



SPS 6196

Assessment of Child & Adolescent Personality

85126 001

Fall 2026

Instructor Name

Qunshan Zheng

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University Course Description

Conceptualizations of personality and personality assessment; perspectives of disturbed and disturbing behavior, and personality assessment measures.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

Content and learning activities in each week of this course provide advanced study of affective aspects of behavior. Additionally, course objectives and learning activities afford advanced integrative knowledge pertinent to affective and social bases of behavior.

Student Learning Outcomes

We will explore personality assessment by integrating it into an understanding that:

1. behavior, social, and emotional development occur within the context of the student, the instruction, the curriculum, the setting, the home, and the community;
2. assessment should follow an empirically-based, hypothesis-testing, and problem-solving model that links directly to intervention;
3. assessment and assessment questions should be guided by research and applications that involve variables and characteristics that result in positive outcomes for students;
4. perspectives or models of aberrant behavior should focus on low inference, behavioral, and objective assessment; and
5. specific approaches toward assessing specific clinical problems means that we need to master ways to integrate and operationalize sometimes discrepant data into a reasonable whole.

Course Objectives

1. An integrated perspective of the personality assessment process as a hypothesis-testing, problem-solving activity for children and adolescents who present with affective, social, emotional, and behavioral problems.
2. An understanding of the perspectives of aberrant behavior and how they affect personality assessment, problem identification, hypothesis generation, and assessment to interpretation linkages.
3. An introduction to the important behavioral assessment measures and techniques in the field along with their administration, hand and computerized scoring, and interpretive procedures and a review of their uses and psychometric properties.
4. A general understanding of some specialized assessment measures used for certain common clinical problems faced by school psychologists.
5. A general understanding of how to conduct functional analyses of aberrant behaviors in a school setting.
6. An appreciation for the identification and reporting of individual and environmental strengths and resources during the assessment process
7. Ways to assess in multicultural and multidimensional contexts and social settings.

Required Texts and/or Readings and Course Materials

Whitcomb, S.A. (2018). *Behavioral, Social, and Emotional Assessment of Children and Adolescents, 5th Edition*. New York, N.Y.: Routledge. ISBN: 1138814393

Supplementary (Optional) Texts and Materials

Blake, J. J., Winters, R. R., & Frame, L. B. (2016). Social–emotional and behavioral assessment. [Canvas]

Kuo, Y. L., Casillas, A., Walton, K. E., Way, J. D., & Moore, J. L. (2020). The intersectionality of race/ethnicity and socioeconomic status on social and emotional skills. *Journal of Research in Personality*, 84, 103905. [Canvas]

Chapter 4 Behavior Analysis of Medical Conditions, Emotions, and Thoughts. Steege, M. W. & Watson, T. S. (2009). *Conducting School-Based Functional Behavioral Assessments. A Practitioner's Guide*, 3rd Edition. Guilford. [Canvas]

Jones, K. M., Wickstrom, K. F., & Friman, P. C. (1997). The effects of observational feedback on treatment integrity in school-based behavioral consultation. *School Psychology Quarterly*, 12, 316-326. [Canvas]

Mazza, J. (2014). Best practices in clinical interviewing parents, teachers, and students. In P. Harrison & (Eds.), *Best practices in school psychology—Data- based and collaborative decision making* (Chp 21). Bethesda, MD.: NASP. [Canvas]

Podcast: Context Driven Conceptualization in Assessment with Dr. Jordan Wright [Canvas]

Sorting Things Out: Culturally Response Assessment. Hays, P. A. (2001). *Addressing Cultural Complexities in Practice: A Framework for Clinicians and Counselors*. Washington, D. C.: American Psychological Association. [Canvas]

De Los Reyes, A., & Kazdin, A. E. (2005). Informant discrepancies in the assessment of childhood psychopathology: a critical review, theoretical framework, and

recommendations for further study. *Psychological Bulletin*, 131(4), 483. [Canvas]

Kamphaus, R. W., DiStefano, C., Dowdy, E., Eklund, K., & Dunn, A.R. (2010). Determining the presence of a problem: Comparing two approaches for detecting youth behavioral risk. *School Psychology Review*, 39 (3), 395-407. [Canvas]

Chapter 5 Executive Skills. Steege, M. W. & Watson, T. S. (2009). *Conducting School-Based Functional Behavioral Assessments. A Practitioner's Guide*, 3rd Edition. Guilford. [Canvas]

Chafouleas, S.M. (2011). Direct behavior rating: A review of the issues and research in its development. *Education and treatment of children*, 34 (4), 575-591. [Canvas]

Ysseldyke, J., Lewka, A. J., Klingbeil, D. A., & Cormier, A. C. (2012). Assessment of ecological factors as an integral part of academic and mental health consultation. *Journal of Educational and Psychological Consultation*, 22(1-2), 21 – 43. [Canvas]

Lieberman, R., Poland, S., & Kornfeld, C. (2014). Best practices in suicide prevention and intervention. In P. Harrison & (Eds.), *Best practices in school psychology—systems-level services* (Chp 19). Bethesda, MD.: NASP. [Canvas]

Cornell, D. (2014). Best practices in threat assessment. In P. Harrison & (Eds.), *Best practices in school psychology—systems-level services* (Chp 18). Bethesda, MD.: NASP. [Canvas]

Miller, D.N., & Jome, L.M. (2008). School psychologists and the assessment of childhood internalizing disorders: Perceived knowledge, role preferences and training needs. *School Psychology International*, 29 (4), 500-510. [Canvas]

Stoiber, K. (2014). A comprehensive framework for multitiered systems of support in school psychology. In P. Harrison & (Eds.), *Best practices in school psychology—Data-based and collaborative decision making* (Chp 3). Bethesda, MD.: NASP. [Canvas]

Albers, C.A., & Kettler, R.J. (2014). Best practices in universal screening. In P. Harrison & (Eds.), *Best practices in school psychology—Data-based and collaborative decision making* (Chp 7). Bethesda, MD.: NASP. [Canvas]

Lyon, A., Maras, M., Pate, C., Igusa, T., & Vander Stoep,

A. (2016). Modeling the impact of school-based universal depression screening on additional service capacity needs: A systems dynamics approach. *Adm Policy Ment Health*, 43 (2), 168-188. [Canvas]

Splett, J. W., Raborn, A., Brann, K., Smith-Millman, M. K., Halliday, C., & Weist, M. D. (2020). Between-teacher variance of students' teacher-rated risk for emotional, behavioral, and adaptive functioning. *Journal of School Psychology*, 80, 37-53. [Canvas]

Rowe, H. L., & Trickett, E. J. (2018). Student diversity representation and reporting in universal school-based social and emotional learning programs: Implications for generalizability. *Educational Psychology Review*, 30(2), 559-583. [Canvas]

Chapters 7, 8, 9. Steege, M. W. & Watson, T. S. (2009). *Conducting School-Based Functional Behavioral Assessments. A Practitioner's Guide*, 3rd Edition. Guilford. [Canvas]

Dunlap, G., Iovannone, R., Wilson, K. J., Kincaid, D. K., & Strain, P. (2010). Prevent-Teach-Reinforce: A standardized model of school-based behavioral intervention. *Journal of Positive Behavior Interventions*, 12(1), 9-22. [Canvas]

Allen, R. A., & Hanchon, T. A. (2013). What can we learn from school-based emotional disturbance assessment practices? Implications for practice and preparation in school psychology. *Psychology in the Schools*, 50(3), 290-299. [Canvas]

Cloth, A. H., Evans, S. W., Becker, S. P., & Paternite, C.

A. (2014). Social maladjustment and special education: State regulations and continued controversy. *Journal of Emotional and Behavioral Disorders*, 22(4), 214-224. [Canvas]

Kubick, R.J., & Lavik, K. (2014). Best practices in making manifestation determinations. In P. Harrison & (Eds.), *Best practices in school psychology— Student-level services* (Chp 27). Bethesda, MD.: NASP. [Canvas]

Grading Scale

I. Grading Scale

All grades will be posted on Canvas as they become available. The following grading scale will be used to determine your final grade:

Grading Scale (%)		Points
94 – 100	A	275 - 300
90 – 93	A-	250 - 274
87 – 89	B+	225 - 249
84 – 86	B	200 - 224
80 – 83	B-	175 - 199
77 – 79	C+	150 - 174
74 – 76	C	125 - 149
70 – 73	C-	100 - 124
67 – 69	D+	75 - 99
64 – 66	D	50 - 74
60 – 63	D-	25 - 49
0 – 59	F	0 - 24

Grade Categories and Weights

I. Grade Categories and Weights

The following assessments and activities will be used to calculate your final grade:

Assessment	Percent of Final Grade
Participation & Engagement	23%
Instrument Presentation	18%
Mid-Term Paper	25%

Final Exam	34%
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Major Topics and Course Schedule

A		Finish This Homework Before Class
Date	Topics to be Discussed in Class	Finish This Homework Before Class
8/24 Week 1	Introduction to Social, Emotional, Behavioral (SEB) Assessment & History, Ethics and Legal Issues Assignment of assessment tools for instrument presentation	Chapter 1: Foundations and Methods of Assessment. Whitcomb, S.A. Chapter 3: Assessment and Classification. Whitcomb, S.A.
8/31 Week 2	Social-Emotional Assessment and Cultural Diversity	Chapter 2: Social-emotional assessment and cultural diversity. Whitcomb, S.A Blake, J. J., Winters, R. R., & Frame, L. B. (2016). Social–emotional and behavioral assessment. [Canvas] Kuo, Y. L., Casillas, A., Walton, K. E., Way, J. D., & Moore, J. L. (2020). The intersectionality of race/ethnicity and socioeconomic status on social and emotional skills. Journal of Research in Personality, 84, 103905. [Canvas]

A		Finish This Homework Before Class
9/7 Week 3	Labor Day holiday; no classes	
9/14 Week 4	Systematic Direct Behavior Observations Presentation: Achenbach System of Empirically-Based Assessment (ASEBA) – School Age	Chapter 4: Direct behavioral observation. Whitcomb, S.A. Chapter 4 Behavior Analysis of Medical Conditions, Emotions, and Thoughts. Steege, M. W. & Watson, T. S. (2009). Conducting School-Based Functional Behavioral Assessments. A Practitioner's Guide, 3rd Edition. Guilford. [Canvas] Jones, K. M., Wickstrom, K. F., & Friman, P. C. (1997). The effects of observational feedback on treatment integrity in school-based behavioral consultation. School Psychology Quarterly, 12, 316-326. [Canvas]

A		Finish This Homework Before Class
9/21 Week 5	Clinical and Teacher Interviewing Presentation: Social Emotional Assets and Resilience Scales (SEARS) Behavioral and Emotional Rating Scale 2nd edition (BERS-2)	Chapter 6: Interviewing Techniques. Whitcomb, S.A Mazza, J. (2014). Best practices in clinical interviewing parents, teachers, and students. In P. Harrison & (Eds.), Best practices in school psychology—Data- based and collaborative decision making (Chp 21). Bethesda, MD.: NASP. [Canvas]
9/28 Week 6	Cultural Interviewing Canvas Discussion Post No Class Meeting	Wright-Constantine Structured Cultural Interview (WCSCI) Podcast: Context Driven Conceptualization in Assessment with Dr. Jordan Wright [Canvas] Sorting Things Out: Culturally Response Assessment. Hays, P. A. (2001). Addressing Cultural Complexities in Practice: A Framework for Clinicians and Counselors. Washington, D. C.: American Psychological Association. [Canvas]

A		Finish This Homework Before Class
10/5 Week 7	Behavior Rating Scales; Behavior Assessment System for Children, Third Edition	Chapter 5: Behavior Rating Scales. Whitcomb, S.A. De Los Reyes, A., & Kazdin, A. E. (2005). Informant discrepancies in the assessment of childhood psychopathology: a critical review, theoretical framework, and recommendations for further study. <i>Psychological Bulletin</i>, 131(4), 483. [Canvas] Kamphaus, R. W., DiStefano, C., Dowdy, E., Eklund, K., & Dunn, A.R. (2010). Determining the presence of a problem: Comparing two approaches for detecting youth behavioral risk. <i>School Psychology Review</i>, 39 (3), 395-407. [Canvas] Chapter 5 Executive Skills. Steege, M. W. & Watson, T. S. (2009). <i>Conducting School-Based Functional Behavioral Assessments. A Practitioner's Guide</i>, 3rd Edition. Guilford. [Canvas]

A	Finish This Homework Before Class	
10/12 Week 8	Progress Monitoring with Direct Behavior Ratings, Sociometric and Bullying Presentation: Revised Children's Manifest Anxiety Scale-2nd ed (RCMAS-2) Multidimensional Anxiety Scale for Children 2nd Edition (MASC-2) Mid-Term Paper Due Today by 11:59pm	Chapter 7: Sociometric Techniques. Whitcomb, S.A. Bullying assessment readings. Chafouleas, S.M. (2011). Direct behavior rating: A review of the issues and research in its development. Education and treatment of children, 34 (4), 575-591. [Canvas] Ysseldyke, J., Lewka, A. J., Klingbeil, D. A., & Cormier, A. C. (2012). Assessment of ecological factors as an integral part of academic and mental health consultation. Journal of Educational and Psychological Consultation, 22(1-2), 21 – 43. [Canvas]
10/19 Week 9	Assessing Other Behavioral, Social and Emotional Problems & Suicide and Threat Assessment Presentation: Child PTSD Symptom Scale for DSM-V (CPSS-V SR) Traumatic Events Screening Inventory-Parent Report Revised (TESI-PRR)	Chapter 12: Assessing Other Behavioral, Social and Emotional Problems. Whitcomb, S.A. Lieberman, R., Poland, S., & Kornfeld, C. (2014). Best practices in suicide prevention and intervention. In P. Harrison & (Eds.), Best practices in school psychology—systems-level services (Chp 19). Bethesda, MD.: NASP. [Canvas] Cornell, D. (2014). Best practices in threat assessment. In P. Harrison & (Eds.), Best practices in school psychology—systems-level services (Chp 18). Bethesda, MD.: NASP. [Canvas]

A		Finish This Homework Before Class
10/26 Week 10	Internalizing & Externalizing Behaviors Presentation: Children's Depression Inventory 2 (CDI-2)	Chapter 10: Assessing Externalizing Problems. Whitcomb, S.A. Chapter 11: Assessing Internalizing Problems. Whitcomb, S.A. Miller, D.N., & Jome, L.M. (2008). School psychologists and the assessment of childhood internalizing disorders: Perceived knowledge, role preferences and training needs. School Psychology International, 29 (4), 500-510. [Canvas]
11/2 Week 11	Personality and Projective Assessment & Social Skills Presentations: Social Skills Improvement System Rating Scales (SSIS) Personality Assessment Inventory Adolescent (PAI-A)	Chapter 8: Self-Report Assessment. Whitcomb, S.A. Chapter 9: Projective-Expressive Assessment Techniques. Whitcomb, S.A. Chapter 13: Assessing Social Skills and Social-Emotional Strengths. Whitcomb, S.A.

A		Finish This Homework Before Class
11/9 Week 12	Tiered Models of Assessment— PBIS, SEL, and Universal Screening for Mental Health Concerns Presentation: Vineland Adaptive Behavior Skills Third Edition Adaptive Behavior Assessment System 3 (ABAS-3)	Stoiber, K. (2014). A comprehensive framework for multitiered systems of support in school psychology. In P. Harrison & (Eds.), Best practices in school psychology—Data-based and collaborative decision making (Chp 3). Bethesda, MD.: NASP. [Canvas] Albers, C.A., & Kettler, R.J. (2014). Best practices in universal screening. In P. Harrison & (Eds.), Best practices in school psychology—Data-based and collaborative decision making (Chp 7). Bethesda, MD.: NASP. [Canvas] Lyon, A., Maras, M., Pate, C., Igusa, T., & Vander Stoep, A. (2016). Modeling the impact of school-based universal depression screening on additional service capacity needs: A systems dynamics approach. Adm Policy Ment Health, 43 (2), 168-188. [Canvas] Splett, J. W., Raborn, A., Brann, K., Smith-Millman, M. K., Halliday, C., & Weist, M. D. (2020). Between-teacher variance of students' teacher-rated risk for emotional, behavioral, and adaptive functioning. Journal of School Psychology, 80, 37-53. [Canvas] Rowe, H. L., & Trickett, E. J. (2018). Student diversity representation and reporting in universal school-based social and emotional learning programs: Implications for generalizability. Educational Psychology Review, 30(2), 559-583. [Canvas]

A	Finish This Homework Before Class	
11/16 Week 13	Functional Behavioral Assessment And Issues in Classification: Social Maladjustment and Emotional Disturbance Guest Speaker Presentations: Autism Spectrum Rating Scales (ASRS) Roberts Apperception Test for Children – 2	Chapters 7, 8, 9. Steege, M. W. & Watson, T. S. (2009). Conducting School-Based Functional Behavioral Assessments. A Practitioner's Guide, 3rd Edition. Guilford. [Canvas] Dunlap, G., Iovannone, R., Wilson, K. J., Kincaid, D. K., & Strain, P. (2010). Prevent-Teach-Reinforce: A standardized model of school-based behavioral intervention. Journal of Positive Behavior Interventions, 12(1), 9-22. [Canvas] Allen, R. A., & Hanchon, T. A. (2013). What can we learn from school-based emotional disturbance assessment practices? Implications for practice and preparation in school psychology. Psychology in the Schools, 50(3), 290-299. [Canvas] Cloth, A. H., Evans, S. W., Becker, S. P., & Paternite, C. A. (2014). Social maladjustment and special education: State regulations and continued controversy. Journal of Emotional and Behavioral Disorders, 22(4), 214-224. [Canvas] Kubick, R.J., & Lavik, K. (2014). Best practices in making manifestation determinations. In P. Harrison & (Eds.), Best practices in school psychology— Student-level services (Chp 27). Bethesda, MD.: NASP. [Canvas]

A		Finish This Homework Before Class
11/23 Week 14	THANKSGIVING HOLIDAY No Class Meeting	
11/30 Week 15	Test-Free Week CASE STUDIES Presentation: Conners Rating Scale for ADHD Comprehensive Executive Function Inventory (CEFI)	
12/7 Week 16	USF Final Exams Week FINAL EXAM	

*Note: This course schedule
and syllabus is subject to revision at the discretion of the instructor.

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Late Work: All assignments are to be completed by or before the scheduled date provided by the instructor. Do not email the instructor any assignments unless explicitly told to do so. Any concerns (e.g., illnesses, emergencies, extenuating circumstances) must be clearly and proactively communicated to the instructor and documentation may also be required.

Make-Ups and Extra Credit: Make-up work for excused absences will be addressed on a case-by-case basis. Furthermore, there will not be an option to earn extra credit within this course.

Incompletes: Students will not be given an Incomplete in the course unless there is an appropriate reason (e.g., medical problems). This course fulfills one of the core requirements for the school psychology

program. Therefore, satisfactory progress for students in that program is defined as attainment of a B- or better.

Grades of "Incomplete"

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

1. **Electronic Devices.** While engaged in learning, students may utilize a laptop device for note-taking and for in-class activities that are permitted by the instructor. However, students are not permitted to work on other, unrelated tasks (e.g., completing unrelated assignments for this course or other courses, surfing the web, typing emails,

uploading documents to Canvas, texting, etc.). Overall, the use of electronic devices for any other purpose during class time, without permission from the instructor, is not permitted. Unauthorized use of electronics may negatively impact a student's progress.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material

for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you

- allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)