Course Syllabus
HUS 4333 - 3154

Assessment & Interventions in Mental Health Fall Term 2024-2025 (0640)

Welcome

Hello Officers!

First and foremost, I am honored to be your professor for this course. This course is unique is several ways, and the most important is your fellow officers and you! This course was created and specialized for your pathway toward earning your Applied Mental Health Certificate for First Responders. Welcome to this course and our college!

Embarking on this journey can be a transformative one for you and for me. Since teaching the first course in the first cohort of law enforcement officers, I have had hours of extensive conversations with law enforcement professionals regarding mental health and have experienced a ridealong (more to come!) to spend time in the field. Also, I am currently in graduate school for a graduate certification, but this time not in psychology but in Forensic Criminology.

I think of this course like one link in a long chain of links that is connected to support the mental health of law enforcement officers and first responders, many of whom sacrifice so much of their own life to help protect and serve ours. Because this course is designed for you in collaboration with officers and professionals that preceded you, your active engagement will make a profound difference for not only yourself, but also for the officers yet to come.

Please never forget that you are part of an experience that was first of its kind.

This course is also unique because your schedule is demanding and ever-changing. To accommodate this while meeting our academic requirements, this course is blended (we meet in class together once weekly, and then you complete and submit assignments online). This course is also an 8-week course, so our pace moves quickly.

We meet together each Monday in our classroom, 236, on Midtown Campus (second floor) from 3:00 PM - 6:00 PM. By Tuesday morning, I will send you any assignments due for the online portion of class, which will be due Sunday night by 11:55 PM unless noted otherwise.

I look very forward to getting to know you this semester!

Instructor Contact Information

Kim Molinaro
Pronouns: She/Her
Email
Molinaro.Kim@spcollege.edu
Phone: (727) 791-2653
Office and Online Chat Hours:
I am available to meet with you throughout our semester together. Please reach out to set up a time to meet!
Office Location:
ES 313G, Clearwater Campus
Instructor Web Page:
https://web.spcollege.edu/instructors/id/molinaro.kim

Departmental Contact Information

Dr. Latresha Bighem-Moore

Title: Director of Human Services

Email: BighemMoore.Latresha@spcollege.edu

Phone Number: (727) 497-5015

Appointment Information: Call or email to schedule an appointment.

Dr. Joseph Smiley

Title: Dean of College of Social and Behavior Sciences and Human Services:

Email: Smiley.Joseph@spcollege.edu

Phone Number: (727) 712-5851

Appointment Information: Call or email to schedule an appointment.

Course Information

Prerequisite(s): Prerequisite: Admission to HUMSVC-BS or AMH-ATC

Credit Hours: 3

Modality: Hybrid or Blended

Meeting Times and Location: MON 03:00 PM to 06:00 PM - Midtown Center for Achievement MT-JC236

Course Description: This course uses the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) as the initial instrument for assessment of psychological disorders. Students will learn how various interview techniques and psychometric testing are used in the overall assessment process. Based on the client's assessment findings, students will learn to identify appropriate treatment settings that include both in-patient and out-patient settings. Students will also learn the "continuum of care" as an intervention strategy involving an integrated system of care, guiding the client

over time through a comprehensive array of mental health services. The effects of sex, gender, race, and culture are integrated into this course.

Course Objectives

1. Students will distinguish the accepted principles and practices of the diagnostic process through the use of the current edition of the DSM by:

    a. comparing/contrasting possible benefits and limitations associated with the use of the DSM.

    b. discriminating the appropriate use of diagnosis during a crisis, disaster, or other traumatic events.

2. Students will examine psychometric tests used as part of the assessment process by:

    a. differentiating amongst types of psychometric tests such as surveys, aptitude/ability, intelligence, projective, and inventory tests.

    b. critiquing psychological measurements for reliability, validity, and biases.

    c. evaluating legal and ethical issues in the use of psychometric testing.

    d. scrutinizing potential biases with different diagnostic tools when working with multicultural populations.

3. Students will determine the appropriate level of intervention for effective treatment in various settings such as residential treatment centers, in-patient hospitalization, rehabilitation centers, out-patient settings, partial hospitalization, community mental health centers, private practice, and telehealth service by:

    a. identifying placement criteria for different treatment settings which are supported by the empirical literature.

    b. distinguishing the developmental needs of children, adolescents, adults, and geriatric adults when determining an appropriate treatment setting.

    c. identifying the role informed consent plays in determining appropriate treatment settings.

     d. identifying the ethical elements expected when making a referral to another treatment care provider.

4. Students will examine three different intervention goals, which include primary, secondary, and tertiary goals through the continuum of care by:

     a. exploring the continuum of care as an intervention strategy involving an integrated system of care guiding the client over time through a comprehensive array of health services.

     b. investigating and selecting appropriate educational materials for clients, family members, and caregivers to prevent mental illness and restore mental health.

     c. scrutinizing techniques for promoting client safety in the transition between and across the mental healthcare system.

     d. differentiating collaboration techniques when working with other professional disciplines to provide client care and safety.

Important Dates

Class Dates: 12-AUG-2024 to 04-OCT-2024
Drop Date: 16-AUG-2024

Withdrawal Date: Please reference the Academic Calendar below
https://www.spcollege.edu/academic-calendar

Required Textbook and Other Resources

No textbook purchase is needed. Officers are given access to the DSM-5-TR and other readings.

Performance Assessment and Grading

Our course will consist of the following graded assignments:

Reaction Papers

Officers will complete guided reaction papers that address an overview (50 points); primary, secondary, and tertiary goals of the continuum of care (worth 150 points), and a review of resources (50 points).

Reaction papers will be completed outside of class for the blended (online) portion of our course.

Case Studies

Officers will record and analyze thoughts and impressions to evaluate case studies and experiences; synthesize experiences with course content; and ponder reflections based on case studies. Each case study is worth 50 points, totaling 250 points.

Case studies will be completed during class.

Research Paper (written) or Class Presentation (presented during class with PowerPoint)

Each officer will complete a literature review that synthesizes up-to-date scholarly research on a topic of their choosing that is relevant to the officer and directly or indirectly relates to the content of our course. The purpose of the literature review is to provide a comprehensive and critical summary and evaluation of the existing knowledge and research related to the chosen topic.

Each officer can decide between either writing the research paper (in APA style, which will be covered during our course), or the officer can decide to present their research paper findings in class, including creating an accompanying PowerPoint (with citations in APA style).

This assignment is worth 250 points.

The Research Paper assignment will be worked on outside of class for the blended (online) portion of our course.

Grading

Total points scored on the following will determine the final grade:

Reaction Papers: 250 points

Case Studies: 200 points

Research Paper or Class Presentation: 250 points

                                                          _____

                                                          700 points

Grading Scale

The final grade in this course is determined on the basis of the following accumulated points:

A = 630 – 700 points (90 – 100%)

B = 560 – 629 points (80 – 89.9%)

C = 490 – 559 points (70 – 79.9%)

D = 420 – 489 points (60 – 69.9%)

F = 0 – 419 points (0 – 59.9%)

Grades are maintained throughout the semester via the Grades Tab.

Late Work Policy

Because your schedule is extremely demanding and often unpredictable, late work is accepted. Please reach out to me if you need extra time on an assignment. Within the parameters of our course, I will work with you and your schedule in every way I can.

Availability of Course Content

To gain access to our course materials, officers will log into MyCourses and click on our course. The next step is to view our course homepage (the News Tab) for the weekly assignments and due dates (which will also be emailed each week to you through MyCourses email). Next, please click on the Course Content Tab to review our course modules.

Communication Plan

Communication Channels

I will use the following communication channels to reach you: MyCourses announcements (via the News Tab), MyCourses emails, SParC (which is a text that goes to your phone if you registered your phone to receive them), meetings with officers before and after class, and meetings in my office by appointment. Feel free to reach out!

Response Time

Your questions and experiences are important to me. I will respond to emails within 24 hours (most often much sooner!). I will grade assignments and provide feedback within 7 days after the due date and will keep you posted if there is a change.

Communication Schedule

I will post announcements via the News Tab by Tuesday morning (if not sooner) to set the agenda for the next class and communicate any assignments coming due. I will send the same in a MyCourses email

Please note: The remainder of this syllabus is written by the college and is non-editable. For a law enforcement cohort of professionals, some of the wording and statements may be unnecessary. Please know that no disrespect is intended; instead, the wording is required by the college and standard for all courses.

Course Attendance

The Official College Attendance Policy is as follows:

For course credit, active participation is required and defined in two ways: Regular attendance and completing assigned coursework. In terms of regular attendance, active participation is defined as not exceeding two unexcused absences. Active participation is also defined as completing assigned coursework. If students have more than two unexcused absences or incomplete coursework, students must contact the professor to determine an academic plan for successful completion of the course. If students have violated the active participation policy in terms of attendance or completing coursework, and if students have not contacted the professor to establish a plan for completion of the remaining requirements of the course, then students will be reported as not actively participating in the course, which may result in a grade of WF. If you are in your third attempt at completing a course, you will be given a grade of "WF" at any point you attempt to withdraw or at any point you violate the active participation policy.

If illness or other emergencies prevent you from attending class, please notify the professor immediately and make arrangements to get class notes. Students are responsible for all materials covered in class.

The Reality of a Law Enforcement Cohort

While each officer is required to attend, your scheduling demands are unique. You are likely attending this course while you are on duty. Because of this, you may likely be called on an emergency, or you may be finishing one during part of our class. This is not only understandable but expected. Please communicate with me every step of the way; I will work with you in every way I can.

SPC Policy: Attendance/Participation/Withdrawal

Withdrawing from a course with a "W" or "WF" may impact students' academic standing and financial aid eligibility including placing the student in early repayment. It is the student's responsibility to understand the consequences of withdrawing.

Attendance
College policy requires students to attend class prior to the published deadline to drop with a refund. The instructor is required to report non-attendance and the student will be dropped after the first week of classes.

If you don't attend during the first week of the term, you will be automatically dropped, and the class removed from your schedule. If you receive financial aid, your award amount may be adjusted if the drop changes your enrollment status (e.g. full-time to part-time).

It is the student's responsibility to know the attendance policy of the class in which they are enrolled.

- Depending on the modality of the course, attendance may be online, LIVE Online, blended, or on-campus.
- For LIVE Online classes, attendance will be taken online during the normal class meeting time/days.
- Students who are feeling ill for any reason should communicate in a timely manner with their instructor regarding attending online instead of on-campus, and/or the responsibility of excused absences. Students are also responsible to discuss completing any missed work with the instructor.

Participation

College policy require the instructor to report any student who is not actively participating at the 60% point of a class. The instructor will report the student by the end of the week immediately following the 60% point of the class and the student will be withdrawn from the course and assigned a "W" grade. It is the student's responsibility to understand the instructor's requirements for 'active participation.

Student Withdrawals

You may drop a course through the [Drop with Refund](#) date listed on your Fee Schedule and be eligible for a refund, although withdrawing may affect your financial aid. If you withdraw prior to completing 60% of a class and receive any form of federal financial aid (grants or loans) you will be required to repay a portion. If you are thinking of withdrawing, please speak with your instructor, an [Academic Advisor](#) or a [financial aid counselor](#).

Withdraw requests submitted after the last date to withdraw with a "W" (see academic calendar) will result in a "WF". Students and instructors will automatically receive an email notification through their SPC email address whenever a withdrawal occurs. Students should consult with an academic advisor or financial assistance counselor prior to withdrawing from a class.

Students who wish to withdraw completely from SPC are not able to totally withdraw from all classes through MySPC. A student must contact an Academic Advisor to totally withdraw.

Technology Requirements & Policy

View the [MyCourses Minimum Technology Requirements](#).

If you need technical assistance, please [Contact the Technical Support Center.](#)

Minimum Technical Skills: Students should know how to navigate the course and use the course tools (email, discussion, gradebook, etc.). MyCourses tutorials are available to students new to this LMS and are located at the beginning of the course. Most features on MyCourses are accessible on mobile devices, although it is recommended that you use a computer for quizzes, tests, and essay assignments.

Students also MUST become proficient with [publisher or other 3rd party tools or platforms here] and the tools contained within the program to be successful in this course.

Accessibility of Technology

- [MyCourses (Brightspace by Desire2Learn) Accessibility](#)
- [Microsoft Accessibility](#)
- [Google (YouTube) Accessibility](#)
- [Panopto Accessibility](#)
- [Turnitin Accessibility](#)
- [Cengage Accessibility](#)
- [McGraw-Hill Accessibility](#)
- [Pearson Accessibility](#)

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- [Turnitin Privacy](#)

- [Cengage Privacy](#)

- [McGraw-Hill Privacy](#)

- [Pearson Privacy](#)

Academic Honesty Policy

You are expected to be honest in all your academic work. By enrolling at the College, you agree to abide by all the standards of academic honesty and integrity and failing to observe the rules may result in academic and disciplinary action, up to and including expulsion from the College. The academic honesty policy and procedures are available online:

- [Academic Honesty Policies, Honor Code](#)

- [Academic Integrity Policies and Procedures](#)

These documents include details on what is meant by:

- Cheating

- Bribery

- Misrepresentation

- Conspiracy

- Fabrication

- Collusion

- Duplicate submissions

- Academic misconduct

- Improper calculator, computer or online use

Some of your courses may include online material that is protected by copyright. This means that the work is available for you to use in your studies, but you can't copy and share the materials (copyright.gov). Please see [SPC's copyright information](#). It's your responsibility to be academically honest in all of your work.

Generative AI Permitted Under Some Circumstances

The best-known example of Generative AI (Artificial Intelligence) is ChatGPT, a chatbot that allows you to type a question as if you were talking to a real person, and it quickly offers a seemingly meaningful, original answer. Tools like this are powerful and can be useful in many contexts, but you must be aware of their limitations, as they can produce inaccurate, fabricated, and even offensive content. In addition, the work produced is not technically your own. In order to avoid violating [SPC's academic integrity policy,](#) students must be sure to follow the course's policies regarding the use of artificial intelligence in academic work. The AI policies for this class are outlined below.

You may only use Generative AI (Artificial Intelligence), including ChatGPT and similar AI tools, when assignment directions specifically state that it is allowed, and these tools must be used with caution. AI is not a replacement for your own thinking and research. AI-generated text or other content must be clearly marked and cited properly. In addition, you are responsible for confirming the veracity of any information or sources produced by artificial intelligence. If you have any questions about this, please reach out to me.

Turnitin

The instructor of this course may require use of Turnitin.com as a tool to promote learning. The tool flags similarity and mechanical issues in written work that merit review. Use of the service enables students and faculty to identify areas that can be strengthened through improved paraphrasing, integration of sources, or proper citation. Submitted papers remain as source documents in the Turnitin database solely for the purpose of detecting originality. Students retain full copyright to their works. Review the [Turnitin Usage Agreement](#) for full details. Students who do not wish to submit work through Turnitin must notify their instructor via course email within the first seven days of

the course. In lieu of Turnitin use, faculty may require a student to submit copies of sources, preliminary drafts, a research journal, or an annotated bibliography.

View the [Reviewing a TurnItIn/Originality Report](#) tutorial.

Learner Support and Other Student Resources

Use the following links to view web sites on SPC's:

- [Free Tutoring](#)
- [Accessibility Services](#)
- [Academic Support](#)
- [On-Campus and Online Support](#)
- [Student Services](#)

Additional Resources:

- [Academic Calendar](#)
- [Learning Resources](#)
- [Career Services](#)
- [International Student Services](#)
- [Veterans Services](#)

Code of Conduct

Code of Conduct
The behavior of all students in class should reflect a professional, respectful, and compassionate environment. Inappropriate or inconsiderate behavior will result in consequences. Students must be thoughtful of their comments, actions, and decisions, considering how these impact classmates and instructors.

Online Student Participation and Conduct Guidelines

The practices of courtesy and respect that apply in the on-campus classroom also apply online. Any discriminatory, derogatory, or inappropriate comments are unacceptable and subject to the same disciplinary action applied in courses offered on campus.

Netiquette

Whether you are in an online class or a physical classroom, certain behaviors are expected when you communicate with your peers and your instructors. You need to contribute to a positive learning/teaching environment, respecting the rights of others and their opportunity to learn. No one has the right to interfere with the teaching/learning process. Below are the traits of a successful student. These guidelines pertain whether your course is online or in the classroom. When communicating, you should always:

- Treat everyone with respect in every communication

- Use your professor's proper title: Dr. or Prof., or if you are in doubt use Mr. or Ms.

- Use clear and concise language

- Remember that college level communication should use correct grammar, whether written or spoken. Avoid slang.

- Use correct spelling and avoid texting abbreviations

- Avoid using the caps lock feature as it can be interpreted as yelling online

- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and, even when spoken, your message might be misunderstood

- Be cautious with personal information (both yours and others')

When you send an email to your instructor, department chair, dean, or classmates, you should:

- Use a subject line that describes what you are writing about

- Avoid attachments unless you are sure your recipients can open them

- Be clear, concise, and courteous

- Sign your message with your name

- Use your SPC email account to ensure delivery. Sometime emails from non-SPC accounts are stopped by the spam filter and the recipient may not receive it.

When posting to a discussion board, you should:

- Write posts that are on-topic and within the scope of the course material

- Take your posts seriously; review and edit your posts before sending

- Be as brief as possible while still making a thorough comment

- Always give proper credit when referencing or quoting another source

- Read all messages in a thread before replying

- Avoid repeating someone else's post without adding something of your own to it

- Avoid short, generic replies such as, "I agree." You should include why you agree or add to the previous point

- Always be respectful of others' opinions, even when they differ from your own

- Express any differing opinions in a respectful, non-critical way

- Not make personal or insulting remarks
- Be open-minded

Recordings in the classroom

Students may record lecturers in class for personal use (such as studying or documenting complaints to the institution) without explicit permission. However, students may not record non-lecture portions of class (such as skills labs, student group work, individual student instruction, Q/A sessions, recording studio critiques, group/individual production and computer lab time, practicums/internships, or clinical/simulation rotations) or other students without explicit permission, and may not disrupt class in making such recordings (such as trying to use a device with a calculator or calculator app in a class that does not allow calculators, or blocking the view or aisles for others in the class). Having an approved ADA accommodation is considered explicit permission to record from the college.

Students making such recordings may not share recordings without explicit permission and are personally liable for unauthorized dissemination. If in doubt, please discuss with your professor before class.

The instructor has the authority to ask a disruptive student to leave a classroom or lab. The instructor may also delete posts or materials from an online or blended class and/or take disciplinary action if disruptive behavior continues. This ensures that all students in the class have an opportunity to learn.

For additional information, review the SPC Expectations for Student Conduct, Online Student Participation and Conduct Guidelines, and the SPC Netiquette Policy. Please strive to uphold these standards to ensure a positive and productive learning environment.

Student Survey of Instruction

The Student Survey of Instruction is administered in courses each semester. It is designed to improve the quality of instruction at St. Petersburg College. All student responses are confidential and anonymous and will be used solely for the purpose of performance improvement.

Title IX

At St. Petersburg College, our faculty are dedicated to fostering a secure and open environment conducive to learning for all students. Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you, or someone you are aware of, has experienced sexual harassment or sexual violence, or any form of sexual misconduct, which includes incidents like sexual assault, relationship violence, or stalking, please know that there are avenues for help and support.

We strongly encourage every member of our college community to be proactive, seek assistance, and report occurrences of sexual misconduct to the Title IX Office. It's important to be aware that under Title IX regulations, faculty members are obligated to report such incidents to the Title IX Office. However, if you prefer to have a conversation with someone who is not required to report, you can consult the [SPC's Counseling Services](#).

St. Petersburg College urges everyone in our community to step forward, seek support, and report any incidents of sexual harassment or gender-based discrimination to the St. Petersburg College Title IX Office. They can be reached via email at SPCTitleIX@spcollege.edu or by phone at 727-341-3261. Remember, these resources are here for your support and well-being.

Equal Access

St. Petersburg College affirms its equal opportunity policy in accordance with the provisions of the Florida Educational Equity Act and all other relevant state and federal laws, rules and regulations. The College will not discriminate on the basis of race, color, ethnicity, religion, sex, age, national origin, marital status, pregnancy, sexual orientation, gender identity, genetic information, or against any qualified individual with disabilities in its employment practices or in the admission and treatment of students. Recognizing that sexual harassment constitutes discrimination on the basis of sex and violates this Rule, the College will not tolerate such conduct. Should you experience such behavior, please contact the Equal Access/Equal Opportunity Office at 727-341-3261; by mail at P.O. Box 13489, St. Petersburg, FL 33733-3489; or by email at eaeo_director@spcollege.edu.

Accessibility Statement

St. Petersburg College recognizes the importance of equal access for all students. Accessibility Services (AS) is the campus office that supports students with disabilities to approve and coordinate reasonable accommodations. Students who have, or think they may have, a disability (e.g., learning disability, ADD/ADHD, psychiatric,

medical/orthopedic, vision, and/or hearing) are invited to contact their AS campus coordinator ([Accessibility Services Contacts](#)) for a confidential discussion. If an accommodation is deemed to potentially alter the nature of the course, it will require a decision by a committee. Therefore, ample time must be provided to evaluate and process such requests. Students who are currently registered with AS are encouraged to request accommodations early in the semester by logging into their AIMS account. Additional information is available at the college-wide Accessibility Services website www.spcollege.edu/accessibility.

Safety and Security

We want to make sure that you are comfortable on campus and feel secure in your learning environment. The SPC campuses are very safe but you should be aware of your surroundings, just as you are anytime you are in a public space. In each classroom there is an Emergency Response Guide to help you during an emergency. It is also a good idea to be familiar with evacuation routes in buildings that you use frequently. **If you have an emergency, dial 911 immediately**. For information on campus safety and security policies, please call 727-791-2560. More information is also available on the [Campus Safety website](#).

The college website (spcollege.edu) is the best source of information in the event of an emergency. It's possible for something like a hurricane to disrupt classes on campus; if this happens there are plans on how to help you continue your education. You should be comfortable using MyCourses as the learning management system will be key in communicating with faculty about course materials and assignments. Make sure you complete the Introduction to MyCourses so that you are familiar with sending and receiving emails, participating in discussion posts, navigating through course materials, and submitting assignments. It is important to be able to use MyCourses for learning activities if your campus is closed.

Federal and state law requires a person designated as a "sexual predator or offender" to register with the Florida Department of Law Enforcement (FDLE). The FDLE is then required to notify the college if the person attends, or is employed, by a college or university. You can find out more information by calling the FDLE hotline (1-888-FL-

PREDATOR) or by visiting offender.fdle.state.fl.us/offender. A list of sexual offenders or predators registered for classes at SPC is also available.

Titans Care (Student Assistance Program)

As an SPC student it's vital that you know Titans Care. You can access resources through [SPC's Student Assistance Program (SAP)](#), a collaborative resource for students with mental health or general life issues. SAP provides help and education in suicide prevention, mental health, substance abuse awareness and more. It is SPC's belief that supporting mental wellness is everyone's charge and that one loss as a result of substance abuse, mental illness, or suicide is one too many. If you or a loved one are considering suicide, please call the National Suicide Prevention Lifeline at 1-800-273-8255.

Student Concerns

St. Petersburg College wants to make sure that you are able to receive prompt and fair resolutions to any concerns that you might have. If you feel that you have had a bad experience with a college employee, or you have a concern about college facilities, please bring it to our attention. Begin by speaking directly to the person responsible for the department; direct conflict resolution is an important skill to develop and usually brings about the best results. If you aren't satisfied with the outcome, or are not comfortable approaching the person directly, you may submit the information using an online form: web.spcollege.edu/survey/13002

If you're not able to submit the form online yourself, feel free to ask a college employee to submit the form on your behalf.

SPC Vaccination Policy

SPC is concerned about the health and well-being of all students. We encourage all students to remain current on vaccinations as suggested by appropriate health authorities. SPC does not require vaccinations for general admissions to our degree or certificate programs, with some exceptions for specific programs.

Instructional Continuity During Emergencies

The St. Petersburg College website at www.spcollege.edu is the official source of college information regarding the status of the institution. Other important information will be communicated via SPC Alert, local media outlets, and the college toll-free phone number 866-822-3978. All decisions concerning the discontinuation of college functions, cancellation of classes, or cessation of operations rest with the President or his/her designee. The College realizes that it is possible for a significant natural disaster to compromise SPC campus facilities sufficiently to disrupt the delivery of classes on campus/campuses for an extended period and is planning ways our operations can continue following such an emergency.

So, if a hurricane or other natural disaster causes significant damage to St. Petersburg College facilities, please visit the college website for an announcement of the College's plan to resume operations.

Further, in the event of such a disaster, the Instructor will continue using the Learning Management System (LMS) of MyCourses for continuation of all required learning and instructional activities in this course, including the issuing of graded online assignments and expectation of student completion of those graded assignments.

Therefore, to keep up with all activities in this course during and after a natural disaster, please plan to continue this course by maintaining online access to MyCourses (possibly through duration of the course's regularly scheduled end date). We will finish this course in MyCourses, as directed by your Instructor online, and your Instructor will use all graded assignments to assess and issue your final letter grade for this course, as normally planned, despite occurrence of the natural disaster.

For all current updates on pandemic conditions or other events, please visit SPC Updates at https://www.spcollege.edu/spc-updates

Terms of Instruction

Please note this syllabus is an instructional guide and that the instructor/professor reserves the right to make any changes to it, as needed. This includes changes to the course schedule and assignments, etc., throughout the term. If changes occur, you will be notified as soon as possible via email and/or an announcement in MyCourses. Changes may be necessary for various reasons, including instructor illness, students' progress, weather events, institutional needs, etc. Please approach any changes with flexibility and understanding.