HISTORICAL AND LEGAL DEVELOPMENTS IN ADDICTION CC652A
3 Credit Hours
(On-ground blended version/service learning)
SUMMER 2016

Course Introduction

Instructor:	**Sandra Siegel, RN, LCPC, Psy.D.**
Office and Hours:	**By appointment**
Phone:	**Extension: 6638 Cell: 773-216-3222**
E-mail:	**ssiegel@thechicagoschool.edu**
Course Website:	**https://secure.ecollege.com/tcspp/index.learn?action=login**

Official Course Description
This course is designed to increase the student's understanding of the historical development of substance abuse and addictions from the following perspectives: origin and progression of legislation, cultural perspectives and uses including subcultures, current stances on legalization, the "war on drugs," and the most current developing concerns from the growing list of addictive disorders (e.g. sexual addictions, internet addictions, video gaming addictions, eating disorders, and shopping addictions.) Considerations for how these disorders apply to special populations such as people of color, GLBT persons, ethnic-multicultural populations, the economically disadvantaged, the oppressed, veterans, women, children and adolescents, and HIV-positive clients are discussed. Also included in this course is a review of the ethical guidelines for addiction counselors and knowledge of related agencies, such as IODAPCA, SAMHSA, NIAAA, and CSAT.

Chicago School Institutional Learning Goal Addressed
Scholarship—Students will use scientific research and theory to inform their practices and be able to prepare scholarly work broadly defined as it relates to social, political, and spiritual aspects of addictive disorders.
Diversity—Students will apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural, religious, age, and disability in their professional practice as it relates to social, political, and spiritual aspects of addictive disorders.
Professional Behavior—Students will function in a professional and ethical manner.

Program Competency Addressed
Consultation & Education—Competency in consultation and education is indicated by effective presentation skills and the ability to teach others through oral or written presentation of material; the ability to provide feedback regarding a client or system issue to multiple sources; effective peer consultation and constructive feedback; and the development of productive relationships with community helping networks.
Ethical & Professional Conduct—Competency in ethical and professional behavior is evidenced by the ability to apply ACA, IODAPCA, and NAADAC ethical and professional standards to interactions

with clients and with others; an understanding of legal obligations that may or may not conflict with ethical guidelines; and the effective functioning in multiple professional roles.

Individual & Cultural Differences—This competency is conceptualized by the recognition that culture (from a broad perspective) must be understood and applied to the social, political, and spiritual aspects of addictions theory and treatment, as well as the ability to reflect on one's personal culture, values, and worldview and evaluate the effects on the therapeutic relationship.

Course Requirements

1. *Class Participation:*   100 points

   At the graduate level, it is expected that you will attend class and **arrive prepared** to discuss the assigned readings and films. I encourage your thoughts, opinions, and experiences.

   STUDENTS ARE REQUIRED TO REVIEW ALL READINGS, FILMS, AND INFORMATION ON CANVAS FOR THE ASSIGNED WEEK PRIOR TO CLASS AND BRING HANDOUTS TO CLASS. POINTS WILL BE BASED ON PREPAREDNESS TO ENGAGE IN CRITICAL THINKING CLASS DISCUSSIONS AS ASSIGNED ON SYLLABUS.

2. *Final examination:*   100 points

   The final exam will be a take-home essay exam. It is expected that your answers will be a reflection of lectures, readings, discussion, and your own opinions. Please use references and APA style.

3. *Service Learning at Breakthrough Ministries (details will be discussed in first class):   200 points*
   - A tour of Breakthrough Urban Ministry will be scheduled during the second week of class; all students are required to attend
   - In small groups, students will prepare and deliver a two hour interactive presentation for the Breakthrough shelters on the following topics:
     o Defining self/Who are you? Based on Stephanie Covington's work
     o Art therapy and music as a coping mechanism
     o Spirituality and healing
     o Coping skills
     o The role of trauma in addictions based on Seeking Safety curriculum
     o Empowerment: Identifying triggers and learning coping skills

     At the end of the class, the Service Learning portion of the class will be reviewed by students using the following reflective rubric.

Community Need This activity meets an actual need in the community and is coordinated through collaboration with the community	Strong Impact Determined by or discovered through extensive research and collaboration with faculty advisor and community sponsor	Good Impact Determined or discovered through basic research and collaboration with faculty advisor and community sponsor.	Some Impact Determined by making a guess as to what the community needs may be. No collaboration with faculty advisor or community sponsor.	Minimal Impact Community needs secondary to what student wants to do. Project considers only student needs. No collaboration
Academics / Learning This activity provides the students with an opportunity to use existing skills, develop new ones, and use skills in a	Strong Impact Students have direct application of new skills or knowledge in community service. Service learning is seen as a vital instructional activity.	Good Impact Students have some active application of new skills or knowledge. Service learning has strong connection to instruction.	Some Impact Students only have some application of new skills or knowledge. Service learning has minimal connection to instruction.	Minimal Impact Student does not use skills or knowledge outside classroom. No active service experience. Activity has no connection

real world setting.				to instruction.
Student Reflection This activity will provide students an opportunity to reflect upon their own learning and their role in society.	Strong Impact Students actively reflect on their learning and think, share, and produce reflective products based upon those reflections.	Good Impact Student reflection provides basic insight into their learning. Students produce minimal reflective products based upon those reflections.	Some Impact Student share minimal reflection on service learning and produce no individual reflection projects.	Minimal Impact No time given for true active reflection. Student provided only a summary of events.
Developing a sense of caring This activity will provide the student with the opportunity to develop a sense of caring for and about others.	Strong Impact Reflections show deep personal understanding of the importance of service in student's ability to make a difference. Student will likely take the initiative to serve again.	Good Impact Reflections show growing understanding of the importance of service in student's ability to make a difference. Student may serve again.	Some Impact Reflections show limited understanding of the importance of service. Student may serve again if asked.	Minimal Impact Reflections show student largely unaffected by the importance of service. Student is unlikely to serve again.
Quality of life This activity will provide the student the opportunity to enhance the quality of life for those individuals served.	Strong Impact Service activity facilitates change or insight; helps solve a problem, meet a need or address an issue in community served.	Good Impact Service activity provides some change or insight. Service enhances an already good community situation.	Some Impact Service mainly decorative, but activity provides some benefit to community served.	Minimal Impact Service mainly decorative, but service provides limited community benefit or does not offer any new or unique opportunity.

Retrieved from: http://www.rcampus.com/rubricshowc.cfm?code=U59X75&sp=yes

4. *Journal*:   *100 points*
     At least one reflective journal entry per week that is based on films, presentations, readings, and experiences at Breakthrough.

RUBRIC FOR JOURNAL ENTRIES					
Criteria	weight	Exemplary Yes	Accomplished Yes, but	Developing No, but	Beginning No
Retelling of Experience	20%	☐ Detailed explanation of experience ☐ Specific descriptors of observations during experience ☐ Writing is highly organized with logical sequence	☐ Clear explanation of experience ☐ Objective observation of experience ☐ Organization is clear and easy to follow	☐ Somewhat clear explanation of experience ☐ Somewhat objective observation of experience ☐ Minimal organization	☐ Vague explanation of experience ☐ Non-objective observation of experience ☐ No organization evident; confusing
Reflections/ Personal Response	20%	☐ Reflects well on own work ☐ Provides many examples	☐ Reflects on own work ☐ Provides examples	☐ Some reflection on own work ☐ Provides few examples	☐ Little reflection on own work ☐ Provides very few or no examples
Relevance to Classroom Concepts or Personal Experience	20%	☐ Student listens well in different contexts; relates observations to classroom concepts	☐ Student listens in class; relates some observations to classroom concepts and/or personal	☐ Makes minimal reference to what is heard in class or to personal experience	☐ Makes no reference to what is heard in class or personal experiences

		and/or personal experiences	experiences		
Analysis of Experience	20%	☐ Makes many inferences ☐ Comprehends deeper meanings ☐ High level of critical thinking expressed	☐ Makes inferences most of the time ☐ Usually comprehends deeper meanings ☐ Some critical thinking expressed	☐ Some inferences are made ☐ Comprehends surface level meaning ☐ Minimal critical thinking expressed	☐ Few or no inferences are made ☐ No comprehension or reflection on assignment ☐ Little or no evidence of critical thinking
Effort on Assignment	20%	☐ Obvious, detailed effort on assignment ☐ Neat, legible handwriting	☐ Acceptable effort on all parts of the assignment ☐ Legible handwriting	☐ Some effort on assignment ☐ Readable handwriting	☐ Little or no effort on assignment ☐ Illegible handwriting

Learning Objectives

1. Students will recognize and describe demographic profiles and subgroups of various populations impacted by addictive disorders.
   Competency: Individual & Cultural Differences

2. Students will discuss the social, political, and spiritual factors that influenced the history and legal positions (laws) in the United States pertaining to drugs and alcohol.
   Competency: Individual & Cultural Differences

3. Students will demonstrate knowledge about ethical guidelines related to treating clients with addictive disorders.
   Competency: Ethical & Professional Conduct

4. Students will formulate informed, effective professional presentations related to social, political, and spiritual topics and addictive disorders.
   Competency: Consultation & Education

5. Students will critique various positions on controversial topics related to social, political, and spiritual issues and addictive disorders.
   Competency: Consultation & Education

Required Texts
Goldberg, R. (2014). *Drugs across the spectrum* (7th ed.). Belmont, CA: Wadsworth Cengage Learning.
      (Also used in CC650)
      ISBN 10: 1-133-59417-4   Price: $105.28

National Institute on Drug Abuse. (2003). *Preventing drug use among children and adolescents*.
      Washington DC: U.S. Department of Health and Human Services.*

      *This pamphlet can be ordered from NIDA for free. There is also a link on CANVAS for the online version and ordering instructions.

Required Readings on eReserve
PASSWORD CC652

Collier, L. (2014). Incarceration nation. *Monitor on Psychology* 45(9), 54-62.

Covington, S. S. (2008). A woman's journal: Helping women recover. San Francisco: Wiley Imprint.

DeAngelis, T. (2014). Building resilience among black boys. *Monitor on Psychology* 45(9), 52-56.

Dingfelder, S. (2013). African American women at risk. *Monitor on Psychology*, 44(1), 36-39.

Faupel, C. E., Horowitz, A. M., & Weaver, G. S. (2010). The sociology of American drug use (2nd ed.). Boston: McGraw Hill (Chapter 10: Subcultures of drug use, Chapter 12: Legal responses to drugs.)

Grossman, C. I., Purcell, D. W., Rotherram-Borus, M. J., & Veniegas, R. (2013). Opportunities for HIV combination prevention to reduce racial and ethnic health disparities. *American Psychologist, 68(4),* 237-246.

Halkitis, P. N. (2010). Reframing HIV prevention for gay men in the United States. *American Psychologist*, 65(8), 749-763.

Hartston, H. J. & Koran, L. M. (2002). Impulsive behavior in a consumer culture. *International Journal of Psychiatry in Clinical Practice,* 6, 65-68.

Kelly, B. C., Wells, B. E., LeClair, A., Tracy, D., Parsons, J. T., & Sarit, A. G. (2013). Prescription drug misuse among young adults: Looking across youth cultures. *Drug and Alcohol Review*, 32, 288-294.

Najavits, L. M. (2002). Seeking Safety. New York: Guilford Press.

Nelson, J. S. & Myers C. E. (2013). Taking it outside the office: Using counseling skills to reduce stigma and increase social justice advocacy for clients with substance use disorders. *Journal of Counseling in Illinois*, 2(2), 21-25.

Padgett, D. K., Hawkins, R. L., Abrams, C., & Davis, A. (2006). In their own words: Trauma and substance abuse in the lives of formerly homeless women with serious mental illness. *American Journal of Orthopsychiatry*, 76(4), 461-467.

Pellowski, J. A., Kalichman, K. D., Matthews, K. A., & Adler, N. (2013). A pandemic of the poor: Social disadvantage and the U.S. HIV epidemic. *American Psychologist*, 68(4), 197-209.

Shaw, M., & Black, D. W. (2008). Internet addiction: Definition, assessment, epidemiology, and clinical management. *CNS Drugs*, 22(3), 353-365.

Smith, B. (2015). Stopping stop and frisk. *Monitor on Psychology*, 46(2), 28-32.

Course Rubric				
Learning Objectives Addressed	**Demonstration Level 1**	**Demonstration Level 2**	**Demonstration Level 3**	**Demonstration Level 4**
Students will recognize and describe demographic profiles and subgroups of various populations impacted by addictive disorders.	No recognition and description of demographic profiles and subgroups of various populations	Basic recognition and description of demographic profiles and subgroups of various populations	Intermediate recognition and description of demographic profiles and subgroups of various populations	Advanced recognition and description of demographic profiles and subgroups of various populations

			Intermediate	Advanced
Students will discuss the social, political, and spiritual factors that influenced the history and legal positions (laws) in the United States pertaining to drugs and alcohol.	No discussion of the social, political, and spiritual factors that influenced the history and legal positions pertaining to drugs and alcohol	Basic discussion of the social, political, and spiritual factors that influenced the history and legal positions pertaining to drugs and alcohol	Intermediate discussion of the social, political, and spiritual factors that influenced the history and legal positions pertaining to drugs and alcohol	Advanced discussion of the social, political, and spiritual factors that influenced the history and legal positions pertaining to drugs and alcohol
Students will demonstrate knowledge about ethical guidelines related to treating clients with addictive disorders.	No knowledge of the ethical guidelines	Basic knowledge of the ethical guidelines	Intermediate knowledge of the ethical guidelines	Advanced knowledge of the ethical guidelines
Students will formulate informed, effective professional presentations related to social, political, and spiritual topics and addictive disorders.	No formulation of informed, effective professional presentations related to social, political, and spiritual topics	Basic formulation of informed, effective professional presentations related to social, political, and spiritual topics	Intermediate formulation of informed, effective professional presentations related to social, political, and spiritual topics	Advanced formulation of informed, effective professional presentations related to social, political, and spiritual topics
Students will critique various positions on controversial topics related to social, political, and spiritual issues and addictive disorders.	No critique of various position on controversial topics related to social, political, and spiritual issues	Basic critique of various position on controversial topics related to social, political, and spiritual issues	Intermediate critique of various position on controversial topics related to social, political, and spiritual issues	Advanced critique of various position on controversial topics related to social, political, and spiritual issues

Class Timeline			

Class Date	Learning Objectives	Topic	Readings and Assignments
Module 1	2,5	- Introductions - Review course syllabus - Review IAODAPCA Certification of Associate Addictions Professionals information - Review IAODAPCA Core functions - IAODAPCA Counselor Model (All on Canvas) - Historical perspective of addictions in America: The social revolution of the 60's - Drugs from a social perspective - Suggested YouTube clip: Woodstock 1969 (3:12 minutes) Dr. Carl Hart on drug myths - Drug control laws in America - Pure Food and Drug Act - The Harrison Narcotics Act - Volstead Act - The Marijuana Tax Act - The Controlled Substance Act of 1970 - Kefauvr-Harris Amendments - Anti-Drug Abuse Act - Racism and drug enforcement - DUI Facts for Illinois - YouTube clips: Tulia Texas Part 1 (5:11 minutes) Tulia Texas Part 2 (8:06 minutes) **SUGGESTED Discussions:** **Perhaps the most commonly cited reason for the "war on drugs" is that drug use causes criminal behavior. Based on the information presented, what are the pros and cons of this approach? What are your thoughts about mandatory sentencing and forfeiture of assets?** **Tulia Texas** **Discuss Service Learning at Breakthrough Ministries and**	**Readings:** - Goldberg, Chapter 1, 2, and 4 **Canvas:** - Goldberg power points - Drug Policy Alliance: Drug law convictions, mass criminalization, race and the drug war, and women and gender and the drug war - Drug Policy Alliance: A brief history of the War on Drugs - Federal mandatory drug sentencing laws - Pros and cons of mandatory drug sentencing - Forfeiture endangers American rights/FEAR - Forfeiture of assets/Federal Government - ACLU: Crack Cocaine Laws - University of Buffalo: Before Prohibition - Tribune article: Drug war enforcement hits minorities hardest - History of laws power points 2014 Illinois DUI Fact Book - Illinois medical marijuana laws 60's in a nutshell **ASSIGSNMENT DUE NEXT WEEK:** Be prepared to have a critical thinking discussion about the 60's social revolution and the influence of the crack era of the 80's on the American culture. If you have a family or friend that lived through these times, ask them about his/her experiences. VIEW FILM: Planet Rock – LINK on Canvas or can be accessed on Google. (should also be reflected in journal) VIEW FILM: Harm Reduction on Module 4 of Canvas and be prepared to discuss the pros and cons of a harm reduction model. (should also be reflected in your journal)

view online clip

	All	• Tour at Breakthrough Ministries	**Meet at Breakthrough at 1pm** **402 N. St. Louis Avenue** **Chicago, Illinois 60624** **Jen Kost will meet you for the tour** **Declare presentation group and date**
Module 2		• Current options and trends in addiction treatment: o Drug courts o Methadone maintenance o Medications o Therapeutic communities o Outpatient treatment o Inpatient treatment o Self-help groups o Twelve-step model o Harm Reduction o Voluntary versus compulsory treatment o Matching clients to treatment o patients and treatments o Benefits of treatment • Film: Addiction: HBO/NIDA/2007/ Drug courts (streamed in library, LINK on Canvas, and can be accessed on Google at HBO Addiction films)	**Readings:** • Goldberg, Chapter 15 • Faupel, Chapter 12 **Canvas:** o Goldberg, power points o Faupel, chapter outline o NIDA: Nationwide Trends o NIDA: Harm Reduction Coalition: Needle Exchange Programs in Illinois o Why is marijuana illegal? o NIDA: Therapeutic Communities o Methadone Maintenance Treatment o Drug Courts in America o TASC Programs o IAODAPCA: Crisis Prevention and Intervention o IAODAPCA: Case Management and Referral
	2, 5	• Legal responses to drug problems: Prohibition, legalization, and decriminalization • Harm reduction model • Preventive responses: Education, testing • Crisis management • Case management SUGGESTED DISCUSSION: Discuss the social revolution of the 60's and how it changed the American culture. What effects does that era have on you and your friends and family today? Discuss the effects of the 80's drug culture in today's world. What are the pros/cons of a harm reduction model?	ASSIGNMENT DUE NEXT CLASS: 1. Look up information regarding methadone maintenance/clinics and be prepared to role play explaining the process to a client. 2. VIEW FILM: National Geographic: Narcotics: LINK on Canvas (should also be reflected in your journal)
	3,5	• Ethics:	**Readings:**

Module 3	o Review of ACA guidelines as related to addictions o NAADAC code of ethics o IAOPAPCA code of ethics o Legal issues with children and adolescents o Mandatory clients o Documentation • **Suggested role play:** Providing Informed Consent with regard to methadone or antabuse which would include: What is methadone/antabuse What are the benefits What are the risks What if I want off How does it work What do I have to do **Suggested role play:** **Explain confidentiality to a client in an EAP program.** • The culture of addictions in America: The new behavioral addictions o Gambling o Internet o Shopping o Food o Sex o Tanning o Other • SUGGESTED DISCUSSION: How have the behavioral addictive disorders influenced your life? Family? Friends? How are these addictions an expression of our culture? Are we in an Internet Revolution similar to the 60's Social Revolution?	• Hartson (2002) • Shaw (2008) **Canvas:** o **IAODAPCA Code of Ethics** o NAADAC Code of Ethics o Confidentiality law 42CFR o EAP and confidentiality o Codes of ethics regarding competence and limits of confidentiality in treatment of clients with HIV/AIDS o Public health administrative code: control of sexually transmissible diseases o Illinois AIDS Confidentiality Act o Sex addicts Anonymous o Gamblers Anonymous o Illinois Institute for Addiction Recovery: Click on-food, shopping, gambling, internet, video gaming o Center for online and Internet addictions o Food addicts anonymous o IAODAPCSA: Documentation o IAODAPCA: Professional and Ethical Responsibility ASSIGNMENT DUE NEXT CLASS: **WATCH FILM ONLINE: No more bets please (2008)/40 minutes/streamed** **(What three things did you learn about gambling? Should be in your journal and in class discussion)**
Module 4 1,5	• Culture and subcultures Part 1: o Elderly o Veterans o Disabled o Homeless population o Spirituality and addiction • YouTube suggestions: o The Invisible ones: homeless combat veterans (4:12 minutes) o Homeless veterans on streets of America (2:40) o Sacred peyote (8:37) o Navajo healing song (3:47) o Homeless man speaking out	**Readings:** • Padgett (2006) **Canvas:** o Alternatives in Treatment: Spirituality and addiction recovery (MUST READ) o Hazelden: Addiction will be casualties of Iraq War o Psychology Today: Why a 14-year old becomes a drug dealer **ACTIVITY: Dr. Robinson and Dr. Siegel will present on The Great African American Migration from Mississippi to the West Side of**

- **SUGGESTED DISCUSSION:**
  1. Using examples from the Padgett article experience looking deeper….who is the person under the addiction? Why is understanding the person's context important? Will you view a homeless person on the street differently after this class?

  2. Discuss Iraq veterans

Chicago (has been presented at TCS Cultural Impact Conference and ICA This will help students understand the history of the West Side and Breakthrough Ministry

ASSIGNMENT DUE NEXT CLASS:
View film: Gangland/Chicago Blackstone Rangers/2007 LINK on Canvas (Reflection in journal)

View film: Drugs Inc./National Geographic LINK on Canvas and bring 3 things your learned from the film

Module 5	1,5	- Culture and subcultures Part 2: - Gangs/drug dealing as a career/solutions - Advocacy - Incarceration nation - Youth and prescription drug use Suggested Youtube: - Chiraq - The Squeeze – Inside the CC Jail - Stop and Frisk Suggested Discussion: Why are gangs so prevalent in the United States? What can be done about gangs? Brainstorm possibilities. Why is drug dealing a viable career for some people? Speaker: Otha Lee Shorter: Street gangs	Reading: Nelson & Myers (2013) MUST READ Faupel (2010) Chapter 10 MUST READ ON ERESERVE DeAngelis (2014) Collier (2014) Smith (2015) Kelly (2013) Canvas: - Chicago Gangs - IAODAPCA: Criminal Law - NIDA: Principles of drug addiction treatment in the criminal justice system - National Survey on Drug use and Health Report ASSIGNMENT DUE NEXT WEEK: **Look up the following organizations and be prepared to use in prevention discussion next week:** - Weiner Nusim Foundation - INCASE (International Coalition for Addiction Studies Education) - Drug Policy Alliance Network - CORE (Citizens Organized for Recovery and Education) - Monitoring the Future - National Survey on Drug Use and Health - Uniform Crime Reports - ADAM (Arrestee Drug Abuse Monitoring Program - DASIS
Module 6	3,5	**PREVENTION**	**Readings:** NIDA: Preventing drug use among

	• Risk and resilience • Restorative treatment	children and adolescents: A research based guide (LINK on Canvas) • Goldberg: Chapter 16
	• SUGGESTED DISCUSSIONS: What are your thoughts and ideas about preventing/decreasing drug use in America? What things were helpful in your life? Guest Speaker: Judge Stewart Katz from the Cook County Juvenile Courts	**Canvas:** • NIDA: Preventing drug use • Drug Free World: Interactive site FINAL TAKE HOME EXAM DUE NEXT WEEK
Module 7	LGBT population and substance abuse Women and substance abuse • YouTube suggested clips: o Dancing with the devil Part 1 (8:06 minutes) o Dancing with the devil Part 2 (1:53 minutes) o Dancing with the devil Part 3 (4:41 minutes) o Dancing with the devil Part 4 (3:01 minutes) Pulling it all together: What did you learn in this class that you will take with you in your career and life? Talk about experiences at Breakthrough.	**Readings:** • Halkitis (2010) • Dingfelder (2013) • Grossman (2013) • Pellowski (2013) • Covington (2008) • Najavits (2002) **Canvas:** • National Council on Alcohol and Drug Dependence (interesting site) • SAMHSA: Women in substance abuse treatment • American Bar Association: Out of the shadows/Women and addiction • Current status on ban on gay blood donors • Sentencing Project: Incarcerated women • Seeking Safety

Grading

Assignments for this course are as follows:

Learning Objective	Assignment	Measurement	Expected Result
All	Participation	100 points Throughout Course	95% of students will receive a grade of "B" or better
3	Final exam	100 points (due week 7)	95% of students will receive a grade of "B" or better
1, 4	Breakthrough presentation	200 points (due at scheduled times throughout the course)	95% of students will receive a grade of "B" or better

All	Reflective Journal	100 points (will review at midterm and end of course)	95% of students will receive a grade of "B" or better
	Total	**500 points**	

Final course grades will be assigned as follows:

Letter Grade	Rubric Level	Percent of Grade	Point Range
A	4	100-95%	475-500
A-	4	94-91%	455-474
B+	3	90-89%	445-473
B	3	88-82%	410-444
B-	2	81-79%	395-443
C	1	78-70%	350-442
F	1	69% or below	Below 350

Additional Policies

Department Policies
Re-doing Assignments: No assignment may be redone for credit.
It is expected that all final assignments will be done by students to the best of their ability and should be considered their best effort. Allowing assignments to be redone for credit is contrary to the demands of the counseling profession and undermines students' motivation to turn in their best work when an assignment is due. Additionally, failure to adhere to this policy creates inconsistency across courses and course sections.

Note: this policy does not apply to those situations in which drafts of significant assignments are required per syllabus requirements. Faculty judgment is reserved for rare situations involving emergencies or illnesses with regard to this policy.

No extra credit assignments may be given to students to raise a poor or failing grade.

Student Absences:
- Attendance is expected and required.
- In the case of an unavoidable absence, the student should inform the course instructor at least 24 hours prior to or following the absence. Failure to notify the instructor may result in referral to the department's Student Development Committee.
- Two absences will result in *one full final course letter grade reduction* (e.g., a "B" would become a "C"). Three absences will result in *failure of the course* (i.e., a letter grade of "F"). Note that missing one four-hour or six-hour class meeting equals two absences. Missing one three-hour block of a weekend course equals one absence; a full day is two absences.
- Faculty judgment is reserved for emergencies/illnesses, and will be handled on a case-by-case basis. Appropriate documentation may be required.
- For religious accommodation, students must inform the instructor of the accommodation request within the first two weeks of a semester.
- For any absence, the student must demonstrate mastery of the material covered during the missed class. This will most likely include an additional assignment, such as a paper or project.
- The instructor has the right to reduce the participation grade for tardiness.
- For blended online courses, the application of this policy may be modified at the discretion of the instructor.

Class Cancellations:
- Students will receive notification from the 4th floor reception desk about any class cancellation (email notification and a notice posted to the classroom door).
- Students will receive notification from the instructor as to how the content of that missed class session will be covered.

Late Assignments:
It is expected that all final assignments will be done by students to the best of their ability and should be considered their best effort. Allowing assignments to be redone for credit is contrary to the demands of the counseling profession and undermines students' motivation to turn in their best work when an assignment is due. Late assignments will not be accepted and result in a 0 points, unless approved by the professor in advance. No assignments will be accepted as late unless negotiated with the instructor and accepted by the instructor at least 1 week before the assignment is due. The assignment grade may be reduced. The decision rests with the instructor.

Incompletes:
No incompletes will be given except in truly extenuating circumstances and if negotiated in advance with the instructor. Unfinished work at the end of the term is not a sufficient circumstance to be granted an incomplete. If the instructor agrees to give a grade of incomplete, it is the student's

responsibility to insure that the appropriate paperwork is completed and in the instructor's hands no later than the last day of the course. Failure to provide required paperwork to the instructor by this deadline will result in grade based on work turned in to date. NO EXCEPTIONS.

Feedback:
The instructor will provide you with timely feedback within seven-ten days of assignment submission.

Individual Participation Points within role-assigned team projects:
Individuals are assigned grades based upon performance. To receive credit for team assignments, students are to participate actively with the team and contribute to the exercise. Students are also graded on the *process* of team interaction/cooperation. As to *process,* students will want to review the Student Handbook on expected code of behavior, so that a safe and positive environment is maintained.

Confidentiality Requirement:
In accordance with the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct, reasonable precautions must be taken to protect confidential information. *"Psychologists do not disclose in their writings, lectures, or other public media confidential, personally identifiable information concerning their client/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless 1) they take reasonable steps to disguise the person or organization, 2) the person or organization has consented in writing, of 3) there is legal authorization for doing so. (APA Ethics Code 2002, 4.07)*

Students may and are often required to relate course content to real world and work experiences. Whenever these experiences are brought into the learning process, students are to protect the confidentiality and privacy of any persons or organizations included in their coursework. Students shall not disclose any information about a person or an organization that enables their identity unless otherwise approved or authorized as noted in the APA Ethics Code. Failure to do so may result in referral to the Student Affairs Committee.

Institutional Classroom Policies:
Students are expected to have read and to adhere to TCS Student Handbook. The following policies especially pertinent for student learning are listed below.
- Accommodation for Students Disabilities
- Statement of Academic Integrity and Plagiarism
- Professional Comportment
- Ethical, Legal and Professional Conduct
- Use of Computing Resources

Please note that these are departmental course policies and therefore override any individual course syllabus. These policies are effective as of January 1, 2008, and are not retroactive before that date.

Should you have any questions pertaining to these policies, please contact your advisor.

School Policies
Statement of Academic Honesty:
The Chicago School expects its students to function within an environment of trust relative to other students, faculty, staff, and administration. Moreover, the School expects all students to conduct themselves ethically, with personal honesty, and with professionalism. Academic dishonesty violates one of the most basic ethical principles in an academic community, and will result in sanctions imposed under the School's disciplinary system. All incidents of academic dishonesty must be immediately referred to the Department Chair or Associate Department Chair for investigation and intervention. The Student Affairs Committee may be convened to review the student's situation. Possible interventions and sanctions may include, but are not limited to, developing a remediation plan, placing a student on

academic warning, suspending or dismissing a student. Academic dishonesty includes, but is not limited to:

> CHEATING: In any form, including but not limited to, giving or receiving aid on tests, giving or receiving test materials prior to official distribution, or collaborating on assignments or exams without instructor permission.

> PLAGIARISM: The use or reproduction of another's work without appropriate attribution. The School expects all students to produce original work in their papers, coursework, dissertation, and other academic projects and to follow appropriate rules governing attribution.

> FABRICATION: Inventing information or citations in an academic or clinical exercise.

Student Email and Use of School Technology:
Each enrolled student is provided a School-sponsored email account. Students are responsible for all information communicated through email in the same way and to the same extent as if published in hard copy and distributed through other means. Students must regularly check this account for information transmitted by various departments of the School. The School will not direct electronic correspondence from official School email accounts to personal email addresses; students are expected to utilize the institutional email addresses for all electronic communication about School matters.

A student's continued enrollment in this course indicates his or her agreement to allow graded assignments to be returned via the Chicago School email account when necessary. In keeping with FERPA compliance, if a student does not wish to receive graded material over email he or she must make alternate arrangements with the instructor, such as providing self-addressed stamped envelopes to receive graded assignments by mail. No graded material will be left for pick-up or sent to a non-School email account.

Files and email messages that travel using the School's network are not private. A user's privacy is superseded by the School's requirement to maintain the network's integrity and the rights of all network users. For example, should the security of the network be in danger, user files and messages may be examined under the direction of the Vice President of Administration, or the Director of Information Technology. The School reserves its right, as owner of the network and the computers in question, to examine, log, capture, archive, and otherwise preserve or inspect any messages transmitted over the network and any data files stored on School-owned computers, should circumstances warrant such actions. All members of the community must recognize that electronic communications are by no means secure, and that during the course of ordinary management of computing and networking services, network administrators may inadvertently view user files or messages.

Policy on Disability Accommodation:
The Chicago School complies with all laws and regulations regarding the access of disabled individuals to education and works to insure that no qualified student with a disability is denied the benefits of, or excluded from participation in, any School program or activity. Disabled students may request reasonable accommodations including but not limited to adaptations in the way specific course requirements are accomplished, the use of auxiliary equipment and support staff, and other modifications including testing procedures. This request must be accompanied by appropriate documentation that establishes that the student has a specific disability and that supports the accommodation(s) requested. The School reserves the right to select the specific aids and services it provides, as long as it deems they will be effective for the student and do not fundamentally alter the Program or academic standards. Such aids and services are determined on a case-by-case basis in consultation with the student who has identified the need for accommodation. Please see the Director of Student Services regarding requests for accommodation.

Religious Accommodations:
Students who wish to observe religious holidays must inform their instructors in writing within the first two weeks of each semester/term of their intent to observe the holiday so that reasonable alternative arrangements convenient to both students and faculty can be made.

Statement on Final Grades:
Some courses may use online course management software, such as ANGEL, as a key component in the course experience. Such software may record grades for individual assignments for both the instructor and the student, as well as tabulate a cumulative grade based on the grading criteria for the course. However, the only official source for final grades is the Student ePortal.

Institutional Policies from the Student Handbook

The Chicago School of Professional Psychology Policies are found in the TCSPP Catalog (Institutional, Academic, Student Rights and Responsibilities, and Financial Aid and Student Account Policy sections): http://catalog.thechicagoschool.edu/content.php?catoid=37&navoid=1706

POLICY	LINK
ACCOMMODATION FOR STUDENTS WITH DISABILITIES	(http://catalog.thechicagoschool.edu/content.php?catoid=37&navoid=1706#Accommodation_for_Students_with_Disabilities)
CONCERNS ABOUT ACADEMIC PERFORMANCE AND PROFESSIONAL COMPORTMENT	(http://catalog.thechicagoschool.edu/content.php?catoid=37&navoid=1707#Concerns_about_Academic_Performance_and_Professional_Comportment_)
INCOMPLETE GRADE POLICY	(http://catalog.thechicagoschool.edu/content.php?catoid=37&navoid=1705#Incomplete_Grade_Policy)
PROFESSIONAL COMPORTMENT	(http://catalog.thechicagoschool.edu/content.php?catoid=37&navoid=1707#Professional_Comportment)
RELIGIOUS ACCOMMODATIONS	(http://catalog.thechicagoschool.edu/content.php?catoid=37&navoid=1706#Religious_Observance)
STATEMENT OF ACADEMIC INTEGRITY	(http://catalog.thechicagoschool.edu/content.php?catoid=37&navoid=1707#Statement_of_Academic_Integrity)
USE OF COMPUTING RESOURCES	(http://catalog.thechicagoschool.edu/content.php?catoid=37&navoid=1707#Use_of_Computing_Resources)

Recommended Best Practices

MILITARY ACCOMMODATION
While a policy is being drafted, TCSPP will treat the need for such absences to be on a par with the institutional plan we have in place for religious accommodations.

Students are expected to notify their professor(s) in writing during the first two weeks of a semester (or as far in advance as possible) of the dates when they will need to be away and with such notification in place will work with their professor to agree on out of class assignments that can be undertaken to make up for the missing class time. For online students, notification is required by the end of the first week of the 7-week term. Timely notification according to the parameters set forth in this policy will allow time for reasonable alternative arrangements convenient to both students and faculty to be made.

All such absences will be treated as excused absences.

ELECTRONIC COMMUNICATION ETIQUETTE
Learning and working online means that communication often lacks the benefit of visual support of body language and tone of voice. This can easily lead to misunderstandings or unintentional offense. Reviewing what is written in an email or posted in a discussion forum will serve to better support successful online participation.

Students are advised to observe the below guidelines when participating in an online course or communicating with others. Professional behavior is an institutional learning goal, and all are expected to behave as professionals in all aspects of communication.

- Be respectful, professional, and careful about what is said and how it is said.
- Be aware of the image being projecting online. Use clear writing and good form.
- As others cannot read nonverbal cues such as facial expressions or easily interpret the tone of written communication, words and manners of expression must clearly indicate the intended meaning. This is particularly important when using humor (e.g. sarcasm may not be apparent in words alone).
- Respect the time of others. Keep communication short and to the point. Also, be sure to stay on topic.
- With disagreeing with others, be polite and gracious.
- On message boards or in discussion forums, use the subject line appropriately, employing meaningful and succinct labels so that receivers may immediately grasp the topic being advanced.
- When someone else errs and/or does not follow proper protocol, consider whether it is necessary to provide correction. If correction is in order, be polite and, if discretion is advised, address the issue privately rather than in a public way.
- Avoid using ALL CAPS, especially when you are disagreeing! This is perceived as shouting and is considered rude.
- Comply with copyright laws.
- Be mindful of compatibility concerns. Be sure that files uploaded to online platforms can be viewed by others.
- Be aware of issues that might arise due to cultural and languages differences.
- Do not to violate the privacy of others. Do not send commercial advertisements or SPAM to other students, instructors, or staff.

Student Academic Supports and Resources

NATIONAL CENTER FOR ACADEMIC & DISSERTATION EXCELLENCE (NCADE)
A. **Dissertation and Applied Research Project (ARP) Support**
- Dissertation Support – Contact: ncade@thechicagoschool.edu
  (Writing, APA, Methodology, Editorial help with IRB, Copyediting, etc.)
- Applied Research Project Support– Contact: Your ARP Instructor
  (Writing, APA, etc.)
B. **Academic Success Programs** - Contact: kmitova@thechicagoschool.edu
- Onboarding and Orientation
- Writing Assessment and Academic Writing Seminar
- One-on-one writing consultations (on-the-ground and online)
- Time management and learning style consultations
- Presentations on APA writing style and formatting

LIBRARY RESOURCES
Access to The Chicago School Library and additional resources is found at:
- http://chi.librarypass.org/
- http://la.librarypass.org/
- http://dc.librarypass.org/

Here patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

BOOKSTORE

Access to the bookstore is found at: http://thechicagoschool.textbookx.com.

IT SUPPORT

Students may contact HelpDesk at: 800-747-8367.

CANVAS SUPPORT

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:
1) Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: http://guides.instructure.com/
2) Access the community user boards and discussions.
3) Ask HelpDesk:
    a. Submit a ticket with your question or issue by filling out the form provided in the course.
    b. Contact the Help Desk by phone: 800-747-8367.
    c. Have a live IM chat with a HelpDesk representative.

121513