological interventions for Tobacco Use disorder, and the pros and cons of each
   b. Describe the evidence supporting pharmacological interventions for Tobacco Use Disorder.
   c. Explain the relationship between Tobacco Use Disorder and other mental and addictive diseases.

C103- Diagnostic Summaries
1. Describe the logic, purpose and function of the DSM diagnostic system
2. Describe the organizational scheme of the DSM and diagnostic categories
3. List diagnostic criteria for substance abuse and Substance Use Disorder
4. List frequently encountered differential diagnoses, including substance-induced syndromes, hypomania and personality disorder symptoms.
5. Understand that only licensed (not certified) counselors can diagnose.
6. Describe clinical presentations of co-occurring diagnoses most frequently encountered in substance abuse treatment settings, including anxiety disorders, mood disorders and personality disorders.
7. Describe the ways in which substance use disorder and mental health diagnoses can interact to influence clients' clinical presentations.
8. Use SAMHSA's Four Quadrant Framework to conceptualize clients according to substance use disorder and mental health symptom severity.

C104- Differential Diagnosis
1. Develop a written diagnostic summary based on the results of separate assessments, including gambling, performed by other professionals.
2. Document ongoing treatment needs identified by regular assessments performed throughout the continuum of care and negotiate adjustments to the treatment plans to assure new treatment needs are addressed.
3. Formulate mutually agreed upon goals, objectives, and treatment methods based upon assessment findings of the client's strengths, weaknesses, needs, and problems for the purpose of directing a course of treatment.
4. Define the terms reliability, validity and sample population.
5. Develop a familiarity with the recognized assessment instruments currently used with SUD's and other addictive disorders and mental health disorders. The following included:
   a. DSM Diagnostic and Statistical manual
   b. MAST Michigan Alcoholism and Addiction Screening Test
   c. AUDIT Alcohol Use Disorder Identification Test
   d. LOCI Locus of Control Inventory
   e. SSASSI Substance SOGS South Oak Gambling Screen
   f. MMPI Minnesota Multiphasic Personality Inventory
   g. ASAM Dimensions
   h. FNTD Fagerstrom Test for Tobacco Use Disorder
   i. BDI Beck Depression Inventory
   j. MHSF-3 Mental Health Screening Form
   k. SSI-SA Simple Screening Instrument for Substance Abuse
   l. DAST Drug Abuse Screening Test
   m. abuse Subtle Screening Inventory
   n. MAYSI Massachusetts Youth Screening Inventory
   o. ASI Addiction Screening Index

6. Select, administer, score, and interpret to clients the results of alcohol, tobacco, and other drug assessment instruments to provide accurate standardized measures of clients' problems.
7. Explain the purpose, rationale and methods associated with the assessment process to the client to assure understanding and compliance.
8. Assess client's immediate needs by evaluating observed behavior and other relevant information including signs and symptoms of intoxication and withdrawal.
9. Administer appropriate evidence-based screening and assessment instruments specific to clients to determine their strengths and needs.

C503 – Cultural Competency
1. Recognize the importance of individual differences by gaining knowledge about personality, cultures, lifestyles, and other factors influencing client behavior in order to provide services that are sensitive to the uniqueness of the individual.
2. Examine their own attitudes and behaviors relative to the special populations and cultural groups with whom they may become professionally involved.
3. Identify and utilize techniques pertinent to various cultural groups and populations.

COURSE EXPECTATIONS

1. Students must read/review/listen all assigned material and be fully prepared for discussion of the material as well as its application to their own group experiences. Full participation, including engagement with material and in-class or online activities as well as other students is expected.

2. The Certificate Program requirements include mandatory attendance at all in-person course meetings. A student who misses in excess of 10% of total in-person instructional time will need to speak with instructor about his/her/their ability to complete course successfully. Licensing requirements are such that students missing more than 10% of any instructional time will be considered at risk for course failure and/or difficulty in successfully completing the program.

3. Students must notify the instructor of any un/anticipated absence by sending an email and explaining the reasons for the absence. To receive an excused absence, a doctor's note must be presented for absences due to illness. Students must notify the instructor of any un/anticipated absence by sending an email and explaining the reasons for the absence. In order to consider an excused absence, a doctor's note must be presented for any absence due to illness. Any assignments due must also be completed.

4. Students will be expected to share incidents from their professional and/or fieldwork experience, as well as from their current experience within the class groups. This requires respectful reflection and integration of the NAADAC Code of Ethics, with particular regard to cultural competence and respect for the dignity and worth of all. As counseling professionals, confidentiality is a major ethical responsibility. Each student must maintain confidentiality concerning any personal material discussed in class. That is, no information revealed in class is to be discussed with anyone outside the class environment.

5. Students will be expected to use non stigmatizing language using appropriate terminology and avoiding labels such as addict, alcoholic and substance abuser. Appropriate terms include person with substance use disorder.

6. All work must follow directions and be completed thoughtful with analysis and application to practical experiences paired with scientific/academic theory.

7. Any challenges in completing the expected work – or in the completion of other course requirements should be discussed with instructor prior to assignment due dates and as challenges arise.

8. When submitting materials, be sure to confirm that the paper was properly loaded onto the course website. If you are having problems, email the Canvas Helpdesk for assistance. Do not wait until a few minutes before the due date/time to submit your work. Papers that are late because you had technical trouble submitting them at the last minute are counted as late.

9. Students will utilize RU email for all correspondence. Students will check RU email and Campus Alerts prior to class for any announcements.

10. Students will abide by all class policies such as HIPAA, Netiquette, AI and Overall Assignment Guidelines outlined in the syllabus.

NOTE: Topics discussed in this course are sensitive in nature and some students may relate to material on a personal level. Therefore, any contributions made by students will be held in strict confidence. Students may take a break as needed to decrease any potential stress related to class content. Students are encouraged to consult with campus Counseling Services if needed.

Assignments and Evaluation Method:

ASSIGNMENTS

Class participation: **20% (on-going)**
Class participation grades are not earned by how often you talk, but by the quality and thoughtfulness of what you contribute to the learning environment. Your attentiveness to the instructor and your peers, active engagement, and focused attention will all be reflected in your class participation grade. In addition, the quality and timeliness of other course activities as well as threaded discussions will also impact the class participation grade.

Quizzes: **20% (10% each) due: 2.16 and 3.09**
These quizzes demonstrate content mastery. They also serve to prepare students for the types of questions on the CADC exam. Students may use class materials and notes to complete the quizzes but may not discuss the content with other students.

Threaded Discussions: **20% (5% each) due: 2.02, 3.14, 3.30 by 11:59 PM & 4.29 by 2:00 PM**
Students will be required to engage in 4 online threaded discussions throughout the course. Posting during these online units is an indication that you are doing the required work for each of the online components. You may not 'catch up' later or ask for an extension. This assignment must be completed in a timely manner, within the confines of the indicated unit's time structure.

You must **post a minimum of 2 (two) comments** for each topic. You may post more often, and that may strengthen your grade if the information is original and relevant. Students taking a 'leadership' role in moving the threaded discussion forward will earn a higher participation grade than those who simply affirm what others have said. Thoughtful comments, referencing the specific content you have read, and well-argued opinions, are valued. Please refrain from turning discussions into mini term-papers. **Consider netiquette and limiting posts to 250-500 words**. Keep in mind the material's relevance to service delivery and your upcoming role as a counselor, clinician, supervisor, or administrator. Questions posted

on Canvas are meant as a guide to help you think through relevant information. Online discussions need not respond to the specific questions listed, but may include a thoughtful dialogue on topic areas.

Special Population Presentation   20% due: 4.01* by 2:00 PM
*ALL students must submit presentation materials by the due date regardless of the date assigned for the actual presentation.

This assignment provides students an opportunity to learn about special populations in depth and to develop specialized assessment and diagnostic skills for that population.

Students will choose a topic from the list below or identify one of your own (subject to instructor approval) for this assignment. Please email the instructor with your request for a topic as soon as possible. Please do not begin this project without written approval from the instructor. To encourage a variety of content, no duplicate topics will be permitted - so the earlier you express interest in a particular topic, the more likely you will be able to have your first choice.

Each 15-minute oral presentation, which will be delivered in class (virtually), accompanied by a PowerPoint (or similar) handout and a reference list; both of which must be uploaded to Canvas *prior* to the class presentation (on due date). Students will assume the "teacher" role when they present their topic. Students will respond to questions and comments from peers and the instructor.

Presentations are to cover substance use and Co-Occurring Disorders among a population you choose from those listed below. Students must identify the substance and mental health condition as well as the special population so presentations can be scheduled. Provide a brief description of the population, paying close attention to the many aspects of culture which are important to recognize in service delivery and are sensitive to the unique needs of the population served. This presentation will also identify best practices for screening, assessing, and diagnosing clients from this population, and factors that may be unique to developmental stages, biology, and the etiology of substance use disorders within this group. If there are competing philosophies or opinions about the population, present both/all sides and then give your evaluation of the merits of each. Be sure to include any relevant ethical or legal implications of assessment and diagnosis, and describe any social factors, norms, or social policy that might be influential. Also, include a brief description of your own attitudes and beliefs about working with this population and your plans to improve your knowledge and skills in this area.

All information must be collected from credible research or clinical literature, and the sources for your information must be cited on your PowerPoint slides using APA 7th edition format (see Assignment Guidelines). Trustworthy research and clinical literature can be found via various library databases, including but not limited to the Medline, PsychInfo, PyscFIRST, and the Web of Science. Clinically and theoretically oriented books on your topic are also permissible - but not pop psychology or self-help books. Please refrain from using website-based information from sites like Wikipedia, for-profit treatment organizations, and pop psychology or personal recovery websites and blogs. Credible websites like NIDA, NIAAA, or SAMHSA are acceptable. Older materials are only acceptable if seminal work; otherwise, use references from the last decade.

Plan your presentation as if you were speaking at a professional conference, and be sure to **review the presentation grading rubric as you prepare**.

The following is a brief summary of guidelines to make your slide presentation effective and successful:

• Focus on one main idea per slide
• Use phrases rather than complete sentences
• Use only 6 to 7 words per line, totaling no more than 40 characters
• Use no more than 6 to 7 lines of printing per slide, with a blank line in between each
• Use at least a 24-point font size
• Simplify graphics and do not over-reduce any artwork (include citations)
• Use easy-to-read colors, such as white or yellow on a blue background
• Double-check your message. It should be easily grasped in 30 to 40 seconds per slide.

Special Populations:
Co-Occurring Disorders (mental health and substance use disorders) among…
- Co-Occurring Disorders among adolescents
- Co-Occurring Disorders among older adults
- Co-Occurring Disorders among women
- Co-Occurring Disorders among Native Americans/American Indians/Indigenous people
- Co-Occurring Disorders among Hispanic/Latino(a) persons
- Co-Occurring Disorders among African Americans
- Co-Occurring Disorders among people from Asian cultures
- Co-Occurring Disorders among people from Caribbean cultures
- Co-Occurring Disorders among LGBTQ+ community members
- Co-Occurring Disorders among people with physical disabilities
- Co-Occurring Disorders among people with developmental disabilities
- Co-Occurring Disorders among homeless persons
- Co-Occurring Disorders among immigrants and refugees
- Co-Occurring Disorders among veterans
- Co-Occurring Disorders among legally involved individuals
- Co-Occurring Disorders among people who have been sexually assaulted
- Co-Occurring Disorders among college students
- Co-Occurring Disorders among Adult Children of Alcoholics (ACOAs)
- Other special populations (requires instructor approval)

In addition to the presentation, each student must submit a 1-2 page reflection. Reflections are due on Canvas and must include a summary of the student's experience in learning about the population. This may include the student identifying any personal biases or misconceptions related to the population and how they will address this (if applicable). If the student is already familiar with the population, they must identify factors they learned about the population. Either way, the reflection paper will summarize personal and professional development towards enhanced service delivery.

Mutual Support Meeting Reports - 20%   DUE: 4.22* by 11:59 PM
*Although reports are due toward the end of the semester, students are strongly encouraged to attend meetings throughout the semester to avoid a meeting pile up at the end.

For this course, students must attend 5 Self-Help (mutual support) meetings such as AA, NA, etc. and submit reports for each. **PLEASE NOTE: For certification,** you are required to attend a total of 30

mutual support meetings - 5 AA, 5 NA, 5 Al-Anon, AND 15 in any mutual support group related to addiction recovery. However, this class only requires 5 meetings.

You are encouraged to attend different types of meetings, such as discussion, speaker, Big Book, or step meetings. Please do not attend an individual meeting more than twice. It is important that you attend these meetings on your own rather than with a friend, family member or someone else from the program. If you are not in recovery, you must attend only open meetings. Note, when or if it comes time to identify yourself, simply say, "Hi, my name is Steve, and I am a student." Please do not identify yourself as an alcoholic/addict if you are not. Please be advised that members of the mutual support group may ask you to leave the meeting to protect their privacy/anonymity. Note: If this should happen it is ok, as future addiction professionals we understand the importance of mutual support groups to an individual's recovery.

You are to write a very brief report using the form provided on Canvas for each of your meeting experiences. By the end of the semester, you should have submitted 5 forms altogether. Please **TYPE** your responses and save them as a PDF document before you upload to Canvas. **Handwritten or images of forms will not be accepted.**

A brief list of where to find meetings follows; more are available online:
https://alcoholicsanonymous.com/aa-meetings/new-jersey/

https://www.aa-meetings.com/aa-meeting-location/new-jersey/

https://www.nnjaa.org/intergroup/meeting-finder.html

https://cjiaa.org/meeting-guide/

https://www.narcoticsanonymousnj.org/meetings/

https://m.narcoticsanonymousnj.org/Meetings/default.asp

https://southjerseyna.org/meeting-list/

For those pursuing the credential:
Please note, you will eventually be required to attend a variety of other meetings, as follows:
• Two process addiction meetings - e.g., gambling, eating, sex
• Two alternatives to 12 Steps - e.g., Smart Recovery, Women for Sobriety
• Two online meetings
• Two Double Trouble meetings

These meeting requirements can be met in any combination as long as each category outlined is included for a combined total of 30 meetings.

The final grade will be determined and computed based on the following:

Class Participation	20%
Quizzes	20%
Threaded Discussions	20%
Population Presentation	20%
Self-Help Meetings	20%
Maximum Point Total	100 points/%

Grades and Grading Policy

Grade	Description	Numerical Equivalent	
A	Outstanding	90-100 (4.0)	
B+	Intermediate Grade	87-89 (3.5)	
B	Good	80-86 (3.0)	
C**	Average	70-79 (2.0)	**Grades of C or lower do not count toward graduation
F	Failure	69 or below (0.0)	
INC	Incomplete		
S	Satisfactory		
U	Unsatisfactory		
PA	Pass		
NC	No credit given		

COURSE EVALUATION

Rutgers University issues two surveys (mid and end of semester) that evaluates both the course and instructor. Students' will complete a survey toward the end of the semester, and students' identities cannot be connected to their responses. The aggregated numerical results are public, and the numerical results and comments are shared with the instructor, lead teacher, and the School. The instructor may also choose to conduct other evaluations as the semester progresses. The results of which are confidential to the instructor and the school.

REQUIRED TEXT

*American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). Author. https://doi.org/10.1176/appi.books.9780890425787

Doweiko, H. (2024). *Concepts of chemical dependency* (11th ed.). Cengage Learning.

Miller, W.R. & Rollnick, S. (2023). *Motivational interviewing: Helping people change and grow* (4th ed.). Guilford Press.

Sue, D. W., Sue, D., Neville, H. A., & Smith, L. (2019). *Counseling the Culturally Diverse: Theory and practice*. (8 ed.) Wiley.

SAMHSA TIPS 54, 51, 50, 48, 42, 31, 29 & 13 (accessible free of charge; links on Canvas)

The DSM5 TR may be substituted by the DSM5TR Desk reference:
American Psychiatric Association (2022). *Desk Reference to the Diagnostic Criteria from DSM5TR*. Author.

Note: Additional required readings may be provided via Canvas and can be found in each module.

CORE TEXT

DiClemente, C. C. (2018). *Addiction and change: How addictions develop and addicted people recover* (2nd ed.). Guilford Press.

Ekleberry, S. C. (2009). *Integrated treatment for co-occurring disorders: Personality disorders and addiction*. Routledge.

SUPPLEMENTAL READINGS:

As outlined on syllabus and Canvas

HIPAA Guidelines for Assignments, Threaded Discussions and In-person Discussions:
Mental Health Professionals and Substance Use Professionals are required to adhere to HIPAA (Health Insurance Portability and Accountability Act of 1996, Public Law 104-191) regulations regarding the privacy of client information outside of the agency setting. Even after obtaining the client's written permission, confidentiality must be strictly maintained when discussing or writing about clients in discussion forums, assignments, presentations or process recordings. Therefore, all verbal, written, or electronic forms of data about clients should not bear the client's real name. This applies to the name of the agency as well as actual dates of service. For example, you would use "community health center" instead of "Morristown Medical Center"; "urban public school" instead of "East Orange High School", etc. Any information shared with the class/instructor will be confidential, within the limits defined by the Code of Ethics, HIPAA and state guidelines.

Overall Assignment Guidelines:

- **ALL written papers/assignments/threaded discussions will be processed through Turnitin (or similar platform). ALL written work must be original as created by the student (see statement on the use AI or the like). Assignments will NOT be accepted via e-mail or any other format unless approved.**
- Format for ALL written assignments: double-spaced typed pages using 12-point Times New Roman font with 1" margins. Each paper must include a cover page which is not to be numbered and will not count toward total # of required pages. The reference page(s) will also not count toward total # of required pages. Citations will follow APA (7th Edition) format.
- Written assignments must be submitted via Canvas by the due date posted. It is the instructor's discretion to issue a grade reduction if papers/presentations are not submitted as scheduled. No excuses for computer, equipment or ink malfunctions. The reduction in the grade policy holds. There will be a full letter grade reduction for any written assignment submitted after the due date (i.e. "A" becomes a "B" and so on). Only a documented catastrophic extenuating circumstance will be considered.
- Each written assignment is to include appropriate citations throughout and have an accompanying reference page(s). Unless otherwise noted in the instructions, only 40% of sources may be obtained from reputable online sites (i.e. socialworkers.org). The remaining 60% of sources must be obtained from reputable journals, books, etc. **Wikipedia is NOT a reputable source.** Instructor may request to review any sources cited and this must be presented upon request.
- There is no grade change for papers. If you have any questions about the process for writing a paper, please schedule an appointment with instructor for further explanation. Inability to communicate via e-mail, etc. is not an acceptable reason. Plan accordingly.
- Factors that contribute to the final grade received for each written assignment include, but are not limited to: the accuracy and organization of the content; creative thinking and problem-solving; incorporating ideas/concepts from lecture, readings or similar sources; the utilization of outside resources and adhering to required assignment format; as well as proper grammar, punctuation, spelling, and citations. Do not outline answers. Write in complete sentences. **All assignments should be written in the third person which is consistent with counseling format.**
- **Please note that writing competency is important in higher education.** As a student and future mental health/substance use professional, you have a responsibility to the profession and those you will be representing/counseling to write professionally and with integrity. Therefore, students are urged to take written tasks seriously. Typographical and spelling errors, poor grammar, word

choice, organization, or other punctuation problems that impede clarity of communication will result in lower grades or a returned paper. **Proofread your papers before submitting in order to avoid grading penalties.**

- **Rutgers University also offers assistance for writing assignments via:**
    - The Learning Center:
        - Writing Tutoring Appointments: click here
        - Asynchronous Writing Coaching: click here
    - "Ask a Librarian" offers:
        - Email consultation via: ask@libraries.rutgers.edu or submit the contact form
        - Find a specialist in your area of study
        - Consult a research guide for library resources and information on your topic.
- There are also many resources that offer guidance with citations such as:
    - Publication Manual of the American Psychological Association (7th Edition)
    - Public libraries or reputable online sites such as Purdue Owl (https://owl.english.purdue.edu/owl/resource/560/01/) and Cornell Library (http://www.library.cornell.edu/resrch/citmanage/apa)

- All written tasks must be comprised of students' own words. Ideas, information, and concepts that originated with any other source must always be noted as such (based on APA format). Material that is not correctly cited is considered plagiarized and provides grounds for academic discipline.

Netiquette

Netiquette is a set of rules for proper online interactions. When in cyberspace sometimes people forget that they are interacting with very real people. All on-campus expectations apply to the virtual classroom. The virtual classroom needs to be a safe space for students so it can inspire learning and foster growth. Please note that that the virtual classroom is preparing professionals and as such, must also be approached in the same manner. The following guidelines are provided to promote effective online communication and decorum for this course.

• **Recognize and Respect Diversity**. There may be differences on many levels among students including but not limited to, cultural, lifestyle or linguistic backgrounds, abilities, as well as political and religious beliefs. Please communicate respectfully at all times. For example, whether online or in class, we will address everyone in accordance with their personal identity which may include their preferred name and pronouns.

• Use good judgement when composing your responses in Threaded Discussion Forums or virtual meetings/class activities. Swearing and profanity are not acceptable. Also consider that slang can be misunderstood or misinterpreted.

• Be brief and mindful of other's time.

• "Ditto", "I agree" and the like are not deemed as active participation unless it is accompanied by a statement with your perspective.

• Refrain from using all capital letters when composing your responses as this is considered "shouting" on the Internet and may be regarded as impolite or aggressive.

• Be respectful of others' views and opinions. There is no need to publicly attack, insult, humiliate or make fun of anyone for any reason. We need to hear from everyone so we can "agree to disagree" respectfully.

• Everyone needs the opportunity to join in on discussions; please refrain from dominating or monopolizing any discussion.

• Be careful when using acronyms. If you use an acronym, it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Evidence-Based Practice (EBP). After that you can use the acronym freely throughout your message.

• Proper grammar and spelling are important in this milieu, not just on written assignments. Avoid using text message shortcuts or limit use of emoticons. Emoticons may be misinterpreted.
• Be cautious when using humor. Tone is sometimes lost in an email or discussion post and your message might be perceived as sarcastic or taken literally or offensively.
• Refrain from sharing personal information online (both yours and other's).
• Proper attire is expected when interacting virtually with students and faculty.
• Smoking/vaping is prohibited when interacting virtually with students and faculty.
• HIPAA guidelines apply to online or electronic discussions as well. Confidential client information may not be shared in any electronic form including e-mail or posted online.
• Remember to think and edit before you push the "send" button.
• More information on netiquette can be found here: https://rlc.rutgers.edu/node/443

Class Schedule *(Dates are tentative and will be adjusted according to the semester calendar)*

Module & Topic	Online or In-person class	Dates	Assignment
1: DSM5 & Biopsychosocial Assessment ·Substance Use Disorders & COD	In-person 1.21	1.21-1.26	Read
2: Diagnostic Summaries ·Bipolar & Depressive Disorders	In-person 1.28	1.27-2.02	**Threaded Discussion 1** Due: 2.02
3: Comorbidity ·Schizophrenia	In-person 2.04	2.03-2.09	**Case Summary** Due: 2.9
4: Screening & Assessment Instruments ·Gambling & Tobacco Use Disorders	**Online 2.11**	2.10-2.16	**Quiz 1** Due: 2.16
5: Comorbidity ·Personality Disorders	In-person 2.18	2.17-2.23	Read
6: Comorbidity ·Anxiety Disorders	In-person 2.25	2.24-3.02	Read
7: Engagement and Therapeutic Alliance	**Online 3.04**	3.03- 3.09	**Quiz 2** Due: 3.09
8: Assessing Vulnerable Populations Neurodevelopmental Disorders	In-person 3.11	3.10-3.14	**Threaded Discussion 2** Due 3.14
Spring Break	3.18	3.15-3.23	**No class - Volunteer**
10: Assessing Vulnerable Populations ·PTSD, DID & Crisis	In-person 3.25	3.24-3.30	Threaded Discussion 3 Due 3.30
11: Cultural Competency ·Women, Men, College Students	In-person 4.01	3.31-4.06	**Presentations** Due 4.01
12: Cultural Competency ·LGBTQ+, HIV and Homeless	In-person 4.08	4.07-4.13	**Presentations** Due 4.01
13: Special Issues and Populations ·Black, Indigenous, People of Color	In-person 4.15	4.14-4.20	**Presentations** Due 4.01
14: Special Issues and Populations ·Seniors, Military, Criminal Justice	In-person 4.22	4.21-4.27	**Presentations -** Due 4.01 **SH Meetings -** Due 4.22
15: Adolescent Assessment & Treatment Planning - Wrap up	**Online 4.29**	4.28-5.4	**Threaded Discussion 4** Due 4.29

RUBRICS

Scholarly Research/Writing Assignments

	Limited (1-2 points)	Good (3 points)	Accomplished (4 points)	Excellent (5 points)
1. Purpose and focus	No Awareness of audience and/or purpose lacking. Does not meet the assignment.	A Limited attempt to establish and maintain purpose and communicate with the audience. Assignment is vaguely addressed.	Clear objective focused on a purpose and evidence of voice and/or suitable tone. Attempt made at the assignment purpose.	Clear and consistent objective that establish and maintain a clear purpose and focus; evidence of distinctive voice and/or appropriate tone. Assignment purpose met.
2. Development of Ideas	Minimal idea development, limited and/or unrelated details.	The depth of idea development supported by limited relevant ideas	The depth of idea development is supported by elaborated and relevant details.	The depth and complexity of ideas supported by rich, engaging and/or pertinent details; evidence of analysis, reflection and insight.
3. References and Citations	Some or few references are cited; Missing list of references, reference list titles "Works Cited"	Use of references indicates some effort at research; Incomplete list of references. Minimal attempt at APA.	Use of references indicate ample research; Complete list of references. Average to above average use of APA style.	Appropriate use of references indicates substantial research; Complete list of references, perfect APA style.
4. Organization	Random or weak organization	Lapses in focus and/or coherence.	Uses logical organization	Careful and/or suitable organization in a scholarly manner
5. Grammar and Formatting	There are five or more misspellings and/or grammatical errors per page, or 8 or more in the entire document.	There are more than four misspellings and/or grammatical errors per page or six or more in the entire document. Errors distract from the work.	Few errors in grammar or format relative to length and complexity. There are no more than three misspellings and/or grammatical errors per page and no more than five in the entire document. The readability of the work is minimally interrupted by errors.	No errors in grammar There are no more than two misspelled words or grammatical errors in the document.
6. Language	Incorrect and/or ineffective wording and/or sentence structure, no attempt at scholarly writing.	Simplistic and/or imprecise language, attempt made to write scholarly and scientific.	Acceptable effective language, Average to above average scholarly and scientific writing.	Precise and/or rich language including scholarly and scientific writing style.
7. Sentence Structure	Incorrect or lack of topic and/or ineffective wording and/or sentence structure, no APA	Simplistic and/or awkward sentence structure, several APA mistakes.	Controlled and varied sentence structure, some APA mistakes.	Variety of sentence structure and length, adherent to APA style (most current edition)

Reflection Writing Rubric

Criteria	Excellent (5 points)	Accomplished (4 points)	Acceptable (3 points)	Limited (1-2 points)
Depth of Reflection	Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
Required Components	Response includes all components and meets or exceeds all requirements indicated in the instructions. Each question or part of the assignment is addressed thoroughly. All attachments and/or additional documents are included, as required.	Response includes all components and meets all requirements indicated in the instructions. Each question or part of the assignment is addressed. All attachments and/or additional documents are included, as required.	Response is missing some components and/or does not fully meet the requirements indicated in the instructions. Some questions or parts of the assignment are not addressed. Some attachments and additional documents, if required, are missing or unsuitable for the purpose of the assignment.	Response excludes essential components and/or does not address the requirements indicated in the instructions. Many parts of the assignment are addressed minimally, inadequately, and/or not at all.
Structure	Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing. Appropriate use of references indicates substantial research, Complete list of references, excellent APA style.	Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing. Use of references indicate ample research, Complete list of references. Average to above average use of APA style.	Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing. Use of references indicates some effort at research, Incomplete list of references. Minimal attempt at APA.	Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response. Some or few references are cited; Missing list of references, reference list titles "Works Cited"
Evidence and Practice	Response shows strong evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall	Response shows evidence of synthesis of ideas presented and insights gained throughout the entire course. The implications of these insights for the respondent's overall	Response shows little evidence of synthesis of ideas presented and insights gained throughout the entire course. Few implications of these insights for the	Response shows no evidence of synthesis of ideas presented and insights gained throughout the entire course. No implications for the respondent's overall teaching

	teaching practice are thoroughly detailed, as applicable.	teaching practice are presented, as applicable.	respondent's overall teaching practice are presented, as applicable.	practice are presented, as applicable.

Video Presentation Rubric

	3 Points	2 Points	1 Point	0 Points
Relevant Topic- Concept	Excellent- topic is nuanced, approved by instructor, and related to the course.	Average- topic is acceptable, approved by instructor, and related to the course.	Below Average- unrelated topic, disregard of instructor approval.	Unacceptable/Not addressed- completely unrelated.
Content	Excellent- exceeds peer reviewed and scholarly content.	Average- is appropriately inclusive of the basic of the topic.	Below Average- missing significant pieces of the topic.	Unacceptable/Not addressed- no content.
Video quality and production	Excellent- uses technology, editing, and art. Considering career in video editing.	Average- perfectly suffice video, can hear and see. Sticking to the field of counseling psychology.	Below Average- issues with formatting, audio and/or visual, cannot view the final piece.	Unacceptable/Not addressed- no video.
Confidence and presentation style	Excellent- the next Jimmy Kimmel.	Average- OK, and academic.	Below Average- looking at the length of the video (how much more time is left).	Unacceptable/Not addressed- my godson could do a better job (He is 3).
Timeliness	Excellent- submitted early or on time.	Average- submitted in the last hour, but on time.	Below Average- late by single digit days.	Unacceptable- more than 2 weeks late.
Handouts, References and Citations	Some or few references are cited; Missing list of references, reference list titles "Works Cited"	Use of references indicates some effort at research, Incomplete list of references. Minimal attempt at APA.	Use of references indicate ample research, Complete list of references. Average to above average use of APA style.	Appropriate use of references indicates substantial research, Complete list of references, perfect APA style.

Presentation Rubric

	3 Points	2 Points	1 Point	0 Points
Presentation Process and Originality.	Completely prepared and organized. Able to accurately convey subject matter in a professional manner. Attire is professional. Very creative approach to presentation.	Prepared and organized to a lesser extent. Professional demeanor. Creative approach to presentation.	Somewhat prepared and organized. Inconsistent level of professionalism. Presents with a lackluster quality.	Unprepared and disorganized. Lacks professional demeanor and/or is not dressed appropriately. Lacks creativity.
Comprehension and Presentation Skills	Readily able to speak to class about subject matter and respond to questions. Loud enough to be heard with clear enunciation. Speaks towards peers	Some hesitations when speaking or responding to questions. A few misspeaks or conveyed moments of uncertainty. Loud	Somewhat able to address subject matter. Conveys self-doubt throughout. Tone and volume varies. Sometimes mumbles or stumbles while	Does not convey sufficient knowledge of subject matter. Difficult to hear or understand. Does not speak towards peers or into camera. Only

	or camera consistently. Hardly ever read from notes. Met the time requirements or less than 1 minute over/under.	enough to be heard with clear enunciation. Inconsistently speaks towards peers or into camera. Sometimes reads directly from notes. Over or under allotted time by 2 min.	speaking. Hardly speaks towards peers or into camera. Often reads directly from notes. Over or under allotted time by 3 minutes.	reads from notes. Over or under allotted time by 4 minutes.
Critical Analysis	Masterful positions, clearly articulated. Fully, insightfully and effectively addresses all of the presentation guidance points.	Good argument, clearly articulated position, though some refining is needed. Addresses all of the presentation guidance points but does so ineffectively.	Demonstrates some misunderstanding of subject matter or course concepts or topic position is too general. Missing 1-2 of the presentation guidance points.	Disconnected from subject matter or course concepts, position on topic is not clear. Missing more than 2 of the presentation guidance points.
Handouts, PowerPoint or other AV materials	Excellent quality of written and/or AV materials. Materials are neat and free of errors. Materials include proper APA 7th edition citations.	Good quality of written and/or AV materials. Materials include APA 7th edition citations with 4 or less errors.	Poor quality of written and/or AV materials. Materials include APA 7th edition citations but have 5 or more errors.	Handouts and/or AV materials contain many errors or are not provided. Materials lack APA citations.
Technical Aptitude	Media included 2 or more special effects. Presentation was free of technical issues.	Media included 1 special effect. Presentation was free of technical issues.	Media included 1 special effect but there were a few technical issues.	Media did not include any special effects and there were many technical issues.
Handouts, References and Citations	Some or few references are cited; Missing list of references, reference list titles "Works Cited"	Use of references indicates some effort at research, Incomplete list of references. Minimal attempt at APA.	Use of references indicate ample research, Complete list of references. Average to above average use of APA style.	Appropriate use of references indicates substantial research, Complete list of references, perfect APA style.

Threaded Discussions

	5 Points	4 Points	3 Points	2 Points	1 Point	0 Points
Introduction	Initial posting is excellent and promotes further exploration and discursion	Initial posting is very good and promotes engagement	Initial posting is good and promotes engagement	Initial posting is adequate	Initial posting is cursory	Initial posting lacks focus or does not meet assignment directives
Analysis	Excellent reasoning and analysis throughout the TD	Very good reasoning, and analysis throughout the TD	Decent reasoning, and analysis throughout the TD	Some inaccuracies or flaws in analysis or reasoning during the TD	Unclear reasoning and analysis	Lacks analysis
Support	Ideas are supported by scholarly sources	Ideas are supported by non- scholarly sources	Ideas are supported by undocumented sources	Ideas are supported using only anecdotal sources	Ideas consist primarily of personal opinions	Ideas are cursory and unsupported

Interaction	Quality of responses to others is excellent, meaningful, and respectful	Quality of response to others is very good, meaningful, and respectful	Quality of response to others is adequate and respectful	Quality of response to others is simplistic but respectful	Quality of responses to others is irrelevant and/or curt	Does not respond to others in meaningful or respectful ways
Style	Postings are expertly written yet concise and focused.	Postings are very well written and focused	Postings are adequately written though wordy/or not graduate level	Postings are written with errors in spelling grammar and/or focus	Postings are haphazardly written with little focus.	Postings do not meet scholarly standards.

Participation Rubric

Criteria/Grade	A	B	C	F
Regular Attendance	Attends all classes	Misses 1 class	Misses 2 classes	Misses 3 or more classes
Lateness	Always on time.	Lateness is neither often nor extensive	More than 3 lateness or lateness that accumulate for more than an hour	More than 4 lateness or lateness that accumulate for more than 2 hours
Participation	Actively participates, contributing appropriately to class discussions, shows evidence of reading texts, rarely leaves class. Completes online activities on time. Remains visible for the duration of virtual class. Complies with netiquette consistently.	Generally attentive and participatory, shows evidence of reading texts. Generally, remains throughout class – breaks, if used, are limited in time and number. Completes most online activities on time. Remains visible most for most of the duration of virtual class. Complies with netiquette most of the time.	Inattentive as evidenced by distracting behaviors. Little participation or evidence of reading. Takes frequent or long breaks. Completes some online activities on time. Responds sporadically to requests to remain visible for duration of virtual class. Inconsistently follows netiquette.	Takes frequent or long breaks, engages in alternate activities in class, little or no participation or evidence of reading. Does not complete online activities on time. Does not respond to requests to remain visible for duration of virtual class; or conceals self through other means. Does not follow netiquette.
Group Participation	Fully actively engages in group work and discussion.	Generally attentive and participatory.	Poor participation, misses one of two experiential group activities.	No group participation.

GSAPP and Applied Dept. Policies

Important Dates:
Withdrawal dates from the Rutgers site: February 03, 2025

<u>Attendance and Participation:</u>
Attendance and class participation are a major part of this class. You are expected to attend all scheduled classes and arrive on time. *Only two (2) excused/unexcused absences are permitted. Missing more than 2 classes will result in a 5%-point deduction for each additional day of absence from your final grade point.* If you miss an excessive number of classes, you will be encouraged to withdraw from the class. Students who arrive to class more than 10 minutes after the class has started are considered tardy, and will be marked absent if they arrive more than 30 minutes after class has started. After 3 late arrivals, an

unexcused absence will be marked in your record. The only excused absences are those serious in nature (e.g., personal medical emergencies or serious illness/injury; death or serious illness in the family; military duties; jury duty). They will always require some form of documentation: Examples include a doctor's note (on letterhead, signed and dated by the doctor); obituary or funeral program; court order/notice; etc.). You must always provide the instructor with the original or a copy of your documentation, which the instructor will keep on file. Only students with approved documentation can be given an excused absence.

Virtual courses follow the same guidelines outlined. In addition, students must be visible (cameras on) during class time. For example, angling the camera so others can only see the top of your head or a wall are not acceptable. Students must dress appropriately and not place hoodies on head to conceal their face. Students must also refrain from smoking/vaping during class time as you would while on campus. Students also require access to a computer, reliable high-speed Internet, and other minimum technology requirements as specified in the course syllabus (e.g., PowerPoint).

Computer/Cell Phone Use in Class
If students are expected to send or receive urgent e-mails, texts, or calls during class, their unanticipated and urgent needs should be communicated to and approved by the instructor prior to class. All cell phones should be turned off or in silent mode. All computing devices should be used only for the purpose of class-related activities.

Academic Integrity
All Rutgers students should review and adhere to the University principles of academic integrity, available at: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/
APA Citation Style. All papers MUST be written using the APA style (7th ed.).

Statement on Plagiarism
Plagiarism as described in the University's Academic Integrity Policy is as follows: "Plagiarism is the use of another person's words, ideas, or results without giving that person appropriate credit. To avoid plagiarism, every direct quotation must be identified by quotation marks or appropriate indentation and both direct quotation and paraphrasing must be cited properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are:

• Copying word for word (i.e., quoting directly) from an oral, printed, or electronic source without proper attribution.

• Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own.

• Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement.

• Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources without proper attribution".

Plagiarism along with any and all other violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students but should refer such allegations to the appropriate Academic

Integrity Facilitator (AIF) or to the Office of Student Conduct. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information regarding the Rutgers Academic Integrity Policies and Procedures, see: http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers

Statement on the use of Artificial Intelligence
Students who use AI, ChatGPT or similar tools on assignments without permission, or who use them in improper ways, are violating the academic integrity rules of the University. Students who use AI, ChatGPT and similar programs improperly are seeking to gain an unfair advantage, which means they are not in compliance with the University's Academic Integrity Policy.

Student Resources
For more information visit: https://gsapp.rutgers.edu/current-students/important-links
Accommodations due to Disability
If you seek accommodations due to a documented disability, you may arrange for these through the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu or you can visit: https://ods.rutgers.edu/students/documentation-guidelines.

Title IX: http://compliance.rutgers.edu/resources/resources-for-facultystaff/

Counseling services. Students often experience personal problems or difficulties during the term that may interfere with learning and their daily activities. If you or someone you know needs to talk to someone regarding such personal issues, the University provides free counseling services through the Counseling and Psychological Services (CAPS) and their information can be found at: http://psychologicalservices.rutgers.edu. They also offer a number of useful workshops for general stress management and techniques for promoting mental health. If you have any questions about CAPS or other services, I am happy to speak with you privately.

Intellectual Property
Lectures and materials utilized in this course, including but not limited to videocasts, podcasts, visual presentations, assessments, and assignments, are protected by United States copyright laws as well as Rutgers University policy. As the instructor of this course, I possess sole copyright ownership. You are permitted to take notes for personal use or to provide to a classmate also currently enrolled in this course. Under no other circumstances is distribution of recorded or written materials associated with this course permitted to be shared with any internet site or similar information-sharing platform without my express written consent. Doing so is a violation of the university's Academic Integrity Policy.

Similarly, these copyright protections extend to original papers you produce for this course. In the event that I seek to share your work further, I will first obtain your written consent to do so. Finally, as the instructor for this course, I have the responsibility to protect students' right to privacy. Classroom recordings of students will therefore be treated as educational records under the Family Educational Rights and Privacy Act (FERPA), the U.S. federal law that governs access to educational information and records. Instructors and students must provide notification if any part of online sessions are to be recorded, and such recordings *cannot be circulated outside the course.*