
MHS6450 - Substance Use Counseling

3 Credit Hours

COURSE SYLLABUS

Semester: Spring 2026

Delivery method: Online, Off-campus

Location: Online / Off-campus

Instructor: Chloe Lancaster, Ph.D. & Cassie L. D'Addeo, LMFT, QS, Co- Teacher

Instructor email: clancaster2@usf.edu

Virtual Office Hours: Upon request via Microsoft Teams

Minimum Technical Skills & Requirements:

In order to take courses online at USF, you will need to be able to demonstrate proficiency at basic computer skills, maintain reliable internet access, and meet the [computer system requirements](https://www.usf.edu/it/remote/requirements-for-students) listed at: <https://www.usf.edu/it/remote/requirements-for-students>

I. Welcome!

Dear students welcome to Substance Use Counseling. As future school counselors, you are the most essential instrument of your profession. Therefore, it is imperative that you have opportunities to connect theory to practice throughout your program of study. In the absence of formal field-based learning, I use a variety of active learning strategies to approximate real-world settings, incorporating numerous learning modes into each weekly lessons (e.g., reading, audio, and video). I'm also an ardent believer in what John Dewey coined as "learning by doing." Where possible, I craft assignments with a real-world applied component. My teaching style is also influenced by Bloom's Taxonomy of Learning, which describes a theory of how we build knowledge from rudimentary remembering to the highest exemplifier of learning: Creating. With this in mind, students may notice that I frame questions and discussion posts in a manner that requires students to synthesize information across readings. Accordingly, I expect your work to integrate information across multiple sources to create an original perspective.

II. University Course Description

Prepares school-based professionals aids to work with substance use issues, through building knowledge of the etiology of substance abuse and counseling interventions and prevention methods amenable to schools and community settings.

III. Course Prerequisites

MHS6400

IV. Instructor Contact Information and Communication

Please use my USF email, clancaster2@usf.edu as the primary mode of communication. All work will be submitted on canvas, however if students have any questions or concerns, please email me directly and I will respond within 24 hours Monday-Friday, within business hours (8 a.m. – 5p.m.)

V. First Day Attendance Policy

During the first week of the semester, all students must complete the ‘first day attendance’ requirement. This is a USF requirement that applies to online courses. This requirement is satisfied via the completion of the Introductions Discussion Board. Students who don’t complete this first day attendance activity run the risk of being dropped from the course.

VI. Course Objectives

As a result of completing the assignments in this course, students will demonstrate competencies aligned to the Council for Accreditation of Counseling and Related Educational Programs (CACREP), 2016 Standards, in the following areas:

1. Students will understand the role of school counselors in the prevention and treatment of substance abuse (CACREP 2.F.1.b; 5.G.2.b)
2. Students will demonstrate knowledge of drug classifications, including drugs that are most commonly abused and used in treating addiction disorders (CACREP, 2.F.3.d).
3. Students will articulate and critique various models of addiction, including moral, social-cultural, psychological, disease, and biopsychosocial models (CACREP 2.F.5.b, 2.F.3.e.f.)
4. Students will develop an awareness of culturally informed beliefs and perceptions towards addiction and identify strategies to advocate for diverse clientele (CACREP 2.F. 5.d., 2. F.2.a., 2.F.1.e)
5. Students will become familiar with the legal, ethical, and confidentiality concerns related to implementing school-based crisis, prevention, and intervention substance abuse services in schools and methodology for outreach (CACREP 2.F.1.b.c.,2.F.5.k., 5.G.2.m.n).
6. Students will identify relevant techniques for screening, assessment & diagnosis of substance use disorders and their role as school counselors in a continuum of care (CACREP 2.F.7.e., 2.F.1.b.c., 5.G.2.k).
7. Students will become familiar with evidence-based strategies for treating individuals and groups with the substance used disorders (CACREP 2.F.5.a.j.; 2.F.8.b).
8. Students become familiar with factors that influence the treatment of Alcohol & other drugs and integrate knowledge into consultation and counseling activities (CACREP 2.F.3.h., 2.F.5.c).
9. Students will demonstrate knowledge and understanding of co-occurring disorders and integrate knowledge into consultation and counseling activities (CACREP 2.F.3.c.f.).
10. Students will learn about relapse prevention and recovery and prevention programs CACREP 2.F. 5. a. b. j)
11. Students will recognize signs and symptomology of clientele exposed to environments where substance abuse is present and understand its impact on children and adolescents psycho-social growth and development across the lifespan (CACREP 5.G.2.g.i)

VII. Student Learning Outcomes

By the end of this course, you will be able to:

1. Articulate the role of school counselors in substance abuse prevention and treatment.
2. Identify and categorize drug classifications and treatment approaches.
3. Critically analyze various models of addiction, including moral, social-cultural, psychological, disease, and biopsychosocial models.
4. Describe culturally informed beliefs and perceptions towards addiction.
5. Describe strategies to advocate for diverse clientele with cultural awareness.
6. Explain legal, ethical, and confidentiality concerns related to implementing school-based crisis, prevention and intervention substance abuse services in school.
7. Describe methodologies for outreach.
8. Identify relevant techniques for screening, assessment & diagnosis of substance use disorders in the role of a school counselor in a continuum of care.
9. Explain evidence-based strategies for treating individuals and groups with substance use disorders.
10. Explain the factors that influence the treatment of Alcohol and other drugs and how to integrate these factors into consultation and counseling activities.
11. Explain co-occurring disorders in counseling and how to integrate them into consultation and counseling activities.
12. Describe relapse prevention and recovery programs.
13. Identify signs and symptomology of clientele exposed to environments where substance abuse is present
14. Describe the impact of substance abuse on children' and adolescents' psycho-social growth and development across the lifespan.

VIII. Required Texts and/or Readings and Course Materials

Brooks, F., & McHenry, B. (2024). *A contemporary approach to substance use disorders and addiction counseling* (3rd ed.). American Counseling Association

Reed, A. (2011). *Clean*. New York: Simon Pulse Publishing. (book club reading)

Additional required course materials, such as weekly videos, journal articles, and book chapters will be available in the course Canvas site.

IX. Supplementary (Optional) Texts and Materials

Unless otherwise indicated, all materials in Canvas are required.

X. Grading Scale

Grading Scale (%)

94 – 100	A	74 – 76	C
90 – 93	A-	70 – 73	C-
87 – 89	B+	67 – 69	D+
84 – 86	B	64 – 66	D
80 – 83	B-	60 – 63	D-
77 – 79	C+	0 – 59	F

XI. Grade Categories and Weights

Graded Items	Percent of Final Grade
Weekly Quizzes	24%
Discussion Boards	60%
Attendance at 12-Step Meetings	16%
	100%

XII. Course Assignments

APA Expectation

All work submitted must be the student's original work and meet the style guidelines of the American Psychological Association (APA), 7th edition. Please review the APA resources in the Getting Started module in Canvas. I expect all students work to be formatted accordingly: Times new roman, 12-point font, cover page, running head, and references). This also means that any cited phrases, sentences, and/or ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes the use by paraphrase or direct quotation of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person. It is the student's responsibility to know all relevant university policies concerning plagiarism and academic integrity. Any cases of plagiarism or academic dishonesty discovered by the instructor will be reported and may result in a failing grade for the course and other more serious sanctions by the College of Education.

Weekly Quizzes (24 points)

Students will complete 12 weekly quizzes- typically 1 per week, except in a couple of modules. Each quiz is worth 2 points for a total of 24 points. Quizzes consist of multiple-choice questions, are untimed, and are based on the assigned reading from the textbook. Students will only have one opportunity to complete it.

Course Objectives 1-11

Discussion Posts (60 points)

Students will complete 14 weekly discussion boards, which are assigned weekly and worth *4 points. The intent of discussion board activities is to establish if students have read and comprehend the weekly course material, as well as to foster dialogue. The nature of the activity will differ depending on the week's learning objective, readings, videos, journal articles, or other assigned material. For example, you may be asked to respond to a series of open-ended questions create PowerPoint or newsletter to educate school stakeholders on issues related to substance abuse intervention and prevention. All student work should be written at a high-quality graduate level, and it is very clear when a student has rushed through an assignment.

**note that discussion boards in weeks 7 & 9 are worth 6 points*

The assigned book club read, "Clean", will be used as a catalyst discussion for many (not all) of the discussion boards. The use of a literature helps to bring alive the one-dimensional aspects of textbook learning and a book focused on adolescents in a treatment center contextualizes learning to school-aged population, with whom you will be working with as a school counselor. You can either follow the timeline for reading in the syllabus or "binge read" the book early in the semester. The book is available on kindle if students would like to get a head-start on the reading.

Course Objectives 1-11

Discussion Post Expectations

Students will be awarded points based on their reflection and connection of characters and events to the wider reading. Failure to engage in meaningful discussions that reflect thoughtful analysis of the class readings will impact your grade. Original responses should be no less than 200 words long and cover every aspect of the question. Highest points will be awarded to those responses that are thoughtful, respectful, and substantive. Although your posts are required to be posted to the class, your grades will be private and this information will only be accessible to you and the instructor. You are required to respond to at least 2 of your classmate's original posts by Sunday at 11:59 PM. Effective responses should convey how your classmates post personally impacted you by reminding you of a relevant event, discussion, news report, book, or of previous course material. Each of your 2 responses should be a minimum of 50 words

Attendance at 12 Step Meetings (16 points)

As part of your class experience, you are required to attend three different "Open" 12-Step meetings. You may attend any of the below groups or any other 12-Step meeting approved by the professor.

12-Step Meeting Groups

- [Al-Anon](#)
- [Alcoholics Anonymous](#)
- [Celebrate Recovery](#)
- [Codependents Anonymous](#)
- [Emotions Anonymous](#)
- [Gamblers Anonymous](#)
- [Nar-Anon](#)
- [Narcotics Anonymous](#)
- [Overeaters Anonymous](#)
- [Sexaholics Anonymous](#)
- [SMART Recovery](#)

Note: All meetings are "closed meeting unless "O" (open) is indicated. **Only attend Open meetings** unless you meet the necessary criteria.

To reduce anxiety about attending a recovery meeting I suggest you attend in the company of one of your classmates. This assignment will be graded based on the paper components described below and the rubric of the assignment description on Canvas.

An Introduction

This one-to-two paragraph introduction will provide an overview of the three meetings that you attended (worth 4 points).

Summary Log

This log will record your attendance at three 12-step meetings, focusing on your thoughts and feelings (a) before the meeting, (b) during the meeting, and (c) following the meeting. You do not need to get your log signed by the group leader- it is purely a reflection of your experience. To the

extent you are comfortable, speak briefly with at least one member at each group who attended- The group leader may be the most accessible and visible person. There will be three entries in all, each a minimum of one page per entry. The summary log is a reflection of your personal experiences and does not have to be signed by the speaker. (worth 6 points)

A Summary Paper

This is to be a minimum two-to-three-page paper describing (a) your overall thoughts and feelings about the meetings you attended, (b) what influenced your thoughts and feelings, (c) what of Yalom's 11 therapeutic factors did you witness among group members*, and (d) what this exercise has taught you about what clients might experience. The paper should be submitted in APA format (worth 6 points). *Course Objectives 1, 5, 6, & 7*

* The 11 therapeutic or curative factors are: *Instillation of hope; Universality, Information giving; Altruism, Corrective recapitulation of the primary family, Improved social skills, Imitative behavior, Interpersonal learning; Group cohesiveness, Catharsis; and Existential factors.* The 11 curative factors are extremely well documented, and there is plenty of information on the web and in group textbooks to explain each one. Only comment on the factors that you saw as present among group members

XIII. Instructor Feedback Policy & Grade Dissemination

Instructor will respond to email communication relevant to the subject matter within 48 hours of the date received. Instructor will provide feedback on assignments within one week of the posted deadline, and feedback on final papers within two weeks of the posted deadline. [You can access your scores at any time using "Grades" in Canvas.](#)

XIV. Course Schedule

Date	Module	Topic	Readings & Resources	Assignments Due	Course/CACREP Objective
01/12-01/18		Introductions	Course Syllabus	Introductions Discussion Board	
01/20-01/25	1	Substance Use Counseling: An Introduction	Chapter 1 (Brooks & McHenry, 2024) Module Readings & Resources in Canvas	Module 1 Quiz Module 1 Discussion	Objective 1
01/26-02/01	2	Diversity Issues in Substance Use Treatment	Chapter 2 (Brooks & McHenry, 2024) <i>Clean</i> (prologue to pg 42) Module Readings & Resources in Canvas	Module 2 Quiz Module 2 Discussion	Objective 4
02/02-02/08	3	Types of Drugs and Their Effects	Chapter 3 (Brooks & McHenry, 2024) <i>Clean</i> (pgs. 43-101) Module Readings & Resources in Canvas	Module 3 Quiz Module 3 Discussion	Objective 2
02/9-02/15	4	Assessment, Diagnosis, and Interview Techniques	Chapter 4 (Brooks & McHenry, 2024) <i>Clean</i> (pgs. 102-145) Module Readings & Resources in Canvas	Module 4 Quiz Module 4 Discussion	Objectives 6 & 9
02/16-02/22	5	Models of Addiction	Chapter 5 (Brooks & McHenry, 2024) <i>Clean</i> (pgs. 103-211) Module Readings & Resources in Canvas	Module 5 Quiz Module 5 Discussion	Objective 3
02/23-03/01	6	Motivational Interviewing	Chapter 7 (Fisher & Harrison, 2017) <i>Clean</i> (continue reading) Module Readings & Resources in Canvas	Module 6 Quiz Module 6 Discussion	Objective 7
03/02-03/08	7	SBIRT Training	SBIRT Training Module Readings & Resources in Canvas	Module 7: SBIRT Course Completion Certification (No quiz this module)	Objectives 6 & 7

03/09-03/15	8	Prevention	Chapter 16 (Fisher & Harrison, 2017) <i>Clean</i> (finish book) Module Readings & Resources in Canvas	Module 8 Quiz Module 8 Discussion	Objectives 1, 7, & 8
03/23-03/29	9	Social Norms Campaign	Module Readings & Resources in Canvas	Module 9 Discussion	Objectives 1 & 8
03/30-04/05	10	Treatment and Treatment Settings	Chapter 6 (Brooks & McHenry, 2024) Module Readings & Resources in Canvas	Module 10 Quiz Module 10 Discussion	Objective 7
04/06-04/12	11	Developmental Approaches in Treating Addiction	Chapter 7 (Brooks & McHenry, 2024) Module Readings & Resources in Canvas	Module 11 Quiz Module 11 Discussion	Objectives 7 & 8
04/13-04/19	12	Family & Addiction	Chapter 8 (Brooks & McHenry, 2024) Module Readings & Resources in Canvas	Module 12 Quiz Module 12 Discussion	Objective 11
04/20-04/26	13	Confidentiality & Ethics	Chapter 5 (Harrison & Fisher, 2017) Module Readings & Resources in Canvas	Module 13 Quiz Module 13 Discussion	Objective 5
04/27-05/03	14	Spirituality and Support Groups	Chapter 12 (Brooks & McHenry, 2024) Module Readings & Resources in Canvas	Module 14 Quiz Module 14 Discussion Attendance at 12-Step Meetings	Objective 10

* Note: The Schedule is subject to revision

XV. **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, and sexual harassment that **apply to all courses at USF**. These may be accessed on the [USF Core Syllabus Policy Statements page](https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx) at <https://www.usf.edu/provost/faculty/core-syllabus-policy-statements.aspx>.

XVI. **Course Policies: Grades**

Late Work Policy

There are no make-ups for weekly lessons, quizzes, discussion boards or other course assignments. Late-work will be assessed a penalty: a half-letter grade if it is one day late, or a full-letter grade for 2-7 days late. Student work will not be accepted if overdue by more than seven days.

Extra Credit Policy

You may attend an extra (4th) 12 step group for an additional **5 points**. The group must be different than the previous 3 groups attended. Include your 4th group visit in your final paper, by writing it up in the same manner as your other meetings attended, and including it in your final paper.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. *For graduate courses:* 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.

Not all ideas can be supported by objective methods or criteria. Regardless, you may decide that certain ideas are worthy of your personal belief. In this course, however, you may be asked to

engage with complex ideas and to demonstrate an understanding of the ideas. Understanding an idea does not mean that you are required to believe it or agree with it.

Rewrite Policy

At the instructor's discretion, a student may have an option to rewrite their work with the intent of earning a passing or better grade than the original one earned.

XVII. Course Policies: Technology and Media

Canvas

This course is offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the [Canvas Student Guides](#). You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

XVIII. Course Policies: Student Expectations

Academic Integrity of Students:

Academic integrity is the foundation of the University of South Florida System's commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one's own efforts. The final decision on an academic integrity violation and related academic sanction at any USF System institution shall affect and be applied to the academic status of the student throughout the USF System, unless otherwise determined by the independently accredited institution.

Disruption to Academic Process:

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

Student Academic Grievance Procedures:

The purpose of these procedures is to provide all undergraduate and graduate students taking courses within the University of South Florida System an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An "academic grievance" is a claim that a specific academic decision or action that affects that student's academic record or status has violated published policies and procedures, or has been applied to the grievant in a manner different from that used for other students.

Title IX Policy

Title IX provides federal protections for discrimination based on sex, which includes discrimination based on pregnancy, sexual harassment, and interpersonal violence. In an effort to provide support and equal access, **USF has designated all faculty (TA, Adjunct, etc.) as Responsible**

Employees, who are required to report any disclosures of sexual harassment, sexual violence, relationship violence or stalking. The Title IX Office makes every effort, when safe to do so, to reach out and provide resources and accommodations, and to discuss possible options for resolution. Anyone wishing to make a Title IX report or seeking accommodations may do so online, in person, via phone, or email to the Title IX Office. For information about Title IX or for a full list of resources please visit: <https://www.usf.edu/title-ix/gethelp/resources.aspx>. *If you are unsure what to do, please contact Victim Advocacy – a confidential resource that can review all your options – at 813-974-5756 or va@admin.usf.edu.*

Attendance Policy:

This is an online asynchronous web-based class, which means there are no scheduled meeting times. As such traditional attendance policies regarding in-person attendance are not relevant. Nonetheless students should have all work submitted by the specified deadlines and late work will be assessed at a penalty as per the late-work policy

Professionalism Policy.

Once again, traditional professionalism policies regarding professional etiquette are less applicable to online settings. Nonetheless, students should demonstrate professionalism in their written work, through adherence to APA style, and maintained of a collegial and professional tone in the context of discussion boards, even when disagreements arise. Students should refer to the professor by honorific (e.g. Dr. Lancaster), and fellow students by their preferred name. When students attend 12-steps meetings, they represent the university and the school counseling profession, and should conduct themselves in accordance with college and university student dispositions standards and ASCA ethical standards.

Student Responsibilities:

It is important you are aware of your responsibilities as a student in this course (this is not an inclusive list):

- Login to Canvas daily to activity for new announcements regarding important course information. Update your Canvas notification settings to receive emails when new announcements are posted.
- Communicate with the instructor in advance of assignment due dates if you do not understand the assignment details. Send emails directly to me at clancaster2@usf.edu (not through Canvas) and remember to include MHS6450 in the subject line

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 – any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Artificial Intelligence (AI) Policy:

1. **Definition of Generative AI Tools:** Generative AI tools refer to any artificial intelligence-powered software, program, or application that can generate content, including but not limited to text, visuals, music, and other creative outputs. Examples of these tools include AI text generators, AI content rewriters, AI graphic generators, etc.
2. **Permitted Use:** The use of generative AI tools is permitted for course-related assignments with some exceptions. Students must responsibly use these tools, adhering to the guidelines

outlined in this policy. The following are examples of appropriate use of generative AI tools for this course:

- **Generating ideas or brainstorming.** For example, you might ask a generative AI tool about emerging topics when deciding on a topic for your research.
 - **Learning more about a topic, concept, or term covered in a lecture or reading assignment.** For example, if you are confused about a concept that you read about in the textbook or heard about in the lecture, you might ask an AI tool for a more in-depth explanation.
 - **Proofreading a paper or discussion post.** For example, you might write a discussion post and ask an AI tool to identify spelling or grammatical errors or improve writing style. You may then decide what suggestions to use for a revision to the original text.
 - **Obtaining brief explanations or quotes that are appropriately referenced.** If you choose to copy and paste text from a generative AI tool, the text must be appropriately cited using APA format. Learn more about citing AI tools at <https://guides.lib.usf.edu/c.php?g=1315087&p=9678805>.
3. **Prohibited Use:** You may not prompt a generative AI tool to write a paper or discussion post on your behalf. This is no different than asking a friend or a family member to write your paper for you and is not acceptable. You are also prohibited from pasting text from a generative AI tool into an assignment without appropriately identifying that text as a direct quote with an appropriate in-text citation (see <https://guides.lib.usf.edu/c.php?g=1315087&p=9678805> for more information on appropriately citing AI text) or, as is the case with any other source(s) of information, overquoting or overutilizing information from AI instead of offering original work.
 4. **Student Responsibility:** You are responsible for appropriately using generative AI tools in your work. This includes:
 - Citing all AI-generated content used in your submissions.
 - Demonstrating a deep understanding of the subject matter, not solely relying on AI-generated content.
 - Cross-referencing claims and statements obtained from AI with original sources and providing appropriate citations.
 - Using AI tools as a supplemental resource (i.e., as an editor), not as the primary means of completing assignments.
 - Understanding that generative AI tools, while powerful, are not infallible and can produce misinformation or inaccurate results. You are responsible for the accuracy of your submissions and must cross-verify the information produced by these tools with reliable sources.
 5. **Violation Consequences:** Misuse of AI tools, including use of AI that undermines the student learning objectives of the course or assignment, failing to cite AI-generated content, relying too heavily on AI for work completion, or submitting inaccurate information generated by AI tools, will be subject to academic penalties. Consequences may range from a reduction in an individual assignment grade to larger academic sanctions per USF policy, depending on the severity of the violation (USF Regulation 3.027).
 6. **Exceptions:** If there are specific assignments where the use of AI tools is not appropriate, these will be clearly marked in the assignment guidelines. You must adhere to these specific instructions.

7. **Questions and Clarifications:** If you are unsure whether a tool you wish to use qualifies as a generative AI tool, or if you have questions regarding the allowable use of such tools, you should consult with the course instructor before using it.

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.

Netiquette Guidelines

1. 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.
2. 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.
3. 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.
4. 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.
5. 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

1. Use the subject line effectively by using a meaningful line of what your email or discussion is about.
2. Keep your emails and postings related to the course content. You should not post anything personal on a discussion board, unless is requested by the instructor.
3. 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.

XIX. 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 and Sarasota-Manatee campuses.](#)

[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.

[IT website for the Tampa campus.](#)

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

[IT website for the Sarasota-Manatee campus.](#)

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.](#)

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

[Counseling Center website for the Sarasota-Manatee 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.](#)

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

[Tutoring website for the Sarasota-Manatee 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.](#)

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

[Writing studio website for the Sarasota-Manatee campus.](#)

XX. Important Dates to Remember

Spring 2026

Drop/Add Deadline:	Friday, January 16, 2026
Dr. Martin Luther King Jr. Holiday:	Monday, January 19, 2026
Spring Break:	Monday, March 16 to Sunday, March 22, 2026
Withdrawal Deadline:	Saturday, March 28, 2026
Final Exam Week:	Saturday, May 3 to Thursday, May 7, 2026